

Regular Meeting
Tuesday, March 7, 2023 6:00 PM

McDaniel High School
2735 NE 82nd Ave
Portland, Oregon 97220

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Acknowledging National School Social Work Week March 5 -11, 2023 (Resolution 6655)
 - Vote - Public Comment Accepted
3. 6:15 pm - Classified and Non-Represented Employees Appreciation Week (Resolution 6656)
 - Vote- Public Comment Accepted
 - Comments from the Portland Federation of School Professionals
4. 6:25 pm - Student Representative's Report
5. 6:30 pm - Student Comment
6. 6:40 pm - Board Discussion on Public Comment (Public Comment Accepted)
7. 6:55 pm - Public Comment
 - General Public Comment
 - Comments from the Portland Association of Teachers (PAT)
 - Comments from Service Employees International Union (SEUI)
8. 7:20 pm - Board Committee and Conference Reports
9. 7:30 pm - Charter School Application Renewal - LeMonde School (Resolution 6657)
 - Vote - Public Comment Accepted
10. 7:40 pm - Report: Middle School Redesign (Public Comment Accepted)
11. 8:00 pm - First Reading of Policy Revisions: (Public Comment Accepted)
 - Community Use of Buildings 3.30.010-P
 - Complaint Policy 4.50.030-P
 - Military Recruitment 6.20.043-P
12. 8:10 pm - Second Reading of Policy Revision (Resolution 6658)
 - Anti-racist and Anti-Oppression Learning Communities Policy 2.10.015-P
13. Vote- Public Comment Accepted
14. 8:15 pm - Second Reading of Policy Rescissions (Resolution 6659)
 - Presentations by Citizens and Employees Policy 1.70.012-P
15. Vote- Public Comment Accepted
16. 8:20 pm - Board Operating Protocols (Resolution 6660)
 - Vote-Public Comment Accepted
17. 8:50 pm - Consent Agenda: Resolution 6661 through 6674 Vote- Public Comment Accepted
 - 17.(a) Resolution 6661 - Expenditure Contracts
 - 17.(b) Head Start Action and Informational Items
 - 17.(b)(i) Resolution 6662 - Approval of Head Start Policy Council Recommendation Diapering and Toileting
 - 17.(b)(ii) Resolution 6663 - Approval of Head Start Policy Council Recommendation Site and Service

- 17.(b)(iii) Resolution 6664 - Approval of Head Start Policy Council Recommendation Annual Report
- 17.(b)(iv) Resolution 6665 - Approval of Head Start Policy Council Recommendation Self-Assessment Timeline
- 17.(b)(v) Resolution 6666 - Approval of Head Start Policy Council Recommendation Parent Request Altered Schedule.
- 17.(c) Resolution 6667 - Election of Second-Year Probationary Teachers
- 17.(d) Resolution 6668 - Election of Third-Year Probationary Teachers
- 17.(e) Resolution 6669 - Election of Contract Teachers
- 17.(f) Resolution 6670 - Contract Extension for Teachers
- 17.(g) Resolution 6671 - Election of Second-Year Probationary Administrators
- 17.(h) Resolution 6672 - Election of Third-Year Probationary Administrators
- 17.(i) Resolution 6673 - Election of Contract Administrators
- 17.(j) Resolution 6674 - Contract Extension for Administrators
- 18. 8:55 pm - Other Business / Committee Referrals
- 19. 9:00 pm - Adjourn

RESOLUTION No. 6655

Acknowledging National School Social Work Week March 5 -11, 2023

RECITALS

- A. School Social Workers in Portland Public School serve as vital members of the school team, playing a central role in creating a positive environment at schools.
- B. School Social Workers in Portland Schools work alongside students and families to uplift and celebrate all intersectional identities.
- C. School Social Workers are especially skilled in collaborating with families, school teams, and community partners to support students who face serious challenges to school success, including structural racism, poverty, disability, discrimination, abuse, addiction, bullying, loss of a loved one, and other barriers to learning.
- D. School districts and local educational agencies must continue to work with School Social Workers to address students' social, emotional, physical, mental health, and environmental needs so that students may achieve their full potential.

RESOLVED

The Portland Public Schools Board of Education recognizes March 5 through March 11, 2023, is School Social Work Week in Portland Public Schools and thanks all of our School Social Workers for the continued work to support the needs of our students.

Resolution to Recognize Classified and Non-Represented Employee
Appreciation Week March 6-10, 2023

RECITALS

- A. Portland Public Schools' Classified and Non-Represented employees are essential members of our educational team. From the moment a student steps on a school bus each weekday morning, their learning experience is shaped by members of our Classified and Non-Represented staff. On the front lines and behind the scenes, our Classified and Non-Represented staff are in a unique position to influence our school communities. They create a positive learning environment for our students by assisting them in the classroom; preparing and serving meals; caring for their physical needs; transporting them; keeping them safe, and aiding their families. Classified and Non-Represented staff keep our administrative and school offices humming; attend to our buildings and grounds; help us communicate with each other and our community; shepherd supplies and equipment, to name a few. Because of this vital and integral role, we are grateful for their work and support.

- B. Classified employees include members of our valued labor partners, including the Portland Federation of School Professionals (including administrative assistants, call center reps, certified drug and alcohol counselors, educational assistants, school administrative assistants, paraeducators, finance clerks, site technology specialists, bookkeepers, campus safety associates, SPED records clerks, community agents, library assistants, transportation route schedulers, and others), Service Employees International Union (nutrition services and custodians), Amalgamated Transit Union (bus drivers), and the District Council of Unions (skilled maintenance (for example: painters, electricians, carpenters, and others) warehouse workers, and television services).

- C. For their efforts on behalf of the more than 43,000 students in the Portland Public Schools community, the Classified and Non-Represented employees deserve our collective recognition and thanks.

RESOLUTION

The Board of Education declares this week, March 6-10, 2023, Classified and Non-Represented Employee Appreciation Week in recognition of the many daily services provided to enrich and support students in Portland Public Schools toward their highest achievement possible.

Be it further resolved, that the Board encourages the Portland Public Schools community to join in honoring Classified and Non-Represented Employees for their positive impact on our students and our community.



The Portland Public Schools Board of Education would like to recognize, congratulate, and extend appreciation to all of the following employees for their devoted service to the students, families, and staff of Portland Public Schools. Your dedication and service to the Portland community are not taken for granted. From **July 1, 2022 through June 30, 2023**, years of service are honored in five-year increments ranging from five years to forty-five years. All service award recipients will receive a lanyard signifying their years of service.

Forty-Five Years

Alan Jelkrem
Carl Miller

McDaniel HS
Lincoln HS

Custodian High School Lead
Custodian

Forty Years

Mae Won

Columbia Regional Inclusive Services

Sign Language Interpreter

Thirty-Five Years

Herb Wagner
Sheila Dygert
Tara Barton

Health and Safety
Franklin HS
Special Education Services

Environmental Health & Safety Associate III
School Administrative Assistant II-HS
Occupational Therapist - Feeding Team

Thirty Years

None



Twenty-Five Years

Diane Namba-Welsick	Alliance HS @ Meek	Educational Assistant
Dunya Minoo	Student Support Services	Senior Manager - Student Success & Health
German Shteyman	Student Transportation	Cover Driver/Field Spare
Karen Beckner	Capitol Hill K-5	Nutrition Services Lead
Karen Jordan	Lee K-5	Educational Assistant-PK
Marian Sanders	Lee K-5	Custodian B
Mona Johnson	Boise-Eliot K-5	Educational Assistant
Norma Gomez	Enrollment & Transfer Center	Student Placement Specialist I
Tracy Enbysk	Facilities Management	Business Operations Analyst I

Twenty Years

Ariel Lavandera	Arleta K-5	Language Access Specialist
Bernice Arditi	Faubion PK-8	Educational Assistant
Beth Minch	Alameda K-5	School Administrative Assistant III-ES
Bi Ying Tsoi	Head Start - Kelly Center	Educational Assistant-PK
Christine Sugura	Martin Luther King Jr K-5	School Administrative Assistant I-ES
Cori Plinski	Instructional Resource Center	Supervisor
Demetra Ned	McDaniel HS	Nutrition Services Assistant
Irene Robles	Head Start - Clarendon	Community Agent-Spanish
Jay Hatcher	Maintenance Services	Electronics Technician
Jennifer Barzee	Metropolitan Learning Ctr K-12	Paraeducator Designated School Support
Leslie Phillips	Woodmere K-5	Nutrition Services Lead
Leticia Reyes	Head Start - Sacajawea Site	Educational Assistant Bilingual-Spanish
Noah Chadd	Ainsworth K-5	School Administrative Assistant II-ES
Rakhilya Tee	Mt. Tabor MS	Nutrition Services Lead
Rene Viloría	Arleta K-5	School Administrative Assistant I-ES
Sharon Grigsby	Chief Joseph K-5	Nutrition Services Lead
Susan Minich	Astor K-8	Nutrition Services Lead
Trudy Whittle	Faubion PK-8	Nutrition Services Lead



Fifteen Years

Abby Menashe	Ida B Wells-Barnett HS	School Administrative Assistant II-HS
Alicia Johnson	Kellogg MS	Paraeducator Social Emotional-Behavior
Allen Carpenter-Rickert	Facilities Management	Construction & Maintenance Project Manager II
Andrea Woodward	Woodlawn PK-5	Library Assistant
Angela Hoffart	Odyssey K-8	School Administrative Assistant I-ES
Carmen Pulido	Head Start - Sacajawea Site	Community Agent
Cheryl Pitman	Office of the Superintendent	Confidential Executive Assistant - Supt
Devon Bolt	OTIS	Supervisor - Telecommunications
Elena Miller	Hayhurst K-5	Paraeducator Social Emotional-Behavior
Eric Tong	Prophet Center	Administrative Assistant
Ida Wiley	Head Start - Kelly Center	Community Agent-Spanish
Isabel Alvarez-Jubiel	Rigler K-5	Educational Assistant Bilingual-Spanish
Jessalyn Lively	Instructional Resource Center	Chief Clerk
John Freimark	Hosford MS	Custodian C
Julie Hunt	McDaniel HS	School Administrative Assistant II-HS
Kevin Jones	Abernethy K-5	Paraeducator Designated School Support
Kim Messuri	Facilities Service Center	Clerk
Kristy McFarland	Columbia Regional Inclusive Services	Occupational Therapist
Liz Robbins	Prophet Center	Administrative Assistant
Lupe Stone	Lane MS	Nutrition Services Assistant
Lynette Engstrom	Instructional Resource Center	Business Operations Analyst II
Marquis Domingue	Lincoln HS	Campus Safety Associate
Melissa Watson	Instructional Resource Center	Supervisor
Mikayla Goodrich	OTIS	Supervisor - Application Development
Pin Pin Coppedge	Nutrition Services	Nutrition Services Field Operations Supervisor
Rachael Frey	Franklin HS	Custodian High School Lead
Roger Campbell	Warehousing	Warehouse Worker/Truck Driver
Rui Liang	Head Start - Kelly Center	Educational Assistant Bilingual-Chinese
Sue Poff	Community Transition Program	Paraeducator Intensive Skills Center
Teri Brady	Student Transportation	Director - Student Transportation
Travis Allison	Purchasing & Contracting	Financial Operations Manager
Trinity Dutton	Lincoln HS	Nutrition Services Lead
Yolanda Morales	Funded Programs	Student Success Advocate



Ten Years

Amy Delp	Marysville K-5	Educational Assistant
Amy Silvia	Maplewood K-5	Nutrition Services Lead
Andrew Coltrin	Arleta K-5	Paraeducator Designated School Support
Becky Eakin	Boise-Eliot K-5	Paraeducator Designated School Support
Beth Blumklotz	Student Transportation	Bus Driver
Camille Audelo	Columbia Regional Inclusive Services	Paraeducator
Christi Burlingame	Tubman MS	Paraeducator Designated School Support
Cliff Theisen	Maintenance Services	Mechanical Trades - Assistant Foreperson
Coi Vu	Grout K-5	Educational Assistant-PK
Corina Patenaude	Beverly Cleary @Fernwood K-8	Custodian C
Cynthia Roberts	Grant HS	High School Business Manager
Darla Murray	Head Start - Sacajawea Site	Clerk
David Mattila	Gray MS	Custodian
Eileen Leathers	Beaumont MS	Paraeducator Intensive Skills Center
Elizabeth Nelson	Virtual Scholars	Student Mentor
Erica Kreger	Purchasing & Contracting	Financial Operations Manager
Gillian Turner	Peninsula K-5	Educational Assistant
James Stankis	OTIS	Supervisor
Janeen Strange	Student Transportation	Transportation Route Planner II
Jennifer Lohse	Cleveland HS	Paraeducator Social Emotional
Jennifer Rumfield Landau	OTIS	Enterprise Solutions Administrator II
Jeremy McCauley	Capitol Hill K-5	Custodian B
Jesse Porter	OTIS	Business Operations Analyst II
Jill Ross	Lincoln HS	High School Business Manager
Joshua O'Connor	Marysville K-5	Paraeducator Social Emotional
JP LeBoutillier	James John K-5	Educational Assistant
Karen Calabrese	Irvington K-5	School Administrative Assistant III-ES
Kate Rideout	Chapman K-5	Nutrition Services Lead
Kristie Young	Nutrition Services	Senior Accountant/Analyst
Larissa Lorton	Boise-Eliot K-5	Nutrition Services Assistant
Marcela Butterfield	Funded Programs	Student Success Advocate
Martha Neumann	Jackson MS	Nutrition Services Assistant
Mary Cruz Ruiz de Mendoza	Lee K-5	Nutrition Services Assistant
Matt Howe	Accounting Services	Financial System Analyst III
Megan Meisner	Ida B Wells-Barnett HS	School Administrative Assistant II-HS
Melinda Plaschka	James John K-5	Educational Assistant



Michael Hankins
 Molly Sutherland
 Monica Renteria Vargas
 Naima Issak
 Nancy Siebenaler
 Nathan Swoverland
 Pamela Dahlberg
 Patricia Morgan
 Rubie Knapp
 Samantha Bruner
 Samuel Del Biaggio
 Sean Badders
 Sharon Northern
 Stephen Effros
 Stephen Espe
 Teng Vang
 Teresa Pfenning
 ThuyCuc Huynh
 Timothy Roberts
 Valentina Chubok
 Wanda Wharton
 Yelena Wanner
 Yesica Gonzalez Cortes

Richmond PK-5
 Woodmere K-5
 Beach PK-5
 Harrison Park K-8
 Woodmere K-5
 OTIS
 Racial Equity & Social Justice
 McDaniel HS
 Harrison Park K-8
 Buckman K-5
 Franklin HS
 James John K-5
 OTIS
 Office of School Modernization
 Benson HS @ Marshall
 Translation & Interpretation
 Woodmere K-5
 Head Start - Creston Annex
 Franklin HS
 Franklin HS
 Student Transportation
 Kelly Center
 Rosa Parks PK-5

Custodian
 Educational Assistant
 Nutrition Services Lead
 School Administrative Assistant II-K8
 Nutrition Services Assistant
 Supervisor - Technical Support
 Business Operations Specialist
 School Administrative Assistant II-HS
 Educational Assistant
 School Administrative Assistant I-ES
 School Administrative Assistant II-HS
 Paraeducator Social Emotional
 Confidential Executive Assistant
 Construction & Maintenance Project Manager III
 Therapeutic Intervention Coach - Special Ed
 Business Operations Analyst I
 School Administrative Assistant I-ES
 Educational Assistant-PK
 Custodian
 Nutrition Services Lead
 Bus Driver
 School Administrative Assistant II-ES
 Nutrition Services Lead

Five Years

Alessandro Williams
 Alexis Clark
 Alexys Cordaway
 Amanda Garcia
 Andre Lawrence
 Andria Lishka
 Annalee Middleton
 Anne Mattielli
 Brandon Adams
 Brandon Niles
 Brett Borgeson
 Chantelle King
 Charles Smith

Faubion PK-8
 Woodlawn PK-5
 Publication Services
 Columbia Regional Inclusive Services
 Athletics
 James John K-5
 Parry Center
 Faubion PK-8
 Lincoln HS
 Purchasing & Contracting
 Health and Safety
 Pioneer
 Portland Evening Scholars

School Administrative Assistant I-K8
 Educational Assistant
 Electronic Publishing Technician
 Sign Language Interpreter
 Youth Sports Coordinator
 Educational Assistant
 Paraeducator
 Educational Assistant-PK
 Custodian
 Senior Contract Analyst
 Senior Manager - Health & Safety
 Therapeutic Intervention Coach
 Site Technology Specialist



Chau Le	Portland International Scholars	Student Success Program Manager
Che Sturtevant	Cesar Chavez K-8	Nutrition Services Lead
Cheryl Anselone	Accounting Services	Senior Manager - Financial Operations
Constance San Juan	Atkinson K-5	School Administrative Assistant I-ES
Corey Mason	Cleveland HS	Custodian High School Lead
Crystal Harkleroad	Pioneer	Therapeutic Intervention Coach
Dan Vincent	Maintenance Services	Electronics Technician
David Pronovost	Woodstock K-5	Nutrition Services Assistant
Dennis Crane	Maintenance Services	Plumber
Dennis Hanslits	Student Transportation	Cover Driver/Field Spare
Dennis Smith	Nutrition Services	Truck Driver/Warehouseperson
Devin Thomas	OTIS	Infrastructure Administrator I
Dexteur LeSueur	Cleveland HS	Campus Safety Associate
Diane Pickens	Student Transportation	Bus Driver
Dianne Brennan	Beaumont MS	Paraeducator Social Emotional
Donee Deschler	Academic Programs	Business Operations Analyst I
Dustin Gilpin-King	OTIS	Project Coordinator II
Dylan Serkin	Student Transportation	Cover Driver/Field Spare
Earl Ramsey	Martin Luther King Jr K-5	Custodian
Ehab Youssef	Ainsworth K-5	Custodian
Elissa Didier	Boise-Eliot K-5	School Administrative Assistant I-ES
Elizabeth Held	Ockley Green MS	Paraeducator Communication Behavior
Elizabeth Schroedel	Hosford MS	School Administrative Assistant II-MS
Emily Bailey	Kellogg MS	Paraeducator Intensive Skills Center
Erica Patten	Publication Services	Electronic Publishing Technician
Erin Plock	Sitton K-5	Paraeducator Intensive Skills Center
Gary Geisler	Office of School Modernization	Painter
Gena King	General Counsel	District Paralegal
Genevieve Rough	Human Resources	Senior Director - Employee & Labor Relations
Geoffrey Kreps	Student Transportation	Bus Driver
Geoffrey Williams	Roosevelt HS	Custodian
Georgina Richardson	Student Transportation	Bus Driver
Glenn Bryant	Office of School Modernization	Construction & Maintenance Project Manager II
Gwen Laurie	James John K-5	Paraeducator Social Emotional
Hany Saad	Lent K-5	Custodian
Hany Salib	Jackson MS	Custodian
Heather DeWig	Purchasing & Contracting	Contract Analyst
Heather Dowling	Whitman K-5	Paraeducator Designated School Support
Heidi Steele	Head Start - Sacajawea Site	Educational Assistant-PK



Helen Yoon	Lincoln HS	School Administrative Assistant I-HS
James Wampach	Maintenance Services	Glazier
Janna Holm	Bridger K-5	School Administrative Assistant II-ES
Jeffrey Kormanik	Laurelhurst K-8	Paraeducator Designated School Support
Jennifer Endicott	Pioneer	Paraeducator Social Emotional
Jennifer Riley	Nutrition Services	Nutrition Services Program Manager
Jeremiah Wade	Publication Services	Electronic Publishing Technician
Jessica Montas-Mendoza	Reconnection Center @ Kenton	Student Success Advocate
Jessica Preston	Online Learning Academy	Department Tech Data Analyst I
Jesus Flores	Astor K-8	Custodian
Joel Warnock	Student Services	Behavioral Safety Assessment Coordinator
Joleen Strunk	Nutrition Services	Nutrition Services Roving Lead
Jonathan Garcia	Office of the Superintendent	Chief of Staff
Julie Bade	Buckman K-5	Nutrition Services Lead
Justin Tonkins	Grant HS	Student Attendance Coach
Kaori Bowser	Lee K-5	Educational Assistant-PK
Kari Jones	Special Education Services	Occupational Therapist
Kathryn Hogan	Head Start - Kelly Center	Community Agent
Keisha Mateo	Enrollment & Transfer Center	Chief Clerk
Keli Cook	Scott K-5	Paraeducator Designated School Support
Kelly Schuman	Odyssey K-8	Educational Assistant
Kenneth Chrisman	Maintenance Services	Plumber
Kenzy Sorensen	Health and Safety	Environmental Health & Safety Associate II
Kimberly Peterson	Sabin K-5	Library Assistant
Kirsten Crombie	West Sylvan MS	School Administrative Assistant II-MS
Krysti Vang	Rice Site	Administrative Assistant
Kurt Franzen	OTIS	Infrastructure Administrator III
Lacy Nash	Beach PK-5	Nutrition Services Assistant
Laura Carlson	Publication Services	Electronic Publishing Technician
Laura Gray	Hosford MS	School Administrative Assistant I-MS
Lawrence Allston	Cesar Chavez K-8	Nutrition Services Assistant
Leah Harrison	Markham K-5	School Administrative Assistant I-ES
Leanne Van Horn	Ida B Wells-Barnett HS	School Administrative Assistant II-HS
Lisa VanderBom	Columbia Regional Inclusive Services	Special Education Assistant Trainer
Lisa Wheeler	Student Transportation	Transportation Routing Manager
Lucia Biancalana Cantone	Head Start - Clarendon	Educational Assistant-PK
Mary Kane	General Counsel	Senior Legal Counsel
Megan Gremer	Payroll Services	Department System Manager
Meiyi Chen	Head Start - Creston Annex	Community Agent



Melissa Ensminger	Accounting Services	Senior Manager - Financial Operations
Melissa Frantz	Jefferson HS	School Administrative Assistant I-HS
Merry Chapman	West Sylvan MS	Paraeducator Intensive Skills Center
Michelle George	Richmond PK-5	Library Assistant
Michelle Rodriguez	Sitton K-5	Paraeducator Intensive Skills Center
Mickey Hill	Nutrition Services	Nutrition Services Roving Lead
Miki Ashmore	Head Start - Kelly Center	Educational Assistant-PK
Misie Rambeau	Student Transportation	Bus Driver-Type 10
Nicholas Rogers	Maintenance Services	Plumber
Nicole Francois	Arleta K-5	School Administrative Assistant III-ES
Nicole Rogers	Beaumont MS	Paraeducator Intensive Skills Center
Patrick Ford	Head Start - Clarendon	Educational Assistant-PK
Patrick Stevens	Maintenance Services	Construction & Maintenance Project Manager II
Paul Trayhorn	Maintenance Services	Plumber
Peche Barteaux	Health and Safety	Environmental Health & Safety Associate II
Raimunda Zurita Paz	Llewellyn K-5	Custodian - Part Time
Raul Velazquez	Head Start - Sacajawea Site	Educational Assistant Bilingual-Spanish
Reda Hanna	Head - Start - Sacajawea Site	Custodian
Robyn Faraone	Strategic Partnerships	Director - Strategic Partnership
Rosa Montoya	Sitton K-5	School Administrative Assistant III-ES
Ru Wu	Martin Luther King Jr K-5	Educational Assistant Bilingual-Mandarin
Ruth Ponce	Astor K-8	Paraeducator Communication Behavior
Samantha Tamas	Publication Services	Electronic Publishing Technician
Sarah Chartz	Buckman K-5	Educational Assistant
Sean Redeau	Lincoln HS	Custodian
Shakyla Mosley	da Vinci Arts MS	School Administrative Assistant I-MS
Sharde Dennis	Reconnection Center @ Kenton	Student Success Advocate
Shavonte Dukes	Martin Luther King Jr K-5	Nutrition Services Assistant
Shyla Osborn	Grout K-5	Paraeducator Communication Behavior
Sierra Warren	Teacher Professional Learning	Business Operations Specialist
Stacey Sadler	Student Transportation	Bus Driver-Type 10
Steven Baechel	Student Transportation	Cover Driver/Field Spare
Steven Kasel	Office of School Modernization	Construction & Maintenance Project Manager II
Tabitha Rhodes	Woodstock K-5	School Administrative Assistant I-ES
Tamaki Askew	Head Start - Creston Annex	Educational Assistant-PK
Taneisha Manning-Granville	Reconnection Center @ Kenton	Student Success Advocate
Terri Johnson	Facilities Management	Construction & Maintenance Project Manager I
Timothy Finn	Lincoln HS	Custodian
Tobius Mitchell	Multi-Tiered Systems of Support	Student Success Program Supervisor

2022-23 Years of Service Awards



Tom Vu
Tracy Pinder
Travis Lindsey
Tullan Spitz
Veronica Green
Wyatt McMinn
Zebariah Petterborg

Harrison Park K-8
Accounting Services
Alliance HS @ Meek
Strategic Partnerships
Creative Science K-8
Office of School Modernization
Budget Office

Educational Assistant
Senior Director
Custodian A
Manager - Stewardship & Investment Relations
Nutrition Services Lead
Painter
Department System Manager

RESOLUTION No. 6657

Resolution Approving Renewal of the Charter Agreement with Le Monde French Immersion Public Charter School

RECITALS

- A. On January 27, 2012, the Portland Public Schools (“District”) Board of Education passed Resolution 4529 approving the application of Le Monde French Immersion Public Charter School (“Le Monde”) to operate a K-8 charter school.
- B. On April 28, 2015, the District Board of Education approved Resolution 5074 to renew its contract with Le Monde for a second three-year term.
- C. On March 20, 2018, the District Board of Education approved Resolution 5618 to renew its contract with Le Monde for a third term of five years, to expire on June 30, 2023.
- D. On January 2, 2023, Le Monde delivered its application for renewal of its charter agreement consistent with ORS 338.065
- E. The process and criteria for considering the renewal of a charter are described in ORS 338.065, including a requirement that the first renewal of a charter must be for the same term as the initial charter, and all future renewals must be for a term of no less than five and no more than ten years. Le Monde French Immersion Charter School will be entering its third renewal term and has requested a ten-year renewal term.
- F. The District Charter School Program Director reviewed Le Monde’s renewal request in good faith using criteria consistent with ORS 338.065(6), which require an evaluation of whether the public charter school is:
 - i. in compliance with ORS Chapter 338 and all other applicable state and federal laws;
 - ii. in compliance with the charter of the public charter school;
 - iii. meeting or working toward meeting the student performance goals and agreements specified in the charter or in any other written agreements between the District and Le Monde;
 - iv. fiscally stable and has used the sound financial management system described in the proposal and incorporated into the written charter; and
 - v. in compliance with any other renewal criteria specified in the charter.
- G. On February 15, 2023, the Board Charter Schools and Alternative Programs Committee held a public hearing to hear Le Monde’s charter renewal request.
- H. On March 07, 2023, after reviewing the information presented by Le Monde in support of its renewal request, including information from the public hearing and the staff report, Superintendent Guerrero recommended that the District renew the charter agreement with Le Monde. A copy of Superintendent Guerrero’s recommendation is on file at the District Board office.

RESOLUTIONS

1. The Board of Education for Portland Public Schools has determined that Le Monde’s request to renew its charter meets the criteria of ORS Chapter 338.
2. The Board of Education for Portland Public Schools directs staff to negotiate a ten-year charter agreement between the District and Le Monde that is consistent with ORS Chapter 338 and with District policies, is in a form approved by the District’s General Counsel, and that includes the following provisions:
 - a. The contract with Le Monde shall be for a maximum enrollment of 450 students in grades K-8. Per PPS Board Resolution 6499, Le Monde will receive pass-through State School Funds at 90% of the “Charter Schools Rate” for students in grades K-8, in accordance with ORS 338. PPS charter schools serving student populations of 50% or greater historically

underserved by race/ethnicity currently receive passthrough rate of 95% of the Charter School Rate for K-8 students.

- b. Le Monde will provide evidence satisfactory to the District that:
 - i. Sources of donations and grants are reasonably assured, and that there is a plan in place for supplementing funds received from the State School Fund (SSF) as necessary;
 - ii. Le Monde has a contingency plan in place if revenues are significantly less than or expenses are significantly more than projected, or if there is a significant cut in the SSF charter school rate; and
 - iii. Each school year's budget will be amended and resubmitted to the District when there are any significant changes to the SSF charter school rate.
 - c. Le Monde will provide a plan to attract a diverse population of students. Le Monde will report on the implementation of this plan and the ongoing results in its Annual Performance Framework and Report.
3. The Board of Education for Portland Public Schools directs the Superintendent to report to the Board each year on Le Monde's compliance with the terms of the charter agreement. This report may be part of an overall report for all District-sponsored charter schools.



PORTLAND PUBLIC SCHOOLS

OFFICE OF Multiple Pathways to Graduation

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-5437

Date: March 7, 2023

To: School Board

From: Korinna Wolfe, Area Senior Director, Multiple Pathways to Graduation
Tara O'Neil, Program Director, Charter Schools

Subject: Recommendation to renew the charter for Le Monde French Immersion Charter School

BACKGROUND

Le Monde French Immersion Charter School is a k-8 charter school located in Portland's close-in Eastside serving about 375 students. Le Monde is a full French immersion program, using educational practices and curriculum from around the world. Le Monde's mission is to educate children in a French Immersion environment that honors the best international academic traditions and develops students who are inquisitive, reflective, communicative, and caring. Le Monde's program includes an extended school year with at least 180 days of instruction, and a school day of 30 minutes longer than the average district school day. In addition to instruction in French and English Language, the school offers additional language instruction in Spanish beginning in third grade, as well as a rich Arts and PE program.

Le Monde opened in 2012, and is in its 11th year of operation. It successfully applied for charter renewals in 2015 and 2018. The school is currently operating under a five-year charter agreement which will terminate on June 30, 2023.

Le Monde formally submitted an Application for Renewal of its charter with the District on January 2, 2023 per ORS 338.065(5)(b). On February 15, 2023, the Board Charter Schools and Alternative Programs Committee held a public hearing in consideration of Le Monde's renewal request, as per ORS 338.065(5)(c). Per ORS 338.065(4)(c), this renewal term "shall be for a minimum of five years but may not exceed 10 years." Le Monde has requested a ten-year renewal of its charter.

The staff recommendation is based on information gathered from annual site visits, the renewal hearing, Le Monde's Annual Performance Framework and Report, and other information obtained during the renewal period.

RELATED POLICIES/BEST PRACTICES

Charter school renewals are governed by ORS 338.065, OAR 581-026-0400 and Board Policy 6.70.010-P. The sponsor must base the renewal evaluation primarily on a good faith review of the public charter school's annual performance reports, annual audit of accounts, and annual site visit and review. The criteria a school district board must use to determine whether or not to renew a charter school are listed in ORS 338.065(8)(a-e) and are as follows:

Whether the public charter school:

A. Is in compliance with this chapter and all other state and federal laws: The criteria are met. Le Monde French Immersion Charter School has not been out of compliance with ORS 338 or any other applicable state or federal laws during the current charter term.

B. Is in compliance with the charter of the public charter school. The criteria are met. Le Monde is implementing its educational program as described in its charter.

C. Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body. The criteria are met. Le Monde has met or exceeded the student performance goals during the term of its current charter.

D. Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section. The criteria are met. The school has received clean audits every year of the current charter term, is timely with financial deliverables, and has maintained financial stability through the current contract term.

E. Is in compliance with any renewal criteria specific in the charter of the public charter school. The criteria are met.

ANALYSIS OF SITUATION

Implications of approving recommendation to renew charter school: Staff will begin negotiating new contract per Board Resolution instructions.

Implications of declining recommendation to renew charter school: The charter with Le Monde will expire on June 30, 2023, and barring further action, the school will close. The charter school may appeal the PPS Board decision to the State Board of Education for review (ORS 338.065(6)(a)).

FISCAL IMPACT

As per ORS 338.155(2)(a), charter schools serving grades K-8 receive passthrough funds from the per-student State School Fund allocation based on the charter school's Adjusted Daily Membership (ADM). Additional weights to this allocation include those for poverty (based on census data), for students qualifying for ESL services, and for students qualifying for teen parent services.

Le Monde is projected to enroll 390 students in grades K-8 in the 2023-24 school year, and is projected to receive passthrough of \$3,365,739 in State School Funds (assuming current Oregon State School Fund "Charter Schools Rate" per-student allocation of \$9,589). Annual passthrough totals for the remaining term of the charter contract will scale up or down proportionately with changes in Oregon's State School Fund "Charter Schools Rate" for the District.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Le Monde French Immersion Charter School submitted its renewal application according to statutory timelines. District staff completed an annual performance review, and submitted this to Le Monde for input and response. District staff has performed multiple school site visits, including meetings with school staff, students, board members, and parents. On February 15, 2023, the Board Charter Schools and Alternative Programs Committee held the required public hearing where public comment was submitted in support of renewal.

Le Monde has been reviewed on an annual basis by staff in three major areas: academic, organizational, and financial. Staff has determined that Le Monde is meeting statutory and contractual requirements.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The Board is scheduled to discuss Le Monde's renewal at its meeting on March 7, 2023, with a vote scheduled at the same meeting.

If the renewal request is approved, staff will begin negotiating the new contract with Le Monde French Immersion Charter School per instructions of the Board Resolution. The current contract expires on June 30, 2023.

BOARD OPTIONS WITH ANALYSIS

Results of a yes vote: the Board will direct staff to negotiate a ten-year charter agreement per the terms of the Resolution.

Results of a no vote: the charter contract will expire effective June 30, 2023, and barring further action the school will close. The charter school may appeal the decision of the PPS Board to the State Board of Education for review (ORS 338.065(6)(a)).

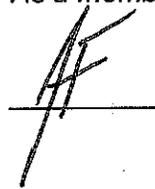
CONNECTION TO BOARD GOALS

Board goals for Third Grade Reading, Fifth Grade Mathematics, and Eighth Grade Readiness achievement are connected to achievement standards for K-8 charter schools. Charter schools must meet or exceed District average achievement for the same populations, as reported on the Oregon Report Card and the Charter Schools Annual Performance Framework and Report. Le Monde has consistently met or exceeded academic achievement standards.

STAFF RECOMMENDATION

Staff recommends that the contract with Le Monde French Immersion Charter School be renewed for a ten-year term, to expire on June 30, 2033.

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

 (Initials)

ATTACHMENTS

- A. Resolution to Renew Charter Agreement with Le Monde French Immersion Charter School
- B. Le Monde 2021-22 Annual Performance Framework and Report
- C. Le Monde 2021-22 Oregon School Profile
- D. Le Monde 2023 Charter Renewal Application

Portland Public Schools
Annual Performance Framework and Report

Le Monde French Immersion
Charter School
2021-22 School Year

Submitted by:

Tara O'Neil
Program Director, Charter Schools



Introduction

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.” (ORS 338.015)

The charter schools sponsored by Portland Public Schools provide educational options for students and families as well as diversity of professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring, policies, and the development and implementation of its educational program.

Portland Public Schools is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

In so doing, PPS has established the following performance framework, which is informed by best practice from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”¹

Because each charter school’s story and perspective on its own performance is critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that PPS and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the PPS Charter Schools Office.

Tara O’Neil
Program Director, Charter Schools
Portland Public Schools

¹ From NACSA’s Core Performance Framework and Guidance.

Academic performance: data elements and sources

The purpose of the Academic Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

Note: Since the 2017-18 school year, the Oregon Department of Education (ODE) has not assigned summative, overall ratings to schools on the Oregon Report Card. Instead schools are rated on up to 6 (for k-8) or 9 (for HS) separate indicators.

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's State Assessment results
- The charter school's contract
- The district's Oregon Report Card
- The district's State Assessment results
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The Administrator's Dashboard

Additionally for high schools only:

- The school's graduation rate
- The district's graduation rate
- The school's completion rate
- The district's completion rate
- The school's freshmen on track rate
- The district's freshmen on track rate
- The graduation, completion, and dropout rates of comparison schools, if applicable, as defined by ODE

Additionally for grades 6-12 only:

- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc.

Note on Statewide Report Cards for 2021-22: *The ODE At-A-Glance and Detail School and District reports returned to full data reporting after missing two years of Oregon state assessment data due to the COVID-19 pandemic. Of note, the Economically Disadvantaged student group is larger in 2021-22 than in prior years due to the expansion of the criteria for students eligible for free or reduced-price school meals through the federal USDA's COVID-19 waivers. For this reason, data regarding Economically Disadvantaged groups will not be compared to prior years' data in summary data at the end of this report.*

*For all schools in Oregon, the 2021-22 focus was on care, connection and the creation of safe, inclusive and supportive learning environments after extended periods of remote learning due to the COVID-19 pandemic. All Oregon schools, including charter schools, were required to submit an **Operational Blueprint for Re-entry** prior to returning to full time in-person instruction.*

The 3-year Trend Performance Summary chart at the end of this document will not include summary data from 2019-20 or 2020-21 in the Academic section, and instead will report the ratings from the most recent 3 years of available academic performance data (2017-18, 2018-19, and 2021-22). The Financial and Organizational sections will include summary data from the three most recent school years.

Academic Performance

1. Oregon School Rating System

Measure 1a Is the school meeting acceptable standards according to the Oregon State school rating system?
Exceeds standard: <input type="checkbox"/> School received the highest rating from the state accountability system
Meets standard: <input type="checkbox"/> School received a passing rating according to the state accountability system
Does not meet standard: <input type="checkbox"/> School did not receive passing rating according to the state accountability system
Falls far below standard: <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system
District comments/recommendations: N/A, the current version of the Oregon Report Card no longer gives single ratings to schools.
School comments:

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: <input type="checkbox"/> School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
Meets standard: <input checked="" type="checkbox"/> School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
Does not meet standard: <input type="checkbox"/> School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
Falls far below standard: <input type="checkbox"/> School was identified as in the lowest 10% of schools as defined by Oregon's ESEA Plan
District comments/recommendations: The school has not been identified for Targeted (TSI) or Comprehensive (CSI) Supports.
School comments:

Measure 1c

How are **All Students Total (K-5, 6-8)** and by **Grade Level** achieving on state assessments in English Language Arts (ELA) compared to students in the district?

E=Exceeds standard: School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

M=Meets standard: School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

D=Does not meet standard: School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

F=Falls far below standard: School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

English Language Arts	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	81.4	129	57.8	+23.6	71	E
% participation	99.6		95.1		94.5	
Gr 3 %	79.5	44	55.2			
Gr 4 %	77.5	40	57.5			
Gr 5 %	86.7	45	58.4			
All Students 6-8						
% meets/exceeds	85.7	105	55.6	+30.1	71	E
% participation	99.6		92.7		94.5	
Gr 6 %	76.2	42	50.2			
Gr 7 %	94.3	35	55.6			
Gr 8 %	89.3	28	53.8			

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school exceeded District average in all grades and met Oregon Report Card Level 5 and MIP long-term goal of average 80% or higher in grades 3-5 and grades 6-8 ELA.

School comments:

Measure 1d

How are **All Students Total (K-5, 6-8)** and by **Grade Level** achieving on state assessments in MATHEMATICS compared to students in the district?

E=Exceeds standard: School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

M=Meets standard: School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

D=Does not meet standard: School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

F=Falls far below standard: School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	77.5	129	50.0	+27.5	68	E
% participation	99.3		94.6		94.5	
Gr 3 %	77.3	44	55.4			
Gr 4 %	70.0	40	51.6			
Gr 5 %	84.4	45	43.1			
All Students 6-8						
% meets/exceeds	71.8	103	39.3	+32.5	68	E
% participation	99.3		91.4		94.5	
Gr 6 %	59.5	42	38.5			
Gr 7 %	79.4	34	42.4			
Gr 8 %	81.5	27	37.2			

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District Comments/Recommendations:

The school exceeded District average and met Oregon Report Card Level 4 goal of 62% or higher, and exceeded MIP long-term goal of average 68% in Math in grades 3-5 and grades 6-8.

School comments:

Measure 1e

How are **Students of Special Populations** achieving on state assessments in English Language Arts (ELA) compared to the **Students of Special Populations** in the district?

E=Exceeds standard: School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

M=Meets standard: School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

D=Does not meet standard: School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

F=Falls far below standard: School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

ELA	School	N	District	% +/-	MIP*	Rating
All Students 3-5	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	81.4	129	57.1	+24.3	67	E
English Learners						
% meets/exceeds	--	--	10.6	--	61	--
Students with Disabilities						
% meets/exceeds	65.0	20	35.6	+29.4	61	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	58.3**	36	28.7**	+29.6	65	E
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	85.7	105	53.2	+32.5	67	E
English Learners						
% meets/exceeds	--	--	4.2	--	61	--
Students with Disabilities						
% meets/exceeds	--	--	23.7	--	61	--
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	58.3**	36	26.6**	+31.7	65	E

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

**Metric is based on 2-year combined average

--Does not meet minimum numbers to report

District Comments/Recommendations:

Le Monde's Students of Special Populations have exceeded District ELA achievement averages as well as met or exceeded the Oregon Report Card Level 3 target of 54 or higher in grades 3-5 and grades 6-8.

School comments:

Measure 1f

How are **Students of Special Populations** achieving on state assessments in **MATHEMATICS** compared to the **Students of Special Populations** in the district?

E=Exceeds standard: School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

M=Meets standard: School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

D=Does not meet standard: School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

F=Falls far below standard: School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

MATH	School	N	District	% +/-	MIP*	Rating
All Students	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	77.5	129	50.0	+27.5	64	E
English Learners						
% meets/exceeds	--	--	11.3	--	59	--
Students with Disabilities						
% meets/exceeds	70.0	20	31.7	+38.3	59	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	57.1**	35	20.9**	+36.2	62	E
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	71.8	103	20.8	+51.0	64	E
English Learners						
% meets/exceeds	--	--	17.1	--	59	--
Students with Disabilities						
% meets/exceeds	--	--	19.2	--	59	--
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	57.1**	35	19.2**	+37.9	62	E

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

**Metric is based on 2-year combined average

---Does not meet minimum numbers to report

District Comments/Recommendations:

Le Monde's Students of Special Populations have exceeded District Math achievement averages as well as met or exceeded the Oregon Report Card Level 4 target of 62 for Students with Disabilities in grades 3-5, and met or exceeded the Level 3 target of 43 for Students of Historically Underserved Races/Ethnicities in grades 3-8.

School comments:

2. Student Academic Growth

Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2021-22 this is measured by Average Gap Score Change)

E=Exceeds standard:

- ✓ Average gap score change of 5 or more

M=Meets standard:

Average gap score change of between -19 and 5

D=Does not meet standard:

Average gap score change of between -42 and -19

F= Falls far below standard:

Average gap score change of less than -42

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
Le Monde Grade 3-8	6	234				E
PPS Grade 3-5			-1	+7		
PPS Grade 6-8			-9	+15		

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

District comments/recommendations:

Le Monde students in grades 3-8 met the academic ODE Level 5 target Average Gap Score Change of 5 or higher.

School comments:

Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2021-22 this is measured by Average Gap Score Change)

E=Exceeds standard: Average gap score change of 5 or more

M=Meets standard: Average gap score change of between -19 and 5

D=Does not meet standard: Average gap score change of between -42 and -19

F=Falls far below standard: Average gap score change of less than -42

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
Le Monde Grade 3-8	-29	230				D
PPS Grade 3-5			1	-30		
PPS Grade 6-8			-16	-13		

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

Le Monde students in grades 3-8 showed an average gap score change of -29, and a negative gap score change compared to District students. Overall achievement scores exceeded standard, but by less than when last reported (Le Monde 2018-29 grades 3-8 Math, 87.6% met standard; 2021-22 75% met standards). Average gap score change is a new growth measure because standard growth measures are not available due to lack of state assessment data from previous two years due to effects of the COVID-19 pandemic. At this time the District does not have any recommendations based on this data.

School comments:

As discussed in our renewal materials, the school is aware of this dip in math growth (though our achievement remains high) that we attribute in large part to the pandemic and distance learning, when our manipulative-heavy math curriculum was harder to implement. The school has actively worked to increase math growth through hiring a math interventionist and other support measures.

3. Subgroup Growth

Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (For 2021-22 this is measured by Average Gap Score Change)

E=Exceeds standard: Average gap score change of 5 or more

M=Meets standard: Average gap score change of between -19 and 5

D=Does not meet standard: Average gap score change of between -42 and -19

F=Falls far below standard: Average gap score change of less than -42

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	NA	--	NA	NA		--
English Learners	--	--				--
Students with Disabilities	-8	28	7	-15		M
Historically Underserved Races/Ethnicities	--	--	-4	--		--
All Students 6-8			6-8			
Economically Disadvantaged			NA	NA		
English Learners			--	--		
Students with Disabilities			1	-9		
Historically Underserved Races/Ethnicities			-13	+11		

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change
 --Does not meet minimum numbers to report, or data hidden by Oregon Report Card to protect confidentiality

District comments/recommendations:

Le Monde's Students with Disabilities met the Level 3 standard for Average Gap Score Change. The school did not meet the minimum n-size to receive a rating in other student groups for ELA in the 2021-22 school year.

School comments:

Measure 3b

Is the school increasing academic performance over time in MATH for **Students of Special Populations?** (Combined Median Growth Percentile)

E=Exceeds standard: Average gap score change of 5 or more

M=Meets standard: Average gap score change of between -19 and 5

D=Does not meet standard: Average gap score change of between -42 and -19

F=Falls far below standard: Average gap score change of less than -42

Data:

MATH Special Populations Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	NA	--	NA	--		--
English Learners	--	--		--		--
Students with Disabilities	5	26	9	-4		E
Historically Underserved Races/Ethnicities	--	--	-4	--		--
All Students 6-8			6-8			
Economically Disadvantaged			NA	--		
English Learners				--		--
Students with Disabilities			-1	+6		
Historically Underserved Races/Ethnicities			-15	--		

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

--Does not meet minimum numbers to report, or data hidden by Oregon Report Card to protect confidentiality

District comments/recommendations:

Le Monde's Students with Disabilities exceeded ODE Level 5 target for average gap score change. The school did not meet the minimum n-size to receive a rating for growth in other subgroups for Math in the 2021-22 school year.

School comments:

4. Local Performance Assessments

Measure 4 Describe your school's Local Performance Assessments in the fields below.			
What Local Performance Assessment are you using?	To what grades are you administering the Local Performance Assessment?	What subjects are you assessing through the Local Performance Assessment?	How are you documenting your administration of the Local Performance Assessment?
School Response:			
DIBELS	1 st grade	ELA	Local Retention
IDAPEL	K, 1 and 2 grades	French	Local Retention
MAP Math	1 to 3 data points, K-8 grades	Math	NWEA Platform/Provision to Parents with Report Cards
MAP Reading	2 or 3 data points, 1-8 grades	ELA	NWEA Platform/Provision to Parents with Report Card
MAP Science	5 grade	Science	NWEA Platform/Provision to Parents with Report Card
District comments/recommendations:			

5. Student Attendance

Measure 5

What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

E=Exceeds standard:

School's percentage of Regular Attenders meets or exceeds the long term goal of 93% as set by the Oregon Department of Education

M=Meets standard:

School's percentage of Regular Attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education (K-5, 85%; 6-8, 83%; 9-10, 78%)

D=Does not meet standard:

School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10th percentile of performance for the grade level group

F= Falls far below standard:

School's percentage of Regular Attenders is below the 10th percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	85.8	268	72.6	+13.2	85	M
All Students 6-8						
%	**		68.9		83	

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

**Data not available, Oregon Report Card for this school only includes attendance data for grades k-5

District comments/recommendations:

The school meets the Level 3 indicator of 85% for grades k-5. Oregon Report Card does not report Regular Attenders for grades 6-8 for this school.

School comments:

6. Alignment of Core Classes to Standards (Middle Schools and High Schools only)

<p>Measure 6 Is the school aligning all classes in core subjects to Common Core State Standards?</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
<p>Does not meet standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards, and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
<p>Falls far below standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards, and has not provided evidence through detailed syllabi, course descriptions, curriculum alignments, or other methods.
<p>District comments/recommendations:</p> <p>The school has aligned all classes in MS core subjects to Common Core State Standards and submitted syllabi and course descriptions as evidence.</p>
<p>School comments:</p>

(Measure 7 omitted, applies to high schools only)

8. School goals and recommendations (academic)

Measure 8a

Did the school meet the academic goals it set forth in its 2021-22 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
Related to IB program: After interdisciplinary instruction, each elementary grade student will create one interdisciplinary project during the academic year.	Yes	The school has transitioned to a full time Director of IB, who has taken additional coursework to fulfill this role. All elementary grades have incorporated more project-based learning.

Measure 8b

In school year 2021-22, did the school implement the academic recommendations from the district in the 2020-21 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
No academic recommendations were made by the district in the 2020-21 Performance Report.	N/A	N/A

Measure 8c

Based on the 2021-22 school year data presented in this report, will the school add any academic goals to its 2022-23 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Le Monde will not add any academic goals based on this report.

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
n/a				

Financial Performance: data elements and sources

The purpose of the Financial Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

Financial Performance

9. Near-Term Measures

Measure 9a Current ratio: Current assets divided by current liabilities
Meets standard: <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
Does not meet standard: <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 1.91, meets standard.
School comments:

Measure 9b Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
Meets standard: 60 days cash –OR- <input checked="" type="checkbox"/> Between 30 and 60 days cash and one-year trend is positive
Does not meet standard: <input type="checkbox"/> Between 15 and 30 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is negative
Falls far below standard: <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations: The school has 61.7 unrestricted days' cash, which shows improvement from previous year of 49.5 days. The school is still growing to full 450 student capacity, with about 375 students in 2021-22, and has not yet reached full economy of scale. As the school builds enrollment to full capacity without adding further infrastructural cost, the cash balance is expected to continue to strengthen. District recommends Le Monde's Board continue to closely monitor budget and cash flow for sustainability.
School comments: The Le Monde ED, bookkeeper and office manager closely monitor cash flow, and the board provides oversight to budget and financials.

Measure 9c

Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget

Meets standard:

- Enrollment variance equals or exceeds 95% in the most recent year

Does not meet standard:

- Enrollment variance is between 85-95% in the most recent year

Falls far below standard:

- Enrollment variance is less than 85% in the most recent year

District comments/recommendations:

Enrollment variance is 96%, meets standard.

School comments: Demand for enrollment has remained stable throughout the pandemic.

Measure 9d

Default

Meets standard:

- School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Falls far below standard:

- School is in default of loan covenant(s) and/or is delinquent with debt service payments

District comments/recommendations:

The school is not in default, meets standard.

School comments:

10. Sustainability Measures

<p>Measure 10a Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated 3-year total margin is positive and the most recent year total margin is positive -OR- <input type="checkbox"/> Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive
<p>Does not meet standard:</p> <ul style="list-style-type: none"> ✓ Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)
<p>Falls far below standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated three-year total margin is less than or equal to -1.5% -OR- <input type="checkbox"/> The most recent year total margin is less than -10%
<p>District comments/recommendations:</p> <p>Aggregated 3-yr total margin is positive at 2.15%, but most recent year total margin is -3.13%, does not meet NACSA standard. This may have been impacted by a pandemic-related PPP loan that was income for a previous year and expended over a period of more than one fiscal year. Cash reserves are adequate.</p>
<p>School comments: The school was able to move into a single location with a trajectory of improving margin through economies of scale right before the pandemic. With the pandemic the school prioritized the purchase of safety materials, special sanitation and other safety-related measures for the health and safety of our students and staff, while keeping an eye on cash flow to ensure its ability to meet its obligations.</p>

<p>Measure 10b Debt to asset ratio: Total liabilities divided by total assets</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> ✓ Debt-to-asset ratio is less than 0.9
<p>Does not meet standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debt-to-asset ratio is between 0.9 and 1.0
<p>Falls far below standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debt-to-asset ratio is greater than 1.0
<p>District comments/recommendations:</p> <p>Debt to asset ratio is 0.52, meets standard.</p>
<p>School comments:</p>

Measure 10c

Cash flow:

Multi-year cash flow = Year 3 total cash - Year 1 total cash

One-year cash flow = Year 2 total cash - Year 1 total cash

Meets standard:

- Multi-year cumulative cash flow is positive and cash flow is positive each year
-OR-
- Multi-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

Does not meet standard:

- ✓ Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)

Falls far below standard:

- Multi-year cumulative cash flow is negative

District comments/recommendations:

Multi-year cash flow is negative (\$162,861); one-year cash flow is positive \$114,976; does not meet NACSA standard. This may be impacted by influx and expenditure of PPP loan income. Cash has decreased from 2019-20, but increased from 2020-21. Cash reserves are adequate, at this time District has no recommendations.

School comments: Post-pandemic the school is focused on ensuring positive cash flow.

Measure 10d

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

Meets standard:

- Debt service coverage ratio is equal to or exceeds 1.1

Does not meet standard:

- ✓ Debt service coverage ratio is less than 1.1

District comments/recommendations:

Debt service coverage ratio is 0.84, does not meet NACSA recommended standard. Not meeting this standard isn't necessarily of concern, but could be an indicator of the school having difficulty covering its debt obligations in the current year.

District recommends Le Monde's Board continue to review detailed monthly financial reports and forecasts through fiscal year to ensure lease/debt obligations can be met in the current year, and into future budgeted years. The school operates a very tight budget and monthly fluctuations could be problematic without a large cash reserve. Current cash reserves appear to be adequate.

School comments: The school moved locations immediately pre-pandemic and is only now having “normal” years in one location. The school is closely monitoring income and expenses and anticipates being able to cover all debt obligations.

11. School goals and recommendations (financial)

Measure 11a

Did the school meet the financial goals it set forth in its 2021-22 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Operate within budget during financial uncertainties of returning to in-person instruction during the pandemic.	Yes.	The school closely monitored expenses and operated conservatively.

Measure 11b

In school year 2021-22, did the school implement the financial recommendations from the district in the 2020-21 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
Due to low Debt Service Coverage, District recommended Board review detailed monthly financial reports and forecasts through fiscal year to ensure lease/debt obligations can be met. The school operates a very tight budget and monthly fluctuations could be problematic without a large cash reserve.	Yes.	During the fiscal year at issue the board received monthly reports. Currently, the ED provides monthly financials to the board at quarterly meetings, and occasionally in between especially to the President and/or Treasurer. The organization met all financial obligations.

Measure 11c

Based on the 2021-22 school year data presented in this report, will the school add any financial goals to its 2022-23 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Due to continued low Debt Service Coverage Ratio (recommended 1.1 or higher, Le Monde's was 0.84), the District recommended Le Monde's Board continue to review detailed monthly financial reports and forecasts through fiscal year and into budgeted years to ensure lease/debt obligations can be met.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
N/A				

Organizational Performance: data elements and sources

The purpose of the Organizational Performance section of the Annual Report is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy or other student information system
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

Organizational Performance

12. Education Program

Measure 12a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: <input checked="" type="checkbox"/> The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.
Does not meet standard: <input type="checkbox"/> The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
District comments/recommendations: The school materially meets this standard.
School comments:

Measure 12b Is the school complying with applicable education requirements?
Meets standard: <input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none">● Instructional days and/or minutes requirements● Graduation and promotion requirements● Content standards, including Common Core State Standards● The administration of state assessments● Implementation of mandated programming as a result of state or federal funding
Does not meet standard: <input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none">● Instructional days and/or minutes requirements● Graduation and promotion requirements● Content standards, including Common Core State Standards● The administration of state assessments● Implementation of mandated programming as a result of state or federal funding
District comments/recommendations: The school materially meets this standard.
School comments:

Measure 12c

Is the school protecting the rights of students with disabilities?

Meets standard:

- ✓ Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Identification and referral
 - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
 - Operational compliance, including appropriate inclusion in the school’s academic program, assessments, and extracurricular activities.
 - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
 - Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans

Does not meet standard:

- Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Identification and referral
 - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
 - Operational compliance, including appropriate inclusion in the school’s academic program, assessments, and extracurricular activities.
 - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
 - Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans

District comments/recommendations: The school materially meets this standard.

School comments:

Measure 12d

Is the school protecting the rights of English Language Learner students?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Development and implementation of required plans related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments
 - Exiting of students from ELL services
 - Ongoing monitoring of exited students

Does not meet standard:

- The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Development and implementation of required plans related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments
 - Exiting of students from ELL services
 - Ongoing monitoring of exited students

District comments/recommendations: The school materially meets this standard.

School comments:

13. Governance and Reporting

<p>Measure 13a Is the school meeting financial reporting and compliance requirements?</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to: <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit • All other reporting requirements related to the use of public funds
<p>Does not meet standard:</p> <ul style="list-style-type: none"> □ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to: <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit • All other reporting requirements related to the use of public funds
<p>District comments/recommendations: The school materially complies with this standard.</p>
<p>School comments:</p>

<p>Measure 13b Is the school following Generally Accepted Accounting Principles (GAAP)?</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to: <ul style="list-style-type: none"> • An unqualified audit opinion • An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses • An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report
<p>Does not meet standard:</p> <ul style="list-style-type: none"> □ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to: <ul style="list-style-type: none"> • An qualified audit opinion • An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses • An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report
<p>District comments/recommendations: The school materially complies with this standard. The school submitted an audit devoid of significant or material findings.</p>
<p>School comments:</p>

Measure 13c

Is the school complying with applicable governance requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
 - Board policies
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules

Does not meet standard:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:
 - Board policies
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules

District comments/recommendations:

The school materially complies with this standard.

School comments:

Measure 13d

Is the school holding its administration accountable?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
 - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
 - The board conducting an annual evaluation of the administrator's performance

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
 - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
 - The board conducting an annual evaluation of the administrator's performance

District comments/recommendations: The school materially complies with this standard.

School comments:

Measure 13e

Is the school complying with reporting requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
 - Accountability reporting
 - Attendance and enrollment reporting
 - Compliance with the charter contract and all applicable laws
 - Timely submission of all deliverables
 - Additional information as requested by the district

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:
 - Accountability reporting
 - Attendance and enrollment reporting
 - Compliance with the charter contract and all applicable laws
 - Timely submission of all deliverables
 - Additional information as requested by the district

District comments/recommendations: The school materially complies with this standard.

School comments:

14. Students and Employees

<p>Measure 14a Is the school protecting the rights of all students?</p>
<p>Meets standard:</p> <ul style="list-style-type: none">✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:<ul style="list-style-type: none">● Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)● The collection and protection of student information● Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction● Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)
<p>Does not meet standard:</p> <ul style="list-style-type: none">□ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:<ul style="list-style-type: none">● Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)● The collection and protection of student information● Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction● Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)
<p>District comments/recommendations: The district has no reason to believe the standard has not been met.</p>
<p>School comments:</p>

Measure 14b

Is the school meeting teacher and other staff credentialing requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations:

The school materially complies with this standard for 2021-22 as evidenced through required staff reporting deliverables to the district. It should be noted that as a language immersion program, the school has unique challenges in finding native French speakers who meet the teacher credentialing requirements of charter school statute, and as a result is often very close to the 50% teacher licensure threshold. The school continues to look for opportunities to create reciprocity of licensure for its teachers who are licensed to teach in French-speaking countries but who do not count as licensed for the purposes of the State of Oregon.

School comments:

Measure 14c

Is the school complying with laws regarding employee rights?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

15. School Environment

Measure 15a

Is the school complying with facilities and transportation requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
 - Americans with Disabilities Act
 - Fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization
 - Documentation of requisite insurance coverage
 - Student transportation

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
 - Americans with Disabilities Act
 - Fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization
 - Documentation of requisite insurance coverage
 - Student transportation

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

Measure 15b

Is the school complying with health and safety requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements
 - Healthy and Safe Schools Plan (ORS 581-022-2233)
 - Communicable Disease Plan including COVID-19

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements
 - Healthy and Safe Schools Plan (ORS 581-022-2233)
 - Communicable Disease Plan including COVID-19

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

Measure 15c

Is the school handling information appropriately?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

16. Additional Obligations

Measure 16 Is the school complying with all other obligations?
<p>Meets standard:</p> <ul style="list-style-type: none"> ✓ The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources: <ul style="list-style-type: none"> ● Revisions to state charter law ● Intervention requirements by the district ● Action items assigned by the district ● Requirements by other entities to which the charter school is accountable (e.g. ODE)
<p>Does not meet standard:</p> <ul style="list-style-type: none"> ☐ The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources: <ul style="list-style-type: none"> ● Revisions to state charter law ● Intervention requirements by the district ● Action items assigned by the district ● Requirements by other entities to which the charter school is accountable (e.g. ODE)
District comments/recommendations: The school is responsive and timely with all other requirements from the district.
School comments:

17. School goals and recommendations (organizational)

Measure 17a Did the school meet the organizational goals it set forth in its 2021-22 Performance Plan?
--

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Adopt and implement an anti-bullying curriculum elementary-school wide.	Yes.	The school adopted and implemented the Second Step curriculum.

Measure 17b

In school year 2021-22, did the school implement the organizational recommendations from the district in the 2020-21 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No district Organizational recommendations were made in the 2021-22 report.		

Measure 17c

Based on the 2021-22 school year data presented in this report, will the school add any organizational goals to its 2022-23 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
n/a				

Le Monde Charter School 3-year Trend Performance Summary

Performance Framework Summary Rubric

E=Exceeds standard M=Meets standard D=Does not meet standard F=Falls far below standard

		2021-22	2018-19	2017-18
ACADEMIC				
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability			
1c	Student achievement in READING as compared to district Grades 3-8	E	E	E
1d	Student achievement in MATH as compared to district Grades 3-8	E	E	E
1e	Special populations achievement in READING as compared to district Gr 3-8	E	E	E
1f	Special populations achievement in MATH as compared to district Gr 3-8	E	E	E
2a	Annual academic growth in READING as compared to district Grades 3-8**	E	E	E
2b	Annual academic growth in MATH as compared to district Grades 3-8**	D	E	E
3a	Special populations growth in READING as compared to district Grades 3-8**	M	M/F	*
3b	Special populations growth in MATH as compared to district Grades 3-8**	E	E / D	*
5	Students who are Regular Attenders as compared to Level 3 indicator	M	M	M
6	School aligns all core subjects to Common Core State Standards (grades 6-12)	M	M	M
7	NA, for HIGH SCHOOLS ONLY			
<p>*not reported due to n-size too small **Academic growth in 2021-22 measured by Average Gap Score Change, a different measure than in previous years</p> <p>ACADEMIC COMMENTS: The school met or exceeded all academic achievement measures in 2021-22 except for growth in Math as measured by Average Gap Score Change. This metric is a new measurement due to lack of prior year's assessment data, and does not have a trend from previous years. While the District makes no recommendations at this time, academic growth warrants watching in subsequent years as growth data becomes more robust.</p> <p><i>(Due to impacts of the COVID-19 pandemic, the academic summary is provided for most recent 3 years of state assessment data.)</i></p>				
FINANCIALS				
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	D	M
9c	Enrollment variance	M	M	M
9d	Default	M	M	M
10a	Total margin	D	M	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	D	D	M
10d	Debt service coverage ratio	D	D	D

Validation Notes for the At-A-Glance Profiles

This is an updated preview of the At-A-Glance School and District Profiles. **Please do not duplicate or distribute.**

Individual Student Progress data are not available for the 2021-22 reporting year.

The prior year comparison arrows were removed for all dials on the front page.

Students in Foster Care were added to the list of student group disaggregations.

Schools that offered Free or Reduced Price Lunch to all students under the USDA's expanded COVID-19 waiver appear as ">95".



OREGON AT-A-GLANCE SCHOOL PROFILE
Le Monde French Immersion Public Charter School

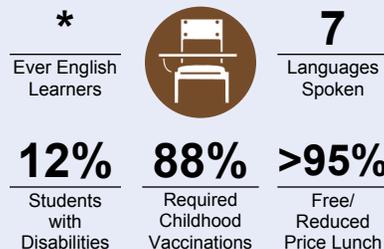
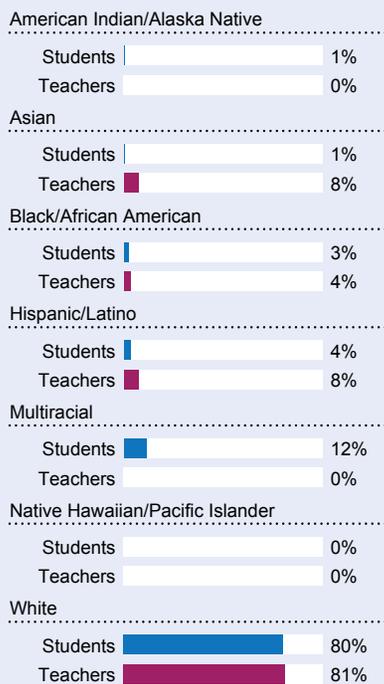
PRINCIPAL: Shouka Rezvani | GRADES: K-8 | 2044 E Burnside St, Portland 97214 | 503-467-7529



Students We Serve



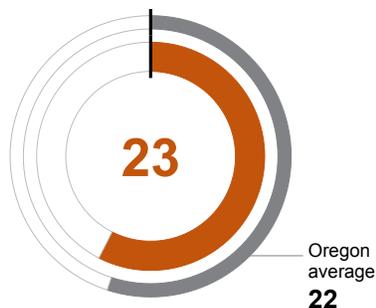
DEMOGRAPHICS



School Environment

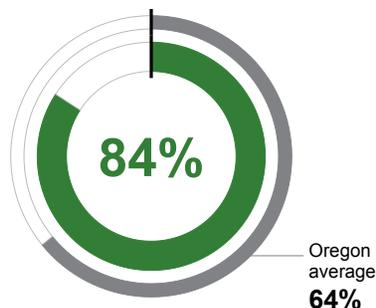
CLASS SIZE

Median class size.



REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



Academic Progress

INDIVIDUAL STUDENT PROGRESS

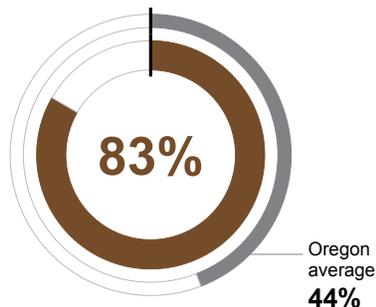
Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

Academic Success

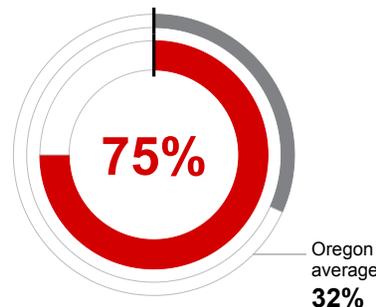
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



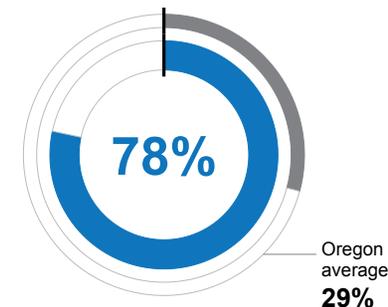
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Our focus is on literacy and math fluency, with the aim of refining our instructional strategies and providing all students with the skills they need to be ready to succeed in college and careers.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025.

Safe & Welcoming Environment

We work hard to make our school a place where all students and families feel welcome and included. We celebrate our community's diversity and we honor this diversity in our learning activities.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Le Monde French Immersion Public Charter School



2021-22

Outcomes

Our Staff (rounded FTE)



25

Teachers



9

Educational assistants



0

Counselors/
Psychologists



83%

Average teacher retention rate



80%

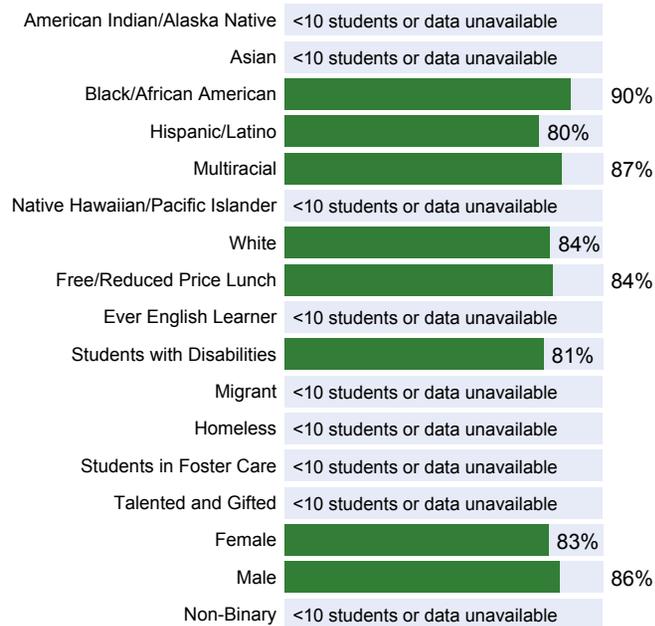
% of licensed teachers with more than 3 years of experience



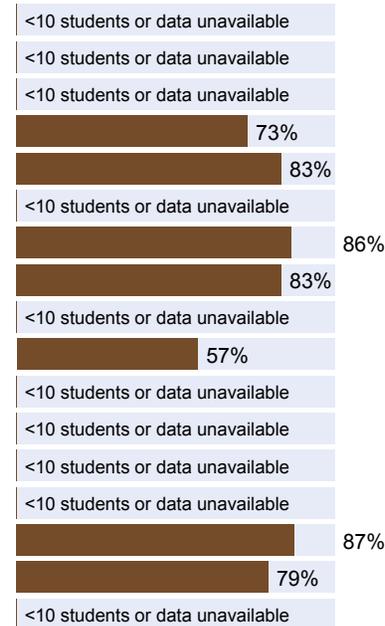
Yes

Same principal in the last 3 years

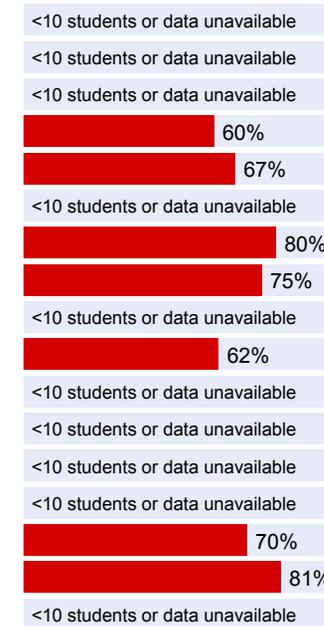
REGULAR ATTENDERS



ENGLISH LANGUAGE ARTS



MATHEMATICS



About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Portland Public Schools has created policies to help our schools provide safe environments for every student. This includes teaching students and staff about bullying and harassment, and providing methods to report and respond to any of these incidents. We have a PPS threat assessment team to help address reports of safety concerns. We also support the district-wide implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Justice practices through our Multi-tiered System of Supports (MTSS) department.

EXTRACURRICULAR ACTIVITIES

Our school offers a variety of extracurricular activities. Check our website for details about specific activities.

PARENT ENGAGEMENT

Our school offers several meetings each year where we invite families to attend. The meetings are to discover what your children are learning at school, to see examples of their good work, and to learn ways that you can help them succeed at school. We will inform you of these school events and celebrations through our newsletters and other media. Please check our website for details about these events.

COMMUNITY ENGAGEMENT

We appreciate our community neighbors and want them to feel welcome to join us in supporting the success of our students. Please contact us if you and your community organization are interested in providing support, and we will be happy to talk with you about options.



2044 E. Burnside Street Portland, OR 97214 Telephone: 503-467-7529 Facsimile: 503-548-2190

January 2, 2023

Dear Tara:

Enclosed is the Charter Renewal Application for Le Monde French Immersion Public Charter School. Please be advised that we would like to apply for an additional ten-year term.

We have indicated any changes we would like to incorporate in the contract in the application.

Please advise us of next steps.

Best,

Shouka Rezvani
Executive Director
Le Monde Immersion
shouka@lemondeimmersion.org

**Portland Public Schools
Charter School Renewal
Application
for**

**Le Monde French Immersion
Public Charter School**

2022-2023

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General Information

Name of School: Le Monde French Immersion Public Charter School

Name of Board Chair/President: Jarod Hobbs

Phone Number of Board Chair/President: (503) 317-7036

Email of Board Chair/President: jarod.hobbs@gmail.com

Name and Title of Contact Person: Shouka Rezvani

Mailing Address of Contact Person: 2044 E. Burnside Street, Portland, Oregon 97214

Phone Number of Contact Person: 503-467-7529

Email of Contact Person: Shouka@lemondeimmersion.org

School's Initial Opening Date: September 2012

Current Grades Enrolled: Kindergarten through 8th Grades

Grade Levels to be Served at Full Enrollment¹: Kindergarten through 8th Grades

Maximum Projected Enrollment (at full capacity)²: 450



Signature of School Director/Principal 12/8/22
Date



Signature of Board Chair/President 12/8/22
Date

¹ This refers to the grade structure that has been approved by the district, rather than as an anticipated or desired future grade structure.

² This refers to the maximum student enrollment that has been approved by the district, rather than an anticipated or desired future student enrollment.

Executive Summary

1. Provide the enrollment and demographic information for the current school year in the table below. Fill in only the white fields. Report percentages where indicated.

Current Year Enrollment and Demographic Information															
Total Enrollment by Grade															
K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
50	50	48	43	41	37	39	40	33					381		
Number of Students on Waiting List by Grade															
K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
100	19	11**													
Gender by Percentage									Female		46		Male		53*
Ethnicity/Race by Percentage															
Asian		Black/ African American		Hispanic/ Latino		American Indian/ Alaskan Native		Pacific Islander		White		Multi- Racial			
1.31%		2.89%		4.46%		0.52%		<1%		79.53%		11.29%			
Special Populations by Percentage															
Students with Disabilities			English Language Learners			Homeless Students			Eligible for Free and Reduced Meals (by Direct Certification)			TAG			
14.96%			1.84%			0%			4.2%			***			

*Some of our students identify as nonbinary.

**Le Monde does not admit students after 2nd grade as an immersion school.

***Historically Le Monde has not identified TAG students.

2. Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and leadership and governance. (No more than one page.)

Le Monde French Immersion Public Charter School (Le Monde) opened in the fall of 2012. It currently provides instruction for students in kindergarten through eighth grades, two classes per grade.

Le Monde educates students in a full French immersion environment using curricula that incorporate successful and innovative educational practices from around the world. It has been recognized as an International Baccalaureate World School in the Primary Years Programme. While teaching to satisfy Common Core State Standards and Next General Science Standards, Le Monde uses curriculum components from the United States, Canada, France, and Singapore, among other countries. Its governing board and staff consistently seek opportunities to incorporate research-supported international best practices into its curriculum. Consistently, Le Monde students are scoring on average among the highest in the district on the Smarter Balanced assessments in Reading and in Math, and perform above national and state means on the nationally-standardized MAP assessments in both of those subjects, as well as in science. By the time they graduate from middle school, all of our eighth graders to date have earned one to four years of French language credits, and most have earned one year of Algebra credits (Algebra I and II).

In addition to strong core instruction, Le Monde offers students weekly instruction in art, music and physical education. Students also start instruction in a third language, Spanish, starting in the third grade. Students also receive social-emotional learning, racial literacy, and anti-bullying instruction.

Le Monde offers the only public French immersion option in the Portland Metro area, and is one of a limited number of public language immersion options available in the district. Because Le Monde has been advised by the district that it may not assess French language proficiency as a condition of enrollment, to date as a full immersion school Le Monde has only accepted students through the second grade.

Le Monde is governed by a diverse board of directors composed of parents, educators and community leaders who have volunteered to act as such and who bring varied skill sets to the table. While maintaining core stability, new board members have been welcomed to and left the board since its inception, infusing the organization with new ideas. The current board is composed of a retired former PPS public school administrator and teacher, two French immersion educators, a nonprofit finance expert, a banking and community finance expert, a parent with an art education and a strong history of volunteering at the school and a person involved with public higher education in their professional life. Le Monde's Executive Director serves as a nonvoting member of the board.

Le Monde has continued to forge relationships with organizations in the community, such as Young Audiences of Oregon and SW Washington, as well as the French embassy in the United States. It has partnered in doing service projects with the Oregon Food Bank, Portland Refugee Support Group, the Oregon Humane Society, and other local organizations.

Record of Performance

This section provides charter schools with an opportunity to supplement or augment the performance record. Schools do not need to include Oregon Report Card data, as it is already on file. Schools should use the sources of data specified on pages 5-6 in this application as a guide for their responses and submit only evidence of performance related to the renewal criteria in ORS 338.065.

Responses may include, but are not limited to:

- Information about interim assessments or progress reports
- Evidence of performance on school- or mission-specific goals
- Evidence of implementation of district recommendations or plans of action
- Improvements undertaken at the school along with evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard

Responses should not include anecdotal information or evidence that is not relevant to the school's academic, financial, and organizational performance and the school's performance expectations as defined by Oregon charter law and the charter contract.

Responses in this section should total no more than 20 pages.

Renewal recommendations will be based on all evidence of school performance in the record.

A. Academic Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its academic performance expectations over the term of the contract.

Yes, the school has consistently shown that it meets or exceeds performance expectations. Please see attached academic performance indicators in Exhibit A. The school has met or exceeded all academic standards on its Annual Performance Frameworks and Reports from the district.

2. Using data from the "Sources of Data" section of this application, describe the trends in performance³ over the term of the contract in the following categories:
 - a. Student performance in Reading by grade
 - b. Student performance in Reading by race/ethnicity
 - c. Student performance in Reading by special population (ESL, SpEd, FRL, TAG)
 - d. Student performance in Math by grade
 - e. Student performance in Math by race/ethnicity
 - f. Student performance in Math by special population (ESL, SpEd, FRL, TAG)

If applicable:

G. Percentage of students graduating within four years of entering high school by race and special population **(Not applicable)**

H. Percentage of students graduating within five years of entering high school by race and special population **(Not applicable)**

See attached Exhibit A, which shows positive growth in reading and math across all grades and monitored populations. For the most part the school's most recent scores on the MAP test in Reading and in Math reflected the same results as the Oregon State Assessments in the same subjects. Achievement in Reading in English is lower for Students with Disabilities as compared to those not in that population (Level 3 vs Level 5), while we do not note a racial achievement gap in Nonwhite vs. White students in terms of Reading achievement. Our internal assessments generally show that literacy and achievement is very parallel between French and English as evidenced by report card grades, though we are only now starting benchmarked assessments in French across grades using the STAMP test and do not yet have that data. (We also use the IDAPEL benchmarked French assessment in our lowest grades, but that has not been useful to us in measuring achievement beyond our very lowest grades, so we do not conduct it after 2nd grade.)

Achievement is lower in Math (Level 4 as compared to Level 5) for economically disadvantaged students and Students with Disabilities as compared to those not in those populations, and for Multi-Racial students as compared to White students (other racial classifications represent too small of populations to report upon without identifying students). All of

³ Trends in performance include growth and negative growth.

our students experienced a reduction in Math achievement during the pandemic, with a larger reduction for Multi-Racial students as compared to White students. Our Singapore Math program is very manipulative-heavy, and as such was much more difficult to implement during distance learning. With a return to in person instruction, we have hired a Math Support Specialist to do specific interventions especially with struggling learners in historically underserved populations, and we are providing increased intervention support in the form of additional small group instruction to all struggling learners and learners with lower achievement as compared to peers.

3. Describe the major academic goals of the school over the term of the contract. Explain how these have been met/not met.

Le Monde aspired to have its mean test results on nationally-standardized tests in English and in Math (and in Science in applicable grades) exceed mean scores at the district level, state-wide and nationally, and it has done so, as evidenced by the attachments. It has also aspired to provide academic growth for all students, primarily in English, Math and Science, that meet or exceed district and national growth benchmarks, in a French immersion environment. Le Monde has been successful in that, as evidenced by the attachment Exhibit A. We are seeing French proficiency (reading, writing, listening and speaking) in our students as well, with all of our graduating 8th grade students to date receiving 2 to 4 years of high school French credit on the STAMP French assessment, even in this contract term impacted by the pandemic.

4. Describe the major academic recommendations from the district over the term of the contract. Explain how these have/have not been implemented.

The district has not provided any academic recommendations over the term of this contract (the bulk of which has been during the pandemic).

5. Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract or in the school's own performance plan.

Please see Exhibit A, and the answers to the above academic questions.

6. Provide any other academic performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

No additional information.

B. Financial Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its financial performance expectations over the term of the contract.

Le Monde has met its own financial performance expectations, which have primarily been to have sufficient annual revenue to meet its fundamental program expenses, given that it has had to move three times since its inception before finding its current long-term home, and had to be founded and grow to full size without the benefit of federal start up grants. Now that the school is finally in a long-term location and has reached its full k-8th grade size, it is finally achieving an economy of scale and has started to be able to build its cash balances, though progress in this regard was impacted by the pandemic and associated safety-related expenses.

2. Using the data from the "Sources of Data" section of this application, describe the trends in performance over the term of the contract in the following categories:
 - a. Near-term measures (assets to liabilities, unrestricted days cash, default)
 - b. Sustainability measures (total margin, debts to assets, cash flow, financial reporting and compliance, municipal audits)
 - c. Long-term measures (financial planning, budgeting, fundraising, grants)

See Exhibit B, attached.

3. Describe the major financial goals of the charter school over the term of the contract. Explain how these have been met/not met.

The school has always been timely and responsible in its financial accountability. The primary goal of the school was to remain stable pending growth into being a K-8th grade school in one location, which occurred just as the pandemic started. During the pandemic, its goal was again to remain stable and operate within budget, and it was again successful with respect to such goal. Now, as the pandemic is resolving, the school is focused on increasing its cash balance to meet recommended benchmarks.

4. Describe the major financial recommendations by the district over the term of the contract. Describe how these have/have not been implemented.

Please see the response to the immediately preceding question.

5. Provide any other financial performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided

in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

No additional information.

C. Organizational Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its organizational performance expectations over the term of the contract.

Yes, the school has met all of its organizational goals each year as outlined in its Annual Performance Plans.

2. Using data from the "Sources of Data" section of this application, describe the trends in performance over the term of the contract in the following categories:
 - a. Implementation of the terms of the educational program as defined in the charter contract
 - b. Compliance with applicable education requirements
 - c. Protecting the rights of all students, including students with disabilities and English Language Learners
 - d. Compliance with applicable governance requirements
 - e. Holding the administration accountable
 - f. Compliance with reporting requirements
 - g. Compliance with teacher and other staff credentialing requirements
 - h. Compliance with facilities and transportation requirements
 - i. Compliance with health and safety requirements
 - j. Handling information appropriately
 - k. Compliance with all other obligations

As per the school's Annual Performance Plans and Framework Reports, the school has met each of the standards. It has provided all accountability data when requested, and is not aware of any way in which it does not comply with all of the listed accountability standards, applicable laws and the charter contract.

3. Describe the major organizational goals of the organization during the term of the contract. Describe how these have been met/not met.

During the last three years Le Monde successfully identified, adopted and implemented a suicide prevention curriculum, and it has adopted a suicide prevention policy and plan. Le Monde also successfully identified and adopted an anti-bullying curriculum that it has also implemented. Le Monde is pleased with the work of the parent-driven Families for Diversity, Equity and Inclusivity at Le Monde, which among many other things has conducted promotional outreach in primarily underserved communities in hopes of increasing the diversity of the school's applicant pool. The school continues to try to expand its reach and appeal to diverse populations by enhancing its program and promoting enrollment primarily to under-represented populations, in keeping with its Strategic Outreach Appreciation and Retention Plan (SOAR), excerpts of which are attached as Exhibit C.

4. Describe the major organizational recommendations from the district over the term of the contract. Describe how these have/have not been implemented.

Since Le Monde's last charter renewal, the district has not had any specific recommendations with respect to organizational targets, and has always acknowledged the timely and responsive nature of the school to its accountability targets.

5. Provide any other organizational performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

None provided.

Plans for the next charter term

This section provides the charter school with an opportunity to discuss plans for the next charter term. Charter schools should use this section to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

Charter schools should also use this section as an opportunity to identify all material modifications, changes or additions that the school may be seeking during the next charter term. Examples of this include, but are not limited to: adding or removing grades, raising the enrollment cap, substantively changing the instructional model or the mission, operating in more than one location, etc. In the case of such requests, the district reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if the proposed changes would occur several years into the next charter term, the charter school should outline them here, as any substantial change will be part of the next contract. Any proposed substantive modifications must be stated in this section and are subject to approval by the district consistent with policy and state law.

Note: Responses to this section will not be the basis for the district's decision for renewal or non-renewal. Consistent with NACSA's *Principles and Standards for Quality Charter School Authorizing*, the district will make its decision based on the school's record of performance, as opposed to the promise of future performance or improvement. All renewal decisions will be aligned with the criteria for renewal stated in ORS 338. If the school's renewal application is approved, the plans presented below will inform relevant sections of the charter contract for the new term.

Instructions: Use this section to describe the charter school's academic, financial, and organizational plans for the next charter term. As stated above, describe any proposed material modifications that the charter school will seek in the next term. This section should not exceed 10 pages.

Requested additions to new contract:

Le Monde requests the following in its new contract:

- Renewal for a 10-year term
- That Le Monde may continue offering pre-9th grade credit for French 1-4 and Spanish 1-4, depending on results of the STAMP test for the applicable language

Academic Plans

Despite the pandemic, Le Monde grew to its final size of being a K-8th grade school and successfully achieved its status as an International Baccalaureate World School for the Primary Years Programme. We have made significant progress against many of the primary goals in our last charter renewal, but many of those goals will be ones we will continue to work toward over time.

These include but are not limited to:

1. **Enhancing Transdisciplinary Learning.** Part of maintaining IB status involves continuing to fine-tune our academic programming to ensure cohesive thematic learning across the grades, consistent with our mission and educational philosophy of international-mindedness, to support learners who strive to be inquisitive, communicative, reflective and caring. Le Monde has hired a dedicated Director of IB, to support teachers in honing our Program of Inquiry in elementary and to support teachers in cross-disciplinary collaboration. During the next charter term we hope to document more IB reflections to capture and refine our IB program.

2. **Enhance Learning for Students at Each End of the Learning Spectrum.** Part of our goal during the last charter term was to enhance learning supports especially for our most struggling learners. We implemented instructional supports in the form of additional push in support in math and reading supported by an Early Literacy Specialist and this year a Math Support Specialist. We have also obtained additional professional development for different teachers to support different types of learners, including those with dyslexia, anxiety, ADHD and other learning challenges. We have enhanced some of our learning opportunities by ensuring that we have a native third language teacher on staff to teach Spanish. We will continue to work toward enhanced supports, especially for struggling learners.

3. **Exploring Ways to Enhance STEM Learning as well as Project-Based and Hands On Learning Opportunities.** An additional goal was to enhance STEM learning and increase hands on and project-based learning opportunities. We have done so by hiring a new middle school science teacher, introducing a more engineering/design focused class in middle school, allocating more preparation time for elementary science teachers in upper grades, as well as increased IB-related project based and inquiry-based learning across all grades, supported by a new Director of IB. Last year our 5th graders did their first "Exposition", a more in depth exploration and presentation of projects they chose to explore themselves. We will continue expanding these learning opportunities through implementation of the IB program, in after school electives for middle school students, and in ensuring staffing with educational experience in STEM learning.

4. **Providing Additional Opportunities to Explore the World Outside of the Classroom.** Post-pandemic we have returned to incorporating many opportunities for students to participate in field trips that enhance their curricular explorations, including but not limited to visiting local farms, factories, museums, arts and cultural events, charitable organizations and civic destinations. Our 6th Graders have participated in outdoor school at the Oregon coast, and our parent group has started to organize 8th grade graduation trips separate from school to explore France and other Francophone countries. We hope to continue to expand the opportunities for these real-life explorations to enhance classroom learning.

5. **Continue to Expand Racial Literacy.** The school has been continuing to expand instruction in racial literacy, from adoption of the Pollyanna curriculum to deeper explorations of culturally-relevant history in middle school. As part of its IB approach, the school continues to explore the works of racially, ethnically, and otherwise underrepresented scientists, writers, artists,

and innovators throughout the year, not just during certain months of the year.

Financial Plans

The school achieved most of its financial goals for this last contract term, including moving to a single facility under a long term lease, continuing to explore new grant opportunities, and establishing more cash stability. Unfortunately, due to the pandemic its French teaching intern program was halted, but the school plans to return to that program in collaboration with the French government.

In the coming charter term, the school intends to enhance its cash position in keeping with recommended district best practice recommendations. This will also help the school position itself to be ready to consider future facility options, including expansion of its existing facility or even a capital acquisition at the termination of the existing lease.

Organizational Plans

In the last charter term, the board's plans included right-sizing staffing to support our programmatic model, reducing more policies and procedures to writing, and continuing to facilitate communication among constituencies. While great strides were made in each of these areas, given the pandemic and only being in a single location for one non-pandemic year, we are still working on all of those goals (which will likely always remain as areas for continuous improvement).

One additional area that the school hopes to continue to refine is its emergency preparedness. The school has worked on emergency protocols, installed a hard-wired intercom system, and has continued to increase its emergency storage of supplies. The school hopes to implement a better emergency information dissemination system in the coming charter term.

EXHIBIT A: Charter School Renewal Application

for Le Monde French Immersion Public Charter School

Le Monde does not accept students after 2nd grade, so students graduating from our 8th grade in middle school have been with the school at least six years, if not longer. During their tenure we assess them using NWEA's grade-appropriate MAP Growth Math and Reading tests one to three times per year. (Math 2-5 CCSS 2010 v2; Math 6+ CCSS 2010 v2; Reading 2-5 CCSS 2010 v2; Reading 6+ CCSS 2010 v3.)

The NWEA MAP test provides a RIT score. This score represents student achievement. Students will earn a RIT score for each subject test, and each subject test does not have comparable scores.

The following table shows the Fall Mean RIT scores in MAP Math and in Reading for most of the same students (accepting attrition) over time, as compared with national RIT scores. It evidences that in Math and in Reading Le Monde's achievement (RIT) scores exceed national pre-pandemic norms, as generally does Le Monde's growth. It also shows that year over year we are seeing increased growth during students' tenure at Le Monde.

Current Le Monde 8th Graders

Grade	Year of Assessment	Le Monde Grade Mean RIT Math	National Mean RIT Math (prepandemic norms)	Le Monde Grade Mean RIT Reading	National mean RIT Reading	
2	Fall 2016/17	182.6	175	193.4	172	
3	Fall 2017/18	201.6	188	199.5	187	
4	Fall 2018/19	211.5	200	209.7	197	
5	Fall 2019/20	225.2	209	218.9	204	
6	Fall 2020/21	222.7	215	X	210	Pandemic (distance learning)
7	Fall 2021/22	230.2	220	226.6	214	
8	Fall 2022/23	239.6	225	232.7	218	
7 year growth:		57	50	39.3	46	

Current Le Monde 7th Graders

Grade	Year of Assessment	Le Monde Grade Mean RIT Math	National Mean RIT Math (prepandemic norms)	Le Monde Grade Mean RIT Reading	National mean RIT Reading	
2	Fall 2017/18	182.9	175	183	172	
3	Fall 2018/19	199.6	188	198.5	187	
4	Fall 2019/20	210.1	200	208.4	197	
5	Fall 2020/21	X	209	X	204	Pandemic (distance learning)
6	Fall 2021/22	222.7	215	224.5	210	
7	Fall 2022/23	232.2	220	230.4	214	
6 year growth:		49.3	45	47.4	42	

Current Le Monde 6th Graders

Grade	Year of Assessment	Le Monde Grade Mean RIT Math	National Mean RIT Math (prepandemic norms)	Le Monde Grade Mean RIT Reading	National mean RIT Reading	
2	Fall 2018/19	184.7	175	182.4	172	
3	Fall 2019/20	203.5	188	203	187	
4	Fall 2020/21	X	200	X	197	Pandemic (distance learning)
5	Fall 2021/22	221.2	209	217.5	204	
6	Fall 2022/23	233	215	228.35	210	
5 year growth:		48.3	40	45.95	38	

NWEA MAP Math Test Results

NWEA MAP Reading Test Results

Fall 2021-22 Fall 2022-23

Fall 2021-2022 Fall 2022-23

Grade	% of grade performing in 61 st percentile or above nationally	% of grade performing in 61 st percentile or above nationally		% of grade performing in 61 st percentile or above nationally	% of grade performing in 61 st percentile or above nationally
Grade 1	63%	74%			
Grade 2	81%	82%		61%	55%
Grade 3	80%	91%		84%	79%
Grade 4	64%	80%		79%	73%
Grade 5	75%	83%		71%	83%
Grade 6	65%	89%		81%	91%
Grade 7	70%	70%		74%	83%
Grade 8	93%	84%		93%	91%

The same color represents the grade band progression year over year.

Other Academic Statistics:

Graduating Class 2020

11 students

STAMP French credit: # of Students (Years of Credit): 6 (4 years), 4 (3 years), 1(2 years)

Awarded Algebra 1 and 2 Credit: 11 students

DELF B1 Certification: 11 students

DELF B2 Certification: 10 students

All earned silver and/or gold Global Seal of Biliteracy

Graduating Class 2021

28 students

STAMP French Credit: # of Students (Years of Credit): 12 (4 years), 14 (3 years), 2 (2 years)

Awarded Algebra 1 and 2 Credit: 26 students

DELF B1 Certification: 27 students

DELF B2 Certification: 16 students

All earned silver and/or gold Global Seal of Biliteracy

Graduating Class 2022

28 students

STAMP French Credit: # of Students(Years of Credit): 15 (4 years), 11 (3 years), 2 (2 years)

Awarded Algebra 1 and 2 Credit: 25 students

DELF B1 Certification: 28 students

DELF B2 Certification: 18 students

All earned silver and/or gold Global Seal of Biliteracy

DELF (Diplôme d'Etudes en Langue Française) and its sister test the DALF (Diplôme Appofondi de Langue Française) are the only French as a foreign language diplomas issued by the French Ministry of Education. They are valid for life and are recognized worldwide. They assist one in officially validating their French learning, constitute a recognition of school, university and/or professional background in French language, and allow one to study, work and immigrate to a French-speaking country.

EXHIBIT B

<u>Topic</u>	<u>Period</u>	<u>Narrative</u>
Assets to Liabilities	FY2020	1.42 The school continues to maintain a positive ratio of assets to liabilities.
	FY2021	2.50
	FY2022	2.04
	Average	1.99
Unrestricted Days Cash	FY2020	94.63 In FY 2020, as a result of the pandemic, the school was primarily operating in distance learning, so the financial results are uncharacteristic. Generally, in regular years, year over year the school is increasing its unrestricted days cash average, with a goal of meeting district recommendations of 60 days.
	FY2021	49.57
	FY2022	55.90
	Average	66.70
Default	FY2020	0.00
	FY2021	0.00 The school moved to having a third party provide after school programming and eliminated its before school programming, so it no longer has defaults as it is not collecting payments from individuals.
	FY2022	0.00
	Average	0.00
Total Margin	FY2020	1.02 Margins have suffered severe fluctuations due to the various COVID requirements the school had to implement for student and staff health and safety, and to achieve state and local standards. The school anticipates a return to steady growth.
	FY2021	1.08
	FY2022	0.99
	Average	1.03
Debts to Assets	FY2020	0.71 The school is able to continue to support obligations despite unusual demands of the recent pandemic.
	FY2021	0.40
	FY2022	0.49
	Average	0.53
Cash Flow	FY2020	\$ 475,364.15 The school's cash flow situation also follows the other criteria showing the effects of the pandemic years, whereby in 2020 expenses were sufficiently less as school was primarily in distance learning, following by increased expenses to meet the safety challenges created by the pandemic with a return to in person instruction during the pandemic. These fluctuations have normalized with a continued return to in person instruction.
	FY2021	\$ (276,238.91)
	FY2022	\$ 114,341.59
	Average	\$ 104,488.94
Financial Reporting & Compliance		
Municipal Audits		
The school furnishes timely quarterly financial reports to the Portland Public School District along with audited financials to all required entities. The school's audits have been "clean", with no required changes.		
The school reached its full growth and moved from two locations into a single location right before the pandemic started. Combined with the inherent fluctuations of the pandemic, budgeting has involved constant review and revision during the planning process.		
Financial Planning and Budgeting		

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

DRAFT 8/10/22*



Le Monde French Immersion Public Charter School

Strategic Outreach, Appreciation and Retention Plan (S.O.A.R. Plan)

(Original adoption: 10/18/11)

Mission Statement:

Le Monde's mission is to educate children in a French immersion environment that honors the best international academic traditions and develops students who are inquisitive, reflective, communicative, and caring.

Le Monde French Immersion Public Charter School (Le Monde) was founded to provide students from all areas of Portland's public school district and the metro area the opportunity to attend a public school focused on the highest levels of academic achievement in a French language immersion environment.

Its objectives are to offer:

- An attentive and safe environment with smaller classes sizes than may be typical for public schools
- Expert teachers who are dedicated, innovative and caring
- A culture that encourages strong family involvement in their student's development at home
- An emphasis for students on intellectual curiosity, personal integrity and civic-mindedness
- An atmosphere of respect and celebration of diverse backgrounds, opinions and perspectives
- An ethos that values public service and community partnership

"Le Monde" means "The World"—We aspire to teach our students about the world, its people, and their place within our global community.

*SOAR will always be a work in progress, an inspirational and aspirational document for Le Monde. Accordingly, it shall be labeled as a "draft"—indicating that it is a constantly evolving work, as ideas are embraced and rejected.

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

S.O.A.R. Objectives:

SOAR's key objectives are:

- **Outreach and Recruitment:** To grow the diversity of our school's applicant base year-to-year, attract a highly-qualified teaching pool that is reflective of the world's diversity, and build our internal support community (board, committees, volunteers) in a manner that represents our district's growing population of diverse races, ethnicities, socioeconomic backgrounds, and distinct neighborhoods. SOAR will conduct all of its outreach activities with an eye toward this recruitment.
- **Appreciation:** To demonstrate an appreciation, understanding, and celebration of the diversity of our constituencies and the attributes they offer to our community.
- **Retention/Belonging:** To create an environment in which people from diverse backgrounds choose to stay and feel that they belong. Le Monde's goal is the existence of diversity at all levels of its constituencies, to be measured on institutional basis.

Key Constituencies: Students/Student Families, Staff, Volunteers, Board Members

Outreach

Modes of Outreach:

Le Monde's outreach efforts related to enrollment will be primarily to historically-underserved populations of all types, but especially historically under-represented nonwhite students. Outreach efforts:

- **Tables at Local Community Events:** informational tables at community events and gatherings, chaired by one or more of volunteers/staff/board. Representative events include Say Hey, Tet Festival, local neighborhood events.
- **Informational Presentations In person and Online:** publicized on Le Monde's website and through district alternative programs page.
- **Advertisements in Publications Geared to Underrepresented Populations:** in small to large newsletters, newspapers and online (e.g., Asian Reporter, Hey Neighbor PDX, the Skanner, the Portland Observer, neighborhood papers, social media).
- **Providing Information About Enrollment at Le Monde to Organizations:** Providing information about Le Monde and enrollment at Le Monde to organizations that support under-represented populations (e.g., Native American Youth and Family Center, Partners in Diversity, IRCO, Latino Network, Portland Refugee Support Group, the Coalition of Communities of Color).

**EXHIBIT C—Charter Renewal Application
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- **Community Postings:** sharing information about Le Monde by pamphleting neighborhoods, posting about Le Monde on listserves, posting at local libraries, neighborhood organizations, etc. Pamphlet was translated into multiple languages by district Multiple Pathways department.
- **Family-Driven Families for Diversity, Equity and Inclusion at Le Monde:** Le Monde has learned from other schools that have successfully increased their diversity that often the most successful enrollment outreach approach is asking for existing families at the school from historically-underrepresented populations to share their perspectives about the school with others. In addition to community-building and educational events like recitals, book groups, resource sharing, etc., our parent/guardian-driven DEI group has assisted by sharing information about Le Monde and enrollment in the community.

In the United States, French is spoken by hundreds of thousands of people, mostly coming from Haiti, North and West Africa, Canada, and Europe. For many, especially new immigrants and low socio-economic families, retaining access to some instruction in French is a challenge. Giving all underserved communities of Francophone background the chance to maintain or give their children a good working knowledge of the French language helps them to keep strong bonds with their respective cultures and cultural identities. The bonds will build confidence, thus increasing opportunities for success in their new environment, both academically and professionally.

Attached as Exhibit A is a list of some of the target organizations with which we have established or have done outreach relationships to further outreach. Contact may be in the form of mailed information for postings or meetings.

In hiring staff and in selecting new board members, the diversity of applicants will be considered a specifically positive trait to enhance our program. The school will consider posting jobs on nationally popular sites like indeed.com, as well as locally on free platforms like craigslist, facebook groups like radjobspdx, and in regions with more diverse educators.

Appreciation/Belonging

Le Monde believes that central to any diversity plan is appreciating and celebrating the various constituencies and their diversity. Le Monde will focus on ensuring that diverse cultures and perspectives are celebrated at all times and interwoven throughout the curriculum, not just on specific months of the year. A list of some of the things done at Le Monde to demonstrate an appreciation of diversity and to cultivate a sense of belonging for all is attached as Exhibit B.

Retention/Belonging

A key component of SOAR is measuring the diversity of our primary constituencies: students, staff and board. Measuring these diversity characteristics of these constituencies on an institutionalized basis over time will help the organization to gauge SOAR's success. Attached as Exhibit C are various racial/ethnic diversity measures. Of note is that obtaining visas/licensure quotas remains an ongoing

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

constraint on retaining diverse staff. Le Monde has addressed this by paying for immigration attorney assistance to obtain visas and supporting diverse staff who are interested in pursuing licensure.

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Exhibit A: Outreach Relationships

- Neighborhood Associations
- Boys and Girls Clubs
- Neighborhood House Parenting Program/Head Start (Head Start can't accept brochures of non-district schools when we have approached them)
- Libraries/Store bulletin boards
- Impact NW
- IRCO (immigrant and Refugee Community Organization)/Africa House
- Vietnamese Tet Festival
- The African Film Festival Organization
- Latino Network
- Coalition of Communities of Color
- Portland Refugee Support Group
- Immigrant and Refugee Program Coordinator for Port. (Mariya.Klimenko@portlandoregon.gov)
- Alliance Francaise
- Native American Youth and Family Center (NAYA)
- Partners in Diversity

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Exhibit B: Appreciation

Implemented:

- Have teachers send introductory letters and surveys to families before school year starts
- Conduct opportunities for new families to meet the teacher and see the classroom at different times of day (to address needs of working families)
- Include diverse authors, figures, and primary source materials in classrooms
- Institute racial literacy curriculum (Pollyanna)
- Maintain a library of racial literacy and diversity materials for educators
- Maintain an IB library to support learner profile traits
- Professional Development for staff regarding meeting the needs of diverse learners (e.g.):
 - PPS: Working with Students with ADHD/ADD/Anxiety
 - Transactive: Establishing affirming, inclusive and equitable school environments for gender diverse, nonbinary and transgender students and staff
 - ODE: Understanding Equity (Oregon’s Racial History, Implicit Bias, Micro-aggressions, Culturally-Responsive Teaching, Exclusionary Practices)
 - Oregon State Literacy Association Conference: Literacy, Equity and Empowerment
 - Restorative Practices: Alternatives to Suspension
 - Jean Berg: MindUp Social and Emotional Learning Curriculum Professional Development
 - IBO: International Baccalaureate for the PYP Classroom
- Student requested electives for middle school students after school, to create extra cross-grade opportunity for socialization.
- Provide financial support to certain school-related after school activities (e.g., purchasing books for Oregon Battle of the Books, sponsoring after school dances so they are free, etc.)
- Diverse guest speakers/artists/events (examples below):
 - Parfait Bassale, West African artist and educator presented “Bridges” presentation regarding empathy and inclusion
 - Multnomah County Youth Health Equity Team Inclusive Sexual Health Presentation (Upper Grades)
 - “Cassius Clay: The Making of Muhammad Ali” (Oregon Children’s Theater)
 - “The Journal of Ben Uchida” (Oregon Children’s Theater)
 - “George Washington Carver and Friends” (Bright Star Touring Theater Co.)
 - “Struggle for Freedom: The Life of Dr. Martin Luther King, Jr.” (Bright Star Touring Theater Co.)
 - Shue Hawkins: Exploring Mask Making
 - “Pescador” (Silencio Blanco)
 - “School Girls; The African Mean Girls” (Portland Center Stage)

**EXHIBIT C—Charter Renewal Application
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Schoolwide Celebrations:

- **International Day—exploring the cultural heritage of students, staff and families**
- **Lots of Socks Day—socks serve as a metaphor for the ways we can all be different but still have a lot that is the same**
- **Loving Day—celebrating the anniversary of the Supreme Court decision that struck down anti-miscegenation laws in the US that banned interracial marriage**
- **Juneteenth-- Also known as Freedom Day, Jubilee Day and Cel-Liberation Day, is an American holiday celebrated on June 19. On June 19, 1865, the Emancipation Proclamation— which had been issued on January 1, 1863— was read to enslaved African Americans in Texas by Gordon Granger.**

Parent-led Diversity, Equity and Inclusivity at Le Monde group has created social support groups, student recitals, book groups and events.

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Exhibit C: Diversity Metrics (Race/Ethnicity)

Goal: Have Le Monde’s racial diversity metrics reflect the district’s diversity

Le Monde Enrollment by Ethnicity/Race

PPS Enrollment by Ethnicity/Race

Enrollment by Ethnicity/Race	2011	2017	2018	2020	2021	2022		2022
Asian/Pacific Islander	9.1%	1%	1%	1%	1%	1%		6%
Black/African American	12%	4%	4%	3%	3%	3%		9%
Hispanic	15.5%	5%	4%	4%	4%	4%		18%
American Indian/Alaska Native	1.2%	<1%	<1%	1%	1%	1%		1%
White	56.2%	79%	80%	80%	80%	80%		55%
Multiple Ethnicities Specified	6%	11%	11%	10%	12%	11%		12%
Total Students	100	305	333	381	373	381		

Le Monde Immersion Board 2020-2022:

Ethnicity/Race	2022
Asian/Pacific Islander	0—0
Black/African American	1—14%
Hispanic	0—0%
American Indian/Alaska Native	1—14%
White	5—72%
Multiple Ethnicities Specified	0
Total Board	7

Le Monde Staff 2022:

Ethnicity/Race	2022
Asian/Pacific Islander	
Black/African American	1—2%
Hispanic	2—5%
American Indian/Alaska Native	
White	32—78%
Multiple Ethnicities Specified	6—15%
Total Staff	41

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Exhibit D: The Advantages of Language Immersion for Disadvantaged Populations (Articles)

Children of color, children from economically disadvantaged backgrounds, and English Language Learners make the greatest proportionate achievement gains from foreign language study. Early foreign language study is less dependent on previous verbal learning than most other elements of the elementary school curriculum and this allows some students to succeed who have otherwise experienced repeated failure in school. Curtain, Helena & Carol Ann Dahlberg (2004) *Languages and Children: Making the Match: New Languages for Young Learners K-8*. Third Edition. New York: Longman.

Foreign language study can help to alter the trajectory for children of average intelligence and narrow the achievement gap in reading. Garfinkel, A. & Tabor, K.E. (1991). "Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship." *Foreign Language Annals*, 24, No. 5, 375-382.

The authors examined English reading scores of students of varying levels of intelligence who had had one to two years of Spanish instruction in grades five and six. They found an especially significant relationship between high scores in reading and extended foreign language study in the cases of children of average intelligence. The data gathered indicate **those students of average intelligence, rather than above-average intelligence, may benefit the most from early instruction in a second language.**

Foreign language study is an area where children not accustomed to achievement in school are able to excel. The resulting benefit to self-image, self-esteem and satisfaction with school experience are enormous. Evidence from several studies show language students to have a significantly higher self-concept than do non-language students. Masciantonio, R. (1977). "Tangible benefits of the study of Latin: A review of research." *Foreign Language Annals*, 10: 375-382.



Portland Public Schools
Middle Grades Redesign Plan
Spring 2023-2026

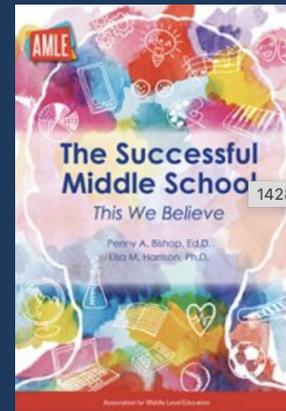
School Board Presentation March 2023



PPS Middle Grades Redesign

“Each of these moments is a learning opportunity and the stakes are high; young adolescents personal development and academic growth during these middle grades years can dramatically impact their futures. The quality of students’ middle school experience substantially affects their overall sense of well-being and, in particular, their later chances for high school completion and post-secondary success.”

P. 3 The Successful Middle School: This We Believe



Our Gratitude | The Middle Grades Redesign Planning Teams

Team	Purpose	Members
Project Core Team	Runs logistical details, convenes teams, ensures the project is running smoothly and following the timeline.	<i>Joanna Tobin, Anjene Bryant, & Christyn McCloskey; Education Elements</i>
Steering Committee	Serves as a representative body who kicks off the project and "steers" it throughout. Reviews trends from existing data and formulates initial focus areas/pillars.	<i>Chandra Cooper, Naomi Orem, Dani Ledezma, Will Fernandez, Margaret Calvert, Yeng Dhabolt, Jamaal Tibbs, Katie Loewen, Carolina Cano, Korinna Wolfe, Kelly Gomes, Ethan Kramer, Darcy Soto, Kasey Bond, Christyn McCloskey, Lauraine Allen, Marquita Guzman, Camedra Jefferson, Amy Whitney, Tonya Longo, Miriam White-Pedeaux, , Emily Boldman, Jean Jett, Jill Liddle, Karmin Williams, Anjene Bryant, & Joanna Tobin</i>
Advisory Team	Serves the process in a consultative capacity. Reviews documents and planning systems, gives feedback at key points, ensures decision-making is equitable and representative of the community.	<i>Adriel Person, Amy Steel, Aurora Hymel, Brandan McClain, Brenna Sheridan, Elizabeth Martin, Heather Nelson, Indigo Caryn Corwin, Jenni Brown, Jenny Gillet Hooper, Julie McMillan, Kratna Ramirez, Kristen Brayson, Kristin Moon, Laura Arthur, Margarita Wilson, Nicole Ayala, Sherree Coleman, Steve Effros, Traniece Brown-Warren, Valerie Turner, Elise Huggins, Crystal Gassert, Chiung-Chen Yu, Jennifer Mayo, Anjene Bryant, & Joanna Tobin</i>
Priority Design Teams	Priority area teams focused on implementation planning and monitoring	<i>Members of the Steering Committee + Advisory Team; additional members as appropriate</i>

Original Middle Grades Redesign Implementation Timeline (Spring 2022)

Goal: Develop replicable solutions to persistent problems of practice focused on improving student outcomes and teacher expectations with high-quality instruction.

Year 0 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025
<ul style="list-style-type: none"> Established Middle School Redesign Core Team Engaged in Middle Grades Empathy Tour Launched Designing for Middle School Innovation Pilot with 2 schools 	<ul style="list-style-type: none"> 3 additional schools to Designing for Middle School Innovation pilot (6 total) Responsive supports to Tubman MS Launched Middle Grade Advisory 	<ul style="list-style-type: none"> Scale Designing for Middle School Pilot to 10 schools Develop 5 case studies to inform district strategy Narrow focus of problems of practice to better align with PPS priorities 	<ul style="list-style-type: none"> Scale Designing for Middle Schools to 18 schools Develop system wide Implementation framework based on lessons learned in 22-23 	<ul style="list-style-type: none"> Scale to all middle grades All schools will have participated in Redesign aligned to their School Continuous Improvement Plans and PPS priorities Implement system shifts



Revised Middle Grades Redesign Implementation Timeline (Fall 2022)

We've shifted focus to build upon previous work and develop a comprehensive multi year plan to launch district wide Spring 2023.

Year 0 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 and Beyond 2024-2025
<ul style="list-style-type: none"> Established Middle Grades Redesign Core Team Engaged in Middle Grades Empathy Tour Launched Designing for MS Innovation Pilot with 2 schools 	<ul style="list-style-type: none"> 3 additional schools to Designing for Middle School Innovation pilot (5 total) Responsive supports to Tubman MS Launched Middle Grades Advisory/Working Group Began building 2 case studies 	<ul style="list-style-type: none"> Re-charter the Steering Team and Advisory Team Develop a comprehensive multi year Middle grades Plan and implementation timeline by workstream (i.e. PPS Successful Middle School Schedule Project) 	<ul style="list-style-type: none"> Implement Year 1 of PPS Middle Grades Plan Launch year 1 of PPS Successful Middle School Schedule Project 	<ul style="list-style-type: none"> Implement Year 2 of the Middle grades Plan 100% of Middle Grades schools will have participated in Redesign efforts On track for full implementation of Middle Grades Plan year 3 of the plan





Portland Public Schools Middle School Redesign Plan | Spring 2023- 2026

Mission

In service to students, Portland Public Schools' middle grades mission is to engage, elevate, and empower all of our students, particularly those with the highest needs through relevant and diverse learning experiences connecting to, and affirming their lives and humanity.

Vision

To close persistent achievement and opportunity gaps, Portland Public Schools will ensure *all* middle grades educators are provided the opportunity to collaborate and to work within teaming structures that will allow students to actively demonstrate ownership of their learning and will have access to engaging, high quality instruction meaningful to their everyday lives, and prioritize fostering healthy interpersonal relationships and social emotional learning.

Values

1. **Responsive** | All decisions about middle grades are grounded in and approached through a student-centered, trauma-informed lens, leveraging the distinctive nature and identities of young adolescents.
2. **Challenging** | Building off the components of the Instructional Framework, middle grades cultivate high expectations and advance learning for every member of the school community, promoting inquiry, exploration, critical thinking, and relevance for our students.
3. **Empowering** | The middle grades experience facilitates environments in which students take responsibility for their own learning and contribute positively to the world around them, making connections between what's happening in their classroom and their communities.
4. **Engaging** | The middle grades experience fosters a learning atmosphere that is relevant, inclusive, participatory, and motivating for all learners.
5. **Equitable** | By checking implicit and explicit bias, the middle grades experience provides socially just learning opportunities and environments for every student.

Priority Areas + Initiatives

Priority 1 Racial Equity and Social Justice	Priority 2 Inclusive and Differentiated Teaching and Learning	Priority 3 Professional Excellence and Support	Priority 4 Embracing Change	Priority 5 Integrated Adolescent Supports
<i>Elevating Black and Native students and families by creating safe, inclusive environments that leverage cultural strengths where students see themselves represented.</i>	<i>Creating learning environments where all teachers teach all students grade level content that is engaging, affirming and meaningful.</i>	<i>Developing a culture of care and belonging amongst and between teachers, admin, and central office, leading to a trusting workplace where everyone feels listened to and valued.</i>	<i>Ensuring our systems support students to move into the world of tomorrow and does not trap them in the world of today, allowing everyone to contribute.</i>	<i>Providing schoolwide programs and systems that foster a sense of belonging, community, and social emotional well-being for students, staff and families.</i>
<ol style="list-style-type: none"> 1. Culturally Specific Community Partnership and Engagement 2. Restorative Justice Practices 3. Leadership and Mentorship 4. Student Advocacy + Positive Cultural Identity Development 	<ol style="list-style-type: none"> 1. Engaging Standards Aligned Instruction + Responsive Classrooms 2. Student Voice and Choice- (PBL & Digital Portfolio) 3. Equitable Grading and Assessment 	<ol style="list-style-type: none"> 1. PLCs and Structured Planning and Collaboration 2. Professional Learning and Support 3. Interdisciplinary Teaming and 8th Grade Success 	<ol style="list-style-type: none"> 1. Effective Transitions 2. Commitment to Continuous Improvement 3. Innovative Scheduling 4. 8th Grade Capstone + Field Trip 	<ol style="list-style-type: none"> 1. Advisory 2. Middle Grades Programs: Extra Curricular Activities 3. College and Career Readiness 4. Social Emotional and Mental Health

Middle Grades Redesign Mission

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To close persistent achievement and opportunity gaps, Portland Public Schools will ensure **all** middle grades educators are provided the opportunity to collaborate and to work within teaming structures that will allow students to actively demonstrate ownership of their learning and will have access to engaging, high quality instruction meaningful to their everyday lives, and prioritize fostering healthy interpersonal relationships and social emotional learning.

Values

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- 5) **Equitable** | By checking implicit and explicit bias, the middle grades experience provides socially just learning opportunities and environments for every student.

Priority 1 | Racial Equity and Social Justice Strategic Investments

Priority 1 | Racial Equity and Social Justice

Elevating Black and Native students and families by creating safe, inclusive environments that leverage cultural strengths where students see themselves represented.

1. Culturally Specific Community Partnership and Engagement
2. Restorative Justice Practices
3. Leadership and Mentorship
4. Student Advocacy/ Positive Cultural Identity Development

Strategic Investments:

Center for Black Student Excellence

The Center for Black Student Excellence (CBSE) is a historic opportunity for the black community to gather, design and plan a stronger future for Black students in Portland.

Objectives: Advancing a culture of Black excellence, unifying and elevating the Black educational experience and improving outcomes for Black students

Strategy # 1: Culturally Specific Family Engagement

- Culture of belonging organizations and programs working in Middle Schools
 - Latino Network (Colegio de Padres) Immigrant & Refugee Community Organization (IRCO), Self Enhancement Inc. (SEI), Horizons Counseling, Kairos, Native American Youth and Family Center (NAYA)

Strategy #1: Culturally Specific Family Engagement

- SUN Partnership Programing aligned to Cultural specific and multiracial organizations (IRCO, SEI, Latino Network)
- Family Resource Navigators
- Family engagement events, classes and activities

Strategy #2 Restorative Justice Practices

- Increase of Restorative Justice Coordinators in Schools
- Behavior and discipline practices
- Training for educators and staff
- Training/orientation for students

Priority 1| Racial Equity and Social Justice Strategic Investments (continued)

Priority 1 | Racial Equity and Social Justice

Elevating Black and Native students and families by creating safe, inclusive environments that leverage cultural strengths where students see themselves represented.

1. Culturally Specific Community Partnership and Engagement
2. Restorative Justice Practices
3. Leadership and Mentorship
4. Student Advocacy/ Positive Cultural Identity Development

Strategy #3: Leadership and Mentorship

- Culture of belonging Community Based Organizations (CBO's)
 - Unite Oregon, Coalition of Black Men, Horizon Counseling, IRCO, Latino Network, Portland Opportunities Industrialization Center (POIC), REAP, Inc, SEI, The I Am Academy (TIAA)

Strategy #4 Student Advocacy/ Positive Cultural Identity Development

- Programming provides participating youth with exposure and opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment.
- CBO organizations and programs
 - Black Parent Initiative (BPI), IRCO, SEI, NAYA, Latino Network
- Affinity Groups
- PPS RESJ Lens & Professional Development
- Response to Hate Speech
- Culturally specific SUN organization (IRCO, SEI, Latino Network)
- Culturally specific mentors, adults, and programming

Priority 2 | Inclusive and Differentiated Teaching and Learning Priority Investments

Priority 2 | Inclusive and Differentiated Teaching and Learning

Creating learning environments where all teachers teach all students grade level content that is engaging, affirming and meaningful.

1. Engaging Standards Aligned Instruction + Responsive Classrooms
2. Student Voice and Choice- (PBL & Digital Portfolio)
3. Equitable Grading and Assessment

Strategic Investments:

- Core Curriculum Adoptions and Implementation: Mathematics (2022-2023 Implementation), English/Language Arts (2022-2023 Implementation), Science (2021-2022 Implementation) and Social Studies (2022-2023 Advisors on Instructional Resources (AIR Committee) and Field Test Spring 2023)
- UnboundEd 2 Day Conference for OTL & 5 Day Standards Institute
- Equitable Grading
- MS Instructional Rounds
- The Developmental Continuum in progress 2022-2023

Priority 3| Professional Excellence and Support Strategic Investments

Priority 3 | Professional Excellence and Support

Developing a culture of care and belonging amongst and between teachers, admin, and central office, leading to a trusting workplace where everyone feels listened to and valued.

1. PLCs and Structured Planning and Collaboration
2. Professional Learning and Support
3. Interdisciplinary Teaming and 8th Grade Success

Strategic Investments:

- PPS Team attended the Association for Middle Level Educators Annual Conference
- Monthly Teacher Professional Learning (Cadres)
- Professional Learning Communities
- Student Intervention Teams
- New Educator Induction and Coaching
- Association for Middle Level Educator Assessment/ Surveys: Staff (Fall 2022) Students and Families (Spr 2023)

Priority 4 | Embracing Change Strategic Investments

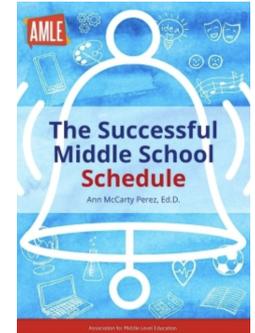
Priority 4 | Embracing Change

Ensuring our systems support students to move into the world of tomorrow and does not trap them in the world of today, allowing everyone to contribute.

1. Effective Transitions
2. Commitment to Continuous Improvement
3. Innovative Scheduling
4. 8th Grade Capstone + Field Trip

Strategic Investments:

- Jumpstart to 6th grade
- WEB- Where Everybody Belongs currently in place at:
Ockley Green MS
Sellwood MS
Mt. Tabor MS
- Summer Acceleration Academy Redesign
- Improvement in Middle School Staffing Formula
- PPS Successful Middle Schedule Project - Innovative Scheduling



Priority 5 | Integrated Adolescent Supports Strategic Investments

Priority 5 | Integrated Adolescent Supports

Providing schoolwide programs and systems that foster a sense of belonging, community, and social emotional well-being for students, staff and families.

1. Advisory
2. Middle Grades Programs: Extra Curricular Activities
3. College and Career Readiness
4. Social Emotional and Mental Health

Strategic Investments:

- Advisory- Funding to support consistent Social Emotional Learning in Advisory
- Increase of Social Workers and School Counselors
- 2022-2023 Expansion of the number of schools with a 7 period school day to increase student access to electives and/or targeted support classes (currently in 9 middle schools)

8th Grade Capstone

Goal:

To serve as a cross-curricular culminating project-based learning experience (including a presentation of learning), grounded in Tribal History/Shared history, students will experience the newly reclaimed [Willamette Falls](#), or other local opportunity.



Next Steps:

- Vetting and discussion with PPS Leadership
- Further discussion and engagement with Principals
- Engagement with students and families (use of ThoughtExchange as a feedback tool)
- Pilot this Spring to broaden opportunities during the 2023-2024 school year and provide the 8th grade Capstone Experience for all PPS 8th grade students by Spring 2026

Middle Grade Redesign Current Practice

- **Racial Equity and Social Justice:**
 - Culturally Specific Community Partnership and Engagement
 - Restorative Justice Practices
 - Leadership and Mentorship
 - Student Advocacy/ Positive Cultural Identity Development
- **Inclusive and Differentiated Teaching and Learning:**
 - Engaging Standards Aligned Instruction + Responsive Classrooms
 - Student Voice and Choice - including PBL & Digital Portfolio
 - Equitable Grading and Assessment
- **Professional Excellence and Support:**
 - PLCs and Structured Planning and Collaboration
 - Professional Learning and Support
 - Interdisciplinary Teaming and 8th Grade Success
- **Embracing Change:**
 - Effective Transitions (5th-6th & 8th-9th)
 - Commitment to Continuous Improvement
 - Innovative Scheduling
- **Integrated and Adolescent Supports:**
 - Advisory
 - Middle Grades Programs- Co and Extra Curriculars (8th Grade Capstone/ Equity Field Trip)
 - College and Career Readiness
 - Social Emotional and Mental Health

Timeline | PPS Middle Grades Redesign Plan

October- November 2022

December 2022 - January 2023

February- March 2023

April- June 2023

FOUNDATIONS

DESIGN

LAUNCH, IMPLEMENT, + MONITOR

Advisory Team
Kickoff
Workshop 11/9

Generated **"how might we..." statements** based on steering team initiative ideation

Advisory
Team
Workshop
12/14

Reviewed and provided feedback on **mission, vision, and engagement** strategies; **Brainstormed potential initiatives**

Advisory
Team
Workshop
1/25

Created **descriptions** for each **priority area**

Steering Team
Workshop
2/23

Develop initiative **implementation blueprints**

Marketing +
Collateral
Sessions

Finalize **design and collateral** of plan and implementation blueprints

Design Team
Session #2
4/11

Implementation **planning and monitoring**

Steering
Committee
Kickoff
Workshop 10/27

Visioned for the future; **Empathized** with middle grades; ideated on potential initiatives

Steering Team
Design #1
Workshop
12/15

Leveraged input from Advisory to continue to **iterate** on initiatives; **Designed priority areas** and potential initiatives for each

Steering Team
Design
Workshop #2
1/26

Finalized **mission, vision, description of values, description of priority areas**; Built out **initiatives descriptions, actions**

Launch Priority
Design Teams;
Design Team #1
3/23

Finalize initiative **implementation blueprints and implementation timeline**

Design Team
Session #3
5/11

Implementation **planning and monitoring**



PORTLAND PUBLIC SCHOOLS

AND REAL ESTATE

OFFICE OF PLANNING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-6544

MEMO

Date: March 7, 2023

To: School Board

From: Dana White, Director of Planning and Real Estate Management
Dan Jung, Chief Operating Officer

Subject: Policy Revision - 3.30.010-P Community Use of School Buildings and Facilities

BACKGROUND & ANALYSIS

Portland Public Schools (District) makes its facilities available for community use before and after school and on weekends through permits issued by its Civic Use of Buildings (CUB) office. This is an important service the District provides to the community, and the facilities and grounds are extensively used.

District grounds are at times used during school and non-school hours without a permit and for prohibited activities, such as off-leash dog parks, consumption of alcohol, and other prohibited activities. In some cases, the situation has escalated to a point that fields must be closed to the public in order to protect the health and safety of our students and staff. Such intermittent closures are decided in concert with Principals, Security Services, Facility Operations Managers, and other District staff. The proposed revisions in 3.30.010-P clarify and update the policy to make clear that the Superintendent may craft rules and exercise and delegate discretion to maintain the safety of students and preserve assets.

Staff recommends incorporating the procedural language contained in these policies:

3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals

3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)

into a new Administrative Directive, 3.30.013-AD, as authorized by the revised CUB Policy 3.30.010-P Community Use of School Buildings and Facilities as proposed. The specific content of those policies is better suited for an Administrative Directive that maintains fidelity to the overarching policy. If the Board votes to rescind these two policies, staff will present the amended AD to the Superintendent for approval.

RELATED POLICIES/BEST PRACTICES

Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no public comment about the proposed changes to 3.30.010-P or the rescinding of 3.30.020-P or 3.30.030-P before the Policy Committee. There will be at least 21 days for public comment after the First Reading of these proposed changes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If the revisions to the CUB Policy receives Board support and standard protocols are followed for public comment, the revised policy would go into effect upon Board approval.

STAFF RECOMMENDATION

Staff recommends that the Board adopt the revisions of CUB Policy 3.30.010 P.

Staff further recommends that the Board rescind policies 3.30.020-P and 3.30.030-P as they outline procedural requirements better served in an Administrative Directive.

Community Use of School Buildings and Facilities^[1]

~~Portland Public Schools~~ We believes that the primary use of ~~its~~ our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

~~The District School Board has charge to preserve order, protect school property, and do all things necessary in its capacity to carry out the provisions of this policy, including the limitation or closure of a district property for public use. The District School Board authorizes the superintendent or their designee to make such determinations for closing or limiting access to specific District properties at its sole discretion in order to maintain the safety of our students and the preservation of our assets~~

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

The public is welcome to use the District's buildings and facilities for short-term use or rental through the Civic Use of Buildings UB process if such use does not conflict with District ~~or school~~ use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of our District assets.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The ~~Board directs the~~ Superintendent ~~to~~ shall implement administrative directives that implement this policy ~~through the Office of the Civic Use of Buildings (CUB), including procedures for reserving space in accordance with priority among users, rental rates, supervisory requirements, insurance, nondiscrimination, safety and security and other~~

~~requirements as may be needed. Through administrative directive, the Superintendent shall~~ create a custodial-fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I schools, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

The ~~Board further directs the~~ Superintendent ~~to~~ shall provide information to the public regarding the CUB process in a manner that is equitable, accessible, and user-friendly.

Legal References: ORS 332.172

History: Adpt. 9/24/73; Amd. 8/12/74; Amd 7/1/75; Amd 7/1/76; Amd, 7/1/77; Amd 6/26/78; Amd.8/28/79; Amd 4/12/82; Amd. 4/14/88; Amd 8/12/02, BA 2384; New Policy 8/2016; Amd 5/2019, Amd /232



Date: February 21, 2023
To: Portland Public Schools Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Complaint Policy Revision
Policy # and Name: Complaint Policy 4.50.030-P

REVISED

I. BACKGROUND

PPS undertook a major revision of this policy in 2018 to better align with our state obligations for addressing student and family complaints. Another revision was made in 2021 to incorporate community and family feedback on the District's complaint process. Recent input from users suggested that we needed to further clarify in policy the processes for complaints that are not "Formal Complaints" about Division 22 topics and not governed by a separately defined process/timeline.

II. RELATED POLICIES/BEST PRACTICES

The District is committed to maintaining strong relationships with our families and our community. This includes having a fair, understandable, and accessible process in which complaints can be addressed in a timely manner. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students.

III. ANALYSIS OF SITUATION

The suggested revisions to this policy provides clearer expectations to the community and staff on what the complaint policy will address and how different types of complaints will be processed.

IV. FISCAL IMPACT

These changes will incur no financial impact.

V. COMMUNITY ENGAGEMENT

The suggested revisions were before the Policy Committee in multiple meetings, and no public comment has been received during those meetings. There will be at least 21 days for public comment after the First Reading of the policy.

VI. RACIAL EQUITY AND SOCIAL JUSTICE LENS

A review of the total number of formal complaints filed since 2014 reveals that White families access the District’s formal complaint process in vastly disproportionate numbers at the initial Step1 process, but the racial/ethnic distribution is not consistent at all three of the formal complaint steps. While some racial diversity was observed among the complainants who accessed the formal complaint process during recent years, it is likely that barriers exist for historically underserved and non-White populations. The proposed revisions to the policy do not reduce the availability of translation/interpretation services and assistance in completing complaints, which remain an important part of making the process more available to a more diverse community. District staff continue to work on other process improvements outside of the policy arena to make complaint resolution and access to the formal complaint process more accessible, transparent, and approachable.

VII. TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The procedures for all complaints, including non-Division 22 complaints, are now more easily accessible on the District’s Conflict Resolution Webpage, which was updated this fall. Staff will develop a communication plan to disseminate the revised policy to our community. Staff will also continue to work on internal processes and training to provide opportunities to address concerns early and to enhance the effectiveness of and experience for families with the complaint process.

VIII. STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

- I. I have reviewed this staff report and concur with the recommendation to the Board.**

Approved by Superintendent Direct Report
--

Signature

Date

ATTACHMENTS

- A. Redline copy of Complaint Policy
- B. Clean copy of Complaint Policy

Complaint Policy

4.50.030-P

~~11/10/22 Draft~~ 1/2323

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have ~~a several complaint~~ Formal Complaint processes for PPS students, families, and all who reside within the PPS District community. ~~This policy and the accompanying administrative directive describe that process in greater detail.~~ All parties to a District complaint ~~Formal Complaint~~ shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. ~~Formal~~ Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. District Complaints

The District has a common complaint form (hyperlink here) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

24. ~~Division 22~~ Formal Complaints

Formal complaints under the Oregon Department of Education's Division 22 regulations [insert link to ODE website] include those about instructional standards and practices (class size, curriculum, etc.), special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias.

If a complainant is not satisfied after exhausting ~~local~~ the District's complaint procedures, the District fails to render a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants~~they~~ may appeal the District's final decision to the Oregon Department of Education. An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

~~This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 complaints related to:~~

~~a) Instructional standards and practices~~

~~(1) Curriculum~~

- ~~(2) Teaching strategies~~
- ~~(3) Testing~~
- ~~(4) Counseling~~
- ~~(5) Class size~~
- ~~(6) Alternative education programs~~
- ~~(7) Instructional materials~~
- ~~(8) Compliance with state standards~~

- ~~b) Special education~~
- ~~c) Health and safety~~
- ~~d) Equitable education opportunities~~
- ~~e) Sports safety~~
- ~~f) Restraint and/or seclusion~~
- ~~g) Bias or discrimination in education~~
- ~~h) Retaliation against a student or parent/guardian~~
- ~~i) Failure to investigate complaints of bias~~

CBb) —Because Division 22 complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

II. TIMELINES FOR ALL COMPLAINTS

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in

nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

~~**C.** The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.~~

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

III. FILING A DIVISION 22 FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All Division 22 ~~F~~formal Ccomplaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline.

and resolution the decision will include information about next steps in the complaint process. ~~The resolution will include information about next steps in the complaint process. District responses substantiating allegations raised in the complaint shall be considered final decisions and may be not be appealed to ODEthe Board.~~

~~3. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.~~

IV. FILING AN APPEAL FOR OF A DIVISION 22 FORMAL COMPLAINTS UNDER DIVISION 22 DECISION

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If a Formal Complaint about a Division 22 matter is not substantiated the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 fFormal eComplaint has been filed. District staff will regularly notify Board members about new Division 22 fFormal eComplaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Not affirmed~~Reversed~~ in whole or in part and may direct the Superintendent to take alternative steps or other courses of action. ~~To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or~~

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Ccomplaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been

possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant that it is doing so.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants ~~through the Formal Complaint process~~. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
- ~~3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.~~
4. Retaliation against any person who files or participates in ~~the~~ [the District](#) complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
- ~~7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For~~

~~example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.~~

8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the ~~complaint~~allegation.

11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed, ~~through the Formal Complaint process.~~

~~13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.~~

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these

issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive Division 22 ~~f~~Formal ~~e~~Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other ~~informal~~ complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581- 021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581--002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, / /2023

Legal Reference(s):

[ORS 192.610](#)

to [192.690](#)

[ORS 332.107](#)

[ORS](#)

[339.285 to](#)

[339.383](#)

[ORS 659.852](#)

[OAR 581-022-2370](#)



Date: Feb 20, 2023
To: School Board
From: Liz Large, Contracted General Counsel
Subject: Military Recruitment Policy Amendments–6.20.043-P

BACKGROUND

In 2001, the PPS Board of Education adopted the Military Recruitment Policy–6.20.043-P, and it has not been amended since that adoption. On February 16, 2023, the PPS Policy Committee considered amendments to the policy as reflected in the attached redlined policy. The amendments are designed to (1) update the policy to no longer require any District employee discussing military recruitment to “advise the student about the military’s policy regarding sexual minorities,” understanding that those policies and practices have changed significantly since 2001 and that not all District employees may have accurate information about such policies and (2) make the document a free-standing policy, the interpretation of which is not tied to a Board resolution passed many years ago.

RELATED POLICIES/BEST PRACTICES

It is important to keep PPS policies in line with current and best practices.

FISCAL IMPACT

None

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The Policy Committee received no public comments at the February 16, 2023, meeting. The policy amendments will be open for public comment for at least 21 days.

TIMELINE FOR IMPLEMENTATION / EVALUATION

To be implemented upon adoption by the Board of Education.

STAFF RECOMMENDATION

To adopt the proposed amendments.

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

_____ *(Initials)*

ATTACHMENTS

- A. Redlined Military Recruitment Policy 6.20.043-P

6.20.043-P Military Recruitment

- (1) ~~The resolution adopted by the Board regarding military recruitment~~
District does not prohibit a teacher, counselor or administrator in the district, at his or her professional discretion, from providing information to a student about career and educational opportunities in the military, or from referring a student to a recruitment office.
- (2) Schools will provide, at students' requests, transcripts, records and references to military offices and institutions to facilitate military scholarships and appointments or enlistment for military service.



- ~~(3) Any district employee providing information or referral under sections (1) or (2) above or responding to other inquiries regarding military enlistment will advise the student about the military's policy regarding sexual minorities.~~
- ~~(4) Administrative directive 6.20.041 reflects appropriate administration of the resolution adopted by the Board in all other respects.~~

Legal References:

History: Adpt 5/21/01, BA 1877, amd ___/23

RESOLUTION No. 6658

Resolution to Adopt Revised Anti-Racist and Anti-Oppression Learning Communities Policy 2.10.015-P

RECITALS

- A. On December 1, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Anti-Racist and Anti-Oppression Learning Communities Policy 2.10.015-P.
- B. On January 24, 2023, the Board presented the first reading of the revised Anti-Racist and Anti-Oppression Learning Communities Policy 2.10.015-P.
- 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 Anti-Racist and Anti-Oppression Learning Communities Policy 2.10.015-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



PORTLAND PUBLIC SCHOOLS
Office of General Counsel
501 North Dixon Street
Portland, OR 97227
Telephone: (503) 916-3274

Date: February 22, 2023
To: Board Policy Committee
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Policy Revision
Policy # and Name: Antiracist & Anti-oppression Learning Communities 2.10.015-P

UPDATE

There has been no public comment on this recommended policy revision since it was put before the School Board on January 24, 2023.

BACKGROUND

In February 2021, the School Board approved the Antifacist & Anti-oppression Learning Communities policy, 2.10.015-P. The policy echoed and then expanded the language required by Oregon's All Students Belong legislation in committing to protecting our learning environments from expressions of hate and racism.

In 2021 (amended and effective 5/2022), the State Legislature enacted legislation to ensure that voluntary organizations working with students also have in place the same discrimination policies and procedures as school Districts. OAR 581-022-2308 requires school districts to prohibit voluntary organizations that administer interscholastic activities from working with their students unless the organization implements and adheres to equity-focused policies addressing discrimination and have transparent complaint processes in place to address violations of policy.

RELATED POLICIES/BEST PRACTICES

It is best practice to conform existing policies to current law.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

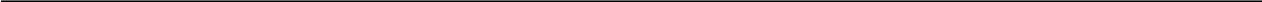
There was no community engagement as the proposed language is statutorily required.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff will develop a communication plan within the month to disseminate the revised policy to our community.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.



ATTACHMENTS

- A. Redline copy of Complaint Policy
- B. Clean copy of Complaint Policy



2.10.015-P

Board Policy

Anti-Racist & Anti-Oppression Learning Communities

I. Purpose

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. 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.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, affirming and free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Administrators, coaches, advisors, student participants, and others associated with the District's activities, programs, and events shall conduct themselves in a manner that is consistent with the letter and spirit of the District's policies, rules, and regulations and of any voluntary organization, including voluntary organizations that administer interscholastic activities or that facilitate the scheduling and programming of interscholastic activities.

II. Definitions

1. "Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. "Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols contained in the [Hate on Display Hate Symbols Database](#), and whose display:

- a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
- b. Is reasonably likely to interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or
- c. Is reasonably likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.

3. "Hate Speech" means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin.

III. Expectations and Consequences

We will not tolerate in our schools, programs, activities, or on our property any symbols of hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats. These include, but are not limited to, student and adult apparel, accessories, gestures, or other symbols such as those that depict symbols of hate. Exceptions will be made where symbols are used in teaching curriculum and other learning opportunities that are aligned to the Oregon State Standards and support the goals of this policy. The District will incorporate learning opportunities to support the goals of this policy.

The District has adopted restorative justice practices in the belief that they help resolve conflicts and enable healthy, supportive, and inclusive communities. As part of this practice, the District will endeavor to address incidents of bias and hate speech using this approach. Additionally, if this policy is violated by students, the District will assess whether disciplinary action is required under the [Student Conduct and Discipline Policy](#). Adults who engage in hate speech or bias incidents may be subject to discipline and/or be prohibited from coming upon District property.

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found [here](#).

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]

Legal Reference(s):

[ORS 659.850](#); [ORS 659.852](#); [OAR 581-002-0005](#); [OAR 581-022-2312](#); [OAR 581-022-](#)

2370 Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir.

2014). *State v. Robertson*, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: 2/9/2021; amended /2023



Board Policy

2.10.015-P

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Legal Reference(s):

[ORS 659.850](#); [ORS 659.852](#); [OAR 581-002-0005](#); [OAR 581-022-2312](#); [OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: 2/9/2021

RESOLUTION No. 6659

Resolution to Rescind Board Policy

Rescission of:

- i. 1.70.012-P Presentations by Citizens and Employees

RECITALS

A. On December 1, 2022 the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:

- i. 1.70.012-P Presentations by Citizens and Employees

B. On January 24, 2023, the Board presented the first reading of the policy for rescission.

C. The public comment period was open for at least 21 days for the policy, and no public comments were received.

RESOLUTION

The Board hereby rescinds the following policy:

- i. 1.70.012-P Presentations by Citizens and Employees

and instructs the Superintendent to rescind and/or revise any administrative directives that are no longer accurate or relevant as a result of rescinding this policy.

1.70.012-P Presentations By Citizens And Employees

In order to provide an orderly method of handling the growing volume of Board business and to give the public and school employees a greater opportunity to participate in Board meetings, the following procedures shall be followed in connection with presentations at Board meetings:

- (1) **Presentations by Employees**. Matters to be presented to the Board at a Board meeting by an employee or employees of the district or by representatives of employee organizations shall first be submitted in writing to the Office of Board Services. The chair may set reasonable time limits for such presentations. The Board may waive the time and form requirements of this paragraph in matters of an emergency nature;
- (2) **Presentations by Citizens**. Members of the general public who plan to make presentations at Board meetings should register their intentions with the Office of Board Services prior to the beginning of the meeting;
- (3) **Guidelines for Presentations**. A speaker shall submit for the record his/her name, address and the name of the organization he/she represents if he/she is speaking on behalf of an organization;
- (4) **Petitions**. Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation;
- (5) **Criticisms of Staff Members**. Speakers may offer objective criticism of district operations and programs, but the Board will not hear complaints concerning individual district personnel. The chair will direct the visitor to the appropriate process for disposition of legitimate complaints involving individual employees who report to the superintendent.
- (6) **Rules of Conduct**. All speakers shall adhere to the Rules of Conduct as posted in the boardroom.

Legal References: ORS 332.107; Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt 6/71; Amd 1/83; Amd 9/9/02; BA 2417

RESOLUTION No. 6660

Board Operating Protocols

RESOLUTION

The Board of Directors of Portland Public Schools approves and adopts the Portland Public Schools Board and Superintendent/Staff Expectations and Operating Protocols as attached in Exhibit "A".

PPS Board Operating Protocols Recommendations

I. Roles and Responsibilities

As elected members of the Board of Education for Portland Public Schools, our roles and responsibilities are outlined in Board policy and statute; these expectations and protocols do not replace or override Board policies, District administrative directives, or any applicable law.

Highlights of board responsibilities include:

- A. Establishing an overarching educational vision for the district and setting actionable district goals and guardrails to equitably provide the highest quality educational experience for each PPS student;
- B. Providing financial oversight and direction for the District, including reviewing and adopting a student-focused annual budget, establishing general financial goals, authorizing bonds, and exercising taxing authority;
- C. Hiring-and evaluating the Superintendent annually, and maintaining a mutually supportive relationship with the Superintendent in pursuit of established district goals;
- D. Focusing on policy making, goal setting, monitoring, and evaluation to further the goals and priorities of the District,
- E. Acting as an ambassador to the community, both sharing District information with the public, including working to make students and the community aware of the goals and priorities, and communicating public thought to the District.

As Board members do this work responsibly, we commit to:

- A. Honoring student voice; centering and prioritizing the voices and experiences of our students of color.
- B. Utilizing a Racial Equity Lens in decision-making with the goal of closing the achievement and opportunity gap for Black, Native American and Students of Color.

C. Respecting the role of the Superintendent as the chief executive officer of the District, which includes sole authority over directing employees with the exception of the employees in the Office of the Independent Performance Auditor whose work is directed by the Board of Education.

D. Making decisions as a whole Board only at public meetings. Individual members have no authority to take stand-alone action in policy or in district and school administrative matters or to speak on behalf of the Board without express delegation of authority.

E. Complying with Board policies, understanding our fiduciary responsibilities, and being aware that our actions at all times reflect on the integrity, reputation, and functioning of the District.

F. Encouraging and modeling constructive public discourse in Board decision making.

II. Priority Setting and Board and Superintendent Evaluation

A. Student Outcomes Focused Priority Setting

1. The Board will adopt a vision that describes what the community expects all students to know and be able to do. Then the Board will adopt one to five SMART goals that describe the high priority student outcomes that the District will focus on for the next three to five years.

2. The Board may adopt one to five guardrails that describe the high priority, non-negotiable values of the community that must be honored by the District as it pursues accomplishment of the goals.

3. The Board will align its work with the Board-adopted goals and guardrails. The Superintendent will develop a strategic plan and proposed budgets that align with the Board-adopted goals and guardrails.

4. The Board will monitor the District's progress in meeting these goals every month with an intention of investing at least half of its minutes each month in board meetings into goal monitoring.

5. Board Leadership will meet regularly with the Superintendent and key staff to evaluate past Board meetings and determine the agenda for upcoming Board meetings. The Board Leadership will solicit input from Board members.

6. Board leadership will regularly check in with the full Board regarding the Board meeting structure, progress on Board goals, and addressing Board member priorities.

B. Board Professional Development and Board Self Evaluation

1. The Board will self-assess its performance at least annually using a research-informed instrument that provides specific feedback regarding areas for improvement. Board leadership will regularly evaluate Board meetings and work sessions. All Board members are encouraged to provide feedback to the Board leadership to improve the Board's performance. The Board leadership will annually set expectations and priorities for Board professional development. Board leadership will annually review the Board Office budget to ensure there are sufficient funds to support the Board's professional development.

C. Superintendent's Evaluation

1. The Board will evaluate the Superintendent annually based on accomplishment of the Board-adopted goals and adherence to any Board-adopted guardrails. The Board will engage in a process that provides for thoughtful and deliberative discussion of the Superintendent's work based on those goals and guardrails at least annually.

2. The Board will check-in with the Superintendent quarterly to collaboratively assess progress toward achieving district goals, identify any barriers to success, and make course corrections as necessary.

III. Meetings

A. Agenda Creation

1. The Board Chair, Vice Chair, Superintendent, and/or designee(s) shall review the agenda before it is printed and the Board Chair shall have final authority over whether any item on the agenda is placed in accordance with Board policy. In making this determination, the Board Chair will prioritize items that the Board is legally required to consider or that have a direct impact on student achievement. All other agenda requests will be considered "optional" and will only be placed on the agenda if Board Leadership or a majority of the board determine that the item be a focus of the board's work.

B. Board Agenda Timeline For Regular Meetings

1. 12 Days Before Board Meeting: For each Board meeting, the Superintendent will provide a draft of all items to be considered – including legal documents, support materials, staff presentations, etc. – to Board Members at least 12 days prior to the Board meeting during which the items will be considered. The Superintendent will provide a draft agenda to the public and all appropriate supporting documentation at least 12 days prior to a Regular Board meeting. The Superintendent will always provide a substantiated recommendation for items that require Board approval. All consent-eligible items will be placed, by default, on the consent agenda. Once Board Members receive the materials, they may immediately begin submitting questions to the Superintendent. Any items not provided to the Board at least 12 days in advance will not be eligible for consideration and will be moved to the subsequent meeting agenda.
2. 8 Days Before Board Meeting: Board Members will have 4 days to submit questions about the agenda items to the Superintendent.
3. 5 Days Before Board Meeting: The Superintendent will have 3 days to create a Q&A document of responses to Board Member questions. This document may not indicate who asked which questions so as to avoid creating a serial meeting.
4. 4 Days Before Board Meeting: Board members will have by end of day four days prior to the board meeting to request items be removed from the “consent” agenda and placed on the “regular” agenda for discussion and consideration. If a board member requests an item be moved from the consent agenda, the Superintendent will immediately make the change.
 - If a majority of board members vote to remove an item from the consent agenda during the board meeting, this motion will table the item to the next regular board meeting's regular (non-consent) agenda.
 - If Board members need to recuse themselves from participation in an item on the agenda because of a conflict of interests, they must declare that in writing to the Superintendent and copy the Board Chair. If the Superintendent receives a declaration, they will create a second consent agenda item -- a “recusal consent” agenda -- to place items on that are subject to a conflict of interests so that Board members can vote on the standard consent agenda without voting on an item on the conflicted consent agenda.
 - In situations where Board Members have not identified conflicts in advance, they may still vote, “Aye, with the exception of contract x as to which I recuse myself” to remain in legal compliance.
5. 3 Days Before Board Meeting: The Superintendent will post the final agenda 72 hours in advance of the meeting. The Board meeting agenda must include a copy

of the Q&A document. No additional changes will be made to the Board agenda during the 72 hour period prior to the Board meeting.

6. Day of Board Meeting: No items may be added or removed from any part of the agenda by Board members during the Board meeting. Motions to that effect will be ruled out of order by the Board Chair. A majority of the Board can vote to add an item to a future board agenda.

C. Additional Meeting Expectations

1. Board members will be prepared for each meeting by reviewing materials in advance and agree to attend regularly scheduled Board meetings. Board members and board office staff will collaborate on scheduling special meetings and/or work sessions.

2. The times allotted at board meetings for each agenda item are estimates and are to be used as a guideline by the Chair in managing the meeting.

3. Board members agree to strive to start and end meetings on time.

4. Board members agree to uphold the legal requirement for confidentiality on all matters arising from Board executive sessions and any other confidential communications or information.

5. Board members agree to listen carefully and with courtesy when other people are speaking during Board meetings. Discussions between Board members will serve as a model for acceptable public dialogue. Members will seek to clarify issues by soliciting each other's points of view.

6. Board members are expected to cast a vote or abstain on all matters except when a conflict of interest arises and an abstention is dictated by the ethics policy.

7. If they miss a meeting, Board members and Leadership Team staff agree to review the video of that meeting to remain current on the Board and district's work.

8. Board members will submit all technical and tactical questions prior to the board meeting. The board should not expect the superintendent to be prepared to respond to technical or tactical questions that are asked, for the first time, during school board meetings. Instead, the superintendent will respond to those questions in writing during the following week's regular board update.

IV. Communication

A. Communication Between Board Members & Community Members

1. Board Members recognize that they may not speak on behalf of the Board unless authorized to do so; and may not commit the Board or staff to any particular action.
2. For general comments or feedback, the Board Member will:
 - Listen respectfully.
 - Relay information about the District in a manner that is constructive and that seeks resolution.
 - Provide the community member with information about how to contact the appropriate staff person, or if that is not known, to the Superintendent's designee for general comments. Board members will not contact District staff on behalf of community members.
3. For specific comments or complaints, the Board Member will:
 - Ask if the individual has followed the District's procedures and/or chain of command.
 - If the individual does not know the correct procedures or chain of command, the Board Member will refer to the appropriate staff member or, where appropriate, will provide information about the District's complaint procedures and the online system for filing complaints.
 - Board members will not contact District staff on behalf of community members.
 - The Superintendent will maintain a system to ensure that Board Members are informed of the resolution of any referred comment/complaint.
4. Board members should apply a racial equity lens to communications with constituents. Board members may hear more from communities and individuals who already have a lot of social capital in our system. Board members should proactively engage with historically underrepresented communities/constituents to broaden their understanding of the entire system.

B. Communication Between Board Members & Staff Who Do Not Report To The Board

1. Board Members will not initiate communication about District business with District staff except for the Superintendent or designee. This is intended to protect staff from inappropriate behavior from board members, not prevent staff from initiating communication with board members.
2. If contacted by District staff without the direction of the Superintendent, Board Members will follow the procedure, "Communication Between Board Members & Community Members". If the communication from district staff could have legal or

financial implications for the district, the board member should notify the superintendent.

3. Board members agree to communicate directly with the Superintendent or the Superintendent's designee when Board members have a substantive question, or when a significant concern about PPS operations is voiced by a staff member, student, parent, or other community member.

C. Communication Between Board Members & Staff Who Report Directly To The Board

1. The only staff members who report directly to the board are the superintendent and internal audit staff.

2. In their communication with staff who report directly to the Board, Board Members will recognize that the staff report to the Board as an entity and not to any individual Board Member, including the Board Chair.

- All requests made by Board Members should be made to the Direct Report or their designee and copy Board leadership.

- If a Board Member makes a written request for a document that already exists, the Direct Report will provide it no later than seven (7) business days after the request.

- If a Board Member makes a written request for a document that does not already exist that the Direct Report believes can be handled in fewer than fifteen (15) minutes of staff time to complete or create, the Direct Report shall provide the document no later than seven (7) business days after the request.

- If a Board Member makes a written request for a document that does not already exist that the Direct Report believes will take more than fifteen (15) minutes of staff time to complete or create, the Direct Report is required to:

- Notify the Board Chair; and
- With the Board Chair's approval, add the request to the next Board Meeting agenda for the full Board to decide on.

4. Any response to a question or request, whether written or verbal, that is submitted by a Board Member to a Direct Report of the Board must be shared with all Board Members in the weekly update that is emailed to all Board Members.

5. Board Members understand that most information requests to the Board's Direct Reports will be addressed in a weekly written update that is emailed to all Board Members each Friday unless the Direct Reports determines that a more immediate response is required.

6. Because the Superintendent reports to the Board as an entity, and not to any individual Board Member, only the Board as a whole may make obligations on the Superintendent's time or delegate authority to individual Board Members to do so.

7. The Board and Superintendent should operate on a “no surprises” basis. A high level of communication between board members, the superintendent, and senior staff is appropriate, desired, and beneficial.

8. When receiving questions from Board members, the Superintendent or designee will confirm receipt of the communication in a timely way and indicate how and when a response will be made.

D. From time to time, the Board may be required to make findings of fact that can be appealed to another government agency (e.g., personnel matters or charter school application hearings). In these situations, no Board member will discuss the substance of the matter with any person(s) directly involved in the issue, other than PPS staff, outside the formal hearing and deliberation process.

V. Requests for Information or Decision making

A. Providing Documents to Board for Review in Advance of Meetings.

1. The Board Chair and Vice-Chair(s) in consultation with the Superintendent will establish the agenda and major business agenda items for full Board meetings no fewer than 14 days prior to the Board meeting.

2. Notes from agenda setting meetings will be sent out to the entire Board by the Board chair. Board agendas are made up of action and discussion items, with reports from the Student Representative and Superintendent.

3. The majority of items that require Board action will be first reviewed in a Board Committee meeting, an executive session, or a Board meeting.

4. If a PowerPoint presentation will be given by staff during a Board meeting, it will be included in the Board packet as well, with the understanding that there may be changes at the final Board presentation and any changes will be noted for the Board. Copies of final materials and presentations will be posted as part of the meeting materials.

5. For contracts listed in the Business Consent Agenda, staff will provide memos for each Personal Services Contract and the actual contract will be available electronically to Board Members as requested. Memos and contracts will be posted as part of the meeting materials.

VI. **Committee Protocols**

- A. At the beginning of each academic year, the full Board determines the committee structure. Board leadership appoints Board members to create the membership and leadership of each committee. No committee may ever meet unless the Board chair has assigned:
1. a specific written deliverable that the committee is to produce and
 2. a timeline for when the deliverable must be provided to the full board.
- B. Any time a committee ceases to have a current assigned deliverable and/or due date, it is immediately dissolved.
- C. Committees represent the full Board and are intended to provide a mechanism for deeper monitoring and analysis of board work –Committees are expected to keep the full Board apprised of important issues under their purview and produce recommendations for action to be considered for adoption.
- D. The annual agenda and meeting agendas for Committee and Task Force meetings are co- developed by the Committee Chair and staff lead[s] designated by the Superintendent, with input from the entire Board. Committee meeting materials will be provided at least 48 hours in advance of the meeting. Absent extenuating circumstances, committee meetings will be publicly noticed 48 hours ahead of time and agendas will be posted prior to the meeting.
- E. Recommendations coming from a Committee should be referenced in a written committee chair report for discussion items and resolutions for action items before the full Board.
- F. The Committee Chair will review all minutes before they are sent to the rest of the Committee and posted on the Committee web page.
- G. All Committee meetings will be recorded for record keeping purposes and are available upon request, excluding executive sessions.

VII. **Performance Concerns**

- A. Board Member Concerns About The Performance Of Staff Who Do Not Report Directly To The Board
1. When a Board Member becomes concerned about the performance of District employees they must direct their concerns to the Superintendent or

designee. Board Members must remain cognizant that District personnel are the responsibility of the Superintendent, not the Board. Such concerns must be limited to:

- Actions by staff which are/could be illegal
- Actions by staff which are/could be violations of Board policy

2. No Board Member should speak publicly about concerns with staff performance without first completing the steps above.

B. Board Member Concerns About The Performance Of Staff Who Report Directly To The Board

1. In general, concerns that Board Members have about the performance of the Board's Direct Reports should model the District's belief in restorative practices by attempting to address the matter in a non-public, healing manner. That is the intention of the following steps that follow a graduated approach to performance concerns, except in cases of illegal conduct.

- In the event of alleged or suspected illegal conduct, Board Members should confer with the District's legal counsel about appropriate steps to take.
- Steps in this process should be skipped if compliance with the process would create a violation of open meeting laws.

2. If, at any time, a Board Member becomes concerned that a Direct Report may have (1) breached any term of the Direct Report's contract; (2) violated a Board Policy or Operating Procedure; or (3) failed within a reasonable amount of time to address a specific issue identified by the Board, the following process will be used:

- One-on-One Communication: The concerned Board Member will meet privately with the Direct Report to discuss their concerns in order to resolve the issue(s).
- One-on-One, Two-on-One, or Full Board Communication: If the concerned Board Member does not feel that the resolution is satisfactory, the Board Member may take their concern to the Board Chair. The Board Chair may choose to meet privately with the Direct Report, meet jointly with the Direct Report, or bring the matter before the full Board at a subsequent closed session Board meeting.

C. Board Member Concerns About The Performance Of Board Members

1. In general, Board Member concerns about the performance of other Members should model the District's belief in restorative practices by attempting to address the matter in a non-public, healing manner. In the event of alleged illegal activity, Board Members should confer with the District's legal counsel to determine if this process is most appropriate or if an alternative process would be more appropriate.

2. One-on-One Conference: If a Board Member believes another Member has violated the Conflict of Interest rules, Board Rules and Procedures, Board Policy, State or Federal law, it is the responsibility of the concerned Board Member to discuss the alleged violation directly with the other Board Member in private, unless the nature of the allegation requires immediate escalation to the Board Chair or legal authorities. Notably, the Board Member should not first go to other Board Members, social media, or anywhere else other than the Board Member who they believe has committed a violation. The Board Member may choose to include the Board Chair at their discretion.

3. Full Board Conference: If, after the one-on-one or small group conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board Chair may call a special meeting of the Board to determine whether the allegations are substantiated. During the special meeting one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to substantiate allegations, or a motion to find the allegations are unsubstantiated.

- Dismissal: A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order unless new information comes to light that was previously unavailable. A motion to dismiss allegations requires a majority vote to pass.

- Substantiated: A motion to substantiate allegations is the Board's formal assertion that the allegations are founded in evidence. This is an administration finding, not a criminal or civil finding. A motion to substantiate allegations requires a majority vote to pass.

If, after the special meeting of the Board to discuss the alleged violation, the Board determines that the allegations are substantiated, the Board should inform the Board Member in writing that the allegations have been substantiated and that the Board Member is to refrain from any further such behavior.

- Unsubstantiated: A motion to find the allegations are unsubstantiated is the Board's formal assertion that the allegations are not founded in evidence. This is an administration finding, not a criminal or civil finding. A motion to find the allegations are unsubstantiated requires a majority vote to pass.

4. Full Board Action: If, within the six months after the full Board has substantiated the allegations, the concerned Board Member remains unsatisfied that the substantiated violation has been addressed, the Board Chair may call a special meeting of the Board to consider the potential consequences for the violation. During the special meeting, in order for the alleged violation to be considered, one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to admonish, or a motion to censure.

- Dismissal: A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order unless new information comes to light that was previously unavailable. A motion to dismiss allegations requires a majority vote to pass.
- Admonition: An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact language of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass.
- Censure: A censure is an action that is a change in Board Member status that is permanent unless and until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure must be presented in writing and must contain the exact language of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. A motion to censure can only be lifted by a motion to dismiss censure that occurs at least one (1) meeting after the motion to censure was passed. If the censure is imposed by the Board, it carries two key enforcement elements:

RESOLUTION No. 6661

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
Rose City Contracting, Inc.	3/8/23 through 3/8/26	Flexible Services Contractor Pool FSCP 92763	Flexible Services Contractor Pool – Abatement Contractor will provide abatement services to the District on an as-needed basis. Request for Proposals 2022-019	Not to Exceed \$3,000,000	D. Jung Funding Source Varies	No
Committee for Children	3/8/23 through 3/7/28	Digital Resource DR 92876	K-5 Health adoption – Violence Prevention Unit & Bully Unit. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$557,671	C. Proctor Fund 458 Dept. 5445 Project DC701	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No NEW COOPERATIVE PURCHASING AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source	Certified Business
North Clackamas School District	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 92837	Provide regional services to individuals with Autism Spectrum Disorder.	\$415,800	C. Proctor Fund 205 Dept. 5433 Grant G2070	N/A
Clackamas Education Service District	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 92854	Special Education slots for PPS students whose IEPs require an out-of-District placement at Heron Creek Therapeutic Schools.	\$365,285	C. Proctor Fund 101 Dept. 5414	N/A

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments



TO: Portland Public Schools Board of Directors

FROM: Dr. Cheryl Proctor, Deputy Superintendent Instruction & School Communities
Dr. Kimberlee Armstrong, Chief Academic Officer

CC: Dana Nerenberg, Senior Dir. of Academic Programs
Jenny Withycombe, Assistant Dir. of Health & Adapted/Physical Education
Susannah Lightbourne-Maynard, TOSA-IC with H-A/PE

DATE: March 7, 2023

SUBJECT: K-5 Violence Prevention Curriculum Adoption

BOARD GOALS: All, in particular Third Grade Reading and Fifth Grade Math, see more narrative about connection to Board Goals below

PPS STRATEGIC PLAN PRIORITY 2: High Quality Teaching and Learning

BACKGROUND

PPS Health and Adapted/Physical Education (H-A/PE) programs use evidence-informed best practices and standards-aligned curriculum to foster safe and supportive learning environments that engage diverse students through the development of the skills, knowledge and attitudes needed to thrive.

The current Violence Prevention curriculum is *Fight Child Abuse*. As part of the routine adoption of instructional materials, the H-A/PE team engaged stakeholders in the adoption process for new K-5 Violence Prevention curriculum. This includes curriculum related to building and sustaining healthy relationships (e.g. friendships, bullying prevention) and preventing child abuse and child sexual abuse.

The stakeholders involved in the process selected *Second Step's* "[Bullying Prevention Unit](#)" and "[Child Protection Unit](#)," which were intentionally developed to be taught together. Alongside our existing Comprehensive Sexuality Education curriculum, these units meet the requirements for a comprehensive violence prevention curriculum.

RELATED POLICIES/BEST PRACTICES

The K-5 Violence Prevention curriculum meets the following state laws and policies:

- **Human Sexuality Education ([OAR 581-022-2050](#)):** Requires that each school district adopt a child sexual abuse prevention instructional program for all students, in each grade K-12, and deliver a minimum of four lessons per year. Instruction and materials must be age appropriate, medically accurate, not shame or fear based, LGBTQ2SIA+ inclusive, and build on itself. While four lessons per year is the time requirement attached to this OAR through Erin's Law, all Health Education Standards and Performance Indicators must also be met in order to be fully compliant with



Division 22 statute. This includes educating students about topics such as healthy relationships and teen dating violence.

We also used The Centers for Disease Control and Prevention's *Health Education Curriculum Analysis Tool* (HECAT) as a resource during this curriculum adoption. It identified the following Health Behavior Outcomes for a pre-K-12 violence prevention curriculum¹:

A pre-K-12 violence prevention curriculum should teach students to:

1. *Manage interpersonal conflict in nonviolent ways.*
2. *Manage emotional distress in nonviolent ways.*
3. *Avoid bullying or being a bystander to bullying.*
4. *Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.*
5. *Avoid situations where violence is likely to occur.*
6. *Avoid associating with others who are involved in or who encourage violence or criminal activity.*
7. *Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.*
8. *Get help to prevent or stop unwanted or inappropriate touching.*
9. *Get help to stop being subjected to violence or physical abuse.*
10. *Get help for oneself or others who are in danger of hurting themselves.*

ANALYSIS OF SITUATION

This adoption was necessary in order to fulfill the requirements of Portland Public School's Comprehensive Health Education policy as well as its Comprehensive Sexuality Education Plan (CSEP), both of which are part of Oregon's Division 22 statute. Further, effective health education must be responsive to local, state, and national health data and trends (e.g. *Youth Risk Behavior Survey*). Such data changes frequently and thus, requires us to be attentive to the information and skills taught via our instructional materials. Finally, in an effort to continuously align ourselves with PPS' Racial Educational Equity Policy, we also strove to adopt instructional materials that are racially and culturally affirming and aligned with the Board's goals.

The *Second Step* "Bullying Prevention Unit" and "Child Protection Unit" meet the standards listed above. Furthermore, the Committee for Children, which is the organization responsible for *Second Step*, is committed to incorporating feedback from stakeholders regarding diversity, equity, and inclusion.

FISCAL IMPACT

This is a 5 year adoption that will cost approximately \$570,000. The majority of the funding is for bond compensable resources (e.g. teacher-facing plans and kits) with a smaller percentage paying for puppets that are used in Kindergarten and First Grade.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

¹ Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*, 2021, Atlanta, GA: CDC; 2021.



As you will see below, the timeline for this adoption was very short. As a result we weren't able to offer community and family engagement sessions. Instead we created a feedback form made accessible via our website (pps.net/hape), as well as through field-testing teacher communication to families.

TIMELINE FOR IMPLEMENTATION / EVALUATION

SY21-22

- November 2021: Recruited AIR Committee members
- December 2021: Identified and scheduled vendors to meet with the AIR Committee
- January and February 2022: AIR Committee Meetings
 - Vendor presentations
 - Feedback sessions
 - Selection of materials for field testing: *Second Step* and *NEST* curricula selected
- February and March 2022: Preparing for Field Testing
 - Recruited teachers for field testing
 - Provided teachers with necessary professional development
 - Prepared communications for families regarding this stage of the adoption process, including collecting feedback
- April 2022: Field Testing
- May 2022: Collect formative data (e.g. notes, feedback forms) from field test
- June 2022: *Second Step* recommended for K-5 adoption

SY22-23

- November 2022 - January 2023: Work with IRC to complete logistical requirements for adoption of *Second Step*
- January 2023: Determine professional development schedule for K-5 teachers.
- February - March 2023: Present to Board for approval
- April 2023: *Second Step* teacher trainings
- May 2023: Begin implementation
- May - June 2023: Collect evaluation data from teachers

BOARD OPTIONS WITH ANALYSIS

There are two options for the board:

OPTION 1: Approval of the *Second Step* "Bullying Prevention Unit" and "Child Protection Unit"

- If the curriculum is approved, teachers will receive training and implementation as outlined above.

OPTION 2: Rejection of the *Second Step* "Bullying Prevention Unit" and "Child Protection Unit"

- If the curriculum is rejected, the team will use the existing Violence Prevention instructional materials for SY22-23 and begin the adoption process anew to find a replacement.

CONNECTION TO BOARD GOALS



Health and Adapted/Physical Education are strongly linked to the increased academic success of youth. A young person's ability to learn is also linked to their ability to feel safe in the classroom, relate to lessons, and have fun.

Students who acquire functional health knowledge (e.g. identifying safe and unsafe touches), strengthen their healthy attitudes and beliefs, and practice the skills needed to adopt and maintain healthy behaviors throughout their lives (e.g. conflict resolution and refusal skills) have better academic and health outcomes.

All students should have the opportunity to acquire information, including age-appropriate comprehensive sexuality education; develop life skills; access health services that are acceptable, equitable, appropriate and effective; and be educated in safe and supportive environments. Additionally, young people should have opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. Expanding such opportunities is key to responding to their specific needs and rights.

We know that there is a strong connection between student safety and academic success. Our violence prevention curriculum supports the development of safe and supportive school environments. It also has the potential to increase student safety outside of school by giving children opportunities to learn about and practice the functional knowledge and skills related to violence prevention. We will not be able to fully achieve the Board's goals without considering student safety.

STAFF RECOMMENDATION

The staff involved in field-testing unanimously recommended the *Second Step* "Bullying Prevention Unit" and the "Child Protection Unit." It is age-appropriate, standards-aligned, meets the Health Behavior Outcomes as outlined in the HECAT, and meets state laws and rules.

It is this team's recommendation that this curriculum be approved by the Board.

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

_____ (Initials)

ATTACHMENTS

- A. XXXX
- B. XXXX



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

Date: January 18, 2023
To: PPS School Board
From: Dr. Kimberlee Armstrong, Chief Academic Officer
Dr. Emily Glasgow, Senior Director of PK-5 Core Academics
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. PPS Head Start Diapering/Toileting Policy and Procedures

PPS Head Start has revised a procedure to align with Head Start Program Performance Standard 1302.47(b)(6)(i) Hygiene practices: Appropriate toileting, hand washing, and diapering procedures are followed. Revised procedures include updated rationale and procedural instructions to improve supports to young learners. PPS Head Start Parent Policy Council approved these revised procedures on October 15, 2022. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. PPS Head Start 2022-2023 OPK Site & Service Workbook

PPS Head Start is required to submit a Site and Service Workbook annually as part of its Early Learning Division, Oregon PreK state grant. This data assists the ELD with report submission and facilitates any grant management systems claims PPS Head Start may have. PPS Head Start Parent Policy Council approved the Site and Service Workbook on November 8, 2022. Board approval is required. A Board Letter of Approval and Resolution are requested.

3. 2021-2022 Program Annual Report

The Head Start Program Performance Standards provide requirements and procedures for the Annual Report. The Annual Report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the Program Information Report (PIR). Program budget information is also shared in the annual report. PPS Head Start Parent Policy Council approved the 2021-2022 Program Annual Report on December 13, 2022. A Board Letter of Approval and Resolution are requested.

4. 2022-2023 PPS Head Start Program Self-Assessment Timeline

The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the 2022-2023 Self-Assessment Timeline on December 13, 2022. A Board Letter of Approval and Resolution are requested.

5. 2021-2022 PPS Head Start Program Information Report (PIR)

The annual Program Information Report provides comprehensive data on the services, staff, children, and families served by Head Start. All grantees are required to submit a PIR each year. The PIR is an important source of descriptive and service data for the Head Start community, their partners, Congress, and for the general public. PIR data is compiled for use at the federal, regional, state, and local levels. The PIR was shared with the PPS Head Start Parent Policy Council on December 13, 2022. This report is for the Governing Body's information only. Governing Body approval is not required.

6. Parent Request for Altered Schedule Policy and Procedures

At times, enrolled parents may request to drop their child off late or pick them up early on a regular basis to meet family needs, i.e. employment schedule or to drop off or pick up a sibling at another school. This new policy and procedure aligns with Head Start Program Performance Standard 1302.21(c), Center-based Option, and is designed to support families' access to Head Start services and supports. PPS Head Start Parent Policy Council approved this new policy and procedure on January 10, 2023. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

7. 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.

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. The items included in this packet do not have any significant direct impacts on program or district funding. Some items are required as part of grant agreements in order to maintain current funding.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items on October 15, 2022, November 8, 2022, December 13, 2022, and January 10, 2023 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2022-2023 school year.

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.

In June 2022, the PPS School Board established a new set of goals. “It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance.” The Board adopted the following four priorities for the 2022-2027 time period to move the school district toward the above aspirations:

- Improve Third Grade Reading achievement
- Improve Fifth Grade Mathematics achievement
- Improve Eighth Grade Readiness
- Improve High School Graduation rates

The above items support the district’s and School Board’s vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of 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. Diapering/Toileting Policy and Procedures
- B. Diapering/Toileting Policy and Procedures Policy Council Approval Letter
- C. Diapering/Toileting Policy and Procedures Board Approval Letter
- D. Diapering/Toileting Policy and Procedures Board Resolution
- E. 2022-2023 OPK Site and Service Workbook
- F. 2022-2023 OPK Site and Service Workbook Policy Council Approval Letter
- G. 2022-2023 OPK Site and Service Workbook Board Approval Letter
- H. 2022-2023 OPK Site and Service Workbook Board Resolution

- I. 2021-2022 Program Annual Report
- J. 2021-2022 Program Annual Report Policy Council Approval Letter
- K. 2021-2022 Program Annual Report Board Approval Letter
- L. 2021-2022 Program Annual Report Board Resolution
- M. 2022-2023 Self-Assessment Timeline
- N. 2022-2023 Self-Assessment Timeline Policy Council Approval Letter
- O. 2022-2023 Self-Assessment Timeline Board Approval Letter
- P. 2022-2023 Self-Assessment Timeline Board Resolution
- Q. 2021-2022 Program Information Report (PIR)
- R. Parent Request for Altered Schedule Policy and Procedures
- S. Parent Request for Altered Schedule Policy and Procedures Policy Council Approval Letter
- T. Parent Request for Altered Schedule Policy and Procedures Board Approval Letter
- U. Parent Request for Altered Schedule Policy and Procedures Board Resolution
- V. Portland Children's Levy Mid-Year Report
- W. 10.15.22 PPS Head Start Parent Policy Council Meeting Minutes
- X. 11.8.22 PPS Head Start Parent Policy Council Meeting Minutes
- Y. 12.13.22 PPS Head Start Parent Policy Council Meeting Minutes
- Z. 1.10.23 PPS Head Start Parent Policy Council Meeting Minutes

Portland Public Schools Head Start 9700 - PIR Report (precalculated values and overrides) 2021-2022 PIR

A. Enrollment & Program Options

Funded Enrollment by Funding Source

1. Funded Enrollment	
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA that captures the greatest part of the program year	760
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

Funded Enrollment by Program Option

2. Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	610
1. Of these, the number available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	150
1. Of these, the number that are available for 3.5 hours per day for 128 days	150
2. Of these, the number that are available for full working day	0
3. Home-based option	0
4. Family child care option	0
5. Locally designed option	0
6. Pregnant women slots	0

Funded Slots at Child Care Partner

7. Total number of slots in the center-based or locally designed option (A.2.a + A.2.b + A.5)	760
a. Of these, the total number of slots at a child care partner	0
8. Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options) (A.4 + A.7.a)	0

Classes in Center-based

9. Total number of center-based classes operated	41
a. Of these, the number of double session classes	10

Children by Age

10. Children by Age:			
a. Under 1 year	0	d. 3 years old	218
b. 1 year old	0	e. 4 years old	333
c. 2 years old	4	f. 5 years and older	0
g. Total cumulative enrollment of children (A.10.a + A.10.b + A.10.c + A.10.d + A.10.e + A.10.f)			555

Cumulative enrollment of pregnant women

11. Cumulative enrollment of pregnant women	0
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Total cumulative enrollment

12. Total cumulative enrollment (A.10.g + A.11)	555
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Portland Public Schools Head Start 9700 - PIR Report (precalculated values and overrides) 2021-2022 PIR

A. Enrollment & Program Options

Primary type of Eligibility

13. Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	304
b. Receipt of public assistance such as TANF and SSI	42
c. Foster care	16
d. Homeless	81
e. Eligibility based on other type of need, but not counted in A.13.a through d	48
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	64
14. If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Program waitlist and selection criteria	

Prior enrollment

15. Enrolled in Head Start or Early Head Start for:	
a. The second year	37
b. Three or more years	0

Transition and Turnover (HS Programs)

16. Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	71
17. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	
291	

Transition and Turnover (EHS Programs)

18. Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	
a. Of the infants and toddlers who left the program above, the number of children who were enrolled less than 45 days	0
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	0
19. Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	
0	
20. Number of pregnant women receiving Early Head Start services at the time their infant was born	
0	
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in the program (A.20 - A.20.a)	0

Portland Public Schools Head Start

9700 - PIR Report (precalculated values and overrides)

2021-2022 PIR

A. Enrollment & Program Options

Transition and Turnover (Migrant Programs)

21. Total number of children who left the program any time after classes or home visits began and did not re-enroll	0
a. Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	0
b. Of the children who left the program during the program year, the number of preschool children who aged out, i.e., left the program in order to attend kindergarten	0

Attendance

22. The total number of children cumulatively enrolled in the center-based or family child care program option	0
a. Of these children, the number of children that were chronically absent	0
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	0
23. Comments on children that were chronically absent:	

Child Care Subsidy

24. The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0
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Race and Ethnicity

25. Race and Ethnicity	(1) Hispanic/Latino	(2) Non-Hispanic
a. American Indian or Alaskan Native	9	14
b. Asian	2	90
c. Black or African American	4	90
d. Native Hawaiian or Pacific Islander	0	12
e. White	141	96
f. Biracial/Multi-racial	51	39
g. Other	0	0
h. Unspecified	7	0
25.g.1 Comments:		
25.h.1 Comments: Declined to answer		

Primary Language of the Family at Home

26. Primary language of family at home:			
a. English			303
1. Of these, the number of children acquiring/learning another language in addition to english			55
b. Spanish	127	h. Pacific Island Languages	2
c. Native Central American	0	i. European/Slavic Languages	0
d. Caribbean Languages	1	j. African Languages	17
e. Middle Eastern & South Asian	10	k. American Sign Language	0
f. East Asian Languages	86	l. Other	0
g. Native North American/Alaskan	0	m. Unspecified	9
26.l.1 Comments:			

Dual Language Learners

27. Total number of Dual Language Learners (A.26.a.1 + A.26.b through A.26.m)	307
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Transportation

28. Number of children for whom transportation is provided to and from classes	0
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Portland Public Schools Head Start

9700 - PIR Report (precalculated values and overrides)

2021-2022 PIR

A. Enrollment & Program Options

Management Information Systems

29. List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, and program staff.

Name/title

a. ChildPlus

Portland Public Schools Head Start 9700 - PIR Report (precalculated values and overrides) 2021-2022 PIR

B. Program Staff & Qualifications

Staff by type	(1) Head Start Early Head Start Staff	(2) Contracted Staff
1. Total number of staff members, regardless of the funding source for their salary or number of hours worked	168	1
a. Of these, the number who are current or former Head Start or Early Head Start parents	24	0

Volunteers by type

2. Number of persons providing any volunteer services to the program during the program year	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	0

Preschool Classroom and Assistant Teachers (HS and Migrant Programs)	(1) Classroom Teacher	(2) Assistant Teachers
3. Total number of preschool education and child development staff by position	37	81
a. An advanced degree in:	33	1
early childhood education or		
any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.		
b. A baccalaureate degree in one of the following:	4	1
early childhood education		
any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or		
any field and is part of the Teach for America program and passed a rigorous early childhood content exam		
c. An associate degree in:	0	1
early childhood education		
a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	20
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	19
e. None of the qualifications listed in B.3.a through B.3.d	0	58

Preschool Classroom Teachers Program Enrollment

4. Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	0
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

Preschool Classroom Assistant Teachers Program Enrollment

5. Total number of preschool assistant teachers that do not meet qualifications listed in B.3.a through B.3.d	58
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet the qualifications listed in B.3.a through B.3.d	1

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B. Program Staff & Qualifications

Infant and Toddler Classroom Teachers (EHS and Migrant Programs)	
6. Total number of infant and toddler classroom teachers	0
a. An advanced degree in:	0
early childhood education with a focus on infant and toddler development or any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	
b. A baccalaureate degree in:	0
early childhood education with a focus on infant and toddler development or a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	
c. An associate degree in:	0
early childhood education with a focus on infant and toddler development or a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0
e. None of the qualifications listed in B.6.a through B.6.d	0
7. Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d (B.6.e)	0
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d.	0

Home Visitors and Family Child Care Provider Staff Qualifications	
8. Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a	0
9. Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0
10. Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a	0

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B. Program Staff & Qualifications

Classroom teacher salary by level of education

11. Classroom teacher salary by level of education:	
a. Advanced degree in early childhood education or related degree	77206
b. Baccalaureate degree in early childhood education or related degree	73677
c. Associate degree in early childhood education or related degree	0
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
e. Classroom teachers that do not have the qualifications listed in B.12.a - B.12.d	0

Child development staff - average salary

12. Average salary:	Avg. Annual Salary	Avg. Hourly Rate
a. Classroom teachers	79256	54
b. Assistant teachers	33901	25
c. Home-based visitors	0	0
d. Family child care providers	0	0

Child development staff - race

13. Race and Ethnicity:	(1)Hispanic/Latino	(2)Non-Hispanic
a. American Indian or Alaskan Native	0	1
b. Asian	0	33
c. Black or African American	0	7
d. Native Hawaiian or other Pacific Islander	0	1
e. White	15	60
f. Biracial/Multi-racial	1	0
g. Other	0	0
h. Unspecified	0	0
13.g.1 Comments:		
13.h.1 Comments:		

Child development staff - language

14. The number who are proficient in a language(s) other than English	48
a. Of these, the number who are proficient in more than one language other than English	1
15. Language groups in which staff are proficient:	
a. Spanish	14
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	30
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	3
i. African Languages (e.g., Swahili, Wolof)	1
j. American Sign Language	0
k. Other	0
15.k.1 Comments:	
l. Unspecified (language is not known or staff declined identifying the language)	0

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B. Program Staff & Qualifications

All Staff Turnover

	Staff	Contract Staff
16. Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g. summer months)	2	0
a. Of these, the number who were replaced	1	0

Education and Child Development Staff Turnover

17. The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	5
a. Of these, the number who were replaced	1
b. Of these, the number who left while classes and home visits were in session	1
c. Of these, the number that were teachers who left the program	0
18. Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	3
c. Involuntary separation	0
d. Other (e.g., change in job field, reason not provided)	2
19. Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

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C. Child & Family Services

	(1) At enrollment	(2) At end of enrollment year
Health Insurance - children		
1. Number of all children with health insurance	539	523
Of these, the number of children whose primary insurance fits into the following categories:		
a. Of these, the number enrolled in Medicaid and/or CHIP	477	474
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance (C.1-C.1.a)	62	49
2. Number of all children with no health insurance (A.10.g - C.1)	16	32

	(1) At enrollment	(2) At end of enrollment year
Health insurance - pregnant women (EHS programs)		
3. Number of pregnant women with at least one type of health insurance.	0	0
a. Of these, the number enrolled in Medicaid	0	0
b. Of these, the number enrolled in state-only funded insurance (e.g. medically indigent insurance), private insurance, or other health insurance (C.3 - C.3.a)	0	0
4. Number of pregnant women with no health insurance (A.11 - C.3)	0	0

	(1) At enrollment	(2) At end of enrollment year
Accessible Health Care - Children		
5. Number of children with and ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	477	497
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	139	144

	(1) At enrollment	(2) At end of enrollment year
Accessible Health Care - Pregnant Women (EHS Programs)		
6. Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care	0	0

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C. Child & Family Services

	(1) At enrollment	(2) At end of enrollment year
Medical services - children		
7. Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	196	261
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		72
1. Of these, the number who received medical treatment for their diagnosed chronic health condition		54
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment		Number of Children
1. No medical treatment needed		0
2. No health insurance		0
3. Parents did not keep/make appointment		2
4. Children left the program before their appointment date		0
5. Appointment is scheduled for future date		0
6. Other		0
8. Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:		
a. Autism spectrum disorder (ASD)	10	f. Hearing Problems
b. Attention deficit hyperactivity disorder (ADHD)	10	g. Vision Problems
c. Asthma	26	h. Blood lead level test with elevated lead levels > u5 g/dL
d. Seizures	0	i. Diabetes
e. Life threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis).		13

Body Mass Index (BMI) - children (HS and Migrant programs)

	Children at enrollment
9. Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	16
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	313
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	58
d. Obese (BMI at or above 95th percentile for child's age and sex)	98

	(1) At enrollment	(2) At end of enrollment year
Immunization services - children		
10. Number of children who have been determined by a health professional to be up-to-date on all immunizations appropriate for their age	467	451
11. Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	60	42
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	19	16

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C. Child & Family Services

Medical services - pregnant women (EHS programs)

13. Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	0
b. Postpartum health care	0
c. A professional oral health assessment, examination, and/or treatment	0
d. Mental health interventions and follow-up	0
e. Education on fetal development	0
f. Education on the benefits of breastfeeding	0
g. Education on the importance of nutrition	0
h. Education on infant care and safe sleep practices	0
i. Education on the risks of alcohol, drugs, and/or smoking	0
j. Facilitating access to substance abuse treatment	0

Prenatal health - pregnant women (EHS programs)

14. Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	0
b. 2nd trimester (3-6 months)	0
c. 3rd trimester (6-9 months)	0
15. Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	0

	(1) At enrollment	(2) At end of enrollment year
Accessible dental care - children		
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	367	398

Preschool dental services (HS and Migrant programs)

17. Number of children who received preventive care during the program year	468
18. Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	469
a. Of these, the number of children diagnosed as needing dental treatment during the program year	179
1. Of these, the number of children who have received or are receiving dental treatment	56
b. Specify the primary reason that children who needed dental treatment did not receive it:	Number of Children
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 - 5 year old children	0
5. Parents did not keep/make appointment	31
6. Children left the program before their appointment date	0
7. Appointment is scheduled for future date	11
8. No transportation	0
9. Other	25

Infant and toddler preventive dental services (EHS and migrant programs)

19. Number of all children who are up-to-date according to the dental periodicity schedule in the relevant state's EPSDT schedule	0
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C. Child & Family Services

Mental health consultation

20. Total number of classroom teachers, home visitors, and family child care providers (B.3(1) + B.6 + B.8 + B.9)	37
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	0

IDEA eligibility determination

21. The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	104
a. Of these, the number who received an evaluation to determine IDEA eligibility	75
1. Of the children that received an evaluation, the number that were diagnosed with a disability	72
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	3
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility (C.21 - C.21.a)	29
22. Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	1
b. Parent(s) refused evaluation	13
c. Evaluation is pending and not yet completed by responsible agency	9
d. Other	6

Preschool disability services (HS and Migrant programs)

23. Number of children enrolled in the program who had an individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	120
a. Of these, the number who were determined eligible to receive special education and related services:	
1. Prior to this program year	60
2. During this program year	60
b. Of these, the number who have not received special education and related services	1

Infant and toddler Part C early intervention services (EHS and Migrant programs)

24. Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C agency to receive early intervention services under the IDEA	0
a. Of these, the number who were determined eligible to receive early intervention services:	
1. Prior to this program year	0
2. During this program year	0
b. Of these, the number who have not received early intervention services under IDEA	0

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C. Child & Family Services

Preschool primary disabilities (HS and Migrant programs)	(1) Determined to have Disability	(2) Receiving Special Services
25. Diagnosed primary disability:		
a. Health impairment	4	4
b. Emotional disturbance	0	0
c. Speech or language impairment	50	48
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	1	1
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	9	9
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	61	56
l. Multiple disabilities, excluding deaf-blind	1	1
m. Deaf-blind	0	0

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C. Child & Family Services

Education and Development Tools/Approaches

Screening

26. Number of all newly enrolled children since last year's PIR was reported	515
27. Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	219
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	95
28. The instrument(s) used by the program for developmental screening:	
a. ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	
b. ASQ- 3 (Ages & Stages Questionnaire)	
c.	

Assessment

29. Approach or tool(s) used by the program for ongoing child assessment:	Locally designed
a. DRDP (Desired Results Developmental Profile)	No
b.	No
c.	No

Curriculum

30. Curriculum used by the program:	
a. For center-based services:	Locally designed
1. Tools of the Mind	No
2.	No
3.	No
b. For family child care services:	Locally designed
1.	No
2.	No
3.	No
c. For home-based services:	Locally designed
1.	No
2.	No
3.	No
d. For pregnant women services:	Locally designed
1.	No
2.	No
3.	No
e. For building on the parents' knowledge and skill (i.e. parenting curriculum)	Locally designed
1.	No
2.	No
3.	No

Staff-child interaction observation tools

	Yes (Y)/ No (N)
31. Does the program routinely use classroom or home visit observation tools to assess quality?	Yes
32. If yes, classroom and home visit observation tool(s) used by the program:	Locally designed
a. Center-based settings	Classroom Assessment Scoring System (CLASS: Infant, Toddler, or P No
b. Home-based settings	No
c. Family child care settings	No

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C. Child & Family Services

Family and Community Partnerships

Number of families

33. Total number of families:	531
a. Of these, the number of two-parent families	303
b. Of these, the number of single-parent families	221
34. Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g. biological, adoptive, stepparents)	479
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	185
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	18
b. Grandparents	7
c. Relative(s) other than grandparents	4
d. Foster parent(s) not including relatives	11
e. Other	4

Parent guardian education

35. Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	
a. An advanced degree or baccalaureate degree	47
b. An associate degree, vocational school, or some college	90
c. High school graduate or GED	143
d. Less than high school graduate	146

Employment, Job Training, and School

36. Total number of families in which at enrollment	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	344
1. Of these families, the number in which one or more parent/guardian is employed	333
2. Of these families, the number in which one or more parent/guardian is in job training (e.g. job training program, professional certificate, apprenticeship, or occupational license)	94
3. Of these families, the number in which one or more parent/guardian is in school (e.g. GED, associate degree, baccalaureate, or advanced degree)	19
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	127
37. Total number of families in which at end of enrollment:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	208
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	196
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	12
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	49
1. Of these families, the number of families that were also counted in C.36.a	3
2. Of these families, the number of families that were also counted in C.36.b	46

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C. Child & Family Services

Military Families

38.a At least one parent/guardian is a member of the United States military on active duty	1
38.b At least one parent/guardian is a veteran of the United States military	7

Federal or other assistance	(1) At enrollment	(2) At end of enrollment year
39. The number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	75	69
40. Total number families receiving Supplemental Security Income (SSI)	13	15
41. Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	242	187
42. Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	168	89

Family Services

Family Services	Services Received
43. The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention such as addressing immediate need for food, clothing, or shelter	180
b. Housing assistance such as subsidies, utilities, repairs, etc.	60
c. Asset building services (e.g. financial education, debt counseling)	23
d. Mental health services	43
e. Substance misuse prevention	3
f. Substance misuse treatment	2
g. English as a second language (ESL) training	71
h. Assistance in enrolling into an education or job training program	41
i. Research-based parenting curriculum	28
j. Involvement in discussing their child's screening and assessment results and their child's progress	220
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	251
l. Education on preventative medical and oral health	191
m. Education on health and developmental consequences of tobacco product use	273
n. Education on nutrition	290
o. Education on postpartum care (e.g. breastfeeding support)	24
p. Education on relationship/marriage	16
q. Assistance to families of incarcerated individuals	3
44. Of these, the number that received at least one of the services listed above	358

Father engagement

45. Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family Assessment	259
b. Family goal setting	246
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, volunteering)	242
d. Head Start program governance, such as participation in the Policy Council or policy committees	42
e. Parenting education workshops	61

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C. Child & Family Services

Homelessness Services

46. Total number of families experiencing homelessness that were served during the enrollment year	61
47. Total number of children experiencing homelessness that were served during the enrollment year	63
48. Total number of families experiencing homelessness that acquired housing during the enrollment year	19

Foster care and child welfare

49. Total number of enrolled children who were in foster care at any point during the program year	22
50. Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	3

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D. Grant Level Questions

Intensive Coaching

1. The number of education and child development staff (i.e. teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	4
2. The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	2

Management Staff Salaries

	(1) Annual Salary	(2) Percent Funded by Head Start or Early Head Start	(3) Number of Management Staff in this Position
3. Management staff:			
a. Executive Director	0	0	0
b. Head Start and/or Early Head Start Director	147416	50	1
c. Education Manager/Coordinator	131964	50	4
d. Health Services Manager/Coordinator	0	0	0
e. Family & Community Partnerships Manager/Coordinator	72472	50	2
f. Disability Services Manager/Coordinator	98268	50	1
g. Fiscal Officer	66509	50	1

of education managers /coordinators

Education Management Staff Qualifications

4. Total number of education managers/coordinators (D.3.c.(3))	4
a. Of these, the number of education manager/coordinators with a baccalaureate or advanced degree in early childhood education or a baccalaureate or advance degree and equivalent coursework in early childhood education with early education teaching experience	4
b. Of these, the number of education manager/coordinators that do not meet one of the qualifications in D.4.a	0
1. Of the education manager/coordinators in D.4.b, the number enrolled in a program that wo	0

of family services staff

Family Services Staff Qualifications

5. Total number of family services staff	18
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	18
b. Of these, the number that do not meet one of the qualifications described in D.5.a	0
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

of formal agreements

Formal Agreements for Collaboration

6. Total number of formal agreements with child care partners	0
7. Total number of LEAs in the service area	1
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	0
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	0



Mid-Year Report

Organization & Program Name:	Portland Public Schools Head Start
Reporting Period:	July 1, 2022- December 31, 2023

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, 2023. 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 53 students enrolled in the four classrooms funded by the Levy. This represents 74% of the total number of students to be served (72). We should have updated the total number of students to be served after we adjusted the program's overall enrollment this fall from 760 to 648 slots. We also reduced class size from 20 students to 18 students to match other preschool programs and provide a more individualized learning experience for children. Although COVID continues to impact recruitment and enrollment efforts, the program continues to recruit and enroll students in these classrooms until they are full. We are operating at full

service hours and no classes have been cancelled this year, even though COVID, RSV, and other flu viruses impact attendance. Some Parent-Child Center Meetings have been held. To date, 8 events have been conducted so far, including Fall Open House nights at each site, a special collaborative event with PPS Indian Education at Applegate, and Family Coffee Chats at Clarendon. Monthly center meetings will start this month at each site providing the potential for an additional 20 events this school year. We are on track to complete 20 parent-child center meetings this 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?

The program is fully staffed, however, a handful of half-time Educational Assistant vacancies persist, one of which is a part-time EA in the culturally specific Native American classroom at Applegate. The program is recruiting for a person with Native American heritage, and it has been challenging to find qualified candidates. We continue to work with the PPS HR and Indian Ed departments to support our recruitment efforts.

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.

We continue to use the Desired Results Developmental Profile (DRDP) as our student progress monitoring tool. We are offering more parent-child center meetings based on family survey results and will survey families once again in the spring.

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

YES NO If "YES", provide an explanation.

We don't anticipate any challenges with collecting outcome data and year-end 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 the PCL. If the PCL has any resources related to the recruitment of Native American individuals to work in educational environments, we would gladly receive that information.

6. Program Highlight (OPTIONAL): 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)?

Members of the 7 Waters Canoe Family came to share some music and knowledge with our Applegate Head Start students and staff. It was a wonderful experience and joy to see how engaged all the children were!





Parent Policy Council Minutes

1-10-23

Info	Warm Welcome Agenda Overview In Attendance: Robert Rhiannon Andrea McKenna Kim Angelica Lana Manana Guille Crystal Natalia Maricela Loni Anthea Vanessa	Chair - Loni	5 min
Action	Minutes: Review and approve minutes from December meeting First Motion: Kim Second Motion: Natalia Approved: 10 Disapproved: 0 Passed	Secretary - Vanessa	5 min
Action	Treasurer's Report First Motion: Anthea Second Motion: Kim Approved: 10 Disapproved: 0 Passed	Treasurer - McKenna Lebens	10 min

	<p>The Walk-a-Thon is usually in March. If we are going to participate this year, we should start planning. The Walk-a-Thon depends on fundraising from within the Head Start community. There was discussion about moving away from this funding model because of the impact on families.</p> <p>We have to be considerate of the teachers' time and the families served when thinking about fundraising. The committee will be doing most of the fundraising work.</p> <p>Is there interest in participation on the fundraising committee? Loni and Maricela are interested.</p> <p>Attendance incentives were created to help families increase student attendance, such as lyft rides or gas cards. The policy council can choose to reallocate the funds to something new and different if they choose.</p> <p>Richman PTA funding covered the Parent Conference Travel Stipend.</p> <p>Covid ARP funds will be spent down by March 2023.</p>		
Action	<p>Director's Report</p> <p>Notes: The district is recruiting for substitute Educational Assistants. There were two new hires. The program enrollment is at 79% as of January 3rd. Attendance was challenged in December due to illnesses and Winter Break, down to 75.5%. 16% of total student enrollment is receiving special education services. 100% of students have received screenings, and 60 children were referred to the Multnomah Early Childhood Program and PPS Early Childhood evaluation team. Mental Health continues to take referrals for extra mental health support. Health and safety checks are happening now at each Head Start site. The immunization exclusion date is February 15th.</p>	Robert	5 min

	<p>Working with DHS to make sure the Head Start program is included in their outreach information. Multnomah county would be a good partner for recruitment.</p> <p>First Motion: Anthea Second Motion: Natalia</p> <p>Approved: 9 Disapproved: 0 Passed</p>		
Action	<p>Review DRAFT Student Altered Schedule Policy/Procedures/Form</p> <p>Notes: From December meeting: The process for parents who need to drop off late or pick up early on a regular basis. Allows for flexibility now that all classrooms are full day classrooms. Rhiannon sent out the form to the parents for review. We will review again in January for an official vote.</p> <p>Will be checking with the feeder schools to make sure Head Start start and end times are not in conflict.</p> <p>Piloting early and late child care at Scott to serve parents who before and after care.</p> <p>First Motion: Guille Second Motion: Natalia</p> <p>Approved: 10 Disapproved: 0 Passed</p>	Rhiannon	10 min
Action			
Info	<p>PFCE Conference share out</p> <p>Notes: Family engagement conference was in Dallas Texas. 30 sessions offered each day to choose from including equity and community</p>	Jamila/Crystal	10 min

	building. Toured local Head Start facility. Jamila will share out learnings at the next meeting.		
Info	<p>Fundraising Update: We have yet to meet as a committee for this year. Open to facilitating this committee if anyone is interested in participating.</p> <p>Notes: Lana would like to be part of the fundraising committee. Established relationships/or introductions to businesses is really helpful when making donation requests.</p> <p>The Amazon Smiles application is nearly complete.</p>	Kim/Crystal	5 min
Info	<p>News to share; Parent Communication review</p> <p>Notes: Robert shared that he will be leaving the District at the end of the school year. Robert will be here through June 2023 before departing for a new opportunity in Shanghai, China. Robert shared his departure notice to the Head Start community with the council for feedback. Will be looking for parent involvement in the hiring process for the new Director.</p>	Robert	5 min
Info	The Parent Policy Council meeting was moved to February 15th pending childcare and other logistics.		
	Adjournment	Chair - Loni	1 min

Next Meeting on February 14, 5:15pm at Sacajawea Head Start, 4800 NE 74th Ave



Parent Policy Council Agenda

12-13-22

Info	Warm Welcome Agenda Overview In Attendance: Lana Kim Anthea Vanessa McKenna Jessica Tony	Chair - Loni	5 min
Action	Minutes: Review and approve minutes from November meeting First Motion: Anthea Second Motion: Jessica Approved: 6 Disapproved: 0 Passed	Secretary -Jessica	5 min
Action	Treasurer's Report First Motion: Anthea Second Motion: Tony Approved: 6 Disapproved: 0 Passed Motion to allocate \$2000 to travel stipend. First Motion: Vanessa Second Motion: Anthea Approved: 6 Disapproved: 0 Passed	Treasurer - Maribel Nancy to support	10 min
Action	Director's Report	Robert	5 min

	<p>Notes: Attendance is down due to the surge in respiratory illness, but health screenings are doing well. New hires reviewed briefly. Anthea brought up that most of the dentists on the current resource list have stopped taking OHP and that many parents, including several present at today's meeting, have been having trouble finding pediatric dental care. Training for teachers for collaborative problem solving and trauma informed care. More parent engagement planned post winter break.</p> <p>First Motion: Jessica Second Motion: Anthea</p> <p>Approved: 6 Disapproved: 0 Passed</p>		
Action	<p>Nominate/Vote on new Treasurer</p> <p>McKenna nominated themselves 6 votes McKenna elected new Treasurer</p>	Rhiannon	10 min
Action	<p>Policy Council stipends to attend conferences and state meetings; need to allocate funds if PC supports this; approved via phone poll @ \$50/day; need to reflect in minutes to adjust PC Financial Reports accordingly</p> <p>Action: Change verbiage for the travel stipend to include traveling to all events.</p> <p>First Motion: Anthea Second Motion: Jessica</p> <p>Approved: 6 Disapproved: 0 Passed</p>	Loni/Maribel	2 min
Action	<p>2021-2022 Program Annual Report</p> <p>Notes: Robert went over the report briefly that we were provided in advance before the meeting.</p> <p>First Motion: Jessica</p>	Robert	10 min

	<p>Second Motion: Anthea</p> <p>Approved: 6 Disapproved: 0 Passed</p>		
Action	<p>2022-2023 Program Self-Assessment Timeline; monthly meetings beginning in January 2023; PC members invited</p> <p>Notes: Rhiannon and Andrea go over the self assessment process. The timeline has been bumped out to September/October to allow data to be compiled and reports to be completed.</p> <p>First Motion: Anthea Second Motion: Jessica</p> <p>Approved: 6 Disapproved: 0 Passed</p>	Robert/ Rhiannon/ Andrea	10 min
Info	<p>2021-2022 Program Information Report (PIR)</p> <p>Notes: Enrollment 760 (610 extended day, 150 half day) and further information we provide to the state such as languages spoken at home, ethnicity, children experiencing houselessness, families receiving public assistance, etc. We would like to increase the amount of parents employed by Head Start (currently 24).</p>	Robert/ Rhiannon/ Andrea	10 min
Info	<p>OHSA Fall State Conference share out</p> <p>Notes: Anthea shared her experience at the conference. It was very positive for both her and Jamilla. She spoke about the financial workshop she attended as well as the head speaker.</p>	Anthea	10 min
Info	<p>OPK Budget expenditures report</p> <p>Notes: Robert presented the report. A copy will be sent out to the parents.</p>	Robert	5 min

Info	<p>Update: exploration of culturally specific classrooms as part of PPS Early Learning Department.</p> <p>Notes: Discussion of classrooms geared specifically towards Vietnamese language and Black experiences.</p>	Robert	5 min
Info	<p>Land Acknowledgements</p> <ul style="list-style-type: none"> - would like to explore the creation of a land acknowledgement in authentic ways - will bring a draft statement to PC in Feb/March <p>Notes: Aiming for an authentic acknowledgment as opposed to a canned message from the district. McKenna suggested opening up the conversation to all parents instead of a small committee. Maybe providing a contact for parents to send in their thoughts. Possibly at coffee nights with the principals or with the parental engagement planned post winter break.</p>	Robert	5 min
Info	<p>Fundraising Update:</p> <p>Tabled</p>	Crystal/ Others?	5 min
Info	<p>Review DRAFT Student Altered Schedule Policy/Procedures/Form</p> <p>Notes: The process for parents who need to drop off late or pick up early on a regular basis. Allows for flexibility now that all classrooms are full day classrooms. Rhiannon sent out the form to the parents for review. We will review again in January for an official vote.</p>	Rhiannon/Robert	10 min
	Adjournment	Chair - Loni	1 min

Next Meeting on January 10, 5:15pm at Sacajawea Head Start, 4800 NE 74th Ave



Parent Policy Council Minutes

10-15-22

Info	Warm Welcome Agenda Overview In Attendance:	Chair - Robert to support	5 min
Action	Minutes: Review and approve minutes from June meeting Notes: First Motion: Huynh Second Motion: Maribel Approve: 11 Disapprove: 0 Approved	Secretary - Robert to support	10 min
Action	Treasurer's Report Notes: Review of the grants, COVID funds, and fundraiser funds earned. Review of the transaction report. 75% of the fiscal year left. 88% funds remaining. First Motion: Huynh Second Motion: Jessica Approve: 11 Disapprove: 0 Approved	Treasurer - Nancy Robles	10 min
Action	Director's Report Notes: Summary of the Director's Report including personnel, enrollment, attendance, disability services, and health screening and services. First Motion: Kim Second Motion: Jessica Approve: 12 Disapprove: 0 Approved	Robert	10 min
Action	Approve Site & Service Workbook Notes: Tabled	Robert	5min

Action	<p>Approve Diapering and Toileting Policy/Procedure</p> <p>Notes: Review of a new diapering policy that helps maintain the child's self-esteem and is more detailed and consistent. First Motion: Huynh Second Motion: Maribel Approved: 11 Abstained: 1 Disapproved: 0 Approved</p>	Nikki/Keely	5min
Action	<p>Motion to approve a second State Representative</p> <p>First Motion: Anthea Second Motion: Huynh Approved: 12 Disapproved: 0 Approved New State Representative: Jamila</p>	Robert	
Info	<p>OPK Budget expenditures report</p> <p>Tabled</p>	Nancy	5min
Info	<p>Update: exploration of culturally specific classrooms as part of PPS Early Learning Department.</p> <p>Tabled</p>	Robert/Emily	5min
Info	<p>Land Acknowledgements</p> <ul style="list-style-type: none"> - would like to explore the creation of a land acknowledgement in authentic ways - set up ad hoc committee? <p>Tabled</p>	Robert	5 min
Info	<p>Fundraising Update</p> <p>Kennedy School event on Oct 5th - update</p> <p>Tabled</p>	Crystal Ball,	5 min
Info	<p>OHSA Fall State Conference, Nov. 2-4, 2022 @ Holiday Inn, Salem, OR</p> <p>Policy Council State Rep will attend</p> <p>Tabled</p>	Robert/Rhiannon/ Crystal	5min
Info	<p>NHSA Parent & Family Engagement Conference, Dec. 12-15, 2022 in Dallas, TX</p>	Rhiannon	5min

	One parent rep is eligible to attend; any interested parties? Tabled		
Info	New/Old News Adjournment Tabled	Chair-	5 min
Next Meeting on November 8, 5:15pm at Sacajawea Head Start, 4800 NE 74th Ave			



Parent Policy Council Minutes

11-8-22

Info	<p>Warm Welcome Agenda Overview In Attendance: Huynh, Robert, Trinh, Mariana, Guillermina, Natalia, Heidi, Loni, Anthea, Stephanie, Tami, Rhiannon, Andrea, Maribel, McKenna, Jamila, Danyelle</p>	<p>Chair - Robert to support</p>	5 min
Action	<p>Minutes: Review and approve minutes from October meeting Notes: Anthea-correct name spelling (2nd page), Jamila-correct name spelling (2nd page) First Motion: Anthea Second Motion: Maribel Approve: 9 Disapprove: 0 Minutes approved</p>	<p>Secretary - Robert to support</p>	5 min
Action	<p>Treasurer's Report Notes: reports look mostly the same as October, shows additional COVID funds that were added, Community Warehouse line item has deductions, travel line item has deductions (for conferences), all September expenses, more expenses coming up for Community Warehouse (3-4 families), the donated money stays in the PC account (carries over year to year), is there a summary; help separate the different budgets; if the group wants to reallocate funds they can make a motion, discuss, and vote on that; could we add a breakdown by site in graph form? First Motion: Anthea Second Motion: Guillermina Approve: 12 Disapprove: 0 Abstain: 2 Report approved</p>	<p>Treasurer - Nancy Robles</p>	10 min
Action	<p>Director's Report Notes: Can we get all the documents translated into more languages? Yes, currently translated into Spanish and working on Vietnamese. Continuing to</p>	<p>Robert</p>	10 min

	<p>hire for meal time aides-parents can refer families or themselves if interested. Various updates on hiring, enrollment, attendance, health, inclusion, etc. Explanation of what our Registered Dietitian will do. Currently enrolled at 500 as of 11/1, question asked what we do to recruit families?</p> <p>Robert explained there is rising competition across the county, COVID still impacts our enrollment as well, support from PPS Communications department as well, several ideas for recruitment; Robert is creating a virtual training for the School Board, OHSA conference updates</p> <p>First Motion: Guillermina Second Motion: Anthea Approve: 13 Disapprove: 0</p> <p>Directors report approved</p>		
Raffle	<p>Maribel won the first raffle prize Huynh won the second prize</p>	Crystal	
Action	<p>Nominate/Vote on new Chair</p> <p>Notes: Nominated Mariana and Loni, Loni was voted in as new Chair</p> <p>Mariana-5 Loni-7</p>	Rhiannon	5 min
Action	<p>Approve Site & Service Workbook</p> <p>Notes: Lists staff in the program, contact information, site list with addresses and supervisor, details on classroom operation information, screening and assessment tools we use; comment that it would be nice to get all materials before the meeting.</p> <p>First Motion: Loni Second Motion: Natalia Approve: 12 Disapprove: 0</p> <p>Workbook approved</p>	Robert	5min
Action	<p>U Haul truck rental-Whitman family</p> <p>Notes: Family needs support to rent a Uhaul to help move furniture from their storage unit to their home</p> <p>First Motion: Anthea Second Motion: Loni Approve: 12 Disapprove: 0</p> <p>Rental approved</p>	Rhiannon	5 min

Info	OHSA Fall State Conference share out Notes: TABLED	Robert/Crystal Jamila/Anthea	10 min
Info	OPK Budget expenditures report Notes: TABLED	Nancy	5min
Info	Update: exploration of culturally specific classrooms as part of PPS Early Learning Department. Notes: TABLED	Robert	5min
Info	Land Acknowledgements - would like to explore the creation of a land acknowledgement in authentic ways - set up ad hoc committee? Notes: TABLED	Robert	5 min
Info	Fundraising Update Kennedy School event on Oct 5th - update Notes: TABLED	Crystal/McKenna	10 min
Info	NHSA Parent & Family Engagement Conference, Dec. 12-15, 2022 in Dallas, TX Huynh (Vice Chair) will attend with 2 staff-Huynh shared she is attending	Rhiannon	5min
Info	Grant opportunity-Partners in Conservation, teacher and parent will apply for the grant to help build a small garden at Clarendon; share out with sites that might have capacity to apply for the grant: November 16th info session, apps due December 15th	McKenna	5 min
Raffle	Anthea one the third raffle prize!	Crystal	
Info	New/Old News Adjournment	Chair-	5 min
Next Meeting on Dec. 13th, 5:15pm at Sacajawea Head Start, 4800 NE 74th Ave			

RESOLUTION No. 6662

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 Policy Council recommends the approval of the program's revised Diapering and Toileting policy and procedures.

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.



Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Revised Diapering and Toileting Policy and Procedures

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Policy Council has approved the program's revised Diapering and Toileting policy and procedures. According to Head Start Program Performance Standard 1302.47(6), toileting is part of developmentally appropriate learning and should be planned for and documented like other learning activities taking into consideration the child's readiness cues. Diapering and Toileting are not seen as something "done" to children – instead, children are involved in the process as their developmental level allows.

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

Thank you,

Head Start Director

1/13/2023
Date

Policy Council Chair

1/18/2023
Date



**HEAD START
PROGRAM**

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

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Revised Diapering and Toileting Policy and Procedures

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's revised Diapering and Toileting policy and procedures.

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

Thank you.

Head Start Director

1/13/2023
Date

Governing Board Chair

Date



DIAPERING AND TOILETING

Purpose: To practice diapering and toileting in a relaxed and clean manner that maintains the self-esteem of the child controls and prevents the spread of disease protects the child and staff from injury and facilitates communication between parents and staff to allow for consistency in techniques.

Applicable Performance Standards: 1302.47 (6)

Philosophy:

Toileting is part of developmentally appropriate learning and should be planned for and documented like other learning activities taking into consideration the child's readiness cues. Diapering and Toileting are not seen as something "done" to children – instead, children are involved in the process as their developmental level allows.

Rationale:

- Diapering and toileting are viewed as natural learning opportunities within the daily routine. Toilet training is based not on the child's age, but on his/her developmental level. Children with special needs may require additional time and assistance to achieve independence in this area.
- When the child is physically, intellectually, and emotionally ready for toilet training, parents and staff work closely to develop and coordinate a plan which will ensure consistency in toileting routines between home and school environments.
- Children learning to use the toilet benefit from consistent, positive encouragement by caring adults.
- Children are supported in their efforts to become independent in toileting and are never scolded or shamed for toileting accidents.
- Children are involved in diapering and toileting as their age and ability allows. Staff explains to the child what they are doing each step of the way, making the experience positive (e.g. "now we are going to change your diaper so that you can be nice and dry." Talk, sing, point to pictures, maintain eye contact, and smiles).
- Well lit, private spaces are provided for diapering and toileting.
- We will provide diapers for children as needed while in our care. Portable potties will not be used in our facilities.
- Children will have opportunities to use the bathroom facilities at regular intervals throughout the school day. If a child wears diapers, they should be checked and changed if needed every two hours at minimum (sooner if noticeably soiled).

INSTRUCTIONS

(Post near all diapering and toileting areas)

PREPARATION:

Daily and before class or events, make sure necessary supplies are within reach of the toileting/changing area including:

- Clean diapers and/or change of clothing
- Disposable towelettes/wipes
- Disposable gloves
- Plastic bags for soiled clothes, soiled diapers, and used wipes
- Lined covered hands-free trash can separated from areas used for children's play and eating area
- Plastic lined absorbent pads or changing table paper
- Disinfecting/cleaning solution for changing areas (provided by PPS custodial services, pre-made)

DIAPERING PROCEDURE:

1. Prepare for diapering (as indicated above). Supplies should be removed from their containers before starting the diaper change, including enough wipes for the diaper change, child's bottom and hands, and teacher's hands after removing the soiled diaper.
2. Wash hands with soap and running water. Put on gloves.
3. Tell the child what you are doing each step of the way, making the experience positive such as, "now we are going to change your diaper so that you can be nice and dry." Talk, and involve child in diapering, sing, maintain eye contact, and smiles.
4. Place paper on changing table or other non-porous waterproof changing surface that is flat, safe, and preferably three feet off the ground. Or, if changing a child while standing up, place disposable paper (towels, newspaper, etc.) on floor where child will stand.
5. Carefully lay the child on the paper, again explaining steps simply as you go and NEVER leaving the child unattended.
6. Remove the soiled diaper and/or the soiled clothes while avoiding your clothes coming in contact with soiled diaper and/or clothes. Fold the soiled surface of the diaper inward. For stand up changing, remove shoes first if changing underpants or pull-ups so as not to contaminate the shoe. No soiled clothes should remain on a child. Bag soiled outer clothes, securely tie, and put in cubby to send home. Fold soiled diaper over and secure with tabs, placing in plastic bag, and throwing away in lined, hands free covered garbage can.
7. Clean child's bottom, wiping front to back with towelettes. Again, talk to the child letting him/her know the wipe might be cold and test it on his/her hand. Dispose of the towelette in a plastic bag. Dispose of the paper and gloves at this time.
8. Wipe your own hands with a towelette use another wipe to clean child's hands and place wipes in the plastic bag, seal, and throw away.
9. Check for spills under the child. If there are any, use the paper that extends under the child's feet to fold over the soiled area so a fresh, unsoiled surface is now under the child buttocks.
10. Put on clean diaper and wear clean disposable glove to apply any necessary diaper creams, discard the gloves in covered, plastic lined, hands free covered can. Once done

change clothes at this time. Offer the child the choice of diapers or underwear as appropriate.

11. Wash the child's hands with soap and running water and return him/her to the supervised group.
12. Remove visible soil from changing surface with disposable paper towels then, clean area with the disinfectant/cleaning solution provided by PPS custodial services for changing table areas (pre-made).
13. Put away the cleaning materials.
14. Wash your hands with soap and running water before returning to other activities, using a paper towel to turn off the faucet.

TOILETING PROCEDURE:

1. Have supplies ready at toileting area (as indicated above).
2. Wash hands with soap and running water. Put on gloves.
3. Invite the child to the toileting area and provide support if needed.
4. Adults will supervise toileting area and never leave a child unattended.
5. If a child's clothing is soiled, remove the soiled clothes while avoiding your clothes coming in contact with soiled clothes. Remove shoes first if changing underpants or pull-ups so as not to contaminate the shoe. No soiled clothes should remain on a child. Bag soiled outer clothes, securely tie, and put in cubby to send home. Remove and dispose of gloves, then wash hands (place new gloves on afterwards if assisting more children with toileting).
6. If support is needed, staff will wear gloves to assist with cleaning a child's bottom, wiping front to back with towelettes. Talk to the child letting them know the wipe might be cold, etc. Dispose of the towelette in a plastic bag. Dispose of the paper and gloves at this time and wash hands.
7. Wash the child's hands with soap and running water and return him/her to the supervised group.
8. Wash your hands with soap and running water before returning to other activities, using a paper towel to turn off the faucet.

RESOLUTION No. 6663

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 Policy Council recommends the approval of the program's 2022-2023 OPK Site and Service Workbook, a required annual submission to the Oregon Early Learning Division as part of our grant agreement.

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.



**HEAD START
PROGRAM**

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

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: 2022-2023 OPK Site & Service Workbook

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's 2022-2023 OPK Site & Service Workbook, a required annual submission to the Oregon Early Learning Division as part of our grant agreement.

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

Thank you.

Head Start Director

Date

1/13/2023

Governing Board Chair

Date



Robert Colombini
Regional Program Manager
Office of Head Start

Subject: 2022-2023 OPK Site & Service Workbook

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Policy Council has approved the program's 2022-2023 OPK Site & Service Workbook, a required annual submission to the Oregon Early Learning Division as part of our grant agreement.

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

Thank you,

Head Start Director

Date

1/13/2023

Policy Council Chair

Date

1/18/2023

Site and Service Workbook General Instructions

After checking that all tabs have been completed, save the document using a name that clearly identifies that it is your program.

Instructions for completing each tab:

Site List Tab

SITE NAME List each site where there are classrooms and any administrative sites where there are no children or classrooms (fill in only the relevant columns). **Include all sites that serve EHS children.**

SITE ADDRESS Provide the site's physical address and mailing address .

CONTACT INFORMATION Provide the phone number , name and email for the key contact person for the site - preferably someone who is on-site on a regular basis.

AGE GROUPs SERVED If children ages 0-3 are served at the site, place a check mark in the 0-3 column. If children ages 3-5 (non-kindergarten age) are served at the site, place a check mark in the 3-5 column. Check both columns, if applicable.

#s SERVED Indicate the total numbers of children ages 0-3 (EHS) and ages 3-5 (HS) served at the site, regardless of funding source. If there are a mix of Head Start and other children at the site, provide the total number of children at the site.

DAYS/TIME OF SERVICE Place a check mark under each day when CHILDREN are on-site. Hours of service should indicate the usual time the first children arrive on site through the time the last children leave the site. For example, if the first morning session starts at 8:00 am and the last afternoon session ends at 4:30, the hours of service would be 8 - 4:30. For administrative sites, list the hours the site is open to the public.

TYPE OF SITE Check as many descriptors as apply to a particular site.

CURRENT STATUS WITH OFFICE OF CHILD CARE If site is licensed, list the CC#. If site is recorded, list the PS#.

Mark an "X" in the exempt column if site is neither licensed nor recorded.

CURRENT STATUS WITH QRIS (QUALITY RATING AND IMPROVEMENT SYSTEM) List the current status of the site with QRIS (none, C2Q - Commitment to Quality, 3-star, 4-star, or 5-star). If site does not provide center-based services, mark n/a.

EXPECTED DATE TO ACHIEVE QRIS STAR RATING If site does not have QRIS star-rating, write in the date that site is expected to achieve star rating.

Site & Class List Info Tab (Separate for OPK 3-5 and OPK Prenatal to Three)

OPK Specialists use information on the Site & Class info page to confirm that services meet Head Start program option and staffing requirements.

CLASS NAME

* Group classes by site. List each class (or home-based group) at the site. If more than one class is taught in the same room (am/pm or double sessions), each class should be listed separately.

* Name classes in such a way that they can be specifically identified. *For example: ABC Head Start's Oak Street site has two physical classrooms, with an am & pm class session in each room and two home-based groups. Each of the four classes is listed separately in the workbook: Blue Room AM , Blue Room PM, Yellow Room AM, Yellow Room PM. The two home-based groups assigned to the site are identified by the family advocate's initials: HB-LRD & HB-KLW.*

* **List all OHS PreK classes on the appropriate tab, adding columns as needed.** This may make it difficult to print a hard copy of the workbook, but keeping everything on one page allows ODE ELD to aggregate classroom data across sites and programs.

CLASS DEMOGRAPHICS

* Make sure that the total number of children in a class or group, regardless of funding source, does not exceed limits for the model and/or age group.

* Do not count children in more than one funding demographic.

IMPORTANT CROSS-CHECK: *The total number of "OHS PreK children in class" entered for center based/combo PLUS the number of "OHS PreK children in group" entered for home-based groups should equal your funded state and federal enrollment.*

TEACHER QUALIFICATIONS This section is used to confirm that each class has at least one qualified teacher that meets minimum requirements. Teachers who do not meet minimum qualifications must be listed on the "Teacher Waivers Tab" (see below).

Screen/Assess/Curriculum & Instructional Approaches Tab

EARLY CHILDHOOD CURRICULUM Identify the research-based early childhood curriculum (or curricula) adopted by the program. Consult Sec.642(f)(3) for information related to appropriate curricula.

Use the description column to briefly describe how the selected or other curriculum are being used within the program.

The literacy, mathematics, health/nutrition, science and other sections are not required, but provide an opportunity to identify any specialized curricula or resources adopted by your program.

Teacher Waivers Tab

If the program listed any classrooms with a lead teacher that does not meets minimum qualifications, additional information must be provided on the "Teacher Waiver" tab.

List each lead teacher that does not meet minimum qualifications.

CURRENT CREDENTIAL Mark the column that identifies the teacher's current credential.

TYPE OF QUALIFYING DEGREE Mark the column showing the type of degree program in which teacher is currently enrolled in and give the expected date of completion.

WAIVER STATUS If the teacher has already been granted a waiver by ODE ELD and/or RX, please enter the date(s) when those waivers were granted. ***If the teacher has not yet been granted a waiver, place a check mark in the "Needs Waiver" column and CONTACT YOUR ASSIGNED OPK SPECIALIST to determine what information will be required to process waiver request.***

Program Information	
Grantee Information	
Name of Grantee	Portland Public Schools Head Start
Main Office Mailing Address	4800 NE 74th Ave
City	Portland Public Schools Head Start
State	OR
Zip	97218
Street Address (if different from above)	
Phone	(503) 916-5724
Website	PPS Head Start
Leadership Contacts	
<i>(Complete all that apply. If the titles used by your organization differ, include the correct title in parenthesis next to the name)</i>	
Executive Director	Dr. Emily Glasgow
Phone	503-916-3684
Email	eglasgow@pps.net
Director	Dr. Robert Cantwell
Phone	(503) 916-5724 x 75956
Email	rcantwell@pps.net
Co-Director or Assistant Director	
Phone	
Email	
Governing Body Contact	
Grantee Board Chair's Name	Andrew Scott
Phone	(503) 916-3741
Email	anscott@pps.net
Policy Council Contact	
Policy Council Chair's Name	Huynh Pool
Phone	(971) 275-0682
Email	huynhpool@gmail.com
Service Area Information	
<i>(Information in this section must match your federal or state designated service area - as well as service area agreements with other programs)</i>	
County/Counties Served	Multnomah
School District(s) Served	Portland Public School District
Programs & Enrollment	
<i>(Number of slots for each program must match your total funded enrollment numbers - Please list Federal Slots by Region - X, XI, XII)</i>	
Number Region X, XI, XII Federal Head Start Slots	297
Number Region X, XI, XII Federal Early Head Start Slots	
Number Oregon Pre-Kindergarten Slots (3-5 years)	351
Number Oregon Pre-Kindergarten Slots (Prenatal to 3 years)	

Staff Contacts				
Component/ Area of Responsibility	<i>Identify the individual who has primary responsibility for each of the content areas listed. If someone has more than one area of responsibility, list that person again in each area that applies</i>			
	Name	Title	Email	Phone
Director's Primary Backup	Nancy Robles	Business Operations Analyst	nrobles@pps.net	(503) 916-5724 x66306
Human Resources	PPS Human Resources	Human Resources Department	hronline@pps.net	503-916-3544
Fiscal <i>(Includes EGMS and Expenditures Reporting)</i>	Nancy Robles	Business Operations Analyst	nrobles@pps.net	(503) 916-5724 x66306
ERSEA	Rhiannon Martin	Family Services Manager	rhmartin@pps.net	(503) 916-3713
Education	Amparo Garcia-Yurchenco, Dr. Tami Gowdy, Jason Roepel, Mary Pearson	Education Supervisors	agarciayurchenco@pps.net , tgowdy@pps.net , jroepel@pps.net , mpearson@pps.net	(503) 916-5724
Disabilities	Colleen Forbes	Interim Inclusion Manager	cforbes@pps.net	(503) 916-5724
Health	Keely Moon	Program Nurse	kemoon@pps.net	66328
Family & Community	Rhiannon Martin	Family Services Manager	rhmartin@pps.net	(503) 916-3713
Transportation	N/A			
Monthly Reporting (State Form)	Andrea Murphy	Data Management Coordinator	amurphy1@pps.net	(503) 916-6269
3-5 Coordinator				
P-3 Coordinator				
Child Assessment/TS GOLD Administrator	Andrea Murphy	Data Management Coordinator	amurphy1@pps.net	(503) 916-6269
Facilities	Frank Leavitt	PPS Facilities	fleavitt@pps.net	(503) 916-3310
PreK Data Collection	Andrea Murphy	Data Management Coordinator	amurphy1@pps.net	(503) 916-6269

Site and Class Information -

OPK Specialists use information on the Site & Class info page to confirm that services meet Head Start program opti

Complete the yellow section for all classes and home-based groups. Use a separate column for each AM/PM							
Site name (must match names on Site List tab) :	Applegate	Applegate	Applegate	Applegate	Clarendon	Clarendon	Clarendon
Class (or home-based group) name:	Room 5 Brown	Room 7 Jordan	Room 9 Koch/Soto	Room 6 Shanley	Room 14 Berkow	Room 5 Chenot	Room 16 March
Program Model (check one)							
Center-based part day session (less than 6 hours)							
Center-based double session (same lead teacher am/pm)							
Center-based, including extended day	X	X	X	X	X	X	X
Center-based, full day/full year							
Family Child Care Option							
Home-based Option							
Locally Designed Option							
Contact Time	Green Section						
Date class expected to start	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022
Date class expected to end	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023
Number of weeks class operates	35	35	35	35	35	35	35
Number of days per week class operates	5	5	5	5	5	5	5
Total number of days class operates	155	155	155	155	155	155	155
Number of hours per day	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min
Number of teacher conducted education home visits per child	1	1	1	1	1	1	1
Number of teacher conducted parent-teacher conferences per child	3	3	3	3	3	3	3
Number of home visits conducted by other staff per child	2	2	2	2	2	2	2
Class Demographics (each child should only be counted once)							
Number of OPK/Head Start children in class (federal and/or state funded)	18	18	18	18	18	18	18
Number of Preschool Promise children	0	0	0	0	0	0	0
Number of <u>non-OPK/Head Start/Preschool Promise</u> EI/ECSE children	0	0	0	0	0	0	0
Number of <u>non-OPK/Head Start/Preschool Promise</u> community or childcare children	0	0	0	0	0	0	0
Total number of children in class	18	18	18	18	18	18	18
Are the majority of children 4 years or older by Sept. 1 (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of paid staff in class each day	3	3	3	3	3	3	3
Is this class part of a childcare or public school partnership?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Teacher Qualifications - Education level for lead teacher - (check one)							
Oregon Registry Step 10 (BA)	X	X	X	X	X	X	X
Oregon Registry Step 9 (AA)							
Needs or has Waiver - (Complete Teacher Waivers Tab)							
Contact Time (home-based groups)	blue section						
Number of OPK/Head Start children in group							
Number of weeks services are provided							
Total number of home visits per child							
Length of each home visit (in hours)							
Number of socializations							
Case load per home visitor							

Site and Class Information -

Site name (must match names on Site List tab):	Grout	Grout	Jason Lee	Jason Lee	Jason Lee	Kelly	Kelly
Class (or home-based group) name:	Room A Friend	Room D Jensen	Room 118 Cone	Room 119 Kirsch	Room 121 Nordstro	Room 6 Crawford	Room 19 Feldmar
Program Model (check one)							
Center-based part day session (less than 6 hours)							
Center-based double session (same lead teacher am/pm)							
Center-based, including extended day	X	X	X	X	X	X	X
Center-based, full day/full year							
Family Child Care Option							
Home-based Option							
Locally Designed Option							
Contact Time							
Date class expected to start	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022
Date class expected to end	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023
Number of weeks class operates	35	35	35	35	35	35	35
Number of days per week class operates	5	5	5	5	5	5	5
Total number of days class operates	155	155	155	155	155	155	155
Number of hours per day	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min			
Number of teacher conducted education home visits per child	1	1	1	1	1	1	1
Number of teacher conducted parent-teacher conferences per child	3	3	3	3	3	3	3
Number of home visits conducted by other staff per child	2	2	2	2	2	2	2
Class Demographics (each child should only be counted once)							
Number of OPK/Head Start children in class (federal and/or state funded)	18	18	18	18	18	18	18
Number of Preschool Promise children	0	0	0	0	0	0	0
Number of <u>non-OPK/Head Start/Preschool Promise</u> EI/ECSE children	0	0	0	0	0	0	0
Number of <u>non-OPK/Head Start/Preschool Promise</u> community or childcare children	0	0	0	0	0	0	0
Total number of children in class	18	18	18	18	18	18	18
Are the majority of children 4 years or older by Sept. 1 (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of paid staff in class each day	3	3	3	3	3	3	3
Is this class part of a childcare or public school partnership?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Teacher Qualifications - Education level for lead teacher - (check one)							
Oregon Registry Step 10 (BA)	X	X	X	X	X	X	X
Oregon Registry Step 9 (AA)							
Needs or has Waiver - (Complete Teacher Waivers Tab)							
Contact Time (home-based groups)							
Number of OPK/Head Start children in group							
Number of weeks services are provided							
Total number of home visits per child							
Length of each home visit (in hours)							
Number of socializations							
Case load per home visitor							

Site and Class Information -

Site name (must match names on Site List tab):	Kelly	Kelly	Kelly	Kelly	Sacajawea	Sacajawea	Sacajawea
Class (or home-based group) name:	Room 25 Green	Room 2 Kolb	Room 23 Lanctot	Room 10 Mafara	Room 104 Mainwar	Room 105 Hill	Room 106 Millerma
Program Model (check one)							
Center-based part day session (less than 6 hours)							
Center-based double session (same lead teacher am/pm)							
Center-based, including extended day	X	X	X	X	X	X	X
Center-based, full day/full year							
Family Child Care Option							
Home-based Option							
Locally Designed Option							
Contact Time							
Date class expected to start	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022
Date class expected to end	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023
Number of weeks class operates	35	35	35	35	35	35	35
Number of days per week class operates	5	5	5	5	5	5	5
Total number of days class operates	155	155	155	155	155	155	155
Number of hours per day	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min
Number of teacher conducted education home visits per child	1	1	1	1	1	1	1
Number of teacher conducted parent-teacher conferences per child	3	3	3	3	3	3	3
Number of home visits conducted by other staff per child	2	2	2	2	2	2	2
Class Demographics (each child should only be counted once)							
Number of OPK/Head Start children in class (federal and/or state funded)	18	18	18	18	18	18	18
Number of Preschool Promise children	0	0	0	0	0	0	0
Number of <u>non-OPK/Head Start/Preschool Promise</u> EI/ECSE children	0	0	0	0	0	0	0
Number of <u>non-OPK/Head Start/Preschool Promise</u> community or childcare children	0	0	0	0	0	0	0
Total number of children in class	18	18	18	18	18	18	18
Are the majority of children 4 years or older by Sept. 1 (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of paid staff in class each day	3	3	3	3	3	3	3
Is this class part of a childcare or public school partnership?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Teacher Qualifications - Education level for lead teacher - (check one)							
Oregon Registry Step 10 (BA)	X	X	X	X	X	X	X
Oregon Registry Step 9 (AA)							
Needs or has Waiver - (Complete Teacher Waivers Tab)							
Contact Time (home-based groups)							
Number of OPK/Head Start children in group							
Number of weeks services are provided							
Total number of home visits per child							
Length of each home visit (in hours)							
Number of socializations							
Case load per home visitor							

Site and Class Information -

Site name (must match names on Site List tab):	Sacajawea	Sacajawea	Sacajawea	Sitton	Sitton	Whitman	Whitman
Class (or home-based group) name:	Room 108 Mussid	Room 103 Taylor	Room 101 Wolfel	Room 15 Ardila	Room 16 Harrah	Room 19 Clyde	Room 20 Rosales
Program Model (check one)							
Center-based part day session (less than 6 hours)							
Center-based double session (same lead teacher am/pm)							
Center-based, including extended day	X	X	X	X	X	X	X
Center-based, full day/full year							
Family Child Care Option							
Home-based Option							
Locally Designed Option							
Contact Time							
Date class expected to start	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022	9/12/2022
Date class expected to end	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023	06/13/2023
Number of weeks class operates	35	35	35	35	35	35	35
Number of days per week class operates	5	5	5	5	5	5	5
Total number of days class operates	155	155	155	155	155	155	155
Number of hours per day	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min	6 hrs 20 min
Number of teacher conducted education home visits per child	1	1	1	1	1	1	1
Number of teacher conducted parent-teacher conferences per child	3	3	3	3	3	3	3
Number of home visits conducted by other staff per child	2	2	2	2	2	2	2
Class Demographics (each child should only be counted once)							
Number of OPK/Head Start children in class (federal and/or state funded)	18	18	18	18	18	18	18
Number of Preschool Promise children	0	0	0	0	0	0	0
Number of <u>non-OPK/Head Start/Preschool Promise</u> EI/ECSE children	0	0	0	0	0	0	0
Number of <u>non-OPK/Head Start/Preschool Promise</u> community or childcare children	0	0	0	0	0	0	0
Total number of children in class	18	18	18	18	18	18	18
Are the majority of children 4 years or older by Sept. 1 (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of paid staff in class each day	3	3	3	3	3	3	3
Is this class part of a childcare or public school partnership?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Teacher Qualifications - Education level for lead teacher - (check one)							
Oregon Registry Step 10 (BA)	X	X	X	X	X	X	X
Oregon Registry Step 9 (AA)							
Needs or has Waiver - (Complete Teacher Waivers Tab)							
Contact Time (home-based groups)							
Number of OPK/Head Start children in group							
Number of weeks services are provided							
Total number of home visits per child							
Length of each home visit (in hours)							
Number of socializations							
Case load per home visitor							

Site and Class Information -	
Site name (must match names on Site List tab) :	
Class (or home-based group) name:	
Program Model (check one)	
Center-based part day session (less than 6 hours)	
Center-based double session (same lead teacher am/pm)	
Center-based, including extended day	
Center-based, full day/full year	
Family Child Care Option	
Home-based Option	
Locally Designed Option	
Contact Time	
Date class expected to start	
Date class expected to end	
Number of weeks class operates	
Number of days per week class operates	
Total number of days class operates	
Number of hours per day	
Number of teacher conducted education home visits per child	
Number of teacher conducted parent-teacher conferences per child	
Number of home visits conducted by other staff per child	
Class Demographics (each child should only be counted once)	
Number of OPK/Head Start children in class (federal and/or state funded)	
Number of Preschool Promise children	
Number of <u>non-OPK/Head Start/Preschool Promise</u> EI/ECSE children	
Number of <u>non-OPK/Head Start/Preschool Promise</u> community or childcare children	
Total number of children in class	
Are the majority of children 4 years or older by Sept. 1 (Y/N)	
Number of paid staff in class each day	
Is this class part of a childcare or public school partnership?	
Teacher Qualifications - Education level for lead teacher - (check one)	
Oregon Registry Step 10 (BA)	
Oregon Registry Step 9 (AA)	
Needs or has Waiver - (Complete Teacher Waivers Tab)	
Contact Time (home-based groups)	
Number of OPK/Head Start children in group	
Number of weeks services are provided	
Total number of home visits per child	
Length of each home visit (in hours)	
Number of socializations	
Case load per home visitor	

OPK 3-5 Site and Class Info

	NONE					
Site name (must match names on Site List tab):						
Class (or home-based group) name:						
Program Model (check one)						
Center-based						
Family Child Care Option						
Home-based Option						
Locally Designed Option						
Contact Time						
Date class expected to start						
Date class expected to end						
Number of weeks class operates						
Number of days per week class operates						
Total number of days class operates						
Number of hours per day						
Number of teacher conducted education home visits per child						
Number of teacher conducted parent-teacher conferences per child						
Number of home visits conducted by other staff per child						
Class Demographics (each child should only be counted once)						
Number of OPK/Early Head Start children in class (federal and/or state funded)						
Number of Baby Promise children						
Number of <i>non-OPK/Early Head Start/Baby Promise</i> EI/ECSE children						
Number of <i>non-OPK/Early Head Start/Baby Promise</i> community or childcare children						
Total number of children in class	0	0	0	0	0	0
Number of paid staff in class each day						
Is this class part of a childcare or public school partnership?						
Teacher Qualifications - Education level for lead teacher - (check one)						
Oregon Registry Step 10 (BA)						
Oregon Registry Step 9 (AA)						
Oregon Registry Step 7 (CDA)						
Other Qualifications						
Contact Time (home-based groups)						
Number of OPK/Early Head Start children in group						
Number of weeks services are provided						
Total number of home visits per child						
Length of each home visit (in hours)						
Number of socializations						
Case load per home visitor						

Screening, Assessments, and Curriculum		
<p><i>Identify the research-based early childhood curriculum (or curricula) adopted by the program. Consult Sec.642(f)(3) for information related to appropriate curricula. Use the description column to briefly describe how the selected or other curriculum are being used within the program. The literacy, mathematics, health/nutrition, science and other sections are not required, but provide an opportunity to identify any specialized curricula or resources adopted by your program.</i></p>		
DEVELOPMENTAL SCREENING Instruments used by program	(check all that apply)	Name/Title of Other
Ages and Stages Questionnaire	X	
Other (please specify):		
SOCIAL-EMOTIONAL and/or BEHAVIORAL SCREENING Instrument(s) used by program	(check all that apply)	Name/Title of Other
Ages and Stages Questionnaire - Social-Emotional	X	
Other (please specify):		
Approach or tool(s) used by program	that apply)	Name/Title of Other
Teaching Strategies GOLD Online		
Other (please specify):	X	Desired Results Developmental Profile
DATA TRACKING System(s) used by program	(check all that apply)	Name/Title of Other
ChildPlus	X	
Other (please specify):		
INSTRUCTIONAL APPROACHES	that apply)	Briefly Describe Implementation
GENERAL		
Creative Curriculum System for Preschool (describe which Edition and/or tools are used)		
Other (identify & describe implementation):	X	Tools of the Mind
LITERACY		
Please Specify:	X	Tools of the Mind
MATHEMATICS		
Please Specify:	X	Tools of the Mind
SOCIAL-EMOTIONAL/BEHAVIORAL		
Positive Behavior Intervention & Support (PBIS)	X	
Conscious Discipline		
Second Step		
Other (please specify)	X	Trauma-informed care model based on UCLA training
HEALTH/NUTRITION		
I am Moving, I am Learning	X	
Health in Action		
Other (please specify)		
SCIENCE		
Please Specify:	X	Tools of the Mind
OTHER		
Please Specify:		

Do Not Enter Data On This Page

Total Children

Total OPKHS 3-5	342
Total OPKHS Prenatal - 3	0
Total Preschool Promise	0
Total Baby Promise	0
Total EIECSE 3-5	0
Total EIECSE Prenatal - 3	0
Total Community Child Care 3-5	0
Total Community Child Care Prenatal - 3	0
Total Children	342

RESOLUTION No. 6664

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 Policy Council recommends the approval of the 2021-2022 PPS Head Start Program Annual Report. The Head Start Program Performance Standards provide requirements and procedures for the Annual Report. The Annual Report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the PIR. Program budget information is also shared in the annual report.

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.



**HEAD START
PROGRAM**

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

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: 2021-2022 Program Annual Report

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's 2021-2022 Program Annual Report.

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

Thank you.

Head Start Director

1/13/2023
Date

Governing Board Chair

Date



Robert Colombini
Regional Program Manager
Office of Head Start

Subject: 2021-2022 Program Annual Report

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Policy Council has approved the program's 2021-2022 Program Annual Report.

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

Thank you,

Head Start Director

Date

1/13/2023

Policy Council Chair

Date

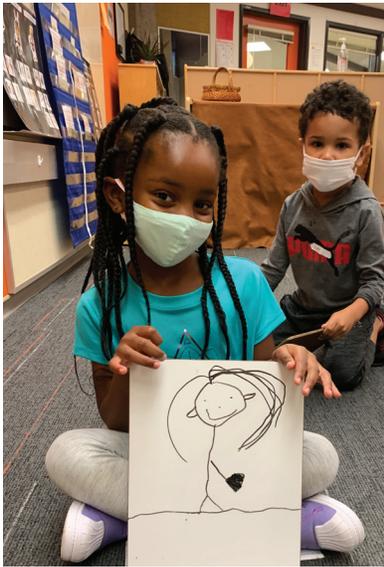
1/18/2023



PORTLAND PUBLIC SCHOOLS

Head Start

Annual Report 2021–2022





PORTLAND PUBLIC SCHOOLS

Head Start

Our Vision:

Our vision is children growing and thriving in a supportive, nurturing environment of parents, family, neighborhood, and community where they and their families have options and opportunities for optimum growth, development, and learning.

Our Mission:

As proven leaders in early childhood education and family development, Portland Public Schools Head Start is dedicated to enhancing the quality of life for vulnerable children and families in Multnomah County. Our knowledgeable and caring staff accomplish our mission by providing early education and family support to families of children from three to five years old, emphasizing healthy outcomes and school readiness, promoting family self-sufficiency, and partnering with individuals, school districts, and our community. When we say "school readiness," we mean children are ready for school, families are ready to support their children's learning, and schools are ready for children.

Our Core Values:

- Recognizing, honoring, and giving voice to the racial, ethnic, and linguistic diversity of the families we serve.
- Working as a team, we can effectively promote respectful, sensitive, and proactive approaches to learning and growth.
- Nurturing the cognitive, physical, social, and emotional development of each child.
- Fostering community partnerships to support families and children during and after the Head Start experience.
- Valuing individuality while recognizing that children and adults develop and prosper within the context of relationships.
- Empowering families to achieve self-sufficiency by identifying their own strengths, needs, and interests while finding solutions and making positive changes.
- Implementing shared decision making as a collective responsibility of families, governing bodies, and staff where ideas and opinions are heard and respected.
- Supporting healthy behaviors that enhance wellness.
- Emphasizing learning through play.
- Keeping families' hopes and dreams as our central focus.



Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.



Annual Report 2021–2022

Director: Robert Cantwell, Ed.D

We experienced continued challenges during the 2021–2022 school year delivering developmentally and culturally appropriate supports and services to children and families due to the impact and influence of the coronavirus pandemic. We returned to in-person instruction full-time and at full capacity (760 spaces), however, it appeared as if families were hesitant to send their young children back to an in-person experience without access to a vaccine. Once again, staff and families within Portland Public Schools Head Start adjusted and persevered through many adversities. Recruitment and enrollment were gradual and ongoing throughout the entire school year. By the end of the year, we reached an enrollment of 484 children and families. The Office of Head Start suspended its evaluation of programs for full enrollment during this time, which relieved much stress. Community partnerships were strengthened, and crises were transformed into opportunities. PPS Head Start moved forward with its racial equity and social justice work as well as its exploration of research-based learning frameworks to improve student outcomes. Students and families benefited from the return to in-person social interactions and engagement activities. Another strong Parent Policy Council board of officers was elected and guided the program’s direction. This report reflects the experiences and continued resolve of a community of people who refuse to accept the status quo and who unconditionally embrace the PPS Head Start mission and vision.

Basic Program Facts

The Portland Public Schools Head Start program served 484 children—ages three- to five-years—in 36 classrooms. We returned to in-person services for the whole year. Our Head Start grantee is Portland Public Schools, a PreK-12 school district, so the program follows the district’s school calendar.

The program’s curriculum, Tools of the Mind®, aligns with the Portland Public Schools Instructional Framework. Our progress monitoring tool is the Desired Results Developmental Profile (DRDP), an observational assessment tool. In a typical year, ongoing child observation and assessment in the areas of: Cognitive, Language, Social/Emotional and Physical Development, are used to measure progress and share that progress with students’ parents/caregivers. Head Start parents are engaged in their child’s learning to support progress toward their educational goals. Parents are involved in leadership, educational, literacy, and employment-related opportunities to support lifelong learning experiences in the community.



Who We Served – Children & Families 2021–2022

Enrollment Opportunities	
	21-22 / Full
Applegate _____	55 / 77
Clarendon _____	104 / 147
Creston Annex _____	62 / 90
Grout _____	24 / 40
Jason Lee _____	44 / 60
Kelly Center _____	114 / 138
Sacajawea _____	89 / 130
Sitton _____	34 / 38
Whitman _____	37 / 40

Total Funded Enrollment 563/760

Age

3 year olds	39.7%
4 year olds	60.2%

Ethnicity

Hispanic	37.1%
Non-Hispanic	62.8%

Race

Black/African American	16.8%
American Indian/Alaskan Native	4.0%
White	42.8%
Asian	16.8%
Hawaiian/Pacific Islander	2.1%
Bi-racial/Multi-racial	15.9%



DLL (Duel Language Learners) 40.8%

Spanish	19.0%
Chinese	6.5%
Vietnamese	7.9%
Other	7.1%

Home Languages

Akatek, Amharic, Arabic, Cambodian, Chinese, Chuj, Chuukese, Creole, Dinka, English, Ethiopian, French, Guiche, Hindi, Hmong, Igbo, Karen, Khmer, Laotian, Maay Maay, Nepali, Oromo, Russian, Samoan, Somali, Spanish, Swahili, Tigrinian, Tongan, Ukranian, Vietnamese



20% of our Head Start enrollment were children with disabilities.

Family Engagement

Services Provided

Number of referrals to Community Agencies

Emergency/Crisis Intervention _____	180
Housing Assistance _____	60
Mental Health Services _____	43
Parenting Education _____	28
ESL training _____	71
Adult education/Job Training _____	41
Substance Abuse Prevention/Training _____	5
Relationship Education _____	16
Health Education _____	191
Assistance to Families of Incarcerated Individuals __	3

Caregivers receiving at least one service 358

Assistance Type by Percent of Families

Families Receiving TANF	13.3%
Families Receiving SSI	2.6%
Families Receiving WIC	42.9%
Families Experiencing Houselessness	14.3%
Families Receiving SNAP	29.8%

Family Engagement Activities

- Policy Council
- Parent Workshops
- Parent Input Surveys
- Health Advisory Committee
- Family and Child Home Visits
- Multnomah County Library “Every Child a Reader” program

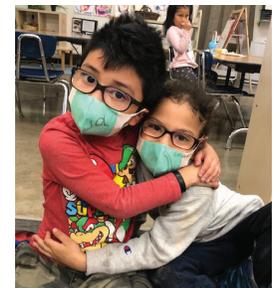
During this school year parents were highly involved in their child's learning. The pandemic gave parents the opportunity to support learning at home, through various virtual platforms, in order to help their children learn and grow. PPS Head Start presented many opportunities for parents to provide feedback and be involved in decision making for the program.

Head Start parents are engaged in their child's learning to support progress toward their educational goals. Parents are involved in leadership, educational, literacy and employment-related opportunities to support lifelong learning experiences in the community.



Health Services

Students with health insurance	94%
Students with a medical home	89%
Student with a dental home	69%
Students screened for vision concerns	95%
Student screened for hearing concerns	96%



Health Coordinators spent much of their year calling parents, tracking COVID cases, and addressing barriers to care. We worked to eliminate COVID testing disparities in our community by purchasing and distributing COVID test kits. We continued to offer Dental3 dental exams onsite and promoted oral wellness with at-home tooth brushing guidance and toothbrush distribution.

Head Start Operating Expenses

Program Expenses – Totals from Budget-to-Actual Reports

Grant Description – FY 2022

Federal Head Start Grant	\$ 5,686,462.00	46%
Oregon PreK Grant	\$ 5,799,811.00	47%
Portland Children’s Levy	\$ 560,845.00	5%
Federal Title IA Grant	\$ 240,000.00	2%
	\$ 12,287,118.00	100%

Average cost per child for FY (Expenses/760)	\$ 16,067.00
Average cost per Federal Awarded Slots for grant year 11/1/2021-10/31/22 (Award/297)	\$ 19,146.00
Average cost per State Awarded Slots for grant year 7/1/2021-6/30/22 (Award/463)	\$ 12,527.00

Grant Description – FY 2021

Federal Head Start Grant	\$ 5,618,686.00	46%
Oregon PreK Grant	\$ 5,799,604.00	47%
Portland Children’s Levy	\$ 551,897.00	5%
Federal Title IA Grant	\$ 240,000.00	2%
	\$ 12,210,394.00	100%

Average cost per child for FY (Expenses/760)	\$ 16,066.00
Average cost per Federal Awarded Slots for grant year 11/1/2020-10/31/21 (Award/297)	\$ 18,918.00
Average cost per State Awarded Slots for grant year 7/1/2020-6/30/21 (Award/463)	\$ 12,527.00

Grant Description – FY 2020 (reported on July 28, 2020)

Federal Head Start Grant	\$ 5,504,113.00	47%
Oregon PreK Grant	\$ 4,368,868.00	37%
Portland Children’s Levy	\$ 524,280.00	5%
Federal Title IA Grant	\$ 888,525.00	8%
USDA	\$ 368,646.00	3%
	\$ 11,154,432.00	98%

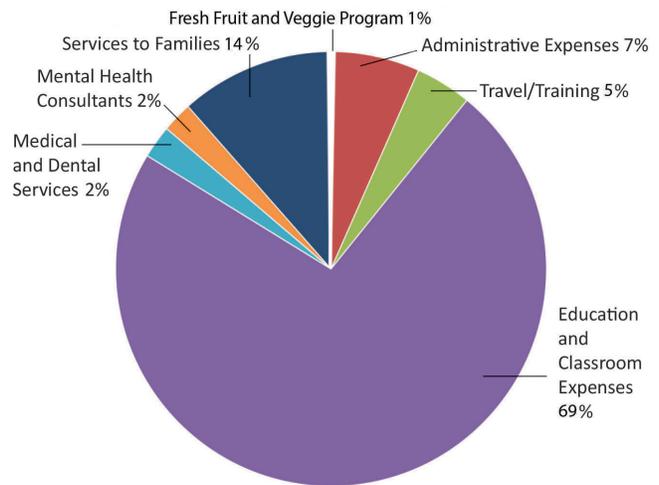
Average cost per child for FY (Expenses/760)	\$ 14,677.00
Average cost per Federal Awarded Slots for grant year 11/1/2019-10/31/20 (Award/297)	\$ 18,918.00
Average cost per State Awarded Slots for grant year 7/1/2019-6/30/20 (Award/463)	\$ 9,436.00





Projected Expenditures 2022-2023

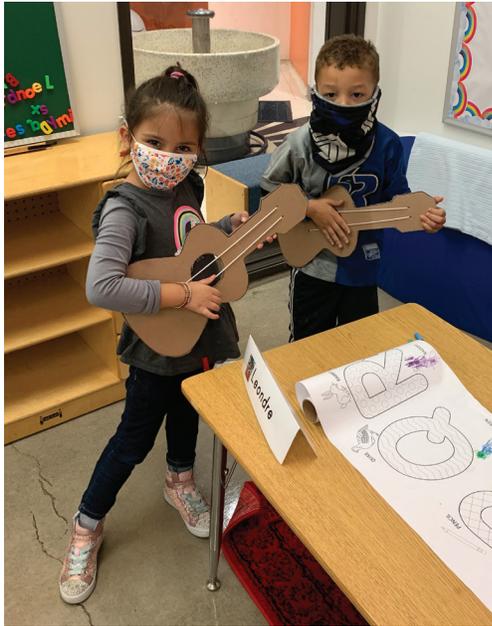
Education and Classroom Expenses	69%
Services to Families	14%
Travel/Training	5%
Administrative Expenses	7%
Medical and Dental Services	2%
Mental Health	2%
FFVP (Fresh Fruit & Veggie Program)	1%



Past Monitoring Results

- PPS Head Start received a Federal Focus Area 2 review during the week of March 7-11, 2022. There were no findings and no deficiencies noted. No one on staff could remember this ever happening in the program's history.
- PPS Head Start received a Federal Focus Area 1 review during the week of October 28, 2019. There were no findings. Our program was determined to be in compliance with all Head Start Program Performance Standards.

Child Outcomes



PPS Head Start conducts assessment of children throughout the year to monitor developmental progress. The program used the Desired Results Developmental Profile (DRDP) to complete progress monitoring on all enrolled students. In addition, other formative assessments were completed. Student outcome data showed that all students showed progress in at least one developmental domain. Teachers met in bi-monthly Professional Learning Communities and used the data collected to inform their planning and instruction. These data analyses in combination with the comprehensive Program Self-Assessment enabled the program to monitor its progress on and update its 5-Year Program Goals and School Readiness Goals.

DRDP Child Development Summary 2021–2022

The vertical line represents the median score for the group.

Key: RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier

Approaches to Learning-Self-Regulation (ATL-REG):

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022			1%	7%	14%	25%	34%	19%
Winter 2022			4%	12%	29%	29%	21%	5%
Fall 2021		1%	11%	32%	22%	22%	9%	2%

Social and Emotional Development (SED):

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022			1%	4%	13%	34%	32%	17%
Winter 2022			2%	9%	25%	39%	20%	4%
Fall 2021		1%	7%	25%	36%	21%	11%	

Language and Literacy Development (LLD):

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022					3%	14%	37%	29%	17%
Winter 2022			1%	2%	4%	30%	40%	19%	5%
Fall 2021			3%	2%	14%	47%	23%	11%	

DRDP Child Development Summary 2021-2022

Math (MATH):

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2022				1%	13%	35%	35%	16%
Winter 2022			1%	4%	19%	47%	22%	8%
Fall 2021			1%	13%	42%	30%	12%	1%

Physical Development-Health (PD-HLTH):

The Physical Development knowledge or skill areas in this domain include perceptual motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022					3%	21%	37%	24%	15%
Winter 2022					13%	32%	36%	9%	9%
Fall 2021				5%	24%	45%	16%	11%	

Physical Development (PD):

The Physical Development knowledge or skill areas in this domain include perceptual motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2022					1%	10%	35%	35%	19%
Winter 2022					3%	19%	52%	20%	6%
Fall 2021				1%	7%	48%	34%	10%	

The vertical line represents the median score for the group.

Key: RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier



Five-Year Goals — Year Four 2021–2022 Progress

Program Goal 1: PPS Head Start will ensure that all children are ready for success in kindergarten and beyond.

Objectives	Expected 5-year Impact	Year 4 2021–22 Progress, Outcomes, and Challenges
All children will receive high quality educational experiences.	95% of all enrolled children will be at or above widely-held expectations in all domains. * Given the change to the DRDP, we are adjusting the wording to read, "80% of all enrolled children will be at or above DRDP benchmarks in all domains."	<p>Successes:</p> <ul style="list-style-type: none"> Desired Results Developmental Profile (DRDP) successfully implemented. <p>Challenges:</p> <ul style="list-style-type: none"> Still need Inter-rater Reliability. <p>Recommendations:</p> <ul style="list-style-type: none"> Have teachers do the DRDP Inter Rater Reliability training. Keep learning and getting familiar with the tool. Supply videos or brochure explaining the DRDP process for families (multiple languages).
Children will be healthy and ready to learn.	80% of enrolled children will have attendance of 85% or greater. Systems are in place to ensure a safe, secure, healthy environment to support children's learning and development.	<p>Successes:</p> <ul style="list-style-type: none"> Given the impact of Covid, our program-wide attendance is higher than we would think (82.07%) <p>Challenges:</p> <ul style="list-style-type: none"> Classroom attendance has a range, what is the difference? Why are some higher? <p>Recommendations:</p> <ul style="list-style-type: none"> Compare current data with pre-COVID data Are there better measurements other than attendance? Is there another way to quantify success or improvement? (What does "ready to learn" mean? Mental health, physical health, are basic needs met, transportation, or...?) Look at other data points related to health and mental health.
Increased individualized instruction and support	Improved outcomes for students with learning differences or behavior that is perceived as challenging by adults in the school and home setting. All students who attend at least 80% of the time and are eligible for Early Childhood Special Education services or receiving Mental Health consultation will show growth at all assessment points in the Social Emotional Domain.	<p>Successes:</p> <ul style="list-style-type: none"> Teaching teams learn about each individual student, every day observations, interactions and engaging with students. Staff are responsive to individual student needs. Example: comforting child when upset, multiple strategies shared during PLCs. Many resources: Mental Health team, collaboration with MECP, coaches, funds for PD opportunities. Response to developmental levels, ability to adapt to Covid restrictions in a positive way, able to physically comfort children. Pairing experienced EA with a new teacher, provides support and flexibility to share strategies and experiences. <p>Challenges:</p> <ul style="list-style-type: none"> Ensure that staffing continues to use the model of pairing an experienced EA with a newer teacher. COVID- children with little life experience due to limitations from pandemic. Isolated, lack of social skills, low social emotional skills, some had CDL online experiences last year. Trauma of pandemic, loss of jobs, loved ones, relatives, extra stress on family members impacting all relationships. <p>Recommendations:</p> <ul style="list-style-type: none"> Engage families in supportive conversations around the needs of their child.

Five-Year Goals – Year Four 2021–2022 Progress

Program Goal 2: PPS Head Start will have strong communication systems throughout our organization.

Objectives	Expected 5-year Impact	Year 4 2020-21 Progress, Outcomes, and Challenges
Program information will be shared regularly with families, staff and community partners.	All program communication systems will have a current written procedures and will be utilized and maintained regularly.	<p>Successes:</p> <ul style="list-style-type: none"> Increased frequency and variety of communication to staff and families <p>Challenges:</p> <ul style="list-style-type: none"> Ability to translate communication in a timely manner <p>Recommendations:</p> <ul style="list-style-type: none"> Making sure we know the best way to communicate with families. Providing tech support devices for families that need them. Continue providing paper copies for families; a document printed in multiple languages. Create videos or brochures for teachers to give to families as a brief overview of our assessment system (DRDP). Possible weekly bulletin for parents.
Updated technology systems and training will be provided program-wide.	100% of staff will be trained regularly on devices and software relevant to their work.	<p>Successes:</p> <ul style="list-style-type: none"> Hired full-time Site Technology Specialist Most departments have gone paperless. Purchases and investment in equipment. Created Head Start Staff Google Site. <p>Challenges:</p> <ul style="list-style-type: none"> Fast-paced nature of technology makes it difficult for staff and families to understand certain programs, tablets, procedures, etc. Families don't have all the technology and access to technology. Time for training/PD <p>Recommendations:</p> <ul style="list-style-type: none"> More trainings on Google apps and programs and how-tos on technology processes. Build time into PT-EA day to check work email. More ChildPlus-specific trainings for staff: reports, access to data and attachments.

Program Goal 3: PPS Head Start will ensure that the diversity of every child, family and staff member is valued and reflected in all program actions and decisions.

Objectives	Expected 5-year Impact	Year 4 2020-21 Progress, Outcomes, and Challenges
Increase pathways and opportunities for parents to become employed with PPS Head Start.	Increase parent employment with PPS Head Start by 30%.	<p>Successes:</p> <ul style="list-style-type: none"> Hired many parents this year in various positions (EA, FSW, DLL). Opportunities for entry level positions that can lead to more education/"higher" employment Increased PT EA working hours so benefits are included in compensation. <p>Challenges:</p> <ul style="list-style-type: none"> Flexibility with staff/child placement to meet needs of parents who are hired. Onsite child care before/after school for Head Start children whose parents are hired. Raise in education expectations pre-hire has put up a barrier; especially in combination with the starting salary and schedule. What are other options aside from PRAXIS to meet qualifications? PRAXIS may not be inclusive for all families with various languages, education levels, life experience, cost is prohibitive.

Five-Year Goals – Year Four 2021–2022 Progress

Program Goal 3: PPS Head Start will ensure that the diversity of every child, family and staff member is valued and reflected in all program actions and decisions.

Objectives	Expected 5-year Impact	Year 4 2020-21 Progress, Outcomes, and Challenges
<p><i>Continued</i></p> <p>Increase pathways and opportunities for parents to become employed with PPS Head Start.</p>	<p><i>Continued</i></p> <p>Increase parent employment with PPS Head Start by 30%.</p>	<p><i>Continued</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Possibly broaden impact to helping parents gain employment, not just with Head Start. • Offer skill-building classes related to employment (interviewing, resume writing, English language classes, etc.). • Connecting our parents and program to employment and education resources in the community (library classes, Work Source, community colleges, etc.). • Responding to parent hires by possibly switching children’s classroom to meet transportation needs (flexibility in placement/schedule and mid-year changes). • Trainings for parents related to classroom management/child development to help parents learn and “test” if it is something they would enjoy (cohorts of parents).
<p>Provide meaningful and relevant professional development for all PPS Head Start staff.</p>	<p>100% of staff will receive regular professional development related to their PPS Head Start responsibilities.</p>	<p>Successes:</p> <ul style="list-style-type: none"> • Multiple weekly trainings for various staff groups during the 2020-2021 school year. For example: DRDP modules; Tools of the Mind; PD on trauma-informed care, wellness, and equity; De-escalation training; GVC; Neuro-Ed trainings; Reggio. <p>Challenges:</p> <ul style="list-style-type: none"> • Finding time to hold professional development. <p>Recommendations:</p> <ul style="list-style-type: none"> • Optional trainings on video available for all staff. • More collaboration with staff training/presenting to each other.
<p>Ensure that all children and families are receiving support to be healthy and ready to learn.</p>	<p>100% of families will receive information and follow up regarding healthcare and needed resources.</p>	<p>Successes:</p> <ul style="list-style-type: none"> • Families have access to culturally-specific services through Multnomah County for Mental Health support • Purchased COVID tests for families who have difficulty accessing. • Helped families access health resources and address barriers. • 92% of students had or obtained health insurance within 30 days of enrollment. • 96% of students completed a vision and hearing screening. Approximately 29% of students were referred for a comprehensive vision exam. 46% of the students who were referred completed an eye exam and most have received glasses. • 91% of students completed a dental exam. 21% of students who required further dental care received treatment within 90 days. • 60% of students have been to their primary care doctor within the past year. <p>Challenges:</p> <ul style="list-style-type: none"> • Need health outcomes data broken out demographically. • Completing 90 day requirements during COVID. <p>Recommendations:</p> <ul style="list-style-type: none"> • Ability to pull health/mental health data demographically. • Data on referrals/events.



Community Partners

Portland Public Schools is actively involved in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners. Head Start works diligently to improve the delivery of community services to children and families.

Partnerships are established within our school district between programs such as curriculum and instruction, student services, early childhood education, transportation, nutrition services, special education, English as a Second Language, technology services. City-wide partnerships are numerous and include health, social service and early childhood education organizations, colleges and universities, ESDs, the Oregon Zoo and more.



Many thanks to our numerous community partners, including—but not limited to—the following:

- | | | |
|---|--|--|
| A Children’s Place Bookstore | JOIN | Oregon Pediatrics |
| Albertina Kerr Center | JUNTOS Together We Learn | Oregon State Extension Service |
| Albina Early Head Start Family Center | La Clinica de Buena Salud | The Oregon Zoo |
| Asthma & Allergy Foundation | Legacy Emanuel Medical Center | Portland Children’s Levy |
| Black Parent Initiative | Lewis and Clark College | Portland Community College |
| Bradley Angle House | Lutheran Family Services | Portland Firefighters Local 43 |
| Bravo Youth Orchestra | Mainspring | Portland Public Schools |
| CASA For Children | Metro Child Care and Referral | Portland State University |
| Casey Eye/OHSU/Elks Preschool Vision Program | Morrison Center | Portland Winterhawks |
| Catholic Charities | Morrison Child & Family Services | PCC Metropolitan Workforce Training Ctr. |
| Center for Family Success | Mt. Hood Head Start | Pioneer United Methodist Church |
| Charles Smith, Charles Smith & Associates LLC | Mt. Scott Community Center | PIVOT Job Corps Center |
| Childcare Resource & Referral | Multnomah County Library—Every Child A Reader program | Portland Fire & Rescue |
| Children’s Book Bank | Multnomah Educational Service District (MESD) | Planned Parenthood |
| Children’s Community Clinic | Multnomah County Health Department | Portland Children’s Levy |
| Common Bond | Multnomah Early Childhood Program | Portland Housing Center |
| Community Energy Project | MCHD Lead Screening Program | Portland Work Source SE |
| Columbia Regional Program | NARA Indian Health Clinic | Project Dental Health |
| Community Immunization Clinic | NARA Wellness And Youth Center | Providence Specialty Pediatric Dental Clinic |
| Community Warehouse | National University of Natural Health Centers (NUNM) | Providence Occupational Medicine |
| Dental 3 | Naturopathic Health Clinic | Reach Community Development |
| DHS | New Hope Baptist Church | Rose Community Development |
| Dougy Center | North By Northwest Health Center | Rosewood Family Health |
| Early Learning Multnomah (ELM) | Northwest Children’s Outreach | Russian Oregon Social Services |
| El Programa Hispano | NW Primary Care Sellwood/Moreland | Salvation Army |
| Family and Community Together | OHSU Doernbecher Children’s Hospital | Self Enhancement, Inc. |
| Francis Center | OHSU Richmond Family Clinic | Shriners Hospital Social Work |
| Growing Gardens | OHSU Russell St. Dental Clinic | Southeast Uplift |
| Habitat for Humanity | Operation Nightwatch | Swindells Resource Center, |
| Hacienda Community Dvlpmt Corp | Operation Warm | The ARC of Multnomah County |
| Hispanic Access - Oregon Human Development Dept | Oregon Community Warehouse | University Park Dental |
| Home Forward | Oregon Department of Education - Early Childhood Education | Univ. of Portland - School of Education |
| Human Solutions | Oregon Episcopal School | Urban League Youth Family Services |
| Immigration Counseling | Oregon Food Bank | US Marine Corps Toys for Tots |
| Impact NW | Oregon Outreach | VOA Youth & Family Services |
| IRCO Immigrant and Refugee Community Organization | | YMCA NE Community Center |
| | | YMCA SE Child Development Center |



PORTLAND PUBLIC SCHOOLS

Head Start

Main Office

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PPS Head Start Management Team

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Education Supervisor

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Education Supervisor

Mary Pearson
Education Supervisor

Jason Roepel
Education Supervisor

Susan Fodell
Inclusion Manager

Rhiannon Martin
Family Services Manager

Paula Zaninovich
Mental Health Manager

Keely Moon
Nurse Consultant

Nikki Zanotti
Health Coordinator

PPS Head Start Sites

Sacajawea (main office) • 503-916-5724

Applegate • 503-916-6294

Clarendon Early Learning • 503-916-6269

Creston Annex • 503-916-6219

Grout • 503-916-6711

Jason Lee • 503-916-5732

Kelly Center • 503-916-5759

Sitton • 503-916-3043

Whitman • 503-916-3010

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RESOLUTION No. 6665

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 Policy Council recommends the approval of the 2022-2023 PPS Head Start Self-Assessment Timeline. The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self -Assessment is to meet Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the service delivered to children and families.

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.



Robert Colombini
Regional Program Manager
Office of Head Start

Subject: 2022-2023 Program Self-Assessment Timeline

Dear Mr. Robert Colombini,

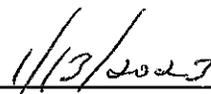
Portland Public Schools Head Start Policy Council has approved the program's 2022-2023 Program Self-Assessment Timeline.

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

Thank you,



Head Start Director



Date



Policy Council Chair



Date



**HEAD START
PROGRAM**

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

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: PPS Head Start 2022-2023 Self-Assessment Timeline

Dear Mr. Robert Colombini,

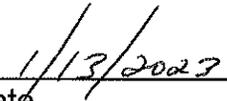
Portland Public Schools Head Start Governing Board has approved PPS Head Start's 2022-2023 Self-Assessment Timeline.

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

Thank you.



Head Start Director



Date

Governing Board Chair

Date



PPS Head Start Self-Assessment Timeline

2022-2023 Year 5

December 2022

- Policy Council Approval of Self-Assessment Timeline and Process
- Formation of Self-Assessment Committee

January 2023 - October 2023

- Managers and Self-Assessment Committee review Performance Standards regarding achieving program goals
- Orient Program Self-Assessment Committee to the self-assessment process
- Review Year 5 of 5-year goals and objectives
- Review School Readiness Goals
- Review program data to assess achievement toward goals (through end of year)
- Continue service area data gathering (through end of year)
- Analyze collected service area/program data (through end of year)
- Quarterly summary of ongoing monitoring results

April - June 2023

- Staff and Parent Interviews/Surveys
- Update Community Needs Assessment
- Draft Year 1 of new 5-Year Program Goals and Objectives based on Self-Assessment and Community Needs Assessment findings
- Update School Readiness Goals as appropriate based on data analysis results

September/October 2023

- Finalize Year 1 of new 5-Year Program Goals and Objectives based on Self-Assessment and Community Needs Assessment findings
- Finalize School Readiness Goals if not finalized
- Complete Self-Assessment Report and recommendations
- Policy Council review and approve program planning documents

RESOLUTION No. 6666

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 Policy Council recommends the approval of the program's new Parent Request for Altered Schedule policy and procedures. These new policy and procedures align with Head Start Program Performance Standard 1302.21(c), Center-based Option, and is designed to support families' access to Head Start services and supports.

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.



Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Parent Request for Altered Schedule Policy and Procedures

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Policy Council has approved this new Parent Request for Altered Schedule policy and procedures. These new policy and procedures align with Head Start Program Performance Standard 1302.21(c), Center-based Option, and is designed to support families' access to Head Start services and supports.

The signature below is confirmation the Head Start Policy Council has approved this policy and procedures.

Thank you,

Head Start Director

1/13/2023
Date

Policy Council Chair

1/18/2023
Date



**HEAD START
PROGRAM**

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

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Parent Request for Altered Schedule Policy and Procedures

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's new Parent Request for Altered Schedule policy and procedures.

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

Thank you.

Head Start Director

1/19/2023
Date

Governing Board Chair

Date



Parent Request for Altered Schedule Policy and Procedures

Performance Standard

§ 1302.21(c) Center-based option.

(a) Service duration. A program must track attendance for each child.

- (1) Head Start. (i) Until a program is operating all of its Head Start center-based funded enrollment at the standard described in paragraph (c)(2)(iv) or (c)(2)(v), a program must provide, at a minimum, at least 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates four days per week.

Policy

PPS Head Start is funded for a full day schedule, 6.3 hours per day. If a caregiver has a need to request an altered daily schedule for their child(ren), they can reach out to their Family Service Worker to create a plan. If a request is approved, the team will develop a plan for the child to return to a full day schedule. Parents can request a plan review, at any time during the school year, to return to full day services.

Procedure

1. If a caregiver expresses a need to alter their child's daily school schedule (either dropping off late or picking up early), the Family Service Worker (FSW) will reach out to the Family Services Manager and Education Supervisor to discuss next steps.
2. FSW will provide the caregiver with the [request form](#). Once completed by the caregiver, the request form will go to the Family Services Manager and/or Education Supervisor for review and approval.
3. Once approved, or denied, the parent will be informed and the request will be documented in ChildPlus as a "Need Identified" event in the Family Services tab. All follow up conversations or meetings related to the request will be documented as 'Actions' under that initial event.
4. Depending on the need for the request, the team will determine a date to review the altered schedule plan in order to work towards a full daily schedule for the child(ren).
5. At any point during the school year parents can request a review of the plan in order to update and/or make changes. Upon such a request the team may meet, review the plan and any progress, and make changes accordingly. Attendees must include the caregiver, FSW, Teacher, and at least one manager (FSM, Education Supervisor, Mental Health Manager, Inclusion Manager, etc).

RESOLUTION No. 6667

Election of Second Year Probationary Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Second Year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Second Year Probationary teachers for the 2023-2024 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Aaron	Alana
Aaron	Olufemi
Aceves	Anthony
Afenegus	Biniam
Albright	Rebecca
Allen	Quiana
Alvarez Ruberte	Jose
Anderson	Sarah
Arnold	Richard
Ash	Erika
Atkinson	Sarah
Austrie	Amanda
Ayala	Lauren
Aye	Stacie
Bae	SeungJin
Baghdadi	Jamal
Baik	Jessica
Bamer	Jennifer
Barbour	Delaney
Barnett	Henry
Barros	Natalie
Battison	Maximillian
Bayley	Matthew
Beck	Michelle
Bennett	Michael
Berman Beeck	Sydney
Best	Duane
Bibo	Cassidy
Bickford	Jessica
Blake	Michael
Blake	Joseph
Blocker	Bradley
Blue	Bobi
Bonetti	Gary
Bookman	Emily
Bowers	Julia
Brabham	Melissa

Last	First
Brant	Mary
Brazile	Michelle
Bridges	Keixa
Brown	Harry
Brown	Gabriel
Browning	Jacqueline
Brunson	Mary
Bui	Huy
Burnham	Blaine
Byers	Colton
Camacho	Rhianna
Cameron Miller	Bradleigh
CampBell	Pamela
Cano	Raul
Canseco-Gomez	Angelina
Capistran	Mayra
Cardwell	Colin
Cassell	Santha
Clark	Earl
Clarke-Ritter	Alexander
Cole	Lauren
Connors	Rachel
Cook	Edin
Cooper	Heather
Corenthal	Michael
Cowley	Maurice
Craft	Selma
Croney	Alyson
Cross	Shianne
Cunningham	Jaclyn
Daellenbach	Michael
Daniell	Zachary
Davis	Jessica
Davis	Mary
DeGraw	Dixie
Deming	Chandler
Dennis	Kathryn

Last	First
Dishman	Carolyn
Disney	McKenna
Donaldson	Mikaila
Dove	Kaitlyn
Downing	Emma
Dupper	Sarah
Dutter	Michael
Edwards	DeAngelo
Elliott	Susan
Emenina	Eka
Erksa	Brian
Esbensen	Heidi
Estrada	Brianna
Estrella-Diaz	Arturo
Eversole	Danielle
Fanning	Michael
Fantz-Sands	Kayla
Federici	Emily
Fisher	Samantha
Fitzgerald	Lara
Flanagan	Claire
Flechas Chaparro	Juliana
Fragar	Maureen
Freeman	Laura
Fritz	Sydney
Fuller	Mary
Gabriel	Alexandra
Garside	Courtney
Gellert	Sarah
Gemperle	Alison
Geoghegan	Patrick
Gettman	Juleeanna
Gibson	Kathryn
Gilmore	Melissa
Gonzales Aleksick	Caitlin
Gonzalez	Ana
Gould	Zoe
Gouveia	Paul
Grund	Emily
Gryn	Nicholas
Gustafson	Ian
Haffenreffer	Moriah
Halsey	Tiffany
Hargaden	Christina
Harrison	Benjamin
Harrop	Kelsey
Hartfelder	Miles
Hartley	William
Harvey	Kema
Hawkins	Rachel
Heller	Chelsea

Last	First
Herder	Sandra
Hernandez	Josuee
Hessney	Joseph
Hill	Olivia
Holladay	Sailor
Holland	Casey
Holt	John
Hougham	Abigail
Howard	Kaylee
Hui	Stefanie
Hummel	Addison
Hunter	Grace
Ingebritsen	Kimberly
James	William
Jensen	Mercadiez
Jewell	Remy
Johnson	Franchesca
Johnson	Kenneth
Jones	Chelsea
Kaba	Bridget
Kaman	Emily
Kane	Teresa
Kane	Ethan
Keener	John
Kilgour	Kevin
Kilmer	Mark
Kimball-Martinez	Brittney
Kirkelie	Maia
Knievel	Molly
Kreutz	Paul
Kugler	Shelby
Kutchinsky	Alon
LaPorte	David
LaValle	Jeanne
Law	Duncan
Lawrence	Tracy
Le	Van-Anh
Lendo	Nicole
Lepore	Melinda
Lepp	Adina
Lewis	Sarah
Linah	Sai
Locascio	Kevin
Longanecker	Kayla
Lum	Lisa
Lyle	Jamie
Lyons	Jane
Mahoney	Audra
Mahrt	Alexandra
Manson	Wesley
Margerum	Amanda

Last	First
Marques	Andrew
Marshall	Ty
Martin	Sara
Massey	David
Matthews	Holly
Medrano	Naomi
Melson	Tony
Mendoza	Hannah
Mickanen	Nicole
Miller	Bryan
Mitchell	Daniela
Morales-Suares	Caesar
Morgan	Sharon
Muralidharan	Sruthi
Murray	Rachel
Murray	Brittany
Narozniak	Joanie
Neal	Mary
Newman	Aimee
Newport	Elyse
Nguyen	Tyler
North	Jordana
Novick	Morgan
Ogletree	Derek
O'Halloran	Deanna
Olivares	Anna
Orellana	Jocelyn
Paden	Anne
Palmeri	Vanessa
Pan	Michelle
Pasion	Abigail
Patterson	Craig
Pederson	Ellen
Pence	Victoria
Perez-Gonzalez	Nelson
Phan	Anne
Phommachack	Crissy
Picton	Sophie
Pierce	Xavier
Pollock	Dustin
Pope	Jodi
Potasznik	Alyssa
Quinlan	Shea
Quinonez	Alexis
Ramos	Jason
Ramstead	Holly
Rappaport	Jennifer
Reed	Taylor
Reep	Olivia
Reigel	David
Reilly	Allison

Last	First
Reyes Simon	Greidys
Riccardi	Jerry
Richardson	Emily
Robertson	Courtney
Rochford	Melissa
Rooney	Shannon
Rosales	Krista
Rueck	William
Ryan	Samantha
Saffer	Daniel
Samples	Laurence
Schlahta	Kathryn
Schoening	Barbette
Schraer	Mona
Shearer	Thomas
Shelley	Adam
Shoukas	Anthony
Siddiqui	Aysha
Silkey	Ami
Simonoff	Malcolm
Slane	Kirsten
Soldevila	Lluis
Sommo	Elizabeth
Soriano	Lora
Soto Millan	Luis
Stauffer	Daniel
Stevens	James
Stoker	Keith
Stone	Alexandria
Straube	Heather
Straubinger	Tara
Sykes	Elia
Thompson	Heather
Toderick	Krystal
Tong	Bao Ngoc
Toops	Sydney
Trullench	Miranda
Truong	Anh Lam Benson
Tullah	Umu
Twining	Julie
Vane	Paige
Vidmar	Sarah
Vonada	Abigail
Vosler	Lizzie
Walker	Emily
Walsh	Stephen
Waltner	Kyoko
Warinner	Jamie
Wasdo	Laura
Wecker	Aneliess
Weir	Moses

Last	First
Wenner	Martha
Whitney	Nathan
Wilkins	Paul
Williams	Takiyah
Williams	Tabitha
Williams	Lilly
Williamson	Carlin
Willie	Janessa
Wilson	Kinsey
Winslow	Katherine
Wolff	Rylie
Wu	Yuxuan
Young	Chrystal
Zenger	Sharon
Zinik	Matthew

RESOLUTION No. 6668

Election of Third Year Probationary Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Third Year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Third Year Probationary teachers for the 2023-2024 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Abusiewiez	Leah
Adams	Emiley
Aguilar	Fredy
Akin	Kayoko
Alex	Lindsay
AlSuhaimi	Miriam
Alvarado Perez	Ivan
Amato	Olga
Anishchenko	Natalia
Armstrong	Jami
Arroyo	Stachys
Atwood	Alexis
Avila	Chloe
Awo	Hafsa
Axtman	Lisa
Baez Hernandez	Selene
Baier	Brian
Ball	Grace
Barnhart	Lydia
Barron	Christian
Bartlett	Jacqueline
Batchelor	Laura
Baxter	Jarryd
Bedker	Samantha
Belknap	Rebecca
Benner	Gretchen
Berryman	Kendra
Betker	Sean
Bishop	Sylvie
Bizjak	Robert
Bjesse-Puffin	Amelia
Blechman	Nicholas
Boardman	Rosemary
Bordwell	Holly

Last	First
Bourdon	Madilyn
Braunstein	Andrew
Breaux	Laura
Brennan	Caitlin
Brent	Rachel
Brey	Taylor
Brown	Cole
Brown	Kayleigh
Bui	Van Anh
Burns	Amber
Burton	Mandy
Buted	Micaiah
Byrne	Michela
Cain	ShaShuna
Calderon	Adrian
Callis	Paul
Campbell	Kara
Caravia-DeGroot	Monica
Carlisle	Rebecca
Carpenter	Daniel
Casper	Hillary
Castro	Erica
Chalich	Lacey
Chamberlain	Rhiannon
Clair	Ashlee
Clark	Molly
Clark	Sarah
Clay	Adam
Cleary	Megan
Cohen	Dylan
Coleman	Crystal
Coleman	Kendra
Conley	Sarah
Connelly	Meghan

Last	First
Coombs	Jimmy
Corbett	Claire
Crabtree	Colleen
Crowther	Emily
Davis	Mary Gage
De Lara-Vargas	Melissa
DeLashmutt	Max
DePosit	Ann
Derheimer	Michael
Diemand-Yauman	Katelyn
Doiel	Zachary
Dorris	Brittany
Droge	Elyssa
Engstrom	Christopher
Espinoza	Sharon
Eustice	Ellen
Fanning	Ashley
Fellers	Heather
Fields	Jennifer
Figueroa	Denesyn
Finch	Benjamin
Fleegle	Bradley
Flores-Herrera	Ivonn
Foy	Tamara
Frederick	Kathryn
Freel	Megan
Fronk	Anthony
Furrer-Hatzikos	Patricia
Galen	Marcus
George	Lourdes
Golden	Whitney
Good	Andrea
Gordon-Koven	Samuel
Goslin	Jennifer
Graham	Holly
Grassmeyer	Chelsea
Greene	Geoffrey
Griffin	Abigail
Gyu	Daniel
Haas	Stephanie
Hall	Johnathan
Hansen	Kyrsten
Harmon	Lindsay
Hawkins	Lauren
Haycraft	Carolyne
Henderson	Alexis
Hendricks	Gabriela
Henrich	Carlisa
Henry	Marissa
Herd	Bella
Herrera-Very	Elisabeth

Last	First
Hidalgo	Elaine
Hoeflein	Andrew
Hoemmen	Caitlin
Holstein	Kirsten
Horton	LaTasha
Hughes	Jennifer
Hughes	Megan
Hunt	Kyle
Hutchinstein	Samuel
Hytowitz	Teresa
Jaeger	Haleigh
Jansen	Julie
Jaramillo Lizama	Britany
Jepson	Lucas
Jin	Anne
Joglekar	Surabhi
Johnsen	Holly
Jones	Joshua
Jones	Charles
Jones	Kelly
Kaller	Venus
Kaplan	Molly
Kaplan-Miner	Haven
Kauzer	Case
Kelley	Wade
Kellogg	Kelli
Kiernan	Emily
Kilkenny	Sarah
King	Emily
King	Torin
Kiriazis	Nicole
Knippert	Audryana
Kosher	Lisa
Kouchek-Hoseini	Anahita
Kumanchik	Jennifer
Kuntz	Erin
Kwintner	Jennifer
Kwong	Chelsea
Lake	Bea
LaValley	Chelsea
Law	Elayne
Leishman	Rosalie
Levin	Poppy
Liesinger	Madison
Liggio	Stephen
Lingley	Audrey
Livengood	Elysia
Livingood	Ashley
Loebs	Jennifer
Lopez	Eduardo
Lyons	Pamela

Last	First
Machado	Michele
Mackenzie	Lyndsey
Maletz	Abraham
Mansour	Michael
Mask	Mark
Massoni	Dara
Mattson	Garrett
Mauney	Amelia
Mayock	Steven
Maza	David
McAlexander	Stephanie
McClary	Alan
McCroly	Jennifer
McCurdy	Christopher
McDonald II	Robert
McGarvey	Zachary
McGlynn	Justin
McKay	Andrew
McMillan	Michelle
McVicar	Laura
Meditz	Cori
Mermelstein	Catherine
Metscher	Mary Clare
Meyden	Yukiko
Meyer	Elizabeth
Meyer	Catherine
Mikolitch	Jessica
Miller	Elena
Miller	Matthew
Miller	Hilary
Milton	Elizabeth
Moldovan	Doina
Moore	Rachel
Mora	Kayla
Morales	Paola
Morrow	Jasper
Morton	Rebecca
Mote	Ashley
Moye	Damian
Mura	Sarah
Nary	Megan
Navarrete	Rubendario
Nealon	Sarah
Neill	Shelby
Nelson	Courtney
Newton	Katie
Nguyen	Hoang
Noel	Anna
Nordstrom	Lisa
Nowak	Carri
Oskin	Jessica

Last	First
Oztan Schemel	Heather
Padilla	Chandra
Parada	Kelsey
Park	Nathaniel
Patterson	Jacob
Pazmino	Maria
Peck	Scott
Pena	Izabella
Pigford	Wayne
Pittock	Suzanne
Price	Margaret
Prohaska	Holli
Redmond	Jacob
Redrejo	Jean
Reyes Herrera	Jesus
Reynolds	Matthew
Roberts	Heather
Robinson	Sean
Rogers	Renee
Rosenfield	Leslie
Ruebenson	Kate
Rutherford	Jacqueline
Sanchez	Kathryn
Sanchez	Codi
Schoene	Gabriel
Seeley	Nicole
Selby	Shea
Senge	Amina
Shiels	Vanessa
Shipley	Julia
Shohet	Revital
Sinauskas	Cristine
Smith	Lauren
Smith	Trevor
Smith	Tanya
Smith	Angela
Smyth	Anne
Spindor	Eileen
Sprecher	Heidi
Sprints	Elijah
Stanion	Daniel
Stasi	Jodie
Steele	Kendall
Stein	Tania
Stolz	Amanda
Street	Michael
Stronach	Susan
Sullivan	Catherine
Surber	Norma
Swan	Amber
Swinford	Heather

Last	First
Symons	Jami
Szucs	Chase
Tagomori-Lai	Kali
Thomas	Cynthia
Thuch	Ryda
Tiet	Karen
Tobon Olguin	Maria
Toone	Juliann
Torres	Amanda
Torres Fajardo	Disney
Tran	Mindy
Trent	Candice
Tretter	Sara
Troutman	Melanie
Trujillo	Jose
Trujillo	Adrian
Tuan	Cynthia
Tucker	James
Tyner	Cezanne
Valenzuela	David
Van Zandt	Shannon
Velazquez	Carmen
Ventura	Ricardo
Verhoeff	Parker
Villanueva Villarreal	Jasmin
Vineyard Stahl	Renee
Walters	Sidney
Ward	Dana
Ward	Sarah
Watson	Michael
Weaver	Kevin
Weist	Kurt
Wellington	Heidi
Whitaker	Meghan
Whitman	Ezra
Wiers	Taiya
Wiley	Macy
Williams	Wendi
Williams	Evan
Wilson	Claire
Wonder	Annaleah
Wong	Emily
Wrobel	Francesca
Yates	Rochelle
Young	Kimberly

RESOLUTION No. 6669

Election of Contract Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below who has been employed by the District as a regularly appointed teachers for three or more successive school years be elected as Contract Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Contract teachers for the 2023-2024 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Abney	Kandice
Adams	Lisa
Allen	Hanna
Alvstad	Rebecca
Amor	Jose
Anglada-Cordero	Pedro
Arce	Denley Michael
Ardila Vega	Maira Alejandra
Ashcraft	Chelsea
Aung	Myat
Baerg	Adrienne
Bakker-Gbordzoe	Zoe
Banks	William
Bartlett	Casey
Basques	Arick
Bearre	Benjamin
Bennett	Katherine
Bennett	Kenneth
Bestor	Sarah
Biehl	Gina
Blair	Chelsea
Blei	Jessica
Blume	Deborah
Boyd	Christine
Breaker	Jason
Brilman	Larissa
Brockbank	Brennan
Brosius	Melissa
Brown	Alec
Bryant-Capellas	Alexa
Buchanan	Kristin
Bund	Wayne
Camelio	Natalie
Carpenter	Brenda
Colard-Tyler	Isabelle

Last	First
Conner	Emily
Cortinas	Leticia
Costello	Nicole
Cox	Raheema
Cuda	Matthew
Dahl	Ingrid
Dai	Daniel
Daniels	Matthew
De La Cruz	Tina
DeGagne	Alivia
Dempsey	Patrick
DeRocher	Shelby
Dewey	Sada
Dicker	Ryan
Doersam	Karen
Dominguez Lopez	Gabriel
Duff	Ryan
Ehret	Karina
Elliott-MacFadden	Cameron
Erickson	Sarah
Fadel	Todd
Fealk	Rachel
Foreman	Jessica
Foxley	Shannon
Fraser	Eric
Fritz	Julia
Gallagher	Devin
Garcia	Francisco
Garcia	Lesly
Gekov	Nicole
Georgilas	Nicole
Goad	Spencer
Goldstein	David
Goldstein	Adam
Good	Kaitlin

Last	First
Gorman	Bronwynn
Griffin	Katelyn
Hacklander	Caitlyn
Hale	Phillip
Hamler	Adam
Hammond	Sydney
Hara	Sujata
Hardaway	Michelle
Harrison	Daniel
Hawk	Rebecca
Hehn	Andrea
Herbst	Sarah
Hills	Rhys
Hoang	Michael
Hoda	Stephan
Holland	Monnica
Holmes	Kiante
Hood	Angeline
Hooper	Jennifer
Hoxie	Ryan
Ibrahim	Bashar
Ingamells	Ellen
Johnson	Rebecca
Jones	Hang
Jordan	Erica
Kamm	Amanda
Kassouf	Suzanna
Kavehrad	Christina
Kennedy	Ana
Kuhn	Jennifer
Kuznetsov	Michael
Laws	Walker
Le Chevallier	Grace
Lefor	Bridget
Lenon	Alexander
Lewis	Jack
Liu	Ye
Locke	Britni
Loker	Troy
Loupe	Kristin
Mackanness	Kate
Madrid	Fernando
Magee	Mackenzie
Manansala	Audrienne
Marantz-Herzberg	Judith
March	Ayako
Markey	Maureen
Mason	Kelly
Mate	Reka
Mayo	Alexander
Melson	Alexander

Last	First
Misi	Madison
Mykkanen	Sarah
Nguyen	Kevin
Noble	Heather
O'Brien	Deirdre
Oates	Marie
Ordway	Catherine
Orozco	Ana
Osuna Mondragon	Hector
Oswald	Shoshana
Parker	Emily
Paul	Jessica
Phan Mende	Chau
Politte	Paula
Ramos	Brenda
Randazzo	Jack
Redhead	Clare
Reed	Brennon
Reid	Kathleen
Reid	Anne
Rey	Krista
Rissetto	Kristina
Rittman	Michael
Robinson	Unique
Robison	Lisa
Rodriguez Salinas	Romina
Roosevelt	Adam
Ross	Rivkah
Salem	Aml
Sanchez Marquez	Rosa
Scheirer	Andrew
Scher	Alexis
Scott	Stacey
Shemer	Noah
Shiryayev	David
Simmons	Emily
Slater	Molly
Slaughter	Charles
Smith	Kimberly
Smith	Raya
Smith	Sarah
Smith	Jhaizmine
Stanfield	Shirley
Stares	Arica
Starr	Leah
Stoudt	Patrick
Sutton	Jonathon
Tapio	Katharine
Toole	Joshua
Touney	Steven
Towne	Randall

Last	First
Tran	Lien
Valentine	Mark
Vega-Juarez	Natalie
Vrana	Maria
Wagner	Kimberly
Wallace	Candor
Waller	Michael
West	Kimberly
Whitt Smith	Wintry
Williams	Halla
Williams	Willie
Williams	Alexander
Wilson	Lefred
Wilson	Clementine
Wilson	Caleb
Winkler	Amanda

RESOLUTION No. 6670

Contract Extension for Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the employment contracts of the contract teachers listed below be extended.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby extends the employment contracts of the following persons until June 2025, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Aaker	Daniel
Aalto	Johanna
Abbott	Danielle
Abel	Tivon
Accuardi	Nicole
Acevedo	Jody
Aceves	Lisa
Ackerman-Harvie	Adrian
Ackron	Michelle
Acuna	Miguel
Acuna-Lujan	Richard
Adam-Howard	Edith
Adams	Melodie
Adams	Sadie
Adams	Ramey
Adams Gaudreau	Susan
Adams-Brown	Christina
Adamski	Debra
Adana	Camille
Adkisson	Daniel
Ady	Robert
Afryl	Marni
Agre	Ashley
Aguirre	Rodrigo
Ahern	Sean
Ajjarapu	Elijah
Aksay	Evin
Al Faiz	Miriam
Alabarca	Erika
Al-Aridh	Bradi
Alderman	Amy
Alekel	Carly
Aley	Robert
Allen	Noelle
Allen	Thomas
Allen	Maleka
Almazan-Lopez	Oscar
Almeida	Richard

Last	First
Alonso	Amanda
Alonso	Ricardo
Altman	Christopher
Alvarez	Francisca
Alvarez	Vanessa
Alvarez	Leticia
Amaya-Gonzalez	Berenice
Amundson	David
Andanen	Graham
Anderson	Kent
Anderson	Kathryn
Anderson	Katherine
Anderson	Kimberly
Anderson	Jeffrey
Anderson	Caryn
Anderson	Celina
Anderson	Caitlin
Anderson	Haley
Anderson-Rubin	Heidi
Andres	Jennifer
Anello	Heather
Anglada Bartley	Susan
Angulo	Caitlyn
Annen	Megan
Ansara-Henderson	Nicole
Ansell	Aram
Appel	Margaret
Aquino	Emmanuel
Archer	Megan
Arellano	Rosario
Arias	Erin
Arias	Bianca
Arias	Laura
Arias	Adora
Armendariz	Febe
Armgardt	Emily
Armitage	Kawaji
Arney	Jessica
Arras	Katrina

Last	First
Arthur	Laura
Arthurs	Erica
Arze Torres Goitia	Camila
Asay	Kiera
Askari-Tamu	Malaika
Atagabe	Beth
Aubrecht	William
Aubry	Dominique
Aucutt	Christina
Auda-Capel	Laurel
Audel	Steffanie
Augustine	David
Austin	Meghan
Avila	Obdulia
Avila-Bander	Yudy
Avison	James
Axon	Laura
Azzaro-Budak	Gina
Baber	Marla Ann
Baca	Carlos
Bach	Robert
Backer	Ella
Backner	William
Bacon	Annette
Bacon-Brenes	Matthew
Baier	Kellie
Bailey	Torrey
Bailey	Kathryn
Baker	Kimberly
Baker	Courtney
Baker	Katherine
Baldauf-Wilcox	Suzanna
Baley	Tatiana
Ball	Joseph
Ballman	Joseph
Balto	Samuel
Bander	Adam
Bangura	Carrie
Banning-Shaughnessy	Deirdre
Bannon	Kelly
Barajas	Monica
Barber	Ricardo
Bardeschewski	Andrew
Barnes	Dereck
Barnes	Julie
Barnes	Sharon
Barnes	Brian
Barnhardt	Alana
Barrar	Christine
Barrentine	Scott
Barrow Strange	Kealy
Barry	Patricia

Last	First
Barry	Sean
Barten	Sarah
Bartlo	Christopher
Bartos	Kari
Bass	Kori
Bassaloff	Kristin
Batsch	Jennifer
Batten	Sarah
Battle	Lynda
Bauer	Michael
Bayne	Kerry
Beals	Carmen
Bean	Andrea
Beck	Sara
Beck	Laresa
Beck	Nathan
Beck	Aisha
Beck	John
Beckler	David
Beeler	Natasha
Belcher	Rachel
Beltz	Lillian
BenAziz	Randa
Bengtson	Erik
Bennett	Jennifer
Bennett	Remy
Bennett	Neressa
Bennett	Emilie
Bennon	Brady
Benny Leo	Cara
Benoit	Hilary
Benson	Mikael
Berg	Marta
Bergren-Dizon	Greta
Beris	Cristina
Berkowitz	Marcy
Bernardo	Anna
Berning	Carolyn
Bernt	Michelle
Bertelsen	Kimberly
Berten	Anne
Bertolone-Logan	Carla
Berton	Ann
Bessas	Soumountha
Best	May
Bettinger	Cory
Betz	Melanie
Bevan	Ashley
Biagini	Beth
Bibb	Rumi
Bickett	Carla
Bidney	Jacqueline
Biello	Gena

Last	First
Bielman	Candice
Bigham	Brett
Bingham	Tracy
Biornstad	Kaoru
Bird	Jenifer
Birt	Laura
Bishop	George
Bishop	Bella
Bitzer	Mary
Blackford	Elicia
Blair	Jai
Blakemore	Amanda
Blanton	Kristina
Blattner	Julia
Blekhman	Irina
Blevins	Scott
Bliss	Robert
Bloch	Andrea
Block	Abby
Bloemink	Bastiaan
Bloom	Lisa
Blount	Melissa
Blum	Carolyn
Blumhardt-Braga	Tammy
Bobenrieth	Rafael
Bockelman	Samara
Boehm	Andrew
Bogdanoff	Rachel
Bohart	Karen
Bokenyi	Brenda
Bokoske	Mary
Bolden	Kawanna
Boldman	Emily
Bolgioni	Dawn
Bolich	Amanda
Bonhomme	Kendra
Bonilla	Angela
Booth	Margaret
Bordioug	Olessia
Borean	Jacqueline
Borosky	Alison
Bossard	Maureen
Bostick	Jessica
Bostwick	Lindsey
Bottman	Tereza
Bowe	Elizabeth
Bowen	Eric
Boyd	Heather
Boyea	Kathryn
Boyeas	Megan
Boyer	Matthew
Braaten	Leslie
Brachman	Srulle

Last	First
Bradach	Daniel
Bradley	Amber
Bradley	Elise
Braia	Anne
Brandt-Lazar	Matthew
Branham	Tara
Braun	Christina
Brennan	Julia
Brennan	Rhonda
Brenner	Conni
Brewer	Brittanie
Brinks-Detzer	Harmony
Brinton-Anderson	Kristina
Briones	Adrienne
Brislin	Jeffrey
Brislin	Alicia
Brockmann	Jennifer
Brockway	Shannon
Broderick	Sarah
Brooks	Nora
Brooks	Yulia
Brooks	Ashlee
Brown	Keith
Brown	Susan
Brown	Sahjo
Brown	ReShawn
Brown	Tracey
Brown	Christina
Brown	Amber
Brown	Julie
Brown	Leslie
Brown	Tara
Brown	Kristin
Brown	Carrie
Brown	Hillary
Brown	Claudia
Brucato	Kurt
Bruce	Tina
Bruer	Ilsa
Brunak	Eugene
Bryan	Martha
Bryson	Ronette
Bubl	Paul
Buchanan	Jennifer
Bucknam	Jessica
Buckowski	Kristie
Buckwald	Alex
Buehler	Christopher
Buell	Alexis
Buelow	Elizabeth
Buhler	Kristen
Bullard	Laura
Bullock	Treoth

Last	First
Bulow	Annelies
Bundy	Elizabeth
Burchell	Cain
Burgess	Jill
Burke	Rosario
Burke	Erin
Burke	Brandon
Burkhead	Gregory
Burmester	David
Burny	Alana
Bush	Kevin
Bush	Elsa
Bussey	Dana
Butcher	Bryan
Butenhoff	Trevor
Butler	Grace
Butterfield	Andrew
Button	Ann
Buvinger-Wild	Gabrielle
Byer	Aaron
Byrkit	Margaret
Cady Russell	Michael
Cahill	Kelly
Caldwell	Benjamin
Caldwell	Meredith
Caldwell	Nicholas
Caleal	Katherine
Calley	Katherine
Calvillo	Patricia
Cameron	Karry
Camp	Ian
Campanella	Christine
Campbell	Gwen
Campeau	Matthew
Canales	Cassandra
Canales Reyes	Andres
Cancro	Chad
Cannon	Elizabeth
Canterberry	Sarah
Capps	Kali
Carabajal	Melina
Caraboa	Brittney
Cardenas	Kali
Carlson	Matthew
Carmichael	Tara
Carolan	John
Caron	Ceyriss
Carr	Jonathan
Carranza	Duncan
Carranza	Samara
Carrera-Padilla	Maricruz
Carrigg	Amanda
Cartagena	Max

Last	First
Carter	Robert
Carter-Widyaratne	Lisabeth
Cary	Susan
Casciato	Heather
Casey	Allyson
Cash	Colleen
Casillas	Omar
Catabay	Monty
Cates	Kathryn
Caton	Christine
Causey	Jayme
Centerwall	Sarah
Cervantes-Campbell	Lucila
Cha	Richard
Cha	Mary
Chaikittirattana	Amy
Challender	Matthew
Chambers	Louise
Chaney	Heather
Chaplin	Nicole
Chapman	Gaye
Chapman	Katherine
Charlston	Katie
Chase	Richard
Chasse	Loren
Chavez	Alisha
Chedester	Shannon
Cheek	Thomas
Chen	Yishan
Chenot	Anne
Childress	Richard
Chimuku	Denetia
Chirimwami	Vincent
Chou	William
Christensen	Tracy
Christy	Ross
Chu	Bryan
Clark	Alfred
Clark	Kristen
Clark	Sarah
Clark	Lisa
Clark	Andrew
Cleary	Jennifer
Clegg	Lionel
Cleveland	Heather
Close	Amy
Clyde	Chelsea
Coffey	Daniel
Coffman	Lisa
Cohen	Suzanne
Cohen	Rebecca
Cohen Glebe	Rose
Coholan	Caroline

Last	First
Coia	Margaret
Colby	Trask
Coleman	JoAnna
Colon	Elizabeth
Combs	Seann
Commodore	Nathan
Conable	Victoria
Condron	Kimberly
Cone	Christina
Connelly	Elisabeth
Connelly	Kyle
Connolly	Kelly
Connolly	Wendy
Connors	Anna
Conroy	Kevin
Cook	Allison
Cook	Nancy
Cook	Leanne
Cooke	Kyle
Cooper	Suzanne
Copacino	Allyson
Corey	Brian
Cornet	Lindsay
Cornett	E
Coronado	Nadia
Corwin	Caryn
Costa	Susan
Coste	Aurel
Cottrell	Allison
Covington-Brehm	Jessica
Cowley	Leslie
Coyne	Jennifer
Craig	Sheila
Craig-McFarland	Amy
Cranley	Stephanie
Crawford	Debra
Crawford	Jacqueline
Crews	Deborah
Criswell	Erinn
Crock	Vanessa
Cronen	Susanna
Crosby	Valerie
Crosman	Nathaniel
Croteau	Shawn
Crouser	Martin
Crouser	Julie
Crow	Elizabeth
Cuatt	Susanne
Cudjoe	Jessica
Cunningham	Jennifer
Cunningham	Kevin
Cunningham	Molly

Last	First
Cunningham-	
Parmeter	Kendall
Curl	Tricia
Curley	Stephen
Curtis	Cami
Cvitanich	Michelle
Da Rosa	Gladis
Da Rosa	Jeremy
Dagostino	Joseph
Dahinden	Susan
Daigle	Paul
Daley	Cadie
Daley	Sara
Dalla Corte	Nancy
Dalton	Nicole
Damon	Alan
Dang	Tina
Daniel	Kristin
Daniels	Julie
Daniels	Darlene
Danielson	Andre
Danon	Eva
Danzer	Kellie
Darling	Jessica
Darling-Budner	Rebecca
Date	Brooke
D'Aurora	Shannon
Davidson	Lisa
Davidson	Elizabeth
Davidson	Amy
Davis	Anna
Davis	Stephanie
Dawson	Alexander
Day	Sean
D'Cruz	Stephanie
de Boer	Katrina
de Boer	Jennifer
De Lagrave	Nicole
Decker	Joshua
Deede	Sara
DeGroot	Cheryl
Dekker	Betsy
Del Buono	Mary Anne
dela Houssaye	Philip
Deland	Anthony
Delgado	Deanna
Dell	Jeremy
Delmatoff	Elizabeth
Delwisch	Meghan
Demma	Theresa
DeMonte	Scott
DeNiro	Meghan
Denison	Emily

Last	First
Deniston	Nicole
Denney	Alicia
Dennison	Thaddeus
Dennison	Franki
Denton	Charles
Derrickson	Sara
DesCamp	Margaret
Devicq	Devon
DeVille	Anna
Dewson	Nichole
Deych	Yulia
Diamond	Kathleen
Diaz	Jessica
Dickerson	Jeremy
Dickerson	Aaron
Dickinson	Heather
Dickstein	Galen
Dilg	Kevin
Dillavou	Leslie
Diller	Lynnette
Dillon	Melinda
Dilworth	Kate
Dinsmore	Christine
DiPasquale	Angela
Dixon	Jacqueline
Dixon	Maggie
Do	Janet
Docken	Elizabeth
Dodson	Kirk
Doern	Margie
Doht-Barron	Karlyn
Doler	Nicole
Donahoe	Patrick
Doni	Lilia
Donkers	Paul
Donoghue	Liam
Donohoe	Susan
Dorresteyn	Ian
Doughty	Marlene
Douglass	Martin
Downs	Hannah
Doyle	Jessica
Draper	Rachel
Drescher	Michael
Drew	Amy
Drexler	Judith
Drummond	Natalie
Duckwell	James
Dudareva	Elena
Dugan	Christine
Duggan	Andrew
Dugo	David
Dulcich	Sarah

Last	First
Dulin	Heather
Duncan	Nicole
Duncan	Hannelore
Dunn	Marie
Duong	Don
Duran-Martinez	Josefina
Durant	Erika
Durham	Amy
Durocher	Anna
Dwan	Elizabeth
Dwight	Kelly
Dwyer Young	Henry
Dyer	Casey
Dyer	Brian
Dykman	Bryan
Dyste	Sarah
Eames	Carlyn
Early	Elisabeth
Eaton	Gerald
Echenique Arduz	Lily
Edelson	Jennifer
Edgar	Mehera-Rosa
Edington	Linda
Edler	Jennifer
Edwards	Mila
Egan	Theresa
Eichman	Katharine
Eickmeyer	Christina
Eigo	Meghan
Einarsson	Samantha
Eisemann	John
Eisenberg	Rebecca
Ekberg	Calley
Ekelof	Ingela
Eldredge-Burns	Ann
Ellenwood	Benjamin
Eller-Isaacs	Jessica
Elliott	Amanda Jane
Ellsworth	Alison
Eltagonde	Peaches
Elwell	Donald
Elwer	Aarika
Engler	Amanda
English	Kelly
Engstrom	Kristina
Enyeart	Jason
Epifano	Lauren
Epp	Mackenzie
Ereckson	Ezra
Erickson	Kristian
Esbensen	Thor-Aage
Escalada	Helena
Escovedo	LaPrincea

Last	First
Espinoza	Renee
Esteve	Ann
Evans	Linda
Evans	Nancy
Evers	Joseph
Everton	Adrienne
Evola	Samantha
Ewers	Cindy
Extine	Melissa
Fagan	Alexandra
Fain	Brian
Fale	Kelly
Fantz	Travis
Farrell	Miki
Farrell	Nathaniel
Fass	Eric
Fast	Jennifer
Fedorenko	Anna
Feitelberg	Matthew
Feldman	Felissa
Fell	Erin
Fenger	Nicholas
Fennema	Brian
Ferguson	Leesa
Ferguson	Joseph
Ferguson	Joseph
Ferguson	Allison
Fernandez	Rebecca
Ferrer Tamayo	Margarita
Fessant	John
Feutrier	Meggie
Feuz	Lisa
Fields	Frank
Fig	Nicole
Files	Lauryn
Finamori	Melody
Finch	Thomas
Finke	Jennifer
Finley	Aaron
Finnigan	Ruth
Firestone	Jessica
Fischer	Jonathon
Fisher	Carolyn
Fisher	Laura
Fisher	Samuel
Fisher	Hannah
Fitzhenry Juarez	AnnMarie
Fitzwater	Bryan
Flagel	Eric
Fleischman	Katia
Fleming	Julie
Flenniken	Gregory
Flores	Samantha

Last	First
Flores	Moises
Flores	Sarah
Flores	Melody
Flores	Andrea
Flores-Sanchez	Nancy
Flowerday	Chadrick
Floyd	Jessica
Floyd	Sherman
Flye	Travis
Fogg	Julia
Foley-Weintraub	Maia
Foltz	Emily
Ford	Jaclyn
Ford	Windy
Ford	Joel
Foreman Tidrick	Leesa
Forrest	Sharon
Forsberg	LeAnne
Forstag	Michael
Forsythe	Joshua
Fosik	Kristina
Fossen	Garth
Foster	Emily
Foster	David
Fournier	Ann
Fox	Ami
Fragar	Ariel
Francis	Brad
Francis	Katie
Franklin	Krista
Franks	Chase
Fransen	Jacqueline
Fraser	Eva
Fraser	Denholm
Frazee	Ayn
Fredericks	Sarah
Fredgant	Daniel
Freeman	Sierra
Freeman	Allanah
Freeman	Cheyenne
Fretel	Pamela
Fricke	Jamie
Friedman	Levia
Friend	Adrienne
Frisby	Susan
Frisby	Barry
Frisch	Molly
Frisina	Salvatore
Fuentes	Lauren
Fujiwara	Ritsuko
Fujiwara	Adelyn
Fuller	James
Fulton	Richard

Last	First
Furtado	Nicolas
Gadbow	Kenneth
Gaede	Adam
Gaiero	Meghan
Gallusser	Megan
Ganey	Gretchen
Gao	Ruiyuan
Gapp	Jenny
Garcia	Merri
Garcia	Greg
Garcia Arriola	Alfonso
Gardiner	Stephen
Gardner	Sara
Gardner	Elizabeth
Gardner	Alyssa
Gardner	Natalie
Gardner	Jesse
Garrett	Pamela
Garvey	Molly
Garza-Cano	Adolfo
Gassner	Sarah
Gavitte	Donald
Gawronski	Peter
Gay	Christina
Gayler	Holly
Gaynor	Sarah
Gebbie	Lindsay
Geiger-Baker	Alicia
Geiszler	Steve
Geller	Kasey
Gelrod	Lia
Gentile	Jeff
Georgetta	Emma
Gerber	Brian
Germaneri-Clarkson	Suzanne
Gerolami	Mark
Gershuny	Jason
Gervais	Amy
Gervais	Breanna
Gervich	Asa
Gevurtz	Tom
Ghan	Ryan
Giackino-Baisch	Tiffany
Giarelli	Kimberley
Gibson	Neil
Gilbertson	Amelia
Gilbertz	Nancy
Giles	Jason
Gilkey	Nancy
Gill	Darshanpreet
Gilley	Kerry
Gilman	Cadie
Gilson	Kirey

Last	First
Gilson	Maria
Ginger	Jennifer
Gintz	Makenzie
Glasgow	Samuel
Glinert	Alden
Godoy	Justin
Godoy	Robin
Goertzen	Heide
Goetz	Susan
Goff	Diane
Goldbloom	Stefanie
Golden	John
Golden	Kathryn
Goldhammer	Timothy
Goldstein	Meagan
Goldstone	Jeremy
Gomes	Kelly
Gomez	Virginia
Gonzales	John
Gonzales	Steve
Gonzalez	Sarah
Gonzalez	Mario
Goode	Matthew
Goodman	Kala
Goodman	Bich
Goodrich	Saima
Goodwin	Ria
Gooselaw	Ann
Gordon	Brenda
Gordon	Dawn
Gothard	Margarita
Goudiaby	Adama
Gove	Rachel
Graham	Timothy
Graham	Amanda
Graiziger	Mary
Grant	Sally
Gray	Gina
Gray	Rhonda
Green	Amber
Green	Alisha
Greenberg	Liliana
Greenfield	Katherine
Gregerson	Elena
Gregoire	Susan
Gretencort	Amy
Gretzinger	Jessica
Griffin	Antoinia
Griffin	Luke
Griffith	Jessica
Griffith	Margaret
Griffon	Cora
Grigg	Christopher

Last	First
Grigori	Cassandra
Grillo	Megan
Grillo	Carolyn
Grimm	Gillian
Grivel	Julien
Grobey	Tod
Grohn	Michela
Gromko	Emily
Groom	Roger
Groom	Grace
Grosscup	Benjamin
Guin	Margaret
Guitron	Edith
Gunderson	Mark
Gunn	Sean
Gunther	Natalia
Gunvalson	Stephen
Gustafson	Maalaea
Gustin	Mitchell
Guth	Jacob
Guthrie	Laura
Guthrie	Andrea
Guthrie	Melanie
Gutierrez	Kathleen
Gutierrez	Brenda
Gutierrez Valiente	Mario
Gutlerner	Jordan
Guzman	Arlene
Haber	Rachel
Hackman	Marion
Haddon	Blair
Haddox	Maria
Hagen	Alexandra
Haight	Allison
Hakam	David
Halberg	Brian
Halbig	Rebecca
Hale	Erin
Hale	Erica
Hales	Charlotte
Hall	Brandi
Hall	Ronda
Hall	David
Hall	Rachael
Hall Rockne	Portia
Hallinan	Sheila
Hallman	Craig
Halpern	Mark
Halvorson	Betsy
Hambelton	Kaley
Hammel	Marcelle
Hammericksen	Melanie
Hammett	LeeAnn

Last	First
Hampton	Madelyn
Hanashian	Sophie
Hanawa	Emi
Hanawalt	Joel
Hanawalt	Oona
Hanes	Rachel
Hanlon	Kathryn
Hanna	Skye
Hannah	Amanda
Hansen	Mark
Hansen	Amy
Hansen	Audrey
Hanson	Ann
Harbolt	Mary
Harding	Karen
Harding	Tara
Hardy	Sarah
Hardy	Ashley
Hargrave	Amy
Harkness	Devin
Harkness	Edward
Harold-Golden	Stacey
Harper Nimmers	Norelle
Harpster	Clinton
Harrah	Lindsey
Harrelson	Evan
Harris	Phyllis
Harris	Gaelle
Harris	Jason
Harris-Wastradowski	Donna
Harrold	Elysia
Hartel	Nicholas
Hartle	Jennifer
Hartmann	Eric
Hascall	Norman
Hashimoto	James
Haskell	April
Hatzipavlou	Athanasia
Havermann	Kristin
Havner	Keira
Havran	Joanne
Hawking	Christopher
Hawkins	Colin
Hawksford	Anjanette
Hay	Susan
Hayes	Jessica
Hazard	Paige
Hazen	Alicia
Hazzard	Laurel
Headley	Alice
Heard	Martha
Heath	James
Heath	Derek

Last	First
Heaton	Jennifer
Hedlund	Karin
Heeney	Kevin
Heggem	Deborah
Heisler	Mike
Held	Laureen
Heller	Martha
Hellis	Jacqueline
Henderson	Kathryn
Hennessy	Blair
Henning	Amy
Hennrich	Shannon
Henry	Amy
Hensley	Emily
Herbage	Jennifer
Herman	Matthew
Hermansen	Rachel
Hermes	Leah
Hernandez	Cesar
Hernandez-Solis	Janeth
Herron	Alison
Heuberger	Leeanne
Hewett	Jered
Heyerly	Logan
Heywood	Molly
Hickey	Jessica
Hidle	Caley
Hiegelke	Jason
Higbee	Keith
Hilbers	Mikalene
Hilbourne	Amber
Hildebrant	Alison
Hildner	Benjamin
Hill	Mary
Hill	Susan
Hill	Zachary
Hill	Robert
Hillenberg	Jamie
Hilliard	Christopher
Hilsen	Rachel
Hilton	Kimberly
Hilyard	Kevin
Himmelstein	Julia
Hinatsu	Melia
Hirahara	Michiko
Hirata	Marisa
Hjorth	Mercedes
Hobby	Holly
Hockett	Jacob
Hoerauf	Jason
Hoffelt	Andrea
Holben	Melinda
Holden	Nicole

Last	First
Holden-Williams	Demetria
Holdren	Caitlin
Holgate	Zachery
Holloway	Danielle
Hollyfield-Melz	Jessica
Holsclaw	Dina
Holstine	Janice
Holt-Seavy	Grady
Hom	Ming
Homberg	Jamie
Honeyman-Colvin	Katherine
Hook	Ryan
Hooper	Henry
Hopkins	Jennifer
Hopson	Anyika
Hopson-Willis	Chanell
Horner	Martha
Horrigan	Michael
Horton	Elizabeth
Horton	Kyle
Hoshi	Keiko
Hotchkiss	Luke
Houghton	Mary
Howard	Kimberly
Howard	Ruth
Howard	Branic
Howard	Adrienne
Howdyshell	Jill
Huang	Nuan
Huber	Erica
Huckaba	Dave
Hudson	Christopher
Huerta	Javier
Huerta Murphy	Cassandra
Huff	Ronald
Hugel	Liduan
Hughes	Keri
Hughes	Veronica
Hughes	Elise
Hughes-Bond	Kasey
Huizar	Ginger
Hull	Megan
Huls	Jessica
Humphrey	Laura
Humphreys	Megan
Hunt	Kathryn
Hunter	Jesse
Hunter	Benjamin
Hunter	Kyle
Huntington	Gregory
Huntley	Ian
Hunt-Warren	Nicole
Hurner	Rose

Last	First
Hutchinson	Janelle
Hutchinson	Carrie
Hutchison	Jess
Hutsell	Kennedy
Hyde	Lisa
Ihrig	Alexandra
Immesoete	Melissa
Incorvia	Jamie
Ingerson	Ilantha
Ingraham	Jessica
Inman-Balanzar	Paula
Interian	Michele
Interian Ucan	Mario
Irikawa	Michael
Irons	Michelle
Irwin	Kristin
Irwin Acosta	Alicia
Ivester	Elizabeth
Ivosevic	Chrisinna
Iwamoto	Keli
Iwersen	Deidre
Jablon	Joel
Jablonski	Anna
Jacobs	Tina
Jacobs	Kelly
Jahangir	Theresa
Jahn	Candace
Jamesbarry	Anthony
Jamesbarry	Sarah
Jangula-Borders	Jennifer
Jansa	Michael
Jaquiss	Andrew
Jarad	Ruqayya
Jardine	Dawn
Jarvis	Kimberly
Jaynes	David
Jean	Laura
Jeffery	Julie
Jeffrey-West	James
Jendrzek	Jessica
Jenkins	Jennifer
Jenkins	Brittney
Jenness	Laura
Jensen	Rachell
Jensen	Eleanor
Jensen	Sonya
Jeppesen	Paula
Jett	Wilma
Jeudy	Melanie
Jewel	Sharese
Johansson	Eric
Johnson	Katharine
Johnson	Kara

Last	First
Johnson	Justin
Johnson	Melissa
Johnson	Gina
Johnson	Nicholas
Johnson	Daniel
Johnson	Sean
Johnson	Bradley
Johnson	Emily
Johnson	Melissa
Johnson	Erika
Johnson	Thomas
Johnson	Alexis
Johnson-Greenough	Noah
Johnson-Smith	Carole
Johnston	Colleen
Johnstone	Ian
Jonas-Closs	Jacob
Jones	Kelli
Jones	Keith
Jones	Kira
Jones	Jessica
Jones	Khadija
Jones Bohara	Carrie
Jordan	Amanda
Joseph	Teri
Joshi	Gillian
Joy	Kelli
Juarez	Katarina
Jue	Meredith
Jugel	Lynn
Kabza	Matthew
Kahn	Meghan
Kaiser	Jeramie
Kaleshnik	Kelly
Kaller	Susan
Kallfelz	Karen
Kamata	Yoshiko
Kangas	Molly
Kanof	Kimberly
Kanz	Holly
Kaplan	David
Kaplan	Alexandra
Kaplin	Gwendolyn
Kapranos	Nicholas
Kapranos	Jaina
Kaufman	Michael
Kauth	Cecelia
Kawasaki	Osamu
Kays	David
Keefer	Debbie
Keeler	Tara
Keene	Carson
Keil	Virginia

Last	First
Keith	Althea
Keith	Lesley
Kellar	Michele
Keller	Damon
Kellermann	Sonia
Kelley	Stephanie
Kelley	Robert
Kelly	Heather
Kelso	Shelah
Kemp	James
Kemper	Keska
Kempster	Karen
Kendall	Sheila
Kendall	Megan
Kennedy	David
Kennedy	Christopher
Kenny	Maureen
Kennybrew	Adam
Kennybrew	Melissa
Kenyon	Kimberly
Keo	Kelly
Kerr	Shawn
Kertesz	Matthew
Kessler	Addy
Ketah	Dave
Ketel	Faith
Keymolen	Monica
Khalsa	Nam Kirn
Khrustalyov	Andriy
Kidder	Maria
Kiernan	Elizabeth
Kilpatrick-White	David
Kim	ReCher
Kimlinger	Lauren
Kincaid	Diana
Kincaid	Matt
Kincl	Caitlin
Kindred	Megan
King	Andrew
Kinigopoulos	Maria
Kinney	Emily
Kino Harris	Mariko
Kirk	Karey
Kirk	Alexa
Kirkpatrick	Julia
Kirsch	Elizabeth
Kirsch-McMaster	Megan
Kittrick	Shannon
Kjome	Kristin
Klein	Shara
Klein-Wolf	Lisa
Klosterman	Tracy
Kluss	Susan

Last	First
Knauss	Ian
Kniser	Timothy
Knoblich	Jeffrey
Knochel	Kate
Knoerzer	Catrina
Knowlton	Aubin
Knutsen	Kristin
Kobak	Jared
Kobs	Lisbeth
Koelbel	Jennifer
Koenig	Misty
Kohn	Sarah
Kohn	Erika
Kolb	Melissa
Kondylis	Katherine
Kong	Lisa
Koning	Jill
Koping	Danielle
Kordahl	Elin
Korn Becerra	Karin
Koshy	Elizabeth
Kosmas	Pantelis
Kowalski	Amy
Koyama Lane	Tiffany
Kozil	Andrea
Krakow	David
Kray	Shelby
Kreuz	Cameron
Kreuzer	Sara
Krill	Robin
Krom	Julie
Kroswek	Paul
Kuhlman	Lih
Kuhlman	Joseph
Kulak	Andrew
Kunda	Natalya
Kurzer	Micah
Kuzmickas	Daina
Kyler-Yano	Amy
Kyriss	Rachel
Lageson	Tina
Lam	Carol
Lamanna	Tina
Lambert	Stephen
Lammert	Lisa
Lamoreaux	Michelle
Lampus	John
Lancaster	Steven
Lancaster	Valoree
Lanctot	Michele
Lane	Jo
Lane	Chris
Lane	Jeffrey

Last	First
Laney	Renee
Laney	Joel
Lang	Melody
Langton	Bradley
Lanigan	Alison
Lanners	Eric
Lannigan	Elizabeth
Lannom	Samantha
Lanzas	Cassandre
Largo	Abby
Larkin Miller	Jennifer
Larriva	Amanda
Larsen	Anne
Larsen	Penelope
Larson	Carl
Larson	Jamie
Lathrop	Fei
Laurence	Drew
Laurent	Stephen
Lauretti	Leslie
Law	Iris
Lawhon	Kevin
Lawler	Beth
Layman	Mildred
Le	Thuy-Linh
Leahy	Dianne
LeDoux-Leos	Sheree
Lee	Min
Lee	Jamie
Lee	Sitti
Lee	Sarah
Lee	Aaron
Lee	Jennifer
Leech	Andrea
Leeman	Dylan
LeeWehage	Elizabeth
Lefere	Karen
Lefevre	Michelle
Leitch	Sarabeth
Leivant	Natalie
LeMay	Adrienne
Lemen	Elizabeth
LeMeune	Kieran
Lemma	Laura
Leon Moreno	Karen
Leong	Verna
Lepley	Jodene
Leshner	Deborah
Leslie	Natalie
Lesniak	Melissa
Levine	Eric
Levine	Nina
Levine	Joshua

Last	First
Lewis	Kari
Lewis	Matthew
Lewis	Alexandra
Liao	Karen
Lichtinger	Robert
Licurse	Anne
Lieberman	Lori
Lightbourne-Maynard	Susannah-Jean
Lile	Amy
Limb	Daniel
Lin	Yuzhen
Lind	Patrick
Lindstrom	Kari
Lingenfelter	Jessica
Lingo	Rosalie
Lipson	Andrew
Lipson	Dana
Lisensky	Laura
Littledyke	Richard
Livesay	Kimberly
Lloyd-Knox	
McDonald	Kendra
Locarno	Jenny
Lockett	Christina
Lodore	Christopher
Loewen	Katherine
Lofquist	Eric
Logan	Cheri
Loiacono	Patrick
Lommen	Hannah
London Tinsel	Jamin
Longfellow	Jay
Longstreet	Cori
Longstreth	Katharine
Looney	Liberty
Lopez	Alodie
Lorenzo Vento	Arien
Loret de Mola	Ursula
Losoya	Jose
Lossner	Christi
Loveland	Jennifer
Loveless	Timothy
Lowe	Chrysann
Lowery	Marianne
Lowery	Anthony
Lowes	Thomas
Lozano	Mehira
Luboff	Alexander
Lugg	Mary
Lundgren	Nicole
Lurch	Jacqueline
Luria	Alexandra
Luther	Erika

Last	First
Lyerla	Jessica
Mabry	Mellissa
Mac	Frank
MacDicken	Derek
Macdonald	Stephanie
MacDonald	Rachel
Maceo	Jorge
Machuca	Eliana
Mack	Catherine
MacKinnon	Amy
Macklin	William
MacNeill	Marla
Macy-Gustafson	Ericka
Madden	Peter
Maddy	Courtney
Maestas	Marlena
Mafara	Kathleen
Mafchir	Anna
Magee-Jenks	Patrick
Mahaney	Kelsey
Maher	Daniel
Mahony	Erin
Mahurin	Michael
Maier	Christine
Maier	Elizabeth
Mak	Korey
Malbin	Benjamin
Mandell	Doug
Manian	Mark
Mankowski	Heather
Mann	Robyn
Mann	Kathrine
Marchello	Rustin
Marchyok	Matthew
Margolis	Jason
Mariano	Krystal
Marienburg	Nicole
Markewitz	Emily
Markovich	Elizabeth
Marquardt	Christopher
Marquardt	Kevin
Marquardt	Serena
Marquis	Carissa
Marrinan	Jennifer
Marron	Deanna
Marsh	David
Marshall	Arlene
Martin	Joshua
Martin	Joseph
Martin	Kara
Martin	Sara
Martinez	Matilde
Martinez Bustos	Juan

Last	First
Martins	Sara
Marx	Kara
Mashia	Jeanetta
Massey	George
Masters	Nicole
Mathews	Frank
Matsen	Jeremy
Matteri	Dominic
Mauldin	Robin
Maurer	Hannah
Maurer	Ian
Maves	Randall
May	Kellie
Mayer	Elizabeth
Mayer	Keelin
Mayik	James
Maynard	Allyson
Mayo	Jennifer
McAdams	Amy
McAleer	Brittney
McArthur	Martha
McBride	Amy
McBride	Haylee
McCann	Luke
McCants	Ryan
McCarter	Andrea
McCarthy	Ellen
McCarthy	Elizabeth
McCartney	Kathryn
McCarty	Scott
McCarty	Christine
McClain	Brandan
McClain	Stephanie
McClanen	Meredith
McCleane	Jedidiah
McCleave	Bruce
McCollister	Wakana
McCormack	Marieta
McCormick	Mary
McCormick	Glenn
McCoy	Caroline
McCoy	Stephanie
McCracken Ferro	Erin
McCulloch	Caroline
McDaid	Heather
McDermott	Ryan
McDowell	Elizabeth
McFadden	Morgan
McFaul-Amadoro	Sunshine
McGee	John
McGhee	Shalonda
McGlothlin	Ellen
McGlotten	James

Last	First
McGowan	Maya
McGowan	John
McGrath	Hanna
McHaley Foley	Saneun
McInnis	Clair
McIntyre	Brian
McKay	Diana
McKay	Michelle
McKee	Sarah
McKelvey	Da'Anyel
McKenzie	Sharitha
McKibben	Darci
McKie	Donald
McKie	Jessica
McKinney-Heiney	Hilary
McKinstry	Samuel
McLaughlin	Shannon
McLaughlin	John
McLawhorn	Susan
McLean	Oksana
McMahon	Jill
McMaster	Matthew
McMillan	Julie
McNairy	Michaela
McNeal	Jeffrey
McNeely	James
McNeff	Raquel
McNulty	Erin
McNulty	Teri
McNutt	Nicole
McQueen	Adam
McShane	Joyce
Mead	Christopher
Meade	Christopher
Mease	Sara
Medley	Ethan
Mehretab	Temerza
Mejia	Paul
Mejias Dominguez	Letisia
Mella	Douglas
Mellgren	Erik
Mello	Brittney
Melton	Julia
Mendels	Sharon
Mendez-Rodriguez	Demetrio
Mendiola	Madeline
Mendola	Adam
Mendro	Jacqueline
Menke-Thielman	Forest
Merrill	Gracia
Merrill	Kelly
Meskimen	John
Meskin	Brielle

Last	First
Metcalf	Megan
Metz	John
Mew	Natalie
Meyer	Jennifer
Meyer	Kendra
Meyer	Brian
Meyers	Craig
Micheletti	Kesia
Michel-Midelfort	Siri
Michels	Rose
Mico	Kristen
Middleton	Elizabeth
Miles-Gonzales	Jenny
Milford	Kelly
Millar	Alain
Miller	Dana
Miller	Jamie
Miller	Brandi
Miller	John
Miller	Julie
Miller	Jason
Miller	Seth
Miller	Julie
Miller	Nedra
Millerman	Brandy
Millis	Stephanie
Millon	Claire
Miner	Amy
Minkus	Jamie
Miranda	Tracy
Mirsepassi	Eric
Misumi	Angela
Mitchell	Timothy
Mitchell	Kelli
Mitchell	Jill
Mitchell McVay	Angela
Mogi	Eriko
Mohamed	Mohamed
Mohler	Kevin
Moist	Dennis
Molina	Lisa
Molina	Carlos
Moller	Erika
Molony	Kathleen
Monroy Benitez	Laurel
Montalbano	Marie
Montalbin	Cheyenne
Montanaro	Scott
Montejo	Julia
Montfort	Alex
Moog	Leah
Moore	Kathryn
Moore	Darrell

Last	First
Moore	Michael
Moore	Christopher
Morales-Galicia	Brenda
Moran	Margaret
Morano	Jenna
Morden	Donna
Morehouse	Brandon
Morell-Hart	Daniel
Moren	Michael
Morgan	Debra
Morgan	Jennifer
Morgan	Robert
Morgan	Ronald
Morioka	Hannah
Morley	David
Morlock	Leigh
Morrell	Lisa
Morris	Melanie
Morris	Jacy
Morrison	Tracy
Morse-Rao	Cynthia
Moser	Victor
Mosqueda	Martha
Motto	Amy
Moule	Matthew
Mowe	Jackson
Moyer	Megan
Moyers	Sahnzi
Muhs	Chelsea
Mulkey	Sydney
Mulvihill	Michele
Munana	Anabel
Muncie-Jarvis	Ashley
Munoz	Deborah
Munoz	Angelina
Munteanu	Crina
Muraoka	Kenneth
Murchison	Jessica
Murdock	Melinda
Murer	Margaret
Murphy	Brooke
Murphy-Cairns	Daniel
Murray	Jessica
Murray-Balto	Kayci
Musashino	Keisuke
Musgnung	Noel
Mussio	Sarah
Myers	Carolyn
Myers	Thomas
Nagarajan	Surya
Nagle	David
Nahurski	Andrea
Nam	Hyung

Last	First
Napoli	Michael
Nations	Katherine
Navarro	Neomi
Naze	Craig
Naze	Christopher
Nearing	Patrick
Neff	Suzanne
Nelson	Heather
Nelson	Susan
Nelson	Janelle
Nelson	Kasey
Nemesi	Emily
Ness	Diane
Ness	Sharon
Neufeld-Griffin	Teri
Newhouse	Elise
Ngai	Lillian
Nguyen	Nguyen
Nguyen	Thuy
Nguyen	Catherine
Nguyen	Alyssa
Nguyen	Rich
Nicholas	Timothy
Nicholl	Alicia
Nichols	Kelly
Nichols	Katherine
Nicola	Jill
Nicola	Michelle
Nicolas	Shannon
Niebergall-Eltagonde	Christopher
Niebergall-Eltagonde	Keala
Nielsen	Nancy
Nims	Stephen
Nogueira	Julia
Nohner	Nicholas
Noonan	Kristen
Nordstrom	Elizabeth
Nordwall Keller	Genevieve
Norgaard	Kasandra
Norman	Rebecca
Norquist	Melissa
Nossaman	Cali
Nove	Robert
Nowland	Sean
Nunn	Amy
Nutter	Jennifer
O'Barrow	Salaad
O'Brien	Jeanne
O'Connor	Jessica
O'Doherty	Megan
Oeding	Emory
Oesterle	Carla
O'Hara	Mary

Last	First
Olavarrieta	Jose
O'Leary	Megan
O'Leary	Alicia
O'Leary	Elizabeth
Oleson	Matthew
O'Loughlin	Emily
Olsen	Aaron
Olsen	Martin
Olson	William
Olson-Mosby	Holly
O'Malley	Tamara
Omey	Denise
O'Neill	Steven
O'Neill	Juliana
O'Neill	Michael
Onnis	Nicola
Oppedisano	John
Orchard	Janell
Ordaz	Maggie
Ordway	Kirk
Oriard	Colin
Orr	Sofia
Ortega	Fanny
Ortiz	Esteban
Ortiz	Melissa
Ortiz	Gloria
Ortiz	David
Oser	Kayla
O'Shanecy	Emelia
Oster	Cameron
Otero	Mijail
O'Toole	Carrie
Otten	Michal
Oviatt	Rose
Owens	Jason
Owens	Jennifer
Pack	Daniel
Padua	Irynne
Pagenstecher	Aubrey
Palici	Sirena
Palmer	Megan
Palmer	Courtney
Palmer	Ryan
Pan	Andrew
Parada	Renato
Parish	Graham
Parker	Catherine
Parker	Sarah
Parker	Trevor
Parker	Shoko
Parker	Kira
Parker	Matthew
Parks	Laura

Last	First
Parks	Kylene
Patterson	Daniel
Patterson	Audrey
Patterson	Miles
Patterson de Tarr	Gavriel
Paulson	Alex
Paxton-Williams	Katherine
Payne	James
Peacock	Valerie
Peake	Mary
Peake	Michelle
Pearl	Stephanie
Pearson	Melissa
Pearson	Marie
Pedersen	Julie
Peerenboom	James
Pellegrin	Amy
Peloquin	Sara
Pennington	Phillip
Penoncello	Nicole
Peoples	Margarett
Pepperwood	Paige
Perez	Nahir
Perez Vargas	Celene
Perez-Rodriguez	Francisco
Perry	Ronald
Pesicek	Mindy
Peterka	Sky
Peters	Diana
Peters	Paul
Petersen	Ingrid
Petersen	Irene
Petersen	Maya
Peterson	Russell
Peterson	Lucinda
Peterson	Stacy
Peterson	Gabrielle
Petraglia	Anthony
Pettit	Cara
Phan	Cristal
Phillips	Maurice
Phillips	Christopher
Pier	Nathan
Pierce	David
Pierre	Patrice
Pierson	Benjamin
Pila Beltran	Wesme
Pill-Kahan	Lili
Pinder	Gabriela
Pine	Michael
Pineo	Angie
Pinkston	Scott
Pinney	Suzanne

Last	First
Piper	Shyla
Pires	Wendy
Pixley	Emily
Plank	Cynthia
Plaza	Linda
Plein	Michael
Pluymers	Rochelle
Pollock	Sean
Polychronis	Thomas
Polzin	Amy
Ponz	Ana
Porter	Kristina
Porter	Patrisha
Porter	Kelsey
Porter	Peter
Post	Brian
Potestio	Michele
Powell	Charity
Powell	Iris
Prahl	Isaac
Prahl	Alexandria
Prakken	Jennifer
Pratt	Emily
Preble	Lynn
Prelosky	Madeline
Preslar	Elizabeth
Price	Robert
Price	Evan
Priddy	Sarah
Pride	Lorelle
Proctor	Michelle
Puhvel	Peter
Putnam-Almaguer	Saaron
Qian	Kun
Qualey	Greg
Quigley	Julieanne
Quintana	Gabrielle
Quiros	Yailine
Rabe	Rheta
Raczek	Margaret
Rader	Jessica
Radler-Okby	Cynthia
Raffaele	Michael
Raisman	Elizabeth
Ramirez	Daniel
Ramirez Velazquez	Stefania
Ramos	Brigette
Ramsey	Melanie
Rangel	Gregorio
Rangel	Natalie
Ranjani	Krishnan
Ransom	Christopher
Rasmussen	Maijah Ellisiv

Last	First
Raspone	Sara
Rau	Coren
Rau	Elsbeth
Rawls	Brandon
Ray	Rachel
Ray	Dawn
Reardon	Michael
Rebholz	Jill
Rebischke	Tammy
Rechner	Mary
Recht	Isabel
Recker	Laura
Redd	Bonnie
Reddekopp	Julianne
Redmond	Cynthia
Redmond-Davenport	Kathleen
Reed	Nicole
Reed	Matthew
Reese	William
Reeser	Ellen
Reeves	Jennifer
Refvem	Emilee
Rege	Stephanie
Rehm	Thomas
Reich	Rachel
Reid	Anne-Marie
Reinholt	Jeremy
Relaford	Rosemary
Remington	Erewyn
Renauer	Molly
Rentz	Gina
Revay	Akiko
Reynolds	Ordella
Reynolds	Mark
Reynolds	Koll
Reynolds	Alix
Rhoades	Trisha
Richards	Laurel
Richardson	Kevin
Richman	Melissa
Richman	Christian
Riedel	Gavin
Riffel	Lisa
Riggs	Tyler
Riler	Gary
Rinehart	Paul
Rintoul	Richard
Rischiotto	Jean
Riscol	Nichole
Rishel	Jay
Ritzinger	Karen
Rivera	Toshiko
Rivera Coca	Evelyn

Last	First
Robayo Trujillo	Gloria
Robb	Bonnie
Robbins	Amy
Roberts	Dawn
Roberts	Ryan
Roberts	Kenneth
Robertson	Heather
Robertson	Elisabeth
Robins	Emily
Robinson	Miles
Rocha	Michael
Rockness	Tor
Rockness	Karen
Rockwell	Melody
Roddis	Aaron
Roddis	JoAnna
Rodeback	Mary
Rodecap	Zachary
Rodgers	Victoria
Rodhe	Casey
Rodriguez	Marisol
Rodriguez	James
Rodriguez	David
Rodriguez	Kate
Rodriguez	Ana
Rodriguez Marin	Cecilia
Rodriguez-Adair	Ermila
Roix	Clair
Rolfe	Robin
Rolfe-Redding	Ian
Romero-Corral	Juan
Rood	Jeffrey
Rooklyn	Miles
Roosevelt	Kristen
Root	Joy
Rosales	Laura
Rosario	Eduardo
Rose	Donald
Rosemus	Miranda
Roser	Jennifer
Roska	Jane
Rosoff	Stacy
Ross	Carmel
Rossington	Donald
Rosteck	Darlene
Roth	Alexandra
Rothery	Rebecca
Rothwell	Kristina
Rouse	Karen
Routtenberg	Yael
Rowan	Christine
Rowe	Joseph
Rowey	Diana

Last	First
Roy	Rosalyn
Rozell	Scott
Rozewski	Joseph
Rozman	Linda
Ruberte	Karina
Rudnick	Darcy
Rudolph	Benjamin
Rueppell	David
Ruhoff	Kathryn
Ruiz Riehl	June
Rundle	Kelly
Russell	Marie-Louise
Russell	Susan
Russell	Shannon
Ryan	Lori
Ryczek	John
Rydberg	Rebecca
Ryland	Justin
Rymer	Brandon
Sabga	Melissa
Safranek	Nicole
Sahler	Brian
Sakai	Yuki
Salmon	Michael
Salvador	Joseph
Salvatore	Holly
Sammons	Kimberly
Sams	Marci
Sams	Markelle
Sanborn	Emily
Sanders	Gretchen
Sandri	Shannon
Sanford	Quinn
Sansom	Merritt
Sapienza	Anna
Sass	Anna
Satoorian	Stephanie
Satter	Rachel
Sauer	Charles
Saunders	Melanie
Savage	Magdalene
Sawyer	Jessica
Saxe	Katharine
Sayler	Laura
Scantling	Jeanette
Schacker	Sarah
Schaedig	Liesl
Schalk	Bryan
Schar Becker	Angela
Schardt	E
Scheiman	Anne
Scheller Fronk	Mackinsey
Scherzinger	Jennifer

Last	First
Schiavo	Stephanie
Schlegel	Elizabeth
Schlosser	Jessica
Schlottmann	Kelly
Schmidt	Gillian
Schmidt	Andrea
Schmidt	Jeremy
Schmidtke	Elizabeth
Schmuck	Kate
Schneider	Erika
Scholten	David
Schopmeyer	Eric
Schreib	Zachary
Schroth	Andrew
Schulte	Tessalie
Schultz	Kristine
Schulze	Timothy
Schwartz	Alisha
Schweizer	Christopher
Schwing	Emilia
Scott	Josephine
Scott	Sylvia
Scott	Randy
Scoville	Steven
Scrutchions	Gerald
Seekamp	Sarai
Se Graves	Jessica
Seguro la	Sofia
Seifert	David
Selivanova	Anna
Selter	Sherron
Semeria	Monica
Sexton	Merry
Shalman	Seamus
Shanley	Kaeli
Sharp	Gwendolyn
Shaw	Sandra
Shaw	Clifford
Shaw	Cameron
Shay	Karen
Shea	Susan
Shea	Cheri
Sheean	Molly
Shelton	Wendy
Shelton	Sarah
Shepard	Joanne
Sherden	David
Sheridan	Katherine
Sheridan	Brenna
Sherman	Martha
Sherman	Courtney
Sherwood	Patrick
Shetler	Jeremy

Last	First
Shipe	Ryan
Shippy	Lori
Shoemaker	Kathryn
Shore	Alla
Short	Richard
Short	Andrea
Shue	Robin
Shull	Danielle
Sichel	Kumar
Sides	Caprial
Siegel	Jennifer
Siegel	Douglas
Siegfried	Heather
Sievers	Allyson
Signorelli	Anthony
Silenzi	Vicki
Sill-Turner	Brittany
Silvernail	Daniel
Simonetti	Leslie
Simonsen	Shelley
Simpson	Crystal
Sipes	Emily
Siprian	Daniel
Siri	Wendy
Sisk	Brian
Siu	Caroline
Skorohodov	Elizabeth
Sky	Anna
Skybak	Leslie
Skye	Lauren
Sletmoe	Gary
Sloan	Shawn
Slusher	Charles
Smetana	Shannon
Smith	Bridget
Smith	Bryan
Smith	Bryan
Smith	Amy
Smith	Suzanne
Smith	Julie
Smith	Jason
Smith	Allison
Smith	Steven
Smith	Christopher
Smith	Jennifer
Smith	Melissa
Smith Sisbach	Heather
Smyth	Colleen
Sneed	Joseph
Snowadski	Andrea
Snyderbrown	Christopher
Soderquist	Dawn
Sogo	Wakako

Last	First
Solitaria	Michael
Sollman	Jennifer
Soooper	Justin
Sorcinielli	Jennifer
Sorensen	Dena
Sorensen	Andrew
Sorg	Kelly
Sossel	Richard
Soto	Jacob
Soto-Dairy	Angelina
Soulas	Kara
South	Marie
Souther	Lisa
Souza	Adam
Spain	Madelyn
Spann	Bobby
Spector	Lesley
Speer	Natalie
Speer	Matthew
Spieler Compton	Connie
Sponsler-Overby	Lurissa
Spring	Tanya
Springfield	Suella
Springgate	Liza
St Amant	Anne
St John	William
Staab	Matthew
Stafford	Dylan
Stahlecker	Michele
Standish	Cortney
Standley	Melissa
Staples	Ashley
Stark	Anita
Startin-Hall	Randee
Stearns	Heather
Steel	Amy
Steeves	Amy
Stegner	Alexander
Steinbach	Sonja
Stellpflug	Heather
Stelter	Amanda
Sten	Matthew
Stenger	Patrick
Steranko	James
Stevens	Heather
Stevens	Christopher
Stevens	Julianne
Stevens	Julia
Stevens-Krogh	Mary
Stinson	Christine
Stockstad	Kimberly
Stoffan	Jade
Stohl	Joshua

Last	First
Stolte	Kayla
Stone	Carolyn
Stone	Lindell
Stone	Jillian
Stone	Stephen
Stone	Zachary
Stonecipher	Geoff
Storm van Leeuwen	Janine
Stovall	Gloria
Straub	Mary
Streano	Anna
Street	Treasa
Stremming	Norman
Strobel	Michelle
Stroman	Kara
Stroup	David
Strube	Matthew
Studt	Ryan
Stuhlmuller	Paige
Sturges	Jeffrey
Sturges	Maren
Stutzman	Thomas
Su	Jianying
Suckow	RaeAnn
Sudermann	Richard
Suehiro	Jamie
Sullivan	Nancy
Sullivan	Kathleen
Sullivan	Gwendolyn
Sullivan	Christine
Sullivan	Lindsey
Sumiya	Naomi
Sundberg	Kylea
Surits	Zoya
Sussman	Gabrielle
Sutter	Jeremy
Sutton	Jacqueline
Sutton	Hannah
Swagerty	Julia
Swanson	Shawn
Swapp	Claudia
Sweeney	Michelle
Swehla	Eric
Swerdlik	Anthony
Swinehart	Timothy
Switalla	Craig
Sykes	Carolyn
Sylvester	Tara
Szabo	Heather
Szok	Ann Marie
Tabshy	Joshua
Talerico	Tracie
Talerico	Frank

Last	First
Tamez	Noel
Tanner	Gabrielle
Taramasso	Amy
Tarnowski	Ivan
Tate	Raymond
Tatone	Jennifer
Taya	Minori
Taylor	Pamela
Taylor	Alison
Taylor	Ginger
Taylor	Kari
Taylor	Adam
Tegethoff	Lisa
Tellez-Gomez	Elsa
Tello	Gabriela
Tetrick	Allison
Tew	Stacie
Tews	Nicole
Tharp	Jonathan
Thayer	Marla
Thiel	Elizabeth
Thomas	Jeremy
Thomas	Jennifer
Thomas	Erin
Thomas	Paige
Thomas	Christina
Thomas	Brenda
Thompson	Jeffrey
Thompson	Raeann
Thompson	Christina
Thompson	Nicholas
Thompson Ponti	Haley
Thomsen	Dardn
Tillery	Mary
Tilt	Amy
Timmerman	Christian
Timmons	Kirsten
Tischleder	Bree
Tobler	Kalin
Todd	Trisha
Todd	Rachel
Todd	Trevor
Tofanelli-Dougherty	Moira
Tofel	Anna
Tolentino	Heidi
Toohey	Caitlin
Torain	Heather
Toren Hrin	Melissa
Torres	Samantha
Tosh	Cynthia
Tovar Valdes	Nayibe
Tovey	Griffith
Tracy	Elizabeth

Last	First
Tran	Ailien
Tran	LeDung
Tran	Connie
Trapido	Sarah
Trask	Samantha
Travers	Carolyn
Trezise	Maxwell
Trincherro	Nadine
Trinh	Hung
Trinidad	Allan
Triplett	Tearale
Triplett	Tara
Trotter	David
Trovillion	Noelle
True	Jason
True	Michael
Truhlar	April
Truman	Kirsten
Truong	Yen
Truong	Veronique-Thu
Tucker	Catherine
Tuggle	Brooke
Turley	Danielle
Turley	Janine
Turner	Theresa
Turner	Valerie
Twiss	Daniel
Twiss	Ian
Tyler	Sid
Uchida	Sumiko
Uhlemeyer	Paige
Underwood	Barbara
Urban	Anne
Urbina	Lonzo
Usselman	Nathan
Ustach	Thomas
Valdes	Adriana
Valent	Laura
Valenti	Michael
Van Clock	Lisa
Van Dam	Jane
Van de Water	Allen
Van Egeren	Sara
Van Kopp	Jennifer
Van Lehman	Gayle
Van Patten	Kelda
Van Witzenburg	Melanie
Vance	Breana
Vancleve	Madonna
Vandeventer	Simeon
Vang	Pao
Vann	Jonquil
Vasey	Vicky

Last	First
Vaterlaus	Meredith
Vaughan	Amy
Vausberg	Joanna
Vavrusa	Alyssa
Veatch	Lisa
Velasquez	Erik
Velez	Ana
Verbon	Nicholas
Vercher	Jonalee
Verissimo	Britney
Vieira	Esther
Vinger	Dana
Virlouvet	Ellie
Vogel	Monica
Vogel	Jonathan
Vogl	Clifton
Volponi	Catherine
Volsky	Lyubov
Von Ahn	Rochelle
Vorasai	Kim
Vu	Rose
Vuong	Alisa
Wacker	Eric
Wadnizak	Mark
Wager	Wendy
Wages	David
Wagner	Rebecca
Wagner	Sarah
Wagner	Jessica
Wahl-Stephens	Lauren
Wahl-Stephens	Jeremy
Waiwaiole	Poeko
Walden	Sarah
Walker	Phillip
Walker	Lisa
Walker	Joseph
Walker	Molly
Walker	Derrell
Walker	Susanna
Walker	John
Walker	Coral
Walker	Emilie
Walker-Byrne	Margaret
Wall	Helen
Wall	Sarah
Wallace	Kristin
Wallace Sosa	Jacquelyn
Walrod	John
Walrod	Julianne
Walsh	Bridget
Walsh	John
Walterbach	Sandra
Walters	Rhonda

Last	First
Walter-Young	Rayne
Wang	Mo
Ward	James
Warfield	Virginia
Warner	Mark
Washington	Kenneth
Washington	Andre
Wasiak	Meghan
Wasinger	Nettajane
Wasserstrom	Pesha
Wasson	Shannon
Waters	Bradley
Waters	Harold
Waterworth	Tammy
Watkins	Mary
Watson	Nathan
Watson	Christopher
Waugh	Ronald
Waymire	Kerrie
Weatherill	Megan
Webb	Abigail
Weber	Chris
Weber-Welch	Amanda
Webster	Randall
Weesner	Lurena
Weidner	Paula
Weigandt	Elise
Weinberg	Kenneth
Weiner	Joshua
Weir-Mayorga	Willow
Welle	Alexa
Weller	Stephen
Wellington	Cory
Wendel	Kara
Wenger	Melissa
Werbel	Jessica
Werschkul	Kelly
West	Tara
West	S
Whatmore	Ellen
Wheeler	Christen
Wheeler	Shawna
Wheeler	Rhonda
Whisler	Casey
Whisnand	Megan
Whitaker	Jennifer
Whitaker	Julie
White	Linda
White	Laura
White	Benjamin
Whitewolff	Steven
Whitney	Morgan
Wich	Katherine

Last	First
Wickstrom	Elin
Wierth	Dorothy
Wiesner	William
Wilde	Rose
Wilebski	Katy
Wilkins	Jayme
Wilkinson	Jack
Wilkinson	Marrla
Williams	Michael
Williams	Lori
Williams	Kianne
Williams	Jamie
Williams	Nathaniel
Williams	Erin
Williams	Todd
Williams	Ciara
Williamson	Anne
Willis	Kernan
Willis	Emily
Wilson	William
Wilson	John
Wilson	Kimberlee
Wilson	Daniel
Wilson	Courtney
Wilson	Holly
Wilson	Gina
Wilson	Samuel
Wilson	Reuben
Windle	Lilly F
Winicki	Frank
Winkler	James
Winn	Elaine
Winokur	Emily
Winterbower	Ryan
Wirtheim	Taylor
Wisher	Tracy
Wixon	Benjamin
Wolfe	Joshua
Wolfe	Catherine
Wolfer	MaLynda
Wolfer	Stephanie
Wolff-Myren	Desiree
Wolfstone	Anne
Wong	Elisa
Wood	James
Woodhouse	Leslie
Woods	Tanan
Woods	Cari
Wray	Jessica
Wright	Julie
Wulferdingen	Christine
Wutzke	Karen
Yago	Ernest

Last	First
Yagolnikov	Reyanna
Yang	Xiaonan
Yarne	Lynn
Yeager	Jesse
Yenni	Christine
Yin	Aiyun
Yocum	Katherine
Yoder	Nicholas
Yoder	Nathan
York	Anna-Sophia
Yoshida	Lainie
Yoshida	Reiko
Young	Megan
Young	Gerald
Younie	Gail
Yovu	Christine
Yu	Chiung-Chen
Yu	Beyoung
Zadoff	Dina
Zambrano	Kerry
Zapeta	Kedin
Zelazek	Daniel
Zeller-Williams	Lavonna
Zena	Dr
Zepeda Martinez	Heidi
Zerba	Jeffrey
Zhang	Xiaolan
Zhu	Yuan
Ziady	Joshua
Zibelman	Michael
Ziehl	Loan
Zimmer	Sarah
Zimmerman	Alexander
Zimtbaum	Mark
Zipp	Kathleen
Zivkovic	Marcela
Zizzo	Charles
Zook	Daren
Zuniga	Adriana

RESOLUTION No. 6671

Election of Second Year Probationary Administrators

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends the following persons serving in administrative positions are elected as Second Year Probationary Administrators.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Second Year Probationary Administrators for the 2023-2024 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

Last	First
Angell	Amy
Armstrong	Kimberlee
Bowers	Kelsey
Castillo	Martin
Clark	Mathew
Collazo-Santiago	Pilar
Crum	Spencer
Dao	Phu
Ellis	Elizabeth
Franco	Jon
Gillis	Dawn
Glenn	Kayla
Gorbett	Noelle
Greer	Trevor
Hallabrin	Morgan
Hollingshed	Odie
Hudson	Karla
Kelleher	Tyler

Last	First
McCloskey	Christyn
McKinney	Yolanda
Melcher	Katie
Nolan	Michael
Pape	Steven
Pearson	Mary
Rafferty	Philip
Rodgers	Grace
Russell	Jessica
Sauer	Kellie
Sauers	Michael
Shelton	Drake
Soto	Darcy
Thompson	Heather
Tiffany	Ethan
Tobin	Joanna
York	Matthew
York	Michelle

RESOLUTION No. 6672

Election of Third Year Probationary Administrators

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends the following persons serving in administrative positions are elected as Third Year Probationary Administrators.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Third Year Probationary Administrators for the 2022-2023 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

Last	First
Ahmann	Tiana
Altiero	Holly
Alvarado	Sarah
Ayala	Nicole
Bancroft	Cinnamon
Barron	Emily
Benson	Steven
Bromberg	Anthony
Brown-Warrens	Traniece
Buno	Jerry
Collins	Diana
Cota	Danielle
Dillingham	Angela
Diltz	Michael
Ditto	Lisa
Earle	Heidi
Edwards	Katrina
Freeman	Maria Roma
Freudenthal	Shannon
Gordon	Heather

Last	First
Gregory	Garin
Guzman	Marquita
Hunt	Jill
Interian Ucan	Isidro
Jefferson	Camedra
Kidd	Karina
Langdahl	Alaina
Makara	Jamie
Martine	Emily
Meline	McKenzie
Meyer	Kristen
Olivas	Ambar
Pierce	Nancy
Salinas	Jose
Silvas	Christopher
Strickler	Michelle
Tucker	Ruth
Wardrop	Shannon
West	Kerri

RESOLUTION No. 6673

Election of Contract Administrators

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends the following probationary administrators who have been employed as regularly appointed administrators for three successive school years are elected as Contract Administrators.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects the following persons as Contract Administrators and extends the employment contracts of the following persons until June 2024, subject, according to the employment terms and conditions set out in the standard District contract.

Last	First
Allen	Madeleine
Callies	Sara
Coleman	Sherree
Gale	Melinda
Garcia-Yurchenco	Amparo
Gowdy	Tamra
Griffiths	Robyn
Krauel	Evening
Malone	Sheryl
Martini	Aaron
Mitacek	Joseph
Moon	Kristin
Murray	Sean
Staley	Kendra
Velasquez	Cynthia

RESOLUTION No. 6674

Contract Extension for Administrators

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the employment contracts of the contract administrators listed below be extended.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby extends the employment contracts of the following persons until June 2024, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Allen	Lauraine
Berthoin-Hernandez	Diane
Bertram	Serene
Blount	Lisa
Brayson	Kristen
Brown	Jeffrey
Bryant	Anjene
Burns	Scott
Bustamante-Jenkins	Angela
Chapman	Peyton
Cogan	Daniel
Coning	Ayesha
Cruz	Angelica
Curley	Patricia
Dauch	Andrew
Dickey	Leah
Erdman	Jeffrey
Ferraro	John
Fish	Sarah
Frazier	Christopher
Galindo	Carlos
Gandarilla	Maria
Hendershott	Bradley
Howard	Kristina
Johnson	William
Kramer	Ethan
Kuether	Britt
Lamont	Maude
Lo	Jeremy
Longo	Tonya
Mateja	Alayna

Last	First
McGee	James
Melvin	John
Mize	Kristeen
Moore-Coon	Emily
Murray	Catherine
Nguyen-Johnson	Anh
Orem	Naomi
Patterson	Mary
Phillips	Barry
Pickett	Alix
Polizos	Katherine
Porter-Lopez	Andrea
Quintero	Alfredo
Rierson	Julie
Sage	Jill
Santiago Rodriguez	Keyla
Sasaki	Katherine
Smith	Richard
Stavis	Erica
Velazquez	Alma
Wadkins	JoAnn
Waltrip	Sarah
Whitney	Amy
Williams	Jonathan
Wilson	Curtis
Withycombe	Jenny
Yoder-Corvi	Stephanie