Note: *Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1.	**STUDENT TESTIMONY**	6:00 pm
2.	**STUDENT REPRESENTATIVE RECOGNITION**	6:15 pm
3.	**PUBLIC COMMENT**	6:30 pm
4.	**FIRST READING: DRESS CODE POLICY**	6:50 pm
5.	**UPDATE: WATER AND AIR QUALITY ACTIONS**	7:20 pm
6.	**BUSINESS AGENDA**	7:45 pm
7.	**ADJOURN**	8:00 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

MEMORANDUM

Date: **June 23, 2016**

To: Board of Education

From: District Dress Code Advisory Committee

Subject: Recommendations on Updating the Student Dress Code Policy in Portland Public Schools

Portland Public Schools (PPS) convened the District Dress Code Advisory Committee (DDCAC) in response to growing national publicity regarding the enforcement of public school dress codes, together with testimony by PPS students at the May 25, 2015 School Board regarding inequitable dress code enforcement, particularly concerning female students.

DDCAC included teachers, parents, students, and school administrators working with PPS staff representatives. The committee met from November of 2015 through May of 2016 for a total of seven times.

The DDCAC's objective was to consider and recommend a district wide dress code policy ("Policy") and Administrative Directive ("AD") concerning its application. On June 22, 2016, the DDAC presented their recommendations to the Business and Operations Committee which unanimously approved moving it to the full Board for consideration.

Portland Public School District 1st Reading

DATE: June 28, 2016

Public Comment for:
REVISED STANDARDS OF CONDUCT –
STUDENT DRESS AND GROOMING POLICY
Policy 4.30.012-P

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

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

1st Reading by: Tom Koehler, Chair, Portland Public School Board
Summary: Revised Policy 4.30.012-P: Standards of Conduct – Student Dress and Grooming Policy

Draft Policy Web Site: http://www.pps.net/Page/1807
                                      (click on blue "draft policy" box)

Recommended for 1st Reading by: Board of Education
Policy Contact: Rosanne Powell, Senior Board Office Manager
Last Date for Comment: July 19, 2016
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Last Date for Comment: July 19, 2016

Portland Public Schools

Recommendations on Updating the Student Dress Code Policy in Portland Public Schools

Prepared for Assistant Superintendent Antonio Lopez
by the District Dress Code Advisory Committee
Monday, May 16, 2016

Contents

Attachment

Proposed 4.30.013 - Administrative Directive Student Dress Code

Overview

Portland Public Schools (PPS) convened the District Dress Code Advisory Committee (DDCAC) in response to growing national publicity regarding the enforcement of public school dress codes, together with testimony by PPS students at the May 25, 2015 School Board regarding inequitable dress code enforcement, particularly concerning female students.

DDCAC includes teachers, parents, students, and school administrators working with PPS staff representatives. The Committee reviewed and discussed:
- Policy objectives of public school dress codes generally and PPS specifically;
- Experience of teachers and administrators enforcing school discipline policies at different grade levels and different schools;
- PPS policies promoting equity and student dignity and self-determination;
- Feedback from community focus groups on the existing PPS dress code and its enforcement, and recommendations to update the dress code policy;
- Feedback from surveys of administrators, teachers, parents/guardians and students regarding the existing PPS dress code and its enforcement, and recommendations to update the dress code policy; and
- Information from and proposed dress code policies recommended or adopted by school districts and policy organizations.

The DDCAC objective is to consider and recommend a district wide dress code policy ("Policy") and Administrative Directive ("AD") concerning its application. Together the policy and AD should enable and promote the following:
- Treat all students with dignity and equity, regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- Administrators and PPS staff charged with applying and enforcing the dress code should be educated and informed about the Policy and AD to enforce it consistently and equitably across all schools in the district.
- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity hate speech, or pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.

Recommendations

DDCAC recommends that PPS adopt the attached proposed Policy and Administrative Directive. The policy should reflect that the primary responsibility for a student's attire resides with the student and parents or guardians. To the extent there is a cultural or behavioral aspect to what is deemed "appropriate" attire, PPS role should be confined to curriculum specific instruction in pre-professional and vocational courses.

The members of DDCAC are aware of and have considered views concerning personal "values" or "morality" associated with student attire. Nationally, much of the controversy around dress code enforcement has centered around clothing deemed "distracting" or "sexually suggestive" or vaguely described as otherwise "inappropriate". Such terminology is vague, subjective, and very difficult to enforce equitably. Moreover, it allows individual PPS staff or administrators to impose their personal values on students. The result is inconsistent enforcement at best, and at worst, discriminatory enforcement.

The school district and individual schools should be responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Enforcement of specifics beyond the basic requirements of safety and non-discrimination increases the risk of staff resources being diverted to disciplinary conflicts over non-safety oriented attire issues.

Students should have the most choice possible in how they dress for school. Any restrictions must be necessary to support PPS' overall educational goals. PPS must explain the restrictions within the Policy or AD.

PPS' current policy allows individual schools considerable discretion in setting their own dress code. Individual PPS schools have created their own student dress codes and enforced them in different ways. This has resulted in inequitable enforcement across the district, as well as individual school policies and enforcement that is inconsistent with PPS discipline and/or equity objectives. This recommended policy is intended to set the Policy for the entire district. The AD should be disseminated and followed uniformly, with schools prohibited from creating a more restrictive code without permission from PPS General Counsel. Uniforms and Uniform Codes are still permitted.

Nothing in these recommendations is intended to convey a message about PPS views on any specific type of garment or style of garment, nor does PPS "recommend" or "endorse" any form of garment. PPS expects and encourages all families to decide what is appropriate for their children to wear to school, within the broad guidelines of safety and equity discussed above and in the recommended policy. PPS hopes that parents will encourage their children to come to school attired in ways that are consistent with the family's culture and values, as well as safe and comfortable for participation in educational activities. However, it is not the responsibility of PPS to mandate that the entire student community conform to any values other than the ones specifically addressed in these recommendations.

Appendices

List of District Dress Code Advisory Committee Members

Jeandre Carbone
Vice Principal, Benson High School

Sophia Carlson
Student, Irvington K-8 School

Elleanor Chin
Parent, Buckman Elementary School

Bryan Chu
Teacher, Hosford Middle School

Yeng Dhabolt
Program Administrator, PPS

Lisa Frack
Parent, Sunnyside K-8 & Buckman Elementary School

Ben Keefer
Principal, Vernon K-8 School

Robin Mack
Community Engagement, PPS

Ciara Marcell
Student, Benson High School

Jesse Merz
Dean, Jefferson High School

Darryl Miles
Vice Principal, Cleveland High School

Lexi Moyer
Student, PCC Gateway to College

Ellen Whatmore
Teacher, Wilson High School

List of Focus Groups

Parents and Students at Lee K-8 School
Parents and Students at Marysville K-8 School
Students at Boise-Eliot/Humboldt K-8 School
Students at Lincoln High School
Students at West Sylvan Middle School
African American Students hosted at Harrison Park K-8 & Madison High School
Chinese Parents hosted at Asian Health & Service Center
Latino Parents and Students hosted at Madison High School
Native American Parents and Students hosted at Jefferson High School
Somali Parents hosted at Central Northeast Neighbors
Vietnamese Parents hosted at Asian Health & Service Center

Online Google Form Responses

Administrators at PPS Leadership meeting
Teachers at School Staff meetings
Parents and Students from Mt. Tabor Middle School Facebook
Parents and Students from PPS Dress Code Facebook
Parents and Students from Buckman Elementary School Facebook
Parents and Students from Oregon NOW Facebook

Focus Groups and Feedback Summary

Student Dress Code: Overall Themes

In the early Spring of 2016, staff and researchers from Portland Public Schools (PPS) conducted online surveys, distributed to students, parents, administration and faculty across schools under PPS, as well as focus groups with parents and students ranging in ethnic identities and community groups in neighborhoods throughout Portland. Data were transcribed and coded for emerging themes, which are organized as results below.

Problems Around Current Policy

Clear, consistent policies and enforcement: Every community from students, parents, teachers, and administrators, wants to know exactly what the dress code is, including examples and visual guides of what is allowed and prohibited. Currently, there are multiple inconsistencies between schools and grade levels in school-appropriate clothing, which causes confusion and frustration.

Parents & Students:

- For parents and students, **buying clothing and dressing students for school is confusing** especially with school-specific or age-specific differences in dress code policies.
- Parents are especially interested in having **separate documents** sent home to hold parents and students accountable for what students wear at school. Several parents admit to not knowing what dress code exists right now.
- Families and parents whose first language is not English want any informational documents translated by speakers of their native language, not a computer program, to facilitate understanding and compliance with school dress codes.

Teachers & Administrators:

- For teachers and administrators, inconsistencies in policies and enforcement lead to **resistance from students** regarding enforcement of dress codes in the classroom. One teacher mentioned that a common response from students to teachers enforcing dress codes is,
    "I've been wearing this all day, and no one else has said anything."

- Consequently, a majority of teachers **"pick their battles"** when enforcing dress code policies during instruction time, especially regarding codes that do not take into account the **weather changes and spaghetti straps or wearing hats indoors.**
- Solutions to these issues suggested by teachers range from **instating uniforms to abolishing the dress code**.
- Despite the variety of desired outcomes in teacher responses, each response indicates a desire to come to a resolution that will **eliminate the need to make judgment calls** add to teachers' existing workload.
- Overall, teachers expressed that they would rather **not have to enforce dress code** as often as they do, indicating that it is a poor use of time, feels uncomfortable, and is difficult to enforce as it is enforced inconsistently among staff.

Discipline: Regarding discipline for dress code violations, the **loss of time in the classroom** is a huge concern from all communities and age groups. Respondents mentioned that students, mainly female students, are losing hours of classroom time or even getting sent home for violating a school's dress code.

- **There is general agreement about that parents should be notified**, though opinions are mixed about when; some parents would like to be notified after the first occurrence while others do not want to be involved until there have been two or more violations.
- The preferred method of communication about dress code violations among respondents is **a one-on-one conversation with the student and a faculty member during a break between classes** that addresses both the dress code violation and any underlying concerns that might be affecting their clothing choices or availability.

Teachers:

- One teacher mentioned that "*discipline should be secondary to positive change*," redirecting any dress code violations to **constructive action instead of removal from classrooms and instruction time**.

Students:

- The concerns that do arise around teachers and dress code enforcement come from students' observations as well. Many students mention that male teachers express discomfort with some female students' attire, **resulting in girls being disciplined by their teachers more often than boys**.

Financial concerns: Financial hardships and a family's ability to provide school-appropriate clothing emerged as a concern, especially around **seasonal changes in weather.**

- Teachers are concerned about students' lack of resources for clothes or coming to school in dirty or seasonally inappropriate clothing, and suggested that **resources be provided for lower income students** who cannot afford the high cost of clothing.
- Some suggestions included **sending out letters** to remind teachers and parents of dress code concerns with changes in weather, numbers for **hotlines or community resources** that might be able to provide affordable clothing, and **clothing drives** or "clothing closets".

Suggestions for New Dress Code

Uniforms: These data suggest that there are mixed opinions on requiring uniforms throughout the community.

For uniforms:
- Respondents that agree with having uniforms say that it would be **easier to prepare their students' clothes**.
- Uniforms would be easier to control.
- Uniforms are also seen as a way to **deter bullying around clothing brands and perceived social and economic class differences**.

Against uniforms:
- Respondents who do not support required uniforms mention encouraging **individual expression**.
- **Financial concerns** around uniforms arose in the data, especially from families with several students who would have to make a large purchase at once to provide school appropriate clothing.

Teachers:
- Teachers advocated both for the simplicity that uniforms provide and the abolishment of uniforms as they limit self-expression and individuality.
- For some respondents, uniforms became an issue of race: teachers were confused as to why **predominantly African American schools were required to wear uniforms more so than schools with a white student majority**.

Professionalism: One overall theme that emerged in administrator, teacher, parent, and student responses was a shift toward a dress code that focuses on "**dressing for success**". This had various meanings for different groups.

- Some respondents called for business casual dress code policies, while other groups merely wanted to change the tone to emphasize that the dress code should remind everyone that students are at school primarily to learn. This is in conflict with the previously mentioned issue around clear, specific dress code policies since the **interpretation of a professional or business casual attire varies** within the data.

Increased community involvement: In creating the dress code, many administrators, teachers, parents, and students are calling for more student involvement, saying that a conversation about what the dress code is and what it means might bring a more accepting policy.

Teachers:
- One teacher suggested that school culture should incorporate:
  "*larger discussions about appropriate language, behavior, and dress… and student panels, class discussions, and student-led leadership campaigns.*"
- Teachers indicated that the dress code should be a **student led issue with more parental involvement**.

Parents & Students:
- Students expressed an interest in **leadership around building a new dress code** policy that reflects their values.
- Parents indicated that **more conversations should be had with families** and their teachers about what a quality dress code looks like which **prioritizes family's time and resources.**

Item-specific dress code suggestions: Overall, students, parents, teachers, and administrators want clearly defined dress code policies that use gender neutral language so that it can be enforced for all students. Specific dress code policies that were mentioned frequently were policies about shorts and skirt lengths, the width of tank top straps, hat and hood wear, appropriate shoes, and clothing regarding violence or illegal substances.

Pants/Bottoms:
- Responses are mixed about using the end of your fingertips or other body-specific measurements to determine what is appropriate because different body types will look different using these arbitrary measures.
- This is especially salient for girls who are taller or developing earlier than their peers.
- One aspect about bottoms that all respondents agreed on was that **undergarments and genitals should not be visible at all with appropriately sized pants, skirts, or shorts**.

Tank tops:

- Respondents were overall indifferent to the width of two fingers and the width of "spaghetti straps", but students, parents, and administrators noted that female students were more closely monitored for strap width than male students.
- Those who were in favor of the two finger measure said that they already **shopped for students' clothing with this requirement in mind**.
- Those in favor of allowing spaghetti straps mentioned that some schools had **poor climate control**, especially during warmer months.
- Currently, enforcement is inconsistent with some teachers allowing (mainly female) students to remove jackets during class during warmer weather.

Headgear:

- Most respondents said that hats should be allowed especially in colder months when hats **provide much needed warmth in schools with poor climate control**, unless an individual student is distractedly playing with one during instruction.
- Most respondents said **hoods and masks should not be allowed for safety reasons**, including being able to see a person's face and being able to hear instructions and any emergency alarms.
- Religious and cultural exceptions did not seem to be an issue; most schools mentioned were flexible enough to make allowances for culturally specific items.

Shoes:

- The most common concern around shoes are that **open-toed shoes can be a safety issue**.
- Responses from parents and students mention that open shoes are **necessary in warmer months**.
- Some families of different ethnic groups said that it is **can sometimes be a challenge financially to provide appropriate footwear**.

Violent/Illegal Activity and Substances:

- All respondents were in favor of prohibiting clothing that condoned violence or illegal activity and substances.
- Concerns around marijuana were noted during data collection. It is important to note here that **illegal activity includes underage consumption of legal substances.**

Dress Code and Culture

Cultural and Religious Attire: The data revealed issues of cultural objects conflicting with the dress code policies. Overall, individual schools are generally accepting of cultural objects, such

as head coverings, with culturally important value and make exceptions to accommodate student diversity. All respondents indicated that the dress code policy should be inclusive of cultural and religious specific wear.

<u>Parents:</u>

- Parents expressed concern over other culturally-specific items, such as medicine pouches and ceremonial ribbons, and the **removal of these items without notification**.
- **Discussions** around the cultural significance and alignment with dress code policies need to take place **before an item is seized from a student**.

<u>Teachers:</u>

- Teachers indicated that enforcement varies for students who wear culturally specific items, specifically that **exceptions should and are made for religious and cultural objects.**

Dress Code and Gender

Targeted discipline: Many students and administrators suggested that there is unequal practice of enforcement for the dress code policy, making them feel that there is special treatment for some students. Respondents note that female students are getting targeted more for dress code violations than male students.

<u>Students:</u>

- Female students remark that **they feel especially uncomfortable when the gender-specifics of the dress code is enforced** on them by a male faculty member.
- Female students expressed **feelings of shame** stemming from restrictions around gender-specific clothing items.
- Male students said that they did not mind the dress code because **it does not revolve around clothes typically worn by male students**.
- Students of both genders specifically stated that **their current school dress code is sexist and that certain students are targeted.**
- Many students remarked that targeted discipline occurs for specific body types, particularly among **taller, overweight, or maturely developed students**.

<u>Teachers:</u>

- The majority of educators of agree with updating the dress code also believed that the policy focuses on gender differences, **specifically discriminating against girls**. When

asked, "Are your school's dress codes enforced for all groups?," one teacher responded, *"Girls seem to bear the brunt of the inappropriate clothing mandates, but this is centuries old, so it doesn't surprise anyone."*

- One teacher highlights the theme of **gendered discipline as distracting from learning** rather than distracting for students:
  "I feel that if a girl's shirt shows an inch or two of her belly, especially when she reaches her hands up, who cares. It takes away my instructional time to have to deal with these things and I don't believe the 'infractions' interrupt learning."
- **Accountability for students' distraction of how others are dressed** was highlighted by another teacher:
  "In the past, there has been more stress or codes with girls and that is not fair. I understand girls' clothes seem less covering, but this is not a distraction. The terms clothing distracting others will not be allowed is not ok. The person distracted needs to be responsible and learn to deal with clothing."

Negative feelings:

- All communities and ages had participants that expressed that they do not understand the benefits of a **restricting and gender-specific dress code**.
- Teachers and students indicated that students should have the choice to **cross-dress and express themselves in unique ways.**
- Some respondents expressed a **cultural shift of adolescent clothing style**, and a need to update the dress code policy.
- Overall, students and teachers hold negative feelings towards trying to remember the **specifics of inconsistent dress codes, and limiting clothing options**.

Testimony to PPS School Board from May 2015

Students and parents presented to the Board on May 26, 2015. They are featured at the 1:00:25 time in the video.

http://www.youtube.com/watch?v=_gIq9ne1t6A

Dear PPS Board Members,

Due to the rising temperatures and confusion with the dress code, our committee has taken on the duty to make reasonable suggestions for dress code updates. Please consider the following:

- Skirts and shorts must be 14 inches or longer, measuring from waist down.
- Shorts, pants, spandex, etc. must be worn under skirts and dresses
- All shirts must have straps

As leader and founder of the Solution Committee, I personally have trouble with the present dress code. Using the present fingertip length rule, my arms at fingertip length suggest all I can wear are bermuda shorts. So, an update to the dress code is needed to fit the trend. Due to different body proportions, a different approach is needed to provide clear guidance and help all students return to educational goals. Ultimately in the end staff will always use discretion to determine appropriateness of clothing.

Thank you for your careful consideration,

The Solution Committee

Alexis Junk

April 25, 2016

Dear Portland Public School Board,

We are a group of sixth graders who are respectfully requesting you to reconsider the PPS dress code. We are proposing you consider changing the dress code related to shorts, bra straps, and tank tops. Please listen to our voices and ideas.

1. Shorts should be at least 9.5 to 10 inches above your knee
2. It is acceptable that bra straps show when wearing a t shirt/tank top/spaghetti strap tank top/dress
3. Tank tops/shirts/dresses with spaghetti straps should have at least 1 cm straps

As a group of concerned sixth graders, we hope you will hear our voices and take our proposal for change into consideration as you update the current dress code for all student in PPS.

Sincerely,

Rachel Underhill

Rachel Underhill

Zoe Tomlinson

Zoe Tomlinson

Ashley Siegel

Ashley Siegel

Jasmine Bieniek

Jasmine Bieniek

Lelia Besic

Lelia Besic

Oregon NOW Model Student Dress Code | February 2016

Oregon NOW created this Model Dress Code to help school districts update and improve their student dress code policies and enforcement processes. Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance.

This Model Dress Code is specifically intended to address recent and escalating controversy and conversation both in Oregon and across the nation about overreaching and detrimental dress codes for some K-12 school students.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

I. GOALS OF A STUDENT DRESS CODE

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body

protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

II. RECOMMENDED DRESS CODE POLICY

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

Districts should set the student dress code and enforcement policies for their entire district and take steps to ensure that all schools in the district adopt and follow it. Too often individual schools create their own student dress codes and enforce them in different ways that result in inequities within districts and in many cases policies and enforcement that are not consistent with the law or the district's intent.

1. Basic Principle: Certain body parts must be covered for *all* students

Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. Cleavage should not have coverage

requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. **Students <u>Must</u> Wear:***

- Shirt.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

* High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering girls' bodies or promoting culturally-specific attire.

3. **Students <u>May</u> Wear:**

- Hats, including religious headwear
- Hoodie sweatshirts (over head is allowed)
- Fitted pants, including leggings, yoga pants and "skinny jeans"
- Midriff baring shirts
- Pajamas
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate Section 3 above.

4. **Students <u>Cannot</u> Wear:**

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.

- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.
- Bathing suits.
- Helmets or headgear that obscures the face (except as a religious observance).

III. TRAINING FOR SCHOOL ADMINISTRATORS, TEACHERS & STUDENTS

A school dress code is most effective when school administrators and teachers are trained to *understand and embrace* the intent of the code, how to *apply and enforce* the code equitably, and how to *talk about* the dress code and the reasoning behind it.

- School administrators and teachers should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.

- School administrators and teachers must enforce the district dress code consistently, once it is adopted. School administration and staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.

IV.   DRESS CODE ENFORCEMENT AT SCHOOLS

A school dress code is only as effective and fair as its enforcement. Historically school dress codes have been written and enforced in ways that disproportionately impact girls, students of color and gender expansive students.

- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

- Enforcement for students in grades K-5 should be limited to safety and non-violence/non-discrimination and should not include messages predicated on body maturity or "professionalism."

- Violations should be treated as minor on the continuum of school rule violations.

- Students should *never* be removed from a classroom / lose class time solely as a result of a dress code violation.

- Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. That is akin to a dunce cap or scarlet letter. They can be asked to put on their own on-site clothing, if available, to be dressed more to code.

- Students' parents should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.

- The dress code should be clearly conveyed to students, not just in the student handbook which rarely gets read, but in other ways, too, such as posters, newsletters, etc...

- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring straps or skirt length, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

V.   TEACHING ABOUT CONSENT + SEXUAL HARRASSMENT: A STEP BEYOND DRESS CODE

Schools have a role to play in setting clear anti harassment policies and in teaching curricula that promote positive messages about consent-only sexual activity.

Consent: Schools should teach all students — and administrators and teachers — about consent (no means no) so there is a clear message that

individual students are responsible for their own actions and that consent is a must before any sexual or other physical contact.

This educational video is a great tool to teach consent to students in middle school and older as well as other adult members of the community: https://www.youtube.com/watch?v=pZwvrxVavnQ.

Sexual Harassment: Schools should have clear and well publicized anti sexual harassment policies for students and staff. Schools should educate students and staff to not engage in sexual harassment and to recognize what it is and how to address it.

(Continued from previous page)

violating a school rule banning long hair on boys; one could argue that the same rights apply to students who dye their hair. On the other hand, removable body piercings may be held to not fall within the realm of constitutionally protected expression at school. However, the ACLU believes that to punish you for your hairstyle or body piercings, your school should have to show that they were disruptive or caused a valid health or safety risk.

Can my school require me to wear a uniform?

There is no direct case on this issue in Rhode Island, but the ACLU believes that forcing students to wear uniforms infringes on their right to free speech and expression, and violates the standards set out in the previously-mentioned *Gardner* case. However, schools can promote a voluntary student uniform policy, which a number of schools in Rhode Island have done.

Have there been any cases involving what students wear for their yearbook photo?

In 2006, the Rhode Island ACLU successfully sued a school district that had banned a student from wearing medieval garb and holding a prop broadsword in his senior yearbook photo. More recently, the ACLU of Mississippi successfully challenged a school district that would not allow a female student to wear a tuxedo in her senior photo.

Can I be punished for protesting my school's dress code policy?

You have the right to peacefully protest a dress code policy, but that does not mean you can violate the policy or engage in other activity legitimately banned in school. At the same time, you can't be punished more harshly for violating a school policy simply because you were doing it in protest. In a Rhode Island case, students walked out of school one day to protest a new dress code. Although the school had the right to punish the students for walking out of school and missing classes, they were given a longer suspension than if they had simply bunked class. The state Commissioner of Education held that it was illegal for school officials to punish the students for missing school to participate in a political protest more harshly than if they had missed school for any other purpose.

ACLU FOUNDATION OF RHODE ISLAND

KNOW YOUR RIGHTS: SCHOOL DRESS CODES

A Guide for Public School Students in Rhode Island

AMERICAN CIVIL LIBERTIES UNION of RHODE ISLAND

Introduction

People often express who they are and what they believe by what they wear. Because students maintain certain constitutional rights to free expression when they are in school, their decisions about their appearance are, to some extent, protected as well. This brochure will attempt to answer some of the most frequently asked questions regarding the legality of public school dress codes in Rhode Island. (Constitutional rights do not apply in the private school setting.)

Keep in mind that dress code policies vary from school to school, and there will often be disagreements about what constitutes inappropriate clothing. You should check your school's own dress code policy, which should be in your student handbook. Because this is a complicated area of the law, this brochure should not be taken as specific legal advice. If you have questions or need legal assistance, speak with an attorney or contact the ACLU.

Can I wear clothing that communicates a political or religious message?

Yes. In the 1969 case of *Tinker v. Des Moines*, one of the most well-known student rights' cases it has considered, the U.S. Supreme Court ruled that students had a constitutional right to wear a black armband to school to protest U.S. involvement in the Vietnam War. Since then, courts have continued to hold that students generally have a right to express political views through their clothing. This can include, for example, wearing clothing that endorses or criticizes a politician or, as in more recent cases, wearing t-shirts supporting or opposing gay rights. Additionally, schools cannot prohibit students from wearing clothes that are in observance of their religion, such as a Muslim wearing a hijab in school.

Can my school restrict other types of messages on my t-shirt?

As a general rule, schools cannot bar you from wearing clothing simply because they disapprove of the message that the clothing conveys. However, schools can prohibit you from wearing clothing with "indecent" or other messages that may cause a disruption. Of course, students and school officials can often disagree about what may or may not be disruptive. For example, in 1998, the Rhode Island ACLU successfully challenged the suspension of a student for wearing a rock band t-shirt with the numerals "666" on it. On the other hand, although the ruling might come out differently today, a Virginia court ruled two decades ago that a school could decide to ban as "vulgar" a t-shirt with the phrase "Drugs Suck." If you think you were unfairly disciplined for something you wore to school, you should contact the ACLU.

How much can my school regulate what else I wear?

There is no simple answer. Back in 1972, in a case called *Gardner v. Cumberland School Committee,* the Rhode Island Commissioner of Education held that school districts are limited to regulating the dress of pupils to situations where "it presents a clear and present danger to the student's health and safety, causes an interference with school work, or creates a classroom or school disorder." In that case, the Commissioner overturned a school policy that barred a student from wearing a maxi-coat to school. But for policies that are seemingly less arbitrary — such as bans on all hats, showing your undergarments or similar restrictions — courts will be more inclined to defer to a school's determination whether the clothing is disruptive or interferes with school activity.

However, if there is a social, political or religious message associated with what you are wearing, the courts will be more sympathetic. For example, in Pennsylvania, the ACLU recently won a lawsuit against a school policy that banned students from wearing breast cancer awareness bracelets that said "I ♡ boobies."

Who gets to decide whether something I wear is "disruptive"?

Although their opinions are given significant weight by the courts, school administrators cannot rely on mere speculation that a particular message on a piece of clothing will be disruptive. Without an actual disruption of school activities, or a reasonable threat of one, a court may reject a school official's argument that banning clothing with a message was justified for that reason.

Can my school ban "gang-related apparel?"

Based on documented safety and disruption concerns, a school could probably ban particular types of clothing that were directly associated with gang activity. However, any policies along those lines would have to be clearly and reasonably drafted, and specific as to what was not allowed. One federal appeals court struck down a school policy barring "gang-related activities such as display of 'colors,' symbols, [or] signs," as unconstitutionally vague, and another court threw out a school policy against gang-related attire that was applied to a student who wore rosary beads to school.

Can my school punish me if I dye my hair or have body piercings?

In the 1970's, a federal appeals court that has jurisdiction over Rhode Island ruled in favor of a student who had been suspended for

4.30.012-P Standards Of Conduct –

Student Dress And Grooming Portland Public Schools
Portland, Oregon 4.30.012-P

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited.

A student's attire or grooming should not be grounds for exclusion from his or her participation in school classes or programs or in school-related activities. If, however, the attire or grooming of a student poses a threat to the health or safety of any other person, the appropriate solution as stated in the A.D. will be followed.

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender neutral and consistent with the PPS racial equity policy.

This policy applies to all individual schools. Schools may not enact more restrictive or less restrictive dress and grooming codes. Questions about application should be directed to General Counsel.

Legal References: ORS 339.240; ORS 339.250; OAR 581-021-0050 to -0075
History: Adpt 6/71; Amd 9/9/02; BA 2420

4.30.013-AD Student Dress Code

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This administrative directive provides guidance to schools regarding the implementation of the Standards of Conduct – Student Dress and Grooming Policy 4.30.012. In addition, this administrative directive provides guidance to schools wishing to pilot a uniform dress code.

I. Definitions

(1)   Attire. Clothing, including outerwear, headwear, accessories such as scarves or jewelry, and shoes.

(2)   Grooming. Makeup, tattoos, and hair style.

(3)   Dress Code. A set of parameters determined by the district that describes standards for student attire and grooming.

(4)   School Uniform Dress Code. Distinctive clothing style and/or specific colors selected by the school following a community process and worn by all students as a means of identifying them as members of the school community. Uniform dress codes may range from identical articles of clothing worn by all students (uniforms) to clothing similar in style and color worn by all students (uniform dress).

II. Basic Dress Code

(1)   **Minimum Safe Attire.** Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

  (a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
  (b) Shirts and dresses must have fabric in the front and on the sides (under the arms).
  (c) Clothing must cover undergarments (waistbands and straps excluded).
  (d) Fabric covering breasts, genitals and buttocks must be opaque.
  (e) Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
  (f) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
  (g) Specialized courses may require specialized attire, such as sports uniforms or safety gear.

(2)   **District Dress Code**. Board policy 4.30.012 provides: "Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited." All PPS students are expected to comply with the requirements of this policy. Specifically:

  (a) Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.

  (b) Clothing may not depict pornography, nudity or sexual acts.

  (c) Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.

  (d) Clothing must not pose a threat to the health or safety of any other student or staff.

  (e) Enforcement must accommodate clothing worn by students as an

expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example).

(3)   **Parent Responsibility**. Board Policy 4.30.012 provides: "The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians." Parents or guardians are responsible for ensuring student compliance with the school dress code.

(4)   **Student Responsibility**. All students at all schools are responsible for complying with the district dress code during school hours and school activities.

(5)   **Staff Responsibility.** To equitably enforce the district dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year with a refresher in March before Spring Break in regards to its purpose and spirit, and how to enforce it without shaming students or disproportionately impacting certain student groups. Staff should be guided by the dress code policy and follow the letter and spirit of the district dress code.

(6)   **Enforcement**. When a teacher or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student. In no circumstances shall a student be spoken to about a dress code violation in front of other students.

   (a) Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet).

   (b) Where possible, students should not be required to wear school owned replacement garments and should never be required to wear specific garments as a disciplinary measure.

   (c) Discipline for dress or grooming violations should be consistent with the discipline policies for comparable violations.

III. Uniform Dress Code

Schools may pilot a uniform dress code. Administrative Directive 3.10.011 states that it is the responsibility of the school principal to ensure a safe, efficient and effective learning environment, and to understand and respond to the larger political, social, economic and cultural context in which their school operates. There are communities within the district that support uniform dress codes and have chosen to require students to wear a uniform to school. It is recommended the schools reassess the requirement every five years to confirm that the current school community supports it.

(1)　**School Responsibility.**

   (a)　For those schools with student uniform requirements, enforcement must be equitable, with no group experiencing disproportionate enforcement, specifically on the basis of gender, sexual orientation, race, or body type/development.

   (b)　Schools that choose to adopt a Uniform Dress Code shall follow a collaborative, inclusive process, publicize the choice and the provisions, explore funding for disadvantaged students and enforce the choice as appropriate.

   (c)　The principal or designee shall work with the district procurement department to develop purchasing and distribution plans, if necessary, for implementation of the uniform dress code at his/her school.

   (d)　It is the responsibility of the principal or designee to determine if a student is dressed appropriately under the school's uniform dress code.

(2)　**Process for Adoption of a Uniform Dress Code.**

   (a)　If a school is interested in piloting a uniform dress code, the principal shall:

      (A)　Convene at least two parent/community meetings to discuss and receive input regarding the adoption of a uniform dress code.

      (B)　Consult with school staff and students to discuss and receive input regarding the adoption of a uniform dress code.

(C) Determine, via a survey or some other accurate method of measure, that a majority of the school community supports the adoption of a uniform dress code.

(D) Consult with the area director.

(3) **Appropriate Clothing for Schools that Adopt a Uniform Dress Code.**

(a) Schools that adopt a uniform dress policy may determine the dress code and color scheme for their individual school. Following is an example of a uniform dress code that schools may follow.

(A) Slacks and Pants: Pleated or flat front, full length, appropriately fastened at the waist. Pants with loops will require belts. Material: Cotton, canvas, corduroy, linen, polyester, or twill.

(B) Tops: Shirts and blouses must have button down or straight collars; turtlenecks and polo shirts are permitted. All tops must be worn tucked into pants, slacks or skirts. Style: long or short sleeves with a color required. Undershirts, if worn, must be white or match the color of the top.

(C) Skirts, Jumpers, Shorts and Capris: Must be at least knee length. Note that schools adopting uniform dress codes may not require girls to wear skirts.

(D) Jackets: Style: Must be worn over a collar shirt, turtleneck or polo style top.

(E) Footwear: boots, flat-heeled shoes and enclosed toe sandals and athletic shoes are permitted.

(4) **Inappropriate Clothing for a School that has a Uniform Dress Code may include the following:**

(a) Blue jeans or any article of clothing made from denim.

(b) Insignia on outerwear not related to the school or to the

district, including but not limited to professional sports teams and colleges.

(c) Logos: No Manufacturer trademarks or advertisements permitted.

(5) **Exceptions and Accommodations.**

(a) The principal may exempt a student from the wearing of a uniform or uniform dress if requested in writing by the parent or guardian because of extenuating circumstances. Extenuating circumstances are generally limited to the student's disability/medical condition or sincerely held religious beliefs that are substantially affected by a uniform dress code requirement.

(b) The principal will interview the parents and the student and consult with his/her supervisor before making a decision regarding an exemption. The exemption shall be as narrow as possible in order to ensure that the appropriate accommodation is made. The principal shall confirm the dress code required of the student subject to an exemption in writing to the parent and student. The principal is highly encouraged to contact the General Counsel's office when exemptions are requested.

(6) **Implementation Supports**

(a) Schools that adopt a uniform dress code are required to establish a source for clothing that disadvantaged students may use so that the dress code does not create a financial burden on the family. The identity of the family or child shall not be disclosed.

(b) Each school may open a uniform bank for receipt of donated, new or used uniforms or uniform dress clothing items and substitute clothing to be loaned on a daily basis to non-compliant students.

(7) Nothing in this directive shall be construed to restrict or ban a student's wearing of religious clothing. Parents having religion-based concerns regarding a school's dress policy are encouraged to discuss them with the principal.

4.30.012-P   Standards Of Conduct – Student Dress And Grooming

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. ~~Ordinarily, a student's dress or grooming shall not affect his or her participation in school classes or programs or in school-related activities. If, however, the dress or grooming of a student disrupts the education climate or process or is unclean or a threat to the health or safety of the student or any other person, the school has a legitimate concern and may require the student to change his or her dress or grooming. Clothing or displays, which are sexually suggestive, drug related, vulgar or insulting, demeaning to a particular person or group or indicative of gang membership are prohibited.~~

Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited.

A student's attire or grooming should not be grounds for exclusion from his or her participation in school classes or programs or in school-related activities. If, however, the attire or grooming of a student poses a threat to the health or safety of any other person, the appropriate solution as stated in the A.D. will be followed.

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender neutral and consistent with the PPS racial equity policy.

This policy applies to all individual schools. Schools may not enact more restrictive or less restrictive dress and grooming codes. Questions about application should be directed to General Counsel.

Legal References: ORS 339.240; ORS 339.250; OAR 581-021-0050 to -0075
History: Adpt 6/71; Amd 9/9/02; BA 2420

Board Policy

4.30.012-P

Standards of Conduct- Student Dress and Grooming

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited.

A student's attire or grooming should not be grounds for exclusion from his or her participation in school classes or programs or in school-related activities. If, however, the attire or grooming of a student poses a threat to the health or safety of any other person, the appropriate solution as stated in the A.D. will be followed.

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender neutral and consistent with the PPS racial equity policy.

This policy applies to all individual schools. Schools may not enact more restrictive or less restrictive dress and grooming codes. Questions about application should be directed to General Counsel.

History: Adopted 6/71; Amended 9/02; 6/16

4.30.013-AD Student Dress Code

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I. Definitions

(1)   Attire. Clothing, including outerwear, headwear, accessories such as scarves or jewelry, and shoes.

(2)   Grooming. Makeup, tattoos, and hair style.

(1)(3)   Dress Code. A set of parameters determined by the district and immediate school site that describes acceptable student apparel and appearance including but not limited to clothing, makeup, tattoos, and jewelry standards for student attire and grooming.

(2)(4)   School Uniform Dress Code. Distinctive clothing style and/or specific colors selected by the school following a community process and worn by all students as a means of identifying them as members of the school community. Uniform dress codes may range from identical articles of clothing worn by all students (uniforms) to clothing similar in style and color worn by all students (uniform dress).

(3)   Gang Symbols. Any article of clothing, badge, sign, lettering, hairstyle, jewelry, emblem, symbol or other personal display or adornment which is recognized or acknowledged by students, the School Resource Officer, or the Portland Police Gang Task Force to designate a gang symbol or to signify affiliation with, participation in or approval of a gang.

II. Basic Dress Code

(1)   **Minimum Safe Attire.** Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

  (a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
  (b) Shirts and dresses must have fabric in the front and on the sides (under the arms).
  (c) Clothing must cover undergarments (waistbands and straps excluded).
  (d) Fabric covering breasts, genitals and buttocks must be opaque.
  (e) Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
  (f) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
  (g) Specialized courses may require specialized attire, such as sports uniforms or safety gear.

(1)(2)   **District Dress Code.** Board policy 4.30.012 provides: that "clothing or displays which are sexually suggestive, drug related, vulgar or insulting, demeaning to a particular person or group or indicative of gang membership Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited." All PPS students are expected to comply with the requirements of this policy. Specifically:

  (a)   Clothing may not be sexually suggestive (examples include bare midriffs, visible undergarments, plunging necklines, see- through materials and sagging pants).

  (b)(a) Clothing may not be alcohol, tobacco or drug related, including advertising or advocating the use of such products depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.

  (c)(b) Clothing must not be lewd, vulgar, obscene or plainly offensive may not depict pornography, nudity or sexual acts.

(d)(c) Clothing ~~must not be demeaning to a particular person or group, such that it might interfere with another student's educational opportunities~~ may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.

(e) ~~Clothing must be clean.~~

(f)(d) Clothing must not pose a threat to the health or safety of any other student or staff.

(g) ~~Clothing may not substantially interfere with the learning process or school climate or disrupt the educational process.~~

(h) ~~Clothing or other attire (jewelry, etc.) may not be gang related. These items must be specifically listed in any school dress code. Schools must confer with their School Resource Officer for specific indications of gang membership in their area.~~

(e) ~~Schools must establish an exception to the dress code for sincerely held religious beliefs. For instance, if a school establishes a ban on hats and headwear, an exception must be provided for students who cover their heads as expression of a sincerely held religious belief.~~ Enforcement must accommodate clothing worn by students as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example).

(i)(f)

(2) ~~**Individual school dress codes**. Schools may expand upon the Student Dress Policy by providing students with notice of specific items~~

4.30.013- AD

of clothing or dress that are not permissible at that school. Schools are highly encouraged to provide a draft dress code to the General Counsel for review. Examples of items included in a school dress code may include:

(a) Tattoos that violate the dress code must be covered.

(b) Students may not wear hats during the school day on school property. Exception: hats that are required by a teacher for a sport or a class, or that relate to sincerely held religious beliefs.

(c) Sports team jerseys other than those of the individual school may not be worn during the school day or on school property.

(d) Provocative or revealing clothing. For example: crop tops, halter-tops, bedtime attire, under clothing worn as outer clothing.

(e) Clothing that may be considered weapons. For example: chain belts, wallet chains, spiked wrist, or collar bands.

(f) House slippers, flip-flops, or other footwear that constitutes a safety hazard.

(3) When adopting a school dress code, the school must abide by the following:

(a) The school dress code must be specific in nature, carefully identifying those items that are prohibited, and must be applied consistently to all students.

(b) The school must notify parents and students at the beginning of each semester or trimester of the details of the school dress code. This notification can take place in any or all of the following with the goal of informing students and parents: the school newsletter, sending home with the students, electronic methods – website, listserv, email, and general posting. The details of the school dress code should be updated throughout the year if new, unacceptable trends develop.

(c) The school must provide an exception process for sincerely held religious beliefs.

(d)   The school must check regularly with School Security, the School Resource Officer or the Gang Task Force to maintain a current list of gang symbols specific to that school neighborhood and to Portland in general.

(4)(3)   **Parent Responsibility**. Board Policy 4.30.012 provides: "The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians." Parents or guardians are responsible for ensuring student compliance with the school dress code.

(4)   **Student Responsibility**. All students at all schools are responsible for complying with their school's dress code during school hours and school activities.

(5)   **Staff Responsibility.** To equitably enforce the district dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year with a refresher in March before Spring Break in regards to its purpose and spirit, and how to enforce it without shaming students or disproportionately impacting certain student groups. Staff should be guided by the dress code policy and follow the letter and spirit of the district dress code.

(6)   **Enforcement**. When a teacher or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student. In no circumstances shall a student be spoken to about a dress code violation in front of other students.

(a) Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet).

(b) Where possible, students should not be required to wear school owned replacement garments and should never be required to wear specific garments as a disciplinary measure.

(c) Discipline for dress or grooming violations should be consistent with the discipline policies for comparable violations.

(5)   **Consequences**.   Consequences for failure to follow the individual school dress code will be decided by the appropriate school administrator in accordance with the Resource Manual for Student

~~Conduct. When a school administrator discusses a dress or grooming violation with a student in response to a behavior referral, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student.~~

~~(a)   The principal or designee may photograph dress code violations. Following are the guidelines for photographing the student.~~
~~(A)   The sole purpose of the photograph is to demonstrate the dress code violation to the parent or guardian.~~
~~(B)   Another adult should be present for the photograph and at least one of the two adults should be the same sex as the student.~~
~~(C)   All photographs should be turned over to the parent or guardian. Schools should not retain any copies.~~

III. Uniform Dress Code

Schools may pilot a uniform dress code. Administrative Directive 3.10.011 states that it is the responsibility of the school principal to ensure a safe, efficient and effective learning environment, and to understand and respond to the larger political, social, economic and cultural context in which their school operates. There are communities within the district that support uniform dress codes. ~~Research demonstrates that uniform dress codes decrease distractions, support higher academic achievement and facilitate a safe learning environment. Uniform dress codes encourage and teach students the appropriate attire~~

~~for various settings, including the school environment. Uniform dress also ensure staff are able to easily identify their students to better secure the campus.~~ There are communities within the district that support uniform dress codes and have chosen to require students to wear a uniform to school. It is recommended the schools reassess the requirement every five years to confirm that the current school community supports it.

(1) **School Responsibility**.

    (a) For those schools with student uniform requirements, enforcement must be equitable, with no group experiencing disproportionate enforcement, specifically on the basis of gender, sexual orientation, race, or body type/development.

    ~~(a)~~(b) Schools that choose to adopt a Uniform Dress Code shall follow a collaborative, inclusive process, publicize the choice and the provisions, explore funding for disadvantaged students and enforce the choice as appropriate.

    ~~(b)~~(c) The principal or designee shall work with the district procurement department to develop purchasing and distribution plans, if necessary, for implementation of the uniform dress code at his/her school.

    ~~(c)~~(d) It is the responsibility of the principal or designee to determine if a student is dressed appropriately under the school's uniform dress code.

(2) **Process for adoption of a uniform dress code**.

    (a) If a school is interested in piloting a uniform dress code, the principal shall:

        (A) Convene at least two parent/community meetings to discuss and receive input regarding the adoption of a uniform dress code.

        (B) Consult with school staff and students to discuss and receive input regarding the adoption of a uniform dress code.

        (C) Determine, via a survey or some other accurate method of measure, that a majority of the school community supports the adoption of a uniform dress code.

(D)   Consult with the area director.

(3) **Appropriate Clothing for Schools that Adopt a Uniform Dress Code**.

   (a)   Schools that adopt a uniform dress policy may determine the dress code and color scheme for their individual school. Following is an example of a uniform dress code that schools may follow.

(A)   Slacks and Pants: Pleated or flat front, full length, appropriately fastened at the waist. Pants with loops will require belts. Material: Cotton, canvas, corduroy, linen, polyester, or twill.

(B)   Tops: Shirts and blouses must have button down or straight collars; turtlenecks and polo shirts are permitted. All tops must be worn tucked into pants, slacks or skirts. Style: long or short sleeves with a color required. Undershirts, if worn, must be white or match the color of the top.

(C)   Skirts, Jumpers, Shorts and Capris: Must be at least knee length. Note that schools adopting uniform dress codes may not require girls to wear skirts.

(D)   Jackets: Style: Must be worn over a collar shirt, turtleneck or polo style top.

(E)   Footwear: boots, flat-heeled shoes and enclosed toe sandals and athletic shoes are permitted.

(4)   Inappropriate clothing for a school that has a uniform dress code may include the following:

(a)   Blue jeans or any article of clothing made from denim.

(b)   Low cut pants, low rise pants, sagging pants or slacks, sweat pants and shirts (except as appropriate for PE), hats, caps, bandanas, hair rollers, curlers, plastic hair bags, hair nets, sweat bands, skull caps and other similar clothing items.

(c)   Insignia on outerwear not related to the school or to the district, including but not limited to professional sports teams and colleges.

(d)   Logos: No Manufacturer trademarks or advertisements permitted.

(5)   Exceptions and Accommodations

(a)   The principal may exempt a student from the wearing of a uniform or uniform dress if requested in writing by the parent or guardian because of extenuating circumstances. Extenuating circumstances are generally limited to the student's disability/medical condition or

sincerely held religious beliefs that are substantially affected by a uniform dress code requirement.

(b)   The principal will interview the parents and the student and consult with his/her supervisor before making a decision regarding an exemption. The exemption shall be as narrow as possible in order to ensure that the appropriate accommodation is made. The principal shall confirm the dress code required of the student subject to an exemption in writing to the parent and student. The principal is highly encouraged to contact the General Counsel's office when exemptions are requested.

(6)   Implementation Supports

(a)   Schools that adopt a uniform dress code are required to establish a source for clothing that disadvantaged students may use so that the dress code does not create a financial burden on the family. The identity of the family or child shall not be disclosed.

(b)   Each school may open a uniform bank for receipt of donated, new or used uniforms or uniform dress clothing items and substitute clothing to be loaned on a daily basis to non-compliant students.

(7)   Nothing in this directive shall be construed to restrict or ban a student's wearing of religious clothing. Parents having religion-based concerns regarding a school's dress policy are encouraged to discuss them with the principal.

Superintendent's Approval

Vicki L. Phillips   9/26/06

_____   _____
Superintendent's Signature   Date

Administrative Directive   4.30.013-AD

Student Dress Code

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>
> (3)   Dress Code. A set of parameters determined by the district that describes standards for student attire and grooming.

(4)   School Uniform Dress Code. Distinctive clothing style and/or specific colors selected by the school following a community process and worn by all students as a means of identifying them as members of the school community. Uniform dress codes may range from identical articles of clothing worn by all students (uniforms) to clothing similar in style and color worn by all students (uniform dress).

II.   Basic Dress Code

(1)   Minimum Safe Attire. Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

> (a)   Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.

> (b)   Shirts and dresses must have fabric in the front and on the sides (under the arms).

> (c)   Clothing must cover undergarments (waistbands and straps excluded).

> (d)   Fabric covering breasts, genitals and buttocks must be opaque.

> (e)   Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.

> (f)   Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.

> (g)   Specialized courses may require specialized attire, such as sports uniforms or safety gear.

(2)   District Dress Code. Board policy 4.30.012 provides: Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited." All PPS students are expected to comply with the requirements of this policy. Specifically:

> (a)   Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.

> (b)   Clothing may not depict pornography, nudity or sexual acts.

> (c)   Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.

> (d)   Clothing must not pose a threat to the health or safety of any other student or staff.

> (e)   Enforcement must accommodate clothing worn by students as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example).

(3)   Parent Responsibility. Board Policy 4.30.012 provides: "The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians." Parents or guardians are responsible for ensuring student compliance with the school dress code.

(4)   Student Responsibility. All students at all schools are responsible for complying with their school's dress code during school hours and school activities.

(5)   Staff Responsibility. To equitably enforce the district dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year with a refresher in March before Spring Break in regards to its purpose and spirit, and how to enforce it without

shaming students or disproportionately impacting certain student groups. Staff should be guided by the dress code policy and follow the letter and spirit of the district dress code.

(6)   Enforcement. When a teacher or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student. In no circumstances shall a student be spoken to about a dress code violation in front of other students.

(a)   Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet).

(b)   Where possible, students should not be required to wear school owned replacement garments and should never be required to wear specific garments as a disciplinary measure.

(c)   Discipline for dress or grooming violations should be consistent with the discipline policies for comparable violations.

III.   Uniform Dress Code

Schools may pilot a uniform dress code. Administrative Directive 3.10.011 states that it is the responsibility of the school principal to ensure a safe, efficient and effective learning environment, and to understand and respond to the larger political, social, economic and cultural context in which their school operates. There are communities within the district that support uniform dress codes. There are communities within the district that support uniform dress codes and have chosen to require students to wear a uniform to school. It is recommended the schools reassess the requirement every five years to confirm that the current school community supports it.

Administrative Directive   4.30.013-AD

Student Dress Code

(1)   School Responsibility

(a)   For those schools with student uniform requirements, enforcement must be equitable, with no group experiencing disproportionate enforcement, specifically on the basis of gender, sexual orientation, race, or body type/development.

(b)   Schools that choose to adopt a Uniform Dress Code shall follow a collaborative, inclusive process, publicize the choice and the provisions, explore funding for disadvantaged students and enforce the choice as appropriate.

(c)   The principal or designee shall work with the district procurement department to develop purchasing and distribution plans, if necessary, for implementation of the uniform dress code at his/her school.

(d)   It is the responsibility of the principal or designee to determine if a student is dressed appropriately under the school's uniform dress code.

(2)   Process for adoption of a uniform dress code

(a)   If a school is interested in piloting a uniform dress code, the principal shall:

(A)   Convene at least two parent/community meetings to discuss and receive input regarding the adoption of a uniform dress code.

(B)   Consult with school staff and students to discuss and receive input regarding the adoption of a uniform dress code.

(C)   Determine, via a survey or some other accurate method of measure, that a majority of the school community supports the adoption of a uniform dress code.

(D)   Consult with the area director

(3)   Appropriate Clothing for Schools that Adopt a Uniform Dress Code

(a)   Schools that adopt a uniform dress policy may determine the dress code and color scheme for their individual school. Following is an example of a uniform dress code that schools may follow.

(A)   Slacks and Pants: Pleated or flat front, full length, appropriately fastened at the waist. Pants with loops will require belts. Material: Cotton, canvas, corduroy, linen, polyester, or twill.

(B)   Tops: Shirts and blouses must have button down or straight collars; turtlenecks and polo shirts are permitted. All tops must be worn tucked into pants, slacks or skirts. Style: long or short sleeves with a color required. Undershirts, if worn, must be white or match the color of the top.

(C)   Skirts, Jumpers, Shorts and Capris: Must be at least knee length. Note that schools adopting uniform dress codes may not require girls to wear skirts.

(D)   Jackets: Style: Must be worn over a collar shirt, turtleneck or polo style top.

(E)   Footwear: boots, flat-heeled shoes and enclosed toe sandals and athletic shoes are permitted.

(4)   Inappropriate clothing for a school that has a uniform dress code may include the following:

(a)   Blue jeans or any article of clothing made from denim.

(b)   Low cut pants, low rise pants, sagging pants or slacks, sweat pants and shirts (except as appropriate for PE), hats, caps, bandanas, hair rollers, curlers, plastic hair bags, hair nets, sweat bands, skull caps and other similar clothing items.

(c)   Insignia on outerwear not related to the school or to the district, including but not limited to professional sports teams and colleges.

(d)   Logos: No Manufacturer trademarks or advertisements permitted.

(5)   Exceptions and Accommodations

(a)   The principal may exempt a student from the wearing of a uniform or uniform dress if requested in writing by the parent or guardian because of extenuating circumstances. Extenuating circumstances are generally limited to the student's disability/medical condition or sincerely held religious beliefs that are substantially affected by a uniform dress code requirement.

(b)   The principal will interview the parents and the student and consult with his/her supervisor before making a decision regarding an exemption. The exemption shall be as narrow as possible in order to ensure that the appropriate accommodation is made. The principal shall confirm the dress code required of the student subject to an exemption in writing to the parent and student. The principal is highly encouraged to contact the General Counsel's office when exemptions are requested.

(6)   Implementation Supports

(a)   Schools that adopt a uniform dress code are required to establish a source for clothing that disadvantaged students may use so that the dress code does not create a financial burden on the family. The identity of the family or child shall not be disclosed.

(b)   Each school may open a uniform bank for receipt of donated, new or used uniforms or uniform dress clothing items and substitute clothing to be loaned on a daily basis to non-compliant students.

(7)   Nothing in this directive shall be construed to restrict or ban a student's wearing of religious clothing. Parents having religion-based concerns regarding a school's dress policy are encouraged to discuss them with the principal.

Board of Education Informational Report

MEMORANDUM

Date: **June 24, 2016**

To: Board of Education

From: Purchasing & Contracting

Subject: Contracted Alternative Schools

During the 2015-2016 school year, Multiple Pathways to Graduation engaged in a Request for Proposal process to identify organizations with education programs meeting the District's need for alternative schools.

The District received 11 proposals from ten organizations. The written proposals were evaluated, with all proposers selected as potential providers, and all were issued a notice of intent to award.

The evaluation committee consisted of ten members: two community members and eight District employees from multiple departments.

Attached is the Purchasing & Contracting Solicitation Snapshot which provides additional detail.

2015	**CONTRACTED ALTERNATIVE SCHOOLS**		
RFP			
2021			

			ESTIMATED PROJECT VALUE RANGE
DATE ENTERED	10/05/2015		
DATE ISSUED	12/02/2015		
QUESTIONS DEADLI	12/22/2015		
CLOSING DATE	01/19/2016		$35,000,000
AWARD NOTICE	04/15/2016		$50,000,000
ANTICIPATED START	07/01/2016		
MAX CONTRACT YEARS	5		

SOLICITATION MANAG KORINNA WOLFE
DEPARTMENT MULT PATHWAYS TO GRADUATION

PROCUREMENT CONTACT PAUL WILLIAMS

SOLICITATION TEAM

SOLICITATION MANAGER	Korinna Wolfe
EVALUATION MEMBER	Michelle Markle
EVALUATION MEMBER	David Shick
EVALUATION MEMBER	Cheryl James
EVALUATION MEMBER	Matt Eide
EVALUATION MEMBER	Dennis Catmull
EVALUATION MEMBER	Kathy Gaitan
EVALUATION MEMBER	Kristen Plumeau
EVALUATION MEMBER	Carla Gay
EVALUATION MEMBER	Kristen Miles

ADDENDA

1	12/22/2015	1:00 PM
2	1/8/2016	1:00 PM

BID OPENING CONFERENCE

DATE/TIME 1/19/2016 2:05:00 PM CR-BESC Columbia Project

PRE-BID CONFERENCE

Mandatory 12-17-15 10:00 AM CR-BESC Columbia Project

CONTRACT CROSS-REFERENCE

63143	PS	SE Works Inc	$425,775.00
63144	PS	Rosemary Anderson High School	$2,469,495.00
63145	PS	Native American Youth and Family Center	$681,240.00
63146	PS	Open School	$621,632.00
63147	PS	Mt. Scott Park Center for Learning, Inc.	$1,405,057.50
63148	PS	Portland Youth Builders	$357,651.00
63149	PS	Portland Community College	$2,767,537.50
63150	PS	DePaul Treatment Centers, Inc.	$283,434.00
63151	PS	Youth Progress Association	$366,166.50

RESPONDENT DETAIL

Portland YouthBuilders
4816 SE 92nd Avenue
Portland, OR 97266
Received 2/2/16

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded
Jill Waters
503.286.9350   FAX 503.286.9381
jill.walters@pybpdx.org#mailto:jill.walters@pybpdx.org#

DePaul Treatment Centers, Inc.
PO Box 3007
Portland, OR 97208
Received 2/2/16

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded
Sheila North
503.535.1181   FAX 503.528.0800
contracts@depaultreatmentcenters.org#http://contracts@depaultreatme

Mt. Scott Learning Centers, Inc.
6148 SE Holgate Blvd.
Portland, OR 97206
Received 2/1/16

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded
Tom DeJardin
503.771.8880   FAX 503.771.4750
director@mtscottlearningcenters.org#mailto:director@mtscottlearningce

Portland Opportunities Industrialization Center

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded

FAX

Received 2/2/16

Open Meadow Alternative Schools, Inc.

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded

7621 N Wabash
Portland, OR 97217

Ilene Moss

503 488-5182   FAX   503 978-1989

Received 2/2/16

ILENE@OPENMEADOW.ORG#mailto:ILENE@OPENMEADOW.ORG#

Portland Community College

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded

PO Box 6119
Aloha, OR 97007

Denise Jefforads WTC 1513

(503) 533-2816   FAX

Received 2/2/16

Youth Progress Association

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded

2020 SE Powell Blvd
Portland, OR 97202

Mary Kate Freeston

503 233-6121   FAX   503 233-6126

Received 2/2/16

mfreeston@youthprogress.org#mailto:mfreeston@youthprogress.org#

SE Works Inc

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded

7916 SE Foster Rd, Suite 104
Portland, OR 97206

Sue Staehli

503-772-2302   FAX   503-774-8489

Received 2/1/16

sstaehli@seworks.org#http://sstaehli@seworks.org#

Native American Youth and Family Center

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded

5135 NE Columbia Blvd.
Portland, OR 97218

Lynn Ward, Director of Operations

503.288.8177   FAX   503.288.1260

Received 2/2/16

lynnw@nayapdx.org#mailto:lynnw@nayapdx.org#

Ombudsman Educational Services

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded

FAX

Received 2/1/16

Portland Community College

◉ Notified ◉ Awarded ◯ Rejected ◯ Not Awarded

PO Box 6119
Aloha, OR 97007

Denise Jefforads WTC 1513

(503) 533-2816   FAX

Received 2/2/16

PORTLAND PUBLIC SCHOOLS

Human Resources

501 N Dixon Street • Portland, OR 97227
503-916-3544 • Fax: 503-916-3107
www.pps.net | facebook.com/PortlandPublic
Portland Public Schools is an equal opportunity educator and employer.

MEMORANDUM

TO:	BOARD OF DIRECTORS, PORTLAND PUBLIC SCHOOLS
	CAROLE SMITH, SUPERINTENDENT
FROM:	SEAN L. MURRAY, CHIEF HUMAN RESOURCE OFFICER
SUBJECT:	MEMORANDUM OF AGREEMENT
	ADDITIONAL DAYS FOR 2016/17 STAFF AT OCKLEY GREEN, CHIEF JOSEPH,
	BEACH, WOODLAWN AND PENINSULA SCHOOLS
DATE:	JUNE 17, 2016

Introduction:

Pursuant to ORS 332.075(3) and the Public Employee Collective Bargaining Agreement Act, the following Memorandum of Agreement (MOA) to the 2013-2016 Collective Bargaining Agreement (CBA) between Multnomah County School District #1J (District) and Portland Association of Teachers (PAT) is presented to the Board of Directors for their consideration and approval.

Background:

Related to the conversation of Ockley Green to a Middle School; and Beach, Woodlawn, and Peninsula operating in a K-5 configuration; and Chief Joseph operating in a K-4 configuration for the 2016/17 school year, the District has requested PAT to consider modification to the District/PAT Collective Bargaining Agreement (CBA) to provide for days to be added to the standard work year for the affected PAT staff members.

Summary:

In an effort to provide the opportunity for targeted professional development opportunities to the affected PAT staff members, the District and PAT have tentatively agreed to the terms reflected in the attached MOA which is submitted for Board consideration and approval.

HUMAN RESOURCES MISSION: Human Resources Partners With District Leadership To Recruit, Develop, And Support A Culturally Diverse Workforce Dedicated To The Highest Standards Of Equity And Achievement That Creates An Environment Of Empowerment And Success For Our Students, Employees, And The Communities We Serve.

MEMORANDUM OF AGREEMENT
between
Multnomah County School District #1J (District)
and
Portland Association of Teachers (PAT)

The following represents the terms of the agreement between Multnomah County School District #1J ("District") and Portland Association of Teachers ("PAT") regarding additional days scheduled for the 2016/17 staff at Ockley Green, Chief Joseph, Beach, Woodlawn, and Peninsula schools.

Background

Related to the conversation of Ockley Green to a Middle School; and Beach, Woodlawn, and Peninsula operating in a K-5 configuration; and Chief Joseph operating in a K-4 configuration for the 2016/17 school year, the District has requested PAT to consider modification to the District/PAT Collective Bargaining Agreement (CBA) to provide for days to be added to the standard work year for the affected PAT staff members.

The District and PAT have conferred on this issue and have come to a mutual agreement, the details of which are outlined below.

Agreement

1. The following shall be scheduled for the 2016/17 Ockley Green PAT staff members:

6/14/16	PD/Staff Meeting - Voluntary and paid if attended
6/15/16	PD/Staff Meeting - Voluntary and paid if attended
8/15/16 – 8/19/16 8/22/16 8/27/16	Building Open Teachers will be allowed to work seven (7) hours during non-contract time during this time period in consideration of their required planning time. The teacher will log time spent on the planning (not more than 7 hours) and be paid for that planning time
8/23/16	PD day (all day)
8/24/16	PD day (all day)
8/25/16	PD day (all day)
8/26/16	Paid day ½ day planning; ½ day Staff Meeting

If the educator is unable to work beyond the workday/work year as noted above s/he will have the option to complete the stipulated planning time as per Article 5.B.4.a of the CBA between August 23 and August 25.
 	
Article 5.B.4.a of the CBA provides that prior to the start of the student year the following shall be scheduled:
  o   One PD
  o   One Planning
  o One ½ planning; ½ Staff Meeting	

2. The following shall be scheduled for the 2016/17 PAT staff members at Beach, Woodlawn, Chief Joseph, and Peninsula schools:

6/14/16	PD/Staff Meeting - Voluntary and paid if attended
6/15/16	PD/Staff Meeting - Voluntary and paid if attended
8/23/16	PD day (all day)
8/24/16	PD day (all day)
8/25/16	½ day planning ½ day Staff Meeting
8/26/16	Paid day Planning (all day) • If teacher is not available on 8/26/16 for planning, the teacher may log time spent on the planning (not more than one day) and be paid for that planning time.
If the educator is unable to work beyond the workday/work year as noted above s/he will have the option to complete the stipulated planning time as per Article 5.B.4.a of the CBA between August 23 and August 25. Article 5.B.4.a of the CBA provides that prior to the start of the student year the following shall be scheduled: ○ One PD ○ One Planning ○ One ½ planning; ½ Staff Meeting	

3. All PAT staff members subject to this Agreement shall be paid for time worked beyond the standard work year calendar and/or beyond the standard work day at their respective per diem hourly rate of pay.

This Memorandum of Agreement is subject the approval of the District's Board of Education.

ACCEPTED AND AGREED:

Marty Pavlik
UniServ Consultant
Oregon Education Association/PAT

08/10/2016
DATE

Sean L. Murray
Chief Human Resources Officer
Multnomah County School District #1J

6-10-16
DATE

Stephanie Harper
Sr. Legal Counsel, Labor & Employment
Multnomah County School District #1J

6-10-16
DATE

Federal Head Start Performance Standards mandate Board approval of all grant applications.

Attached you will find the 5 Year-Continuation Grant Application for the Portland Public Schools Head Start Program. This grant will serve 356 children next school year and is submitted to the Office of Head Start yearly.

Please let me know if additional information is required.

Grant Application Portland Public Schools Head Start FY 2017

Grantee: <u>Portland Public Schools</u>

Grant Number: <u>10CH0004</u>

Program Specialists: <u>Laura Bocchetti</u>

Completion Date: <u>June 2016</u>

HS/EHS Budget Period: <u>November 1, 2016– October 31, 2017</u>

I Application Type:

Application Cycle   <u>Full</u>   **Abbreviated**

II Funding and Enrollment Amounts:

Population Served	HS	State HS	EHS	State EHS	other
Total # of children:	356	467			
# Home Based:					
# PD/PY:					
# PD/FY					
# FD/PY					
# FD/FY					
# Pregnant Women					
Other:					

HS Base:	$ 3,796.050	EHS Base	$
PA 20	$ 40,221	PA1126	$
HS Total	$ 3,836.271	EHS Total	$

TABLE OF CONTENTS

Sub-Section A

Note: Results and Benefits column describes progress toward meeting short term objectives and expected outcomes.

Portland Public Schools Head Start

5-Year Program Goals
2016-2017

Year 4

PPS Head Start Pre-K Mission

"The mission of PPS Head Start is to prepare young children for successful transitions to kindergarten and beyond by building social competence and developing school readiness skills. We will accomplish this by enhancing each child's growth and development, both physically and emotionally. We will provide families and children with educational, health and nutritional services, linking them to needed community services. We will ensure that all parents have opportunities for involvement in their child's education and program decision making."

Goal: *To improve academic achievement and strengthen services for all children in order to ensure school readiness and successful transitions to kindergarten and beyond.*

5-Year Program Goals

CHILD HEALTH & DEVELOPMENTAL Recommendation	Next-Step	Responsibility	Measurable Impact	Results and Benefits
Year 2: • Program wide CLASS Scores below 4 will increase by .5 each year. • School Readiness TS Gold assessment scores will increase for- Spanish DLL Language +2% to 68%, Math +5% to 52% Black -Social Emotional +2% to 77%, Math +5% to 60% Program-Language +2% to 79% Math +5% to 71% • Provide Dual Language instruction at 2 sites to address achievement gap	Provide training for teachers on TS Gold, CLASS, DLL curriculum and strategies, as needed. MECP staff will be trained in TS Gold	Education Supervisors Disabilities Manager Mental Health Manager	Education supervisors will monitor education staff through: • TS Gold reports • Observations and reflection tools • Records reviews: Assessments, ILPs, Anecdotal Record System • Program CLASS Data compiled from coaches & HS IT support. • CLASS Observation Tool • Teacher Goal setting form • Agendas & Sign in Sheets Evidence of coordination with LEA on ILP	85% teaching staff has been trained in Modules 1,2, and 3 of PBIS. PBIS "coaching" officially occurred in one site as pilot program.
• PBIS All newly hired educational staff will be trained in PBIS, Module 1 & 2.	85% Full time Educational Staff will be trained to use			Training in self-regulation strategies (Mind Up)

PBIS (Positive Behavior Intervention Strategies) modules 1,2. Support staff will be available to "coach" teachers implementation of PBIS strategies.				and provided to staff at the Clarendon Center. Plan to continue expansion of this work program wide.
Year 3 • CLASS Scores will be maintained at 5 or above (5,6,7). Class scores below 5 will increase by .5 each year until they are at 5 or above	Provide training for teachers on TS Gold, CLASS, DLL curriculum and strategies, as needed. MECP staff will be trained in TS Gold	Education Supervisors Disabilities Manager Mental Health Manager	Education supervisors will monitor education staff through: • TS Gold reports • Observations and reflection tools • Records reviews: Assessments, ILPs, Anecdotal Record System • Program CLASS Data compiled from coaches & HS IT support. • CLASS Observation Tool • Teacher Goal setting form • Agendas & Sign in Sheets	CLASS observations were completed by consultants and compare to the scores from the 2014-15 Federal scores. Scores at 5 or above were maintained. Scores for Instructional Support continue to be below 5, but above the National Average and above a 3 which is the score sited in research as the level at which student progress in the area is positively effected.
• School Readiness				
TS Gold assessment				Comprehensive School Readiness Goals were developed with input from all departments, Mental Health, Disabilities, Health and FSW.

scores will increase for- **Spanish** DLL Language +5% to 73%, Math +8% to 60% **Black** -Social Emotional + 5% to 82% Math +8% to 68% **Program**- Language + 5% to 84% Math + 8% to 84% • Provide Dual Language instruction at 2 sites to address achievement gap				TS-Gold Spring Date reveals the following percent of student met or exceeded expected outcomes: **Spanish DLL** Language 84.6% M/E (+11.6% above target); Math 79% M/E Objective 20 M/E (+19% above target) and 96% M/E Objective 23 (+6% above target) **Black** -Social Emotional 77% M/E (+5% needed) Math 80.3% M/E Objective 20 M/E (12.3% above target) and 88% M/E Objective 23 (20% above target) **Program**- Language 89.4% M/E (5.4% above target) Math 82% M/E Objective 20 M/E (2 % below target) and 95% M/E Objective 23 (11% above target)
• PBIS All teachers will be trained in PBIS, Modules 3. Mental Health Consultants will offer	85% Full time Educational Staff will be trained to use PBIS (Positive	Mental Health Manager	Decrease in Behavior Support. Plans across program by 20%.	Continue training in self-regulation strategies (Mind Up &

"PBIS visuals" lessons in every class during September and October.	Behavior Intervention Strategies) modules 1,2. Support staff will be available to "coach" teachers implementation of PBIS strategies.			Stop, Think, Act) provided to self-selected staff. Plan to continue expansion of this work program wide Mental Health Team provided each teacher with a "starter set" of PBIS visuals to use in classroom with children needing more support. MH Team is still working on expansion of visuals usage in starter sets, as well as consultant to teacher PBIS coaching and support. Ongoing work to decrease behavior support plans across the program.
Increase sensitivity for referral and possible identification of a disability of culturally and linguistically diverse (CLD) students by developing a questionnaire for families.	Development of a supplemental questionnaire for pre-referral of CLD students to ECSE.	Disability Manager	At least 80% of ECSE referrals include a culturally and linguistically specific questionnaire.	All referrals of CLD students included interviews with family in home language as well as consultation with DLL staff. Identification of CLD students reflects overall enrollment trend.

Year 4:

• CLASS Scores will be maintained at 5 or above (5,6,7). Class scores below 5 will increase by .5 each year until they are at 5 or above • School Readiness • Provide Dual Language instruction at 2 sites to address achievement gap • TS Gold assessment scores will increase for- **Spanish** DLL Language +5% to 73%, Math +8% to 60% **Black** -Social Emotional + 5% to 82% Math +8% to 68% **Program**- Language + 5% to 84% Math + 8% to 84%	Consistent use of CLASS Observation tool and feedback procedure. Provide training for teachers on TS Gold, CLASS, DLL curriculum and strategies, & PBIS as needed.	Education Supervisors Disabilities Manager Mental Health Manager	Education supervisors will monitor education staff through: • TS Gold reports • Observations and reflection tools • Records reviews: Assessments, ILPs, Anecdotal Record System • Program CLASS Data compiled from coaches & HS IT support. • CLASS Observation Tool Teacher Goal setting form • Agendas & Sign in Sheets
• PBIS All newly hired educational staff will be trained in PBIS, Modules 1, 2, 3	95% Full time Educational Staff will be trained to use PBIS (Positive Behavior Intervention Strategies) modules 1,2 & 3.	Mental Health Manager	Mental Health Consultants will complete TPOT Assessment with a minimum of 2 teachers. Program-wide decrease in Behavior Incident Reports (BIR) by 20%.

	Mental Health Consultants will provide ongoing support and coaching around teachers' use of PBIS to promote a program-wide School Climate based on the PBIS model.		Decrease in behavior support plans by 20% across the program.
Increase precision for referral and possible identification of a disability of culturally and linguistically diverse (CLD) students.	Include DLL staff in ASQ3 rescreens. Train DLL staff to use Internal Progr4am Referrals	Disabilities Manager	Referral identification of CLD students reflective of overall enrollment trends.
Individualization of curriculum lesson plans for student with disabilities.	Develop an updated collaboration form to reflect strategies and supports needed to target goals throughout the day		Monthly collaboration between Multnomah Early Childhood Program (MECP) and Head Start to promote daily practice of IFSP goals.
Year 5: • CLASS Scores will be maintained at 5 or above (5,6,7). Federal Class scores below 5 will increase by .5 each year until they are at 5 or above • Provide Dual Language instruction at 2 sites to address achievement gap • School Readiness	Consistent use of CLASS Observation tool and feedback procedure. Provide training for teachers on TS-Gold, CLASS, PBIS, DLL curriculum and strategies, as needed.	Education Supervisors Disabilities Manager Mental Health Manager	

• TS Gold assessment scores will increase for- **Spanish** DLL Language +5% to 73%, Math +8% to 60% **Black** -Social Emotional + 5% to 82% Math +8% to 68% **Program-** Language + 5% to 84% Math + 8% to 84%	100% Educational Staff will be trained to use PBIS (Positive Behavior Intervention Strategies) modules 1,2 & 3.

CHILD HEALTH & SAFETY	Next-Step	Responsibility	Measurable Impact	Results and Benefits
Year 2 • 90% of the children will be Up to date on annual wellness exams by June.	Strengthen partnerships with existing community resources and provide training to staff to overcome Barriers.	RN/FSW/FCPM/RD	Increase in number of DHS authorization forms returned on students at enrollment.	The number of DHS authorization forms has increased allowing more accurate assessment of OHP
				Eligibility. The number of children up to date on wellness exams fell short of the 90% goal, but the number of children with BMI's over 95% decreased to 13% in year two.
Number of children with BMI's greater than 95% • Will decrease from 19.5% of enrollment to 18%.	Provide access to healthy food and food security through sharing information resources and support.	FN/FSW/FCPM/RD	Accurate documentation of insurance status, medical/dental home support and nutritional management plans in Child Plus.	Nutritional screening forms and medical statement for Food substitution forms consistently used with increased documentation in Child Plus.
Year 3 90% of the children will be up to date on annual child wellness exams by June. Number of children with BMS's greater than 95% will decrease to 17% of enrollment.	Identify families needing assistance in access to medical/dental and nutritional resources. Provide training of staff in the use of current forms, data entry into Child Plus and CACFP/USDA requirements.	RN/FSW/FCPM/RD	Constant use of recently revised nutritional screening and medical statement for food substitution forms. Increase the number of DHS authorization forms returned on students at enrollment.	Progress made toward 90% of wellness exams. Partnership with Casey Eye Institute and D3 has improved accuracy of screenings and dental exams completed. Forms have been revised and Notebook complied with data entry procedures.

Year 4 90% of children will be up to date on annual child wellness exams by June.	Strengthen partnerships with existing community resources and provide training to staff on resources and strategies to overcome barriers. Provide access to healthy food and food security through sharing information resources and support.	RN/FSW/FCPM/RD	Accurate documentation of insurance status, medical/dental home support and nutritional management plans in Child Plus. Accurate data entry of follow-up data and clinic name in Child Plus.
Year 4 Number of children with BMIs greater than 95% will decrease to 16% of enrollment	Provide access to healthy food and food security through sharing information resources and support.	RN/FSW/FCPM/RD	Constant use of recently revised nutritional screening and medical statement for food substitutions forms. Continue to investigate accessing Electronic Medical Records to obtain child wellness exams.
Year 5 • 90% of the children will be up to date on annual child wellness exams by June. • Number of children with BMIs greater than 95% will decrease to 15% of enrollment.	Identify families needing assistance in access to medical/dental and nutritional resources Provide training of staff in the use of current forms, data entry into Child Plus, and CACFP/USDA requirements.		

MANAGEMENT/ FISCAL Recommendation	Next-Step	Responsibility	Measurable Impact	Results and Benefits
Year 2				
• Hire and maintain a diverse staff that is trained in strategies for eliminating the achievement gap for the move vulnerable children.	Recruit and hire more staff of color.	Directors	Staff Roster	All staff meet or exceed minimum requirements for job responsibilities. All teachers have a minimum BA with Elementary Teaching License. All Educational Assistants meet the CDA (Child Development Associate Degree.)P
	Provide ongoing Equity Training for all staff	Directors	Resume' New Staff hired	
• Hire qualified bookkeeper as current bookkeeper transitions out of the program.	Job posting	Directors	Resume'	Will post in summer 2015
		Directors	New staff hired	
• New computers for 15% of the program staff.	Purchase computers			
Year 3				
• Recruit & maintain a diverse staff reflective of population served in all service areas.	Hire staff of diverse background.	Directors	Staff Roster Purchase Orders	Maintained the diversity of the overall staff. Increased the diversity of the teaching force.
• Ensure computers are purchased for 50% of the program.		Directors	Updated inventory list	
• Train bookkeeper in district and Head Start systems.	Enroll in workshops	Directors	Training certificates	Bookkeeper attended WIFLI workshop on Head Start finance procedures to ensure performance compliance. Opened new site at Lane middle School. Facility was upgraded to meet Performance standards.
• Allocate funds to upgrade new facilities to Head Start standards	Budget allocations and grant applications	Directors	Upgraded facilities Work Orders	
Year 4				
• Ensure computers are purchased for 60% of the program.	Purchase computers-train staff in use of computers.	Directors	Purchase order for computers Computers added to inventory list	
Year 5				
• Ensure computers are purchased for 70% of the program.	Purchase computers-train staff in use of computers.	Directors	Purchase order for computers	

FACILITIES/EQUIPMENT & TRANSPORTATION	Next-Step	Responsibility	Measurable Impact	Results and Benefits
Year 2 • Open new site at Clarendon School	Continue to collaborate with district staff to meet the facility requirements of a new site Seek funding opportunities to purchase playground equipment and install fencing as a safety barrier.	Directors	New Head Start site at Clarendon	Clarendon Site opened in fall of 2015.
Year 3 • Identify new facilities for SE sites required to relocate • Open new site at Lane Middle School	Collaborate with District staff to identify new site. Upgrade facility as needed to ensure Federal, state and local requirements.	Directors	New Head Start site identified and open to serve children fall 2014	• Relocated CSS Site to Lane Middle School Added one additional classroom • Opened a new site at Grout.
Year 4 • Collaborate with NAYA partners to give input into facility design	Meet regularly with partners to discuss facility needs and design Native American culturally specific curriculum.	Directors	New Head Start site at Foster	
Year 5 • Open new facility at the Foster site in partnership with NAYA	Collaborate with partners to give input into the design.	Directors		

PARENT/FAMILY ENGAGEMENT Recommendation	Next-Step	Responsibility	Measurable Impact	Results and Benefits
Year 2 • Ensure that underrepresented Head Start eligible children are recruited and enrolled in the program.	Continue to partner with NAYA staff to improve Applegate NAYA classroom attendance.	FCPM Mental Health Manager Disabilities Manager	Increased enrollment of Native American population, Child Plus enrollment records	17 Native children enrolled in NAYA classroom with a classroom average daily attendance of 84% (2013-14 ADA was 71%).
• Implement Family Partnership Outcome measures, documenting data in Child Plus Family Engagement Outcomes module. 95% of families will have documented Family Partnership, with an overall increase of 5% in family functioning.	Partner with PPS Immersion Program staff to offer DLI classroom at two HS sites.	FCPM Mental Health Manager Disabilities Manager	40 children receive Spanish Immersion instruction. Child Plus Family Functioning reports, 5% overall improvement in family service outcomes.	1 DLI classroom was offered at Clarendon ELA, serving 20 children. 100% of Family Service staff received a full day of Child Plus training including the Family Outcomes Measurement tools. Disabilities: Five informational meetings were offered in conjunction with the PPS Early Childhood Transition team to explain the process of transitioning from an IFSP to an IEP. Chinese, Vietnamese, and Spanish translations were provided with all cultural groups represented in attendance.
• Continue to provide parenting education opportunities for all Head Start families.	Continue to offer parenting classes in English, Spanish and Chinese. Introduce Vietnamese parenting classes for 2014-15 school year.	FCPM Mental Health Manager Disabilities Manager	Meeting Agendas Meeting Sign in sheets	Parents were informed of 10 community based trainings for children who experience disability. All trainings were documented in Family Services Events in ChildPlus. Parenting education and support groups were offered at 80% of sites this year, in English, Spanish, Chinese and Vietnamese. Attendance was good and parents were engaged.

Year 3			
• Partner with NAYA to begin planning a site cultural specific to Native Americans at Foster site.	FCPM Directors	Culturally specific community assessment of family and children.	Head Start directors continue to meet with community and district partners to plan for 2017 NAYA Foster site opening.
Continue to offer parenting classes in English, Spanish and Chinese. Introduce Vietnamese parenting classes for 2014-5 school year. Review and update Family Partnership assessment utilizing OHS Family & Community Engagement Framework. • Implement Family Partnership Outcome measures, documenting data in Child Plus Family Engagement Outcomes module. 95% of families will have documented Family Partnership, with an overall increase of 5% in family functioning.	FCPM Directors Ed. Supervisors FSWs	Child Plus Family Functioning reports, 5% overall improvement in family service outcomes. Enrollment reports Staff records	82% of Family Partnerships were documented on the new Child Plus Family Engagement Outcomes. All FSW staff will be trained in Fall 2016, with 100% of Family Outcomes assessments tracked in the updated module.
Expand recruitment efforts within underrepresented population. Ensure staffing and enrollment for 2nd DLI classroom at Sacajawea. • Ensure that underrepresented Head Start eligible children are recruited and enrolled in the program.	FCP M FSW s Directors		Staffing was hired and the 2nd DLI classroom was fully enrolled at the beginning of the school year. A 3rd DLI extended day classroom was staffed and fully enrolled at Clarendon

Year 4			
• Partner and recruit Native American children & families to enroll at Foster site in 2017.	FCPM Directors	Child Plus wait lists of eligible Native American families.	Work with community partners to communicate with native families about the new NAYA Foster site:
Recruit and enroll children for NAYA Foster site.	FCP M FSW 's	Child Plus enrollment records.	
• Partner with Concordia to explore options for Start site, providing adult ESL classes at Head Start sites.	FCP M FSW 's	Parent class attendance rosters Parent surveys	Continue pilot ESL classes at Clarendon. Conduct interest surveys with parents at SE, NE sites to determine interest in ESL classes for parents.

Action	Responsible	Evidence
• Recruit for enrollment in increased day classrooms for dosage and duration funding.		
Continue to expand our use of technology to ease applications processes for parents.	FCPM FSWS	Child Plus wait lists
Coordinate with Community partners and businesses to expand recruitment efforts.		Enrollment records
• Implement systems to improve attendance program-wide, including technology systems and incentive programs for families and classrooms.		
Purchase scanners and tablets to begin a pilot program at the Creston Site.	FCPM FSWS	Attendance reports
Begin classroom and parent incentive programs for improved attendance.		Child Plus records
• Seek funding from OHS to increase dosage and duration for Head Start classrooms		
Gain input and suggestions from Policy Council planning committee.	Directors Bookkeepers	Grant proposals
Prepare federal grant application		
Year 5 Open site 2017 to serve population Native American population at the Regional Early Learning Center at Foster.		

2015-16 Fall to Spring
Program End of Year Aggregated Analysis
TS-Gold Snapshot Report Data

Percentage of 3-4 year olds   <u>32</u>   Racial Groups: Black   <u>17%</u>

                   Hispanic   <u>37%</u>

Percentage of 4-5 year olds   <u>68</u>   Native American   <u>2%</u>

                   Pacific Islander   <u>2%</u>

Percentage of English Language Learners 41   Spanish Speaking English Language Learners   <u>25%</u>

Percentage of Children with IEP   <u>17</u>

Classroom being analyzed   <u>48</u>   (14 Double Session and 22 Extended Day Classrooms)

Fall Program Wide Meets and Exceeds by Domain

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
35%	57%	72%	48% (40% Objs.20 67% Obj.23)	All 44%	Spanish 56%	All 42%	Spanish 35%

Spring Program Wide Meets and Exceeds by Domain

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
88.7%	93%	95%	94.3% (79% Objs.20 95% Obj.23)	All 89.4%	Spanish 84.6%	All 94.5%	Spanish 90.7%

Growth Fall to Spring Program Wide Meets and Exceeds by Domain

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
+53.7%	+36%	+23%	+46.3% (+39% Objs.20 +28% Obj.23)	All +45.4%	Spanish +28.6%	All +52.5%	Spanish +55.7%

School Readiness Achievement Goal Target

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
85%	95%	95%	85% (85% Objs.20 90% Obj.23)	All 85%	Spanish 85%	All 85%	Spanish 85%

End of Year Achievement Results by Goal

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
MET +3.7%	**Not Met** -2.0%	**MET** +0.0%	**MET** +9.3% (Objs.20- NM -6.0%; Obj.23Met+5.0%)	All **MET** +4.4%	Spanish **Not Met** -0.4%	All **MET** +9.5%	Spanish **MET** +5.7%

Progress Child and Program towards achieving the School Readiness Goals:

The CLASS goals changed in the 5 Year Plan for Year 3. The previous goal included a .5 increase in each Domain. As research shows a significant impact on student progress when CLASS scores for each domain is .5 or greater (3 for Instructional Support), we wanted staff to concentrate their improvement efforts on domains with scores less than .5 (typically Instructional Support). Consequently, we revised our goal to maintain scores of 5 or above and increase by .5 in domains with scores below 5.

The 5 Year Plan was also changed for Year 3 with regard to the TS-Gold Assessment goals for Spanish speakers, Black students, and the Program as a whole. The expected outcomes were adjusted upward in response to strong growth in the targeted area and the need to accelerate achievement over the 5 year plan. Targeted increases of 2% in year 2 were raised to 5% for year 3. Targeted increases of 5% in year 2 were raised to 8 % for year 3.

Our School Readiness Goals were adjusted to reflect the new framework categories. However, the targeted percentage of children meeting or exceeding benchmark for each goal was unchanged. This will eliminate the need to average scores within objectives to determine the student growth results within the Math Domain.

The School Readiness Goals document was revised to include an expanded Action Plan. The plan was developed through collaboration with staff from all program departments and reflects the work that is done in each to support students and families as they prepare for Kindergarten and inclusion in the general school system. Input from Policy Council and Governing Board was incorporated into the plan.

1. For each program goal describe progress this year toward meeting short term objectives and expected outcomes. In your discussion, you may use the data, tools or methods for tracing progress identified.

5 Year Plan

<u>CLASS</u> observations were completed by consultants and compared to the scores from the 2014-15 Federal scores. Scores at 5 or above were maintained. Scores for Instructional Support continue to be below 5, but above the National Average and above a 3 which is the score sited in research as the level at which student progress in the area is positively affected.

<u>TS-Gold</u> Spring Data reveals the following percent of student met or exceeded expected outcomes:

Spanish DLL Language: 84.6% M/E (+11.6% above target); Math: 79% M/E Objective 20 M/E (+19%   above target) and 96% M/E Objective 23 (+6% above target)

Black -Social Emotional: 85.77% M/E (+3.88% above target)

Math 80.3% M/E Objective 20 M/E (12.3% above target) and 88% M/E Objective 23 (20% above   target)

Program- Language 89.4% M/E (5.4% above target) Math: 82% M/E Objective 20 M/E (2 % below target) and 95% M/E Objective 23 (11% above target)

PPS Head Start
School Readiness Goals 2015-16

Social & Emotional Development			
HSCDELF Domain: Social & Emotional Development			
Domain Element: ✪ Social Relationships	SRG 1: Children will demonstrate healthy relationships and interactions with adults and peers.	TS*GOLD* Objectives: 2 & 3	End of Year Outcome Benchmark 85%
Domain Element: ✪ Self-Regulation	SRG 2: The ability to recognize and regulate emotions, attention, impulses, and behavior	TS*GOLD* Objectives: 1	End of Year Outcome Benchmark 85%

Physical Development & Health			
HSCDELF Domain: Physical Development & Health			
Domain Element: ☆ Gross Motor Skills	SRG 3: Children will increase the control of large muscles for movement, navigation, and balance developing motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	TS*GOLD* Objectives: 4, 5 & 6	End of Year Outcome Benchmark 95%

Language and Literacy			
HSCDELF Domain: Language Development			
Domain Element: ✪ Expressive Language	SRG 4: Increase the quantity, and quality of children's receptive and expressive language. Children will demonstrate the ability to use language to engage in communication, conversations, and storytelling.	TS*GOLD* Objectives: 8, 9 & 10	End of Year Outcome Benchmark 85%
HSCDELF Domain: Literacy Knowledge & Skills			
Domain Element: ✪ Phonological Awareness	SRG 5: Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.	TS*GOLD* Objective: 15b	End of Year Outcome Benchmark 90%
Domain	SRG 6: Children will demonstrate	TS*GOLD*	End of Year Outcome

Element: ○ Alphabet Knowledge	alphabet knowledge by understanding the names and sounds associated with letters.	Objective: 16 a & b	Benchmark 85%
Domain Element: ☆ Early Writing	SRG 7: Children transitioning to kindergarten will demonstrate familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	TSGOLD Objective: 19 a & b	End of Year Outcome Benchmark 85%
HSCDELF Domain: English Language Development			
Domain Element: ○ Receptive and Expressive English Language Skills	SRG 8: English Language Learners will demonstrate an increase in the quantity and quality of their receptive and expressive use of English while maintaining their home language.	TSGOLD Objective: 37 & 38	End of Year Outcome Benchmark· 85%

Cognition & General Knowledge

HSCDELF Domain: Logic & Reasoning			
Domain Element: ☆ Reasoning & Problem Solving	SRG 9: Children will demonstrate the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	TSGOLD Objectives: 11c, 12a & b, and 13	End of Year Outcome Benchmark 85%
HSCDELF: Math Knowledge & Skills			
Domain Element: ○ Number Concepts & Quantities	SRG 10: Children will understand that numbers represent quantities using one-to-one counting to determine quantity.	TSGOLD Objective: 20	End of Year Outcome Benchmark 85%
Domain Element: ○ Patterns	SRG 11: Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	TSGOLD Objective: 23	End of Year Outcome Benchmark 90%

Approaches to Learning

HSCDELF: Approaches to Learning			
Domain Element: ☆ Persistence & Attentiveness	SRG 12: Children will demonstrate the ability to begin and finish activities with persistence and attention.	TSGOLD Objective: 11a, b	End of Year Outcome Benchmark 90%

○ **SIP Goals** | *Included in PPS School Improvement Plan. Priority goals to emphasize teaching, learning, family engagement and professional development*

☆ Focus Goals | *Secondary goals to consider for teaching and learning*
EI/NH revised 9-15

School Readiness Goals (above)

Achievement Goals were met or exceeded in Social Emotional Development, Fine Motor, Cognitive Development, Patterns, Literacy, and Language for ALL students. Literacy growth was the strongest; the goal of 85% was exceeded by 9.5% for ALL students and by 5.7% for our Spanish speakers. Pattern knowledge (Math) was almost as strong with an additional 5.0% meeting the goal. The Social Emotional Development target was also exceeded by 3.7%

Gross Motor Goal (an additional 2.0% needed) and Language Development for Spanish Speakers (an additional 0.4% needed) were narrowly missed. Of greatest concern was our final achievement success with Math Objective 20, Using Number Concepts and Operations. This goal was missed by 6.0%. This area need will require additional program wide focus in 2016-2017. We will also need to focus on assuring that the same strong growth and outcomes are insured for the next cohort of students. Program data indicates that 32% of our students may return next year. With newcomers making up the majority of our population from year to year, we will continue our focus on those domains that correlate most strongly with school age success and increase our focus on Math.

An additional challenge relates to work around aligning with the new Head Start Framework. We will transition our data to the new Domains (i.e. Cognitive Development separated for Math, Fine and Gross Motor combined into Perceptual Motor, etc.). This year, our ability to access TS-Gold data has been greatly impacted as that organization works on alignment of their system and reports. It is anticipated that our analysis procedure will be aligned next year through the use of the new Domains and reports.

2. Progress toward broad program impacts or children and the community.

- Improved Teacher Performance (i.e. Instructional Support/CLASS)

Continued program based CLASS Observation, coaching, and collaboration will result in stronger scores, particularly within the Instructional Support Domain. Classrooms across the program consistently demonstrate strong scores (5 or greater) in the domains of Emotional Support (6.42) and Classroom Organization (6.13). Teacher familiarity with the tool has been strengthened over time through program wide training and individual feedback conferences. Requests for additional training for our EA staff (specifically Hourly EAs) and training in improving the level of indicators form Concept Development within our required math program were made by the teaching staff.

- 4 year old students will leave the program with increased Kindergarten Readiness Skills.

TS-Gold data continues to support the effectiveness of our program with regard to our School Readiness Goals. Desired outcomes were met in 5 of the 6 broad domains for the program as a whole. Student performance fell 2.0 percentage points short of the Gross Motor goal. Of greater concern was the program wide performance in the area of Math Objective 20 where the short fall was 6.0%. Professional Development related to Math instruction will be increased.

When the disaggregated data for Spanish speaking students and related School Readiness Goals is reviewed, this group missed meeting the desired outcome for Language Development of 85% by a mere 0.4%.

Review of disaggregated data for identified groups and goals revealed that all targets were exceeded in Year 3. Spanish speaking DLL student exceeded targets in Language Development and Math. Black students exceeded targets in Social/Emotional Development

and Math.

Based on End of Year TS-Gold Reports, students have experienced significant growth in all areas. Five of our 6 School Readiness Goals were met or exceeded. The exception were Gross Motor where achievement was 0.2% short of the 85% desired outcome and Language Development for Spanish DLL students where the 85% desired outcome was missed by 0.4%. Though the overall Cognitive Development goal was met, disaggregation for Math objectives revealed achievement in concepts related to Use of Number Concepts and Operations (Objective 20) did not meet our desired outcome of 85% by a margin of 6.0% (see attached chart).

- Students' health will be positively impacted resulting in increased health throughout their lifetime.

Our program formed a partnership with the Casey Eye Clinic. Students were provided with a more accurate vision check and those that needed glasses were referred to a provider. The number of children in need of glasses was greatly reduced through the partnership.

Dental screening and services now includes the application of fluoride varnish. This has eliminated the need for daily fluoride treatments positively impacting children's dental health and resulting in an increase of instructional time.

BMI tracking and information provide to families has the potential to impact nutritional intake, again resulting in increased health over a lifetime.

SUBSECTION B

1. NEEDS OF CHILDREN AND FAMILIES:

1A.   Estimated number of eligible children: No changes.

1B   Below you will find the program areas with data changes.

DATA REGARDING DISABILITIES:

Enrollment of children with identified disabilities typically ranges from 16 to 18% of our total enrollment slots. PPS has typically started the school year with 10% of our enrollment slots filled with children with identified disabilities.

Forty eight percent (48%) of the total students with identified disabilities were identified after enrollment in the program. Children in need of further evaluation are identified through the use of developmental and social-emotional screenings: ASQ3 and ASQ-SE. When a concern is identified through the use of the screening tools the teacher, parent and Disabilities Manager follow-up to monitor progress on curriculum based assessment and discuss parental concerns. When further evaluation is deemed necessary the parent is informed of their rights and interviewed about further concerns. The referral is submitted per our interagency agreement. Twenty nine percent (29%) of our students with identified disabilities speak a language other than English.   If a student is a Dual Language Learner an additional screening measure is used to identify concerns in the home language.

Children with an identified disability receive services in accordance with IDEA and as stated in our interagency agreement. Educational staff participates in an annual training about the collaboration between the Individual Learning Plan and coordination with Early Childhood Special Education (ECSE) Services. Parents are also informed of community based trainings and advocacy as it relates to the child's special education eligibility. When an

identified disability and mental health concerns co-exist the mental health consultant collaborates as needed with **Early Childhood Special Educational** services to develop a comprehensive plan and access community based supports.

Staff trainings as related to disabilities are identified through a staff survey and outlined in our training and technical assistance plan. When possible these trainings are offered in conjunction with our Local Education Agency (LEA) or through our Interagency Agreement.

Transition services for students with identified disabilities are coordinated through our LEA. The transition team has access to our curriculum based assessment, TSGOLD, to monitor ongoing progress on curriculum based measures. Head Start and the Transition Team provide parent training on the transition process as well as train parents on advocacy skills. A letter is sent to each family further detailing the transition process. Transition Team members are invited to participate in all IEP meetings during the year prior to kindergarten.

Head Start provides development and social emotional screenings as well as results of all sensory screening to our LEA when submitting a referral for further evaluation. Curriculum based assessment (TS Gold) checkpoints are provided as well as a source of ongoing monitoring of progress or concerns.

The Interagency Agreement between Multnomah Early Childhood Program and Head Start outlines the shared responsibilities for child find recruitment and identification, referral and evaluation, IFSP development, provision of services, staff and parent training, and records management. All services are provided within the guidelines of IDEA.

DATA REGARDING HEALTH AND NUTRITION

In Oregon, one in four children lives in poverty. (1) Our understanding of the impact of poverty on a child's health and well-being includes a growing body of literature that affirms a strong influence of external factors on health. Individual choice is only a part of

what determines health outcomes for mothers and children. An individual's choice is significantly influenced by the environments in which families live, play, work and learn. Social determinants of health including socioeconomic status; discrimination by race, ethnicity, gender, and/or class; access to health care and other services; as well as other social and environmental stressors — are factors influencing t disparities and barriers.

In Multnomah County, families who have limited resources for housing also experience a geographic disparity for both air quality and retail food environment indicators. Research has demonstrated there are several sensitive periods where foods we eat and our environment can create cellular changes in our body that influence our future health. Adequate nutrition is needed to support these critical stages of development.

Oregon's health policy is driven by data that shows poor health indicators despite significant investments. The state ranks in the bottom half of states in provision of certain preventive services for children, such as up-to-date immunizations and access to dental care. Many health conditions such as hunger, respiratory illness, depression and dental pain are barriers to children attending school. A recent analysis of states with highest student absenteeism ranks Oregon 4[th.] In the nation the link between child health and chronic absenteeism is further impetus for efforts to address these issues and ensure that children are healthy and ready to learn.

1 C. NEEDS OF CHILDREN: Below you will find the program areas with changes:

HEALTH

In Multnomah County, families who have limited resources for housing also experience a geographic disparity for both air quality and retail food environment indicators. Research has demonstrated there are several sensitive periods where foods we eat and our

environment can create cellular changes in our body that influence our future health. Adequate nutrition is needed to support these critical stages of development.

DUAL LANGUAGE LEARNERS

To meet the needs of the Dual Language Learners we analyze the Community Needs Assessment and enrollment of DLL students to determine the level of DLL services our program provides. The program hires Bilingual educational and Family Service staff for the primary languages of DLL students and families- Spanish, Vietnamese and Chinese. We provide Bilingual Educational Assistants for every classroom at least one day per week. The bilingual staff collaborates as a team with the teacher to support the language development and attainment of all other school readiness goals. We monitor TS Gold data to ensure that consistent progress is made by every DLL student.

In Multnomah County, there are several indicators that identify nutrition risk. Families who have limited resources for housing also experience a geographic disparity for both air quality and retail food environment indicators. (4) In a cohort of children eligible for WIC in 2010, 70% continued to participate at age 20% at age three, but only 50% were enrolled in WIC at age four.(5) Multnomah County's Food Insecurity Rate has hovered between 14% and 16% in the most recent years, with those in poverty being affected at a much higher rate. Oregon's modest economic recovery has largely not touched people living in poverty and those without a post-secondary degree, leaving this population at risk.

DISABILITIES

There is a high need for services for children with disabilities in the community as supported by the program enrollment. Enrollment of children with identified disabilities

typically ranges from 16 to 18% of our total enrollment slots. PPS has typically started the school year with 10% of our enrollment slots filled with children with identified disabilities.

Forty eight percent (48%) of the total students with identified disabilities were identified after enrollment in the program. Children in need of further evaluation are identified through the use of developmental and social-emotional screenings: ASQ3 and ASQ-SE. When a concern is identified through the use of the screening tools the teacher, parent and Disabilities Manager follow-up to monitor progress on curriculum based assessment and discuss parental concerns. When further evaluation is deemed necessary the parent is informed of their rights and interviewed about further concerns. The referral is submitted per our interagency agreement. Twenty nine percent (29%) of our students with identified disabilities speak a language other than English. If a student is a Dual Language Learner an additional screening measure is used to identify concerns in the home language.

Children with an identified disability receive services in accordance with IDEA and as stated in our interagency agreement. Educational staff participates in an annual training about the collaboration between the Individual Learning Plan and coordination with Early Childhood Special Education (ECSE) Services. Parents are also informed of community based trainings and advocacy as it relates to the child's special education eligibility. When an identified disability and mental health concerns co-exist the mental health consultant collaborates as needed with Early Childhood Special Educational services to develop a comprehensive plan and access community based supports.

Staff trainings as related to disabilities are identified through a staff survey and outlined in our training and technical assistance plan. When possible these trainings are offered in conjunction with our Local Education Agency (LEA) or through our Interagency Agreement.

Transition services for students with identified disabilities are coordinated through our LEA. The transition team has access to our curriculum based assessment, TSGOLD, to monitor ongoing progress on curriculum based measures. Head Start and the Transition Team provide parent training on the transition process as well as train parents on advocacy skills. A letter is sent to each family further detailing the transition process. Transition Team members are invited to participate in all IEP meetings during the year prior to kindergarten.

Head Start provides development and social emotional screenings as well as results of all sensory screening to our LEA when submitting a referral for further evaluation. Curriculum based assessment (TS Gold) checkpoints are provided as well as a source of ongoing monitoring of progress or concerns.

The Interagency Agreement between Multnomah Early Childhood Program and Head Start outlines the shared responsibilities for child find recruitment and identification, referral and evaluation, IFSP development, provision of services, staff and parent training, and records management. All services are provided within the guidelines of IDEA.

2. SERVICE AREA:

The program no longer serves children on the west side of the Willamette River. Children will receive services from Neighborhood House Head Start. PPS Head Start had a partnership to serve children at the Ramona. The program applied for a reduction of forty (40) slots. Twenty (20) slots at the Ramona (closure of site) and twenty (20) slots at Applegate.

3. JUSTIFICATION OF PROPOSED FUNDED ENROLLMENT AND PROGRAM

OPTIONS:-- See HSES Tab in Center Location

4. CENTERS AND FACILITIES: Describe plans to ensure the health and safety of children and staff at each center and to meet or exceed State and local requirements for licensing of facilities.

PPS requires daily classroom safety checks that are completed by the classroom education team. Supervisors do classroom and environment safety checks in the fall. An annual Safety check is completed by our Head Start Safety team, comprised of two nurses and Education Support teacher. In order to address any safety needs that are a facility issue we work with the Portland Public School facilities and custodial system to quickly resolve any issues.

In addition to meeting the Head Start Performance Standards for Child Health and Safety, we adhere to the Oregon Department of Education, Early Learning Division, Office of Child Care, Rules for Certified Child Care Centers. The program has inspections for Sanitation, Fire and Site inspections that ensure our compliance with the additional rules and expectations.

The State of Oregon enacted statutes and administrative rules which govern the operation of child care facilities in the state. Oregon Administrate Rules (OAR) 414-300-0000 through 414-300-0415 are the minimum requirements for the licensing of Certified Child Care Centers. The purpose of these rules is to protect the health, safety, and well-being of children when cared for in Certified Child Care Centers in the State. The rules reflect the conviction that regardless of the setting, children have common needs for and deserve a safe and healthy environment, adequate facilities and equipment, a defined program of activities and competent caregivers.

5. **RECRUITMENT AND SELECTION:** No changes

6. **TRANSPORTATION:** No changes

7. **EDUCATIONAL SERVICES:** No changes

8. **HEALTH:**

1A.   Describe how the program will meet the health, mental health, nutritional and oral health needs of children.

In the past few years, Medicaid expansion has made more children eligible to enroll in Oregon's Medicaid program, Oregon Health Plan (OHP) However, barriers continue in this process and social determinants affect a child's overall health.

- The program determine status in OHP enrollment; offer assistance connecting to culturally competent systems for application or re-application; supportive reminders to families who need to reapply prior to the deadline and resource to families who need support to reapply after lapse in coverage.

ORAL HEALTH:

- PPS has developed an MOU with Dental 3, a dental organization that completes 3 oral health screenings and fluoride varnish a year with Licensed Advanced Practice Dental Hygienists. Dental 3 is an arm of the Dental Care Organizations, the Managed Care Organizations in Oregon Medicaid. Dental 3 link children who need dental treatment to resources in the organizations.

- Families are offered assistance with arranging appointments and supported if there are barriers to accessing care.

- Follow up is monitored to assure that each child's identified dental needs are met.

- The tracking system is a cooperative effort with Dental 3 who also contacts families to help assure they are aware of the dental issue and know who their dental provider is.

- PPS works with an established community collaboration to find dental resources for children who are not eligible for OHP due to resident status or other issues.

VISION:

- National data indicates that about 10% of preschoolers have vision issues. Many of these can be corrected before age 6, when permanent vision loss can occur. PPSHS has developed a Practice Collaboration with the Elks Preschool Vision Screening Program, through the Casey Eye Institute at OHSU.

- Support is offered to families who have barriers accessing care for their child.

NUTRITION: Nutrition is vital to brain development and learning for children in all age groups but especially for that birth through 5. PPSHS provides services in the following ways:

- Nutritional assessment at time of enrollment, with follow up on identified risk by a Registered Dietitian

- Identifying families who qualify for WIC and providing coordinated referral.

- Monitoring physical growth during the year with procedures to follow up in areas of concern.

- Ongoing collaboration with the new Multnomah County WIC director to identify possible future strategies to improve child nutrition for HS families.

1B. Describe the system for screenings and services:

HEALTHCARE:

- For those not eligible for OHP due to resident status, PPS HS is able to use a partner agency (MESD) to enroll children in Kaiser Child Health Plan. This covers both medical and dental needs until age 18.

- PPS Head Start also contracts with community clinics to provide primary preventative care for Head Start children who have no other source of health coverage.

- EPSDT: Oregon does not have an EPSDT periodicity schedule due to a waiver at OHP's conception. PPS Head Start helps to assure that an annual well child exam is complete by requesting that the Medical Provider assess EPSDT typical measures, including blood lead levels and hemoglobin/hematocrit measure.

- Track completed well child exams monthly and implements individualized strategies to reach the goal of every child seeing their primary care provider for appropriate care.

- Identify children with chronic health issues to help assure families have services, systems and support available to keep their child healthy.

- Analyze absenteeism data quarterly to identify trends and develop strategies

ORAL HEALTH:

- Families are offered the opportunity to participate in the dental screenings/fluoride varnish and information on the importance of oral health is shared.

- Children with identified dental needs are prioritized and linked to dental plan coverage.

- Families are offered assistance with arranging appointments and supported if there are barriers to accessing care.

VISION:

- Families are offered the opportunity to participate in vision screening and sign consent at enrollment

- Staff receives training on typical issues of vision development and is able to share information with families.

- PPSHS identifies date and clinic where the child was seen to share with Elks' Vision follow up, assuring quality of assessment and data for improving instrumentation.

- A monitoring system is reviewed monthly to identify those children still needing referral and individualize supports that may be needed.

- The vision screening is completed at the HS classroom within the first 45 class days.

- Parents are notified of vision screening results on the day of screening. Staff review process for assessment is visit to an eye doctor. Elk's Vision program sends a letter to the family with another report of the results and resources for follow up.

- Support is offered to families who have barriers accessing care for their child.

Nutrition:

- Participation in CACFP to provide healthy meals and snacks during the HS school day.

- Nutritional assessment at time of enrollment, with follow up on identified risk by a Registered Dietitian

- Nutrition education classes offered for families.

9. FAMILY SERVICES AND SOCIAL SERVICES: No changes

10.EARLY HEAD START SPECIFIC   NA:

11.TRANSITION: No Changes

12.COORDIDNATION: No changes

Sub-Section C

School Readiness Updates

2015-16 Fall to Spring
Program Progress Aggregated Analysis
TS-Gold Snapshot Report Data

Percentage of 3-4 year olds   <u>32</u>

Percentage of 4-5 year olds   <u>68</u>

Racial Groups: Black   <u>17%</u>
Hispanic   <u>37%</u>
Native American   <u>2%</u>
Pacific Islander   <u>2%</u>

Percentage of English Language Learners <u>41</u>   Spanish Speaking English Language Learners   <u>25%</u>

Percentage of Children with IEP   <u>17</u>

Classroom being analyzed   <u>48</u>   (14 Double Session and 22 Extended Day Classrooms)

Fall Program Wide Meets and Exceeds by Domain

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
35%	57%	72%	48% (40% Objs.20 67% Obj.23)	All 44%	Spanish 56%	All 42%	Spanish 35%

Spring Program Wide Meets and Exceeds by Domain

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
88.7%	93%	95%	94.3% (79% Objs.20 95% Obj.23)	All 89.4%	Spanish 84.6%	All 94.5%	Spanish 90.7%

Growth Fall to Spring Program Wide Meets and Exceeds by Domain

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
+53.7%	+36%	+23%	+46.3% (+39% Objs.20 +28% Obj.23)	All +45.4%	Spanish +28.6%	All +52.5%	Spanish +55.7%

School Readiness Achievement Goal Target

Social/Emotional Development	Gross Motor	Fine Motor	Cognitive Development (Math Objectives)	Language Development		Literacy Development	
85%	95%	95%	85% (85% Objs.20 90% Obj.23)	All 85%	Spanish 85%	All 85%	Spanish 85%

End of Year Achievement Results by Goal

Social/Emotional	Gross	Fine	Cognitive	Language	Literacy

Development	Motor	Motor	Development (Math Objectives)	Development		Development	
MET +3.7%	**Not Met** -2.0%	**MET** +0.0%	**MET** +9.3% (Objs.20-NM -6.0%; Obj.23Met+5.0%)	All **MET** +4.4%	Spanish **Not Met** -0.4%	All **MET** +9.5%	Spanish **MET** +5.7%

Strengths :   Achievement Goals were met or exceeded in Social Emotional Development, Fine Motor, Cognitive Development, Patterns, Literacy, and Language for ALL students. Literacy growth was the strongest; the goal of 85% was exceeded by 9.55 for ALL students and by 5.7% for our Spanish speakers. Pattern knowledge (Math) was almost as strong with an additional 5.0% meeting the goal. The Social Emotional Development target was also exceeded by 3.7%_

Challenges: Our Gross Motor Goal (an additional 2.0% needed) and Language Development for Spanish Speakers (an additional 0.4% needed) were narrowly missed, with. Of greatest concern was our final achievement success with Math Objective 20, Using Number Concepts and Operations. This goal was missed by 6.0%. This area need will require additional program wide focus in 2016-2017. We will also need to focus on assuring that the same strong growth and outcomes are insured for the next cohort of students. Program data indicates that 32% of our students may return next year. With newcomers making up the majority of our population from year to year, we will continue our focus on those domains that correlate most strongly with school age success and increase our focus on Math.

An additional challenge relates to work around aligning with the new Head Start Framework. We will transition our data to the new Domains (i.e. Cognitive Development separated for Math, Fine and Gross Motor combined into Perceptual Motor, etc.). This year,

our ability to access TS-Gold data has been greatly impacted as that organization works on alignment of their system and reports. It is anticipated that our analysis procedure will be aligned next year through the use of the new Domains and reports.

Plans to use information to guide program development: Entering students typically score lowest in Social Emotional Development. This combined with the trend of higher ACES scores and students who are trauma effected demands that we continue to support staff in developing an understanding of these trends and strategies to address them. Continued work with Mind Up curriculum, PBIS, and Second Steps is needed to support student success in this area. A very successful PLC study group focused on work in this area will be replicated next year. With increased skill levels needed for success in Literacy and Math entering Kindergarten, work will also continue in these areas. Head Start will be involved in the piloting of two new district pilot adoptions which address all of our targeted domains. Twelve of our classrooms will be involved and receive significant professional development. Our TOSA, who has considerable math expertise, will increase her work with the program, assisting individual classrooms, supporting the pilot program implementation and leading a PLC with Math as its focus.

Sub-Section D

Program data related to family progress that also supports children's school readiness.

79% of enrolled families identified as needed services. Of these, 93% received services that met their requests. 388 families needed and received emergency assistance (housing, utility, medical, transportation) all of which are necessary for a family to have children school ready. At the initial Family Service home visit, all families received books and literacy guides,

supporting reading strategies that parents can use with their children. 650 children

transitioned to kindergarten this year, all of these parents received materials to support their

kindergarten registration, as well as information on strategies to support school readiness

(including having well-rested children, back-up transportation plans, up-to-date wellness

exams, etc.).

Describe how program progress toward PFCE goals and/or objectives is

communicated to families.

85% of PPS Head Start families engaged in a family partnership plan with their Family

Service Worker. Child Plus is used to track family progress toward their goals which are

made at the Family Service first home visit. Family Service staff share progress and case

manage families' progress throughout the year, formally documenting progress at the final

home visit in the spring. This data is entered into the Family Outcome module in Child Plus.

Sub-Section E
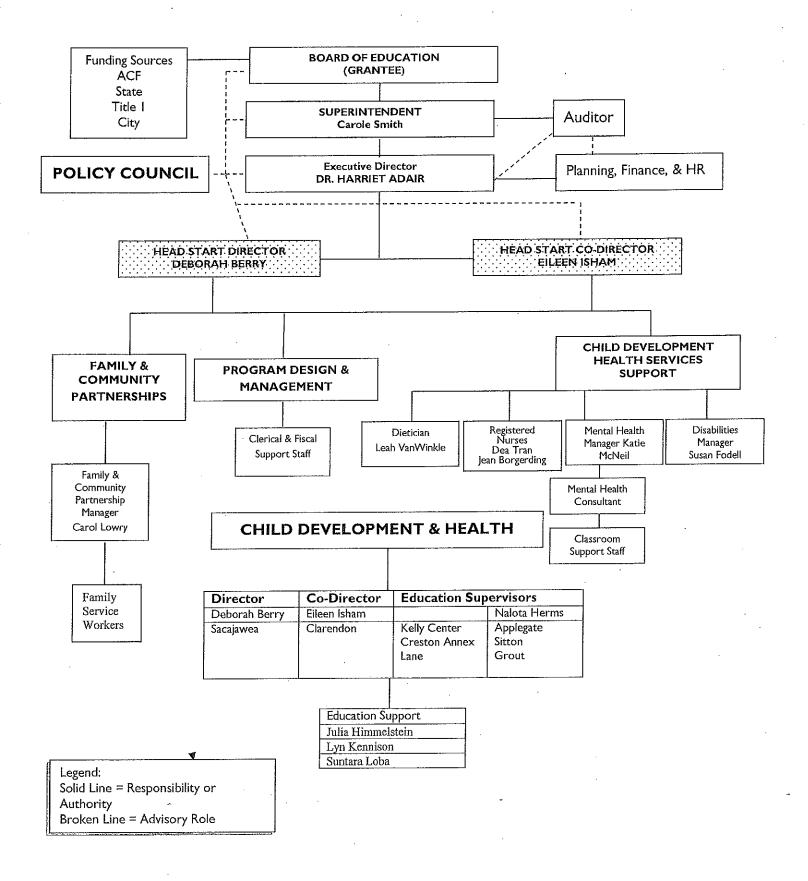
Governance, Organizational and Management Structures and Ongoing Oversight:

1. **Roles and responsibilities of the Board and Policy Council:**   No changes.

2. **Organizational Chart:**   See attached

PORTLAND PUBLIC SCHOOLS HEAD START
ORGANIZATIONAL CHART
Goal: Facilitate Integration of Services to Children and Families

```
Funding Sources          BOARD OF EDUCATION
    ACF                      (GRANTEE)
   State
   Title I               SUPERINTENDENT            Auditor
   City                    Carole Smith

POLICY COUNCIL          Executive Director      Planning, Finance, & HR
                        DR. HARRIET ADAIR
```

HEAD START DIRECTOR
DEBORAH BERRY

HEAD START CO-DIRECTOR
EILEEN ISHAM

FAMILY & COMMUNITY PARTNERSHIPS

PROGRAM DESIGN & MANAGEMENT

CHILD DEVELOPMENT HEALTH SERVICES SUPPORT

Clerical & Fiscal Support Staff

| Dietician Leah VanWinkle | Registered Nurses Dea Tran Jean Borgerding | Mental Health Manager Katie McNeil | Disabilities Manager Susan Fodell |

Family & Community Partnership Manager Carol Lowry

Mental Health Consultant

CHILD DEVELOPMENT & HEALTH

Classroom Support Staff

Family Service Workers

Director	Co-Director	Education Supervisors	
Deborah Berry	Eileen Isham		Nalota Herms
Sacajawea	Clarendon	Kelly Center Creston Annex Lane	Applegate Sitton Grout

Education Support
Julia Himmelstein
Lyn Kennison
Suntara Loba

Legend:
Solid Line = Responsibility or Authority
Broken Line = Advisory Role

3. **Updates of Staff qualifications or competencies:**   No changes.

4. **Changes to the Management Systems:**   No changes.

Portland Public Schools Head Start Program

Self-Assessment: 2016 to 2017

Disabilities Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
DISABILITIES Collaborate with DLL staff to identify CLD students who may benefit from a referral to ECSE.	Identify training needs. Develop process to include DLL staff on ASQ3 rescreens.	Disabilities Manager Education Supervisor	Increased collaboration for accurate identification and timely referral of students with suspected developmental delay.
Provide teacher training about participation on IFSP meetings.	Reschedule meeting with PP)S parent liaison for training in Fall 2016.	Disabilities Manager	Increase communication; understanding the IFSP process to coordinate ILP and IFSP goals and advocate for services.
Increase parent awareness of rights and advocacy as it relates to special education services	Inform parents at referral and enrollment of rights and advocacy support services.	Disabilities Manager	Increased access to community events, advocacy groups, and knowledge of legal rights.

Family Service Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
FAMILY SERVICE Attendance incentive strategies will be implemented at the individual, classroom and site levels to encourage improved attendance levels.	A brainstorming meeting with FSWs, FCPM and support secretary was held during 2015-16 school year. The generated ideas will be	FCPM, FSWs	Attendance program-wide will improve to 90%. Identified children and classrooms with chronic absenteeism (rates below 85%) will

Recommendation	Next-Step	Responsibility	Measurable Impact
	presented to all classroom staff and supervisors during in-service of 2016 for implementation during the 2016-17 school year.		improve to 85%.
Continue to expand recruitment technologies and materials to increase Head Start wait lists and ensure full enrollment.	Work with PPS Communications department to create recruitment materials. (e.g. banners for each site without signage, lawn signs, website/facebook development, etc.)	FCPM. FSW	Number of families on the PPS Head Start waitlists will increase 25% (as of 4/26/2016, there were 305 income/age eligible children on the waitlist).
Continue to utilize the Child Plus Family Engagement Outcomes module to document families' needs and services.	Child Plus family module system will be reviewed and updated June 2016. FSWs will be trained at Fall 2016 in-service to fully utilize the Family engagement module.	FCPM, FSW	The number of Family Needs Assessments tracked on the module will be 95%. 90% of families will show a stable or improved assessment at the end of 2017 school year.

Mental Health Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
MENTAL HEALTH Continue each Head Start site (or locality) to offer Parent Education and Support seminars at a minimum of two occasions per school year.	Further develop guidelines and parent group model among all Mental Health Consultants. Explore and problem-solve space issues where parent groups can be held.	Mental Health Consultants, Mental Health Manager, site supervisors or administrative support personnel, and family service workers.	Parent and family members in PPS Head Start will participate in Parent Support and Education groups 30% more than in previous years.
Mental Health Consultants will continue to create a "menu" of services from which teachers can select twice during the school year. These services can include: PBIS Coaching, child and classroom	Continue to create a survey or the teachers to take in late Spring. From results of survey, create "menu" which captures the most thorough list of services possibly offered by Mental Health Consultants.	Mental Health Team, Education Supervisors, Management Team, Education Support Personnel	Each Teacher will utilize his/her Mental Health Consultant in the most effective manner possible. Teachers will report an increase in their understanding of the role of the Mental Health Consultant and

observations, written or verbal feedback from observations consult time when children are not present, Second Steps lessons in classrooms, facilitate meetings with classroom team.	in how they have utilized this consultant throughout the year.

Health Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
HEALTH: Strengthen efficiency and accuracy of monitoring systems.	Collect OHP/Insurance information at enrollment	FSW Health Managers FSW Manager	Increase in PIR number of the "determination of ongoing source of health care "
Improve data collection that supports families accessing health care	Families without insurance are identified and assisted with applying for health insurance or other resource systems		Increase in % of completed referrals Clear process(led by D3) of referral to dental resources for those children who are uninsured.
Improve data collection that supports families in benefiting from WIC	Families not on WIC are identified and assisted with applying for WIC during enrollment/home visits/RD nutrition classes.	FSW Health Managers FSW Manager	Increase in PIR data of those on WIC Monthly report 2015 on each group shows increases number of children with current hgb
Improve FSW knowledge of vision and dental screening results.	Include FSW during actual screening process of both vision and dental Trial of centralized dental screening data entry for improved accuracy – spring 2016	FSW FSW Manager Health Manager	Time from initial assessment and referral to treatment initiated will be less than 120 days

Nutrition Services Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
NUTRITION SERVICES Improve WIC outreach to help HS families access WIC; identify and remove barriers with cooperative efforts with MCHD WIC	Identify at enrollment if family is on WIC; Collect WIC id # Create conversations with new MCHD WIC Administrator	FSW Health Managers	Identify families not on WIC Identify barriers to access and continued enrollment Develop strategies with MCHD to remove barriers / improve continued enrollment.

Safe Environments Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
SAFE ENVIRONMENTS Continued alignment of safety checks and required trainings with Head Start Performance Standards and QRIS guidelines.	Continued plan for additional classes for QRIS requirements of staff training. Plan for opening of new center with safety plans and safe environment in place at start of school year of 2016.	Education Supervisors, Health Consultants and teaching staff Site Supervisors, Health Coordinators, Teaching Staff and District facility/maintenance	Class Rosters, Child Plus database and MESD training database. Safety Checklists and Required Inspections.

Fiscal Management Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
FISCAL MANAGEMENT Secure funding to transition Double Session classrooms to Extended Day	Submit applications to potential funders	Directors	Additional funding

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Program Design and Management Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
PROGRAM DESIGN AND MANAGEMENT Ensure adequate facilities to support additional classrooms	Work with central office staff to secure adequate facilities	Directors	Additional classroom space

Education Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
EDUCATION -TS Gold: Continue to implement TS Gold to support school readiness. -Assessments: Continue to refine use of assessment tool to develop ILP'S and address school readiness goals. -Continue development of system to ensure teachers are reliable in TS Gold.	-Provide mandatory TS Gold training for new teachers and optional training for others. -Continue work to refine observation strategies and techniques and ELL assessment strategies. -Education staff will continue to implement TS Gold, SF Literacy, Every Day in Pre-K Math assessments, responding to assessed needs through classroom curriculum and development of ILP's.	-Ed Supervisors will monitor ongoing Ed Staff. Ed Supervisors will provide ongoing monitoring of TS GOLD implementation through observations and data reviews. Directors (funding), Ed Supervisors (assessment correlation)	-TS Gold data will show increase to 85% of students meeting school readiness goals. -Students TS Gold checkpoint strengths and challenges will be reflected in their ILP'S. -All assessment data (ASQ, SE, PALS, antidotal notes/observation, initial screenings, etc.) will correlate with TS GOLD Ratings.
CLASS/Focus: Continue to implement CLASS Domains to support school readiness and increase scores in domain of Instructional Support each year.	-Provide training with T/TA consultant, opportunities for taking CLASS Reliability Test & further develop Coaching System. -Provide CLASS coaching system for two cycles of observation,	-T/TA consultant, CLASS Coaches, ---Ed Staff. Ed Supervisors Monitor. -Teachers identify CLASS goals. -Ed Supervisors will monitor ChildPlus reports.	-Program CLASS Data compiled from coaches & HS IT support. -Agenda and Sign in Sheets. -CLASS Observation Tool. -Teacher Goal setting form.

Recommendation	Next-Step	Responsibility	Measurable Impact
	feedback and coaching support. -Teachers will identify a CLASS goal to include in fall PPS Student Growth and Professional Development Goal Setting.	-CLASS Coaches and Teachers -Education supervisor, Education Support Teacher, and Education Staff	-Education Supervisors will monitor student growth and related strategy revisions during teacher goal setting and evaluation cycle, classroom observation, and TS Gold program reports on literacy.
Refine use and monitoring of ChildPlus system to document family contacts, referrals, and professional development.	Provide training to teachers on ChildPlus to refine skills and use for data entry.	Ed Supervisors and School Secretary will monitor ChildPlus reports.	ChildPlus Reports, Teacher Staff Meeting Agendas, and Sign in Sheets.

ERSEA Self-Assessment: 2016 to 2017 Program Recommendations

Recommendation	Next-Step	Responsibility	Measurable Impact
ERSEA Support the needs of working parents and those attending school with an increase of availability of extended day classrooms.	Obtain funding and facilities to support conversion of double session classrooms.	Directors FCPM District partners	Program enrollment data will indicate increased number of extended day classrooms from current level of 18.
Improve recruitment and attendance program-wide, with increased support for extended day classrooms.	Implement pilot scanning attendance procedures at Creston. Implement strategies from FSW attendance planning committee.	ITA FSWs FCPM	Attendance reports will show 3% increase. Waitlists will increase by 5%.

PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM
BUDGET WORKSHEET FOR FISCAL YEAR 2017

Description	Amount	TOTAL PROGRAM FUNDING FOR FY 2017	ACF REGION X — FEDERAL OPERATIONS 356 SLOTS	ACF REGION X — FEDERAL T&TA PA20	STATE OF OREGON — OREGON PRE-K T&TA	STATE OF OREGON — OREGON PRE-K 463 SLOTS	CITY — PORTLAND CHILDREN'S LEVY	PPS — TITLE 1
		9,140,890	3,796,050	40,221	110,470	3,948,341	465,196	780,612
a) Total Personnel		4,801,370	1,978,256		31,939	2,040,842	250,624	499,709
b) Total Fringe		2,887,143	1,190,200		7,550	1,256,018	152,472	280,903
OHSA Directors' meetings		300	300					
NHSA Registration	1,365	-						
Lodging – 3 rooms x 4 nights x 175/night	2,100	-						
Airfare – $405 x 3	1,215	-						
Per diem – $88/day x 5 days x 3	1,320	-						
(subtotal)	6,000	6,000	195	18	5,787			
Oregon HSA Registration, $175 x 3 sessions, 6 people	3,150	-						
Lodging, 4 rooms x 2 nights x 3 meetings @ $130	2,880	-						
Mileage, .54/mile x 100 mi x 2 staff x 9 days	974	-						
Per diem, $59 x 3 days x 3 mtgs. x 6	3,186	-						
Childcare, $ 45/day x 2 families x 9 days	810	-						
(subtotal)	11,000	11,000		5,500	5,500			
Learning/Brain Registration - $499	499	-						
Airfare - $400	400	-						
Hotel - 3 nights x $125/night	375	-						
Per diem - $62/day x 3 days	186	-						
Shuttle/Taxi - $40	40	-						
(subtotal)	1,500	1,500		750	750			
ASCD Registration	400	-						
Airfare	300	-						
Hotel - 3 nights x $172/night	516	-						
Shuttle/Taxi - $62	62	-						
Per diem $74/day x 3 days	222	-						
(subtotal)	1,500	1,500		750	750			

Employee pay is determined by union contracts. Estimated COLA is included: Licensed staff - 2.3%; Classified staff - 1.5% plus step increases.

All fringe benefits are dictated by union contracts. See attached District fringe benefit rates

Local conference : OHSA Directors' meetings

NHSA Parent & Family Engagement Conference, December 4 day training: 3 Head Start Administrators

Oregon Head Start Association 3 (3-day) meetings, Co-directors, 2 staff reps, 2 parent reps

Learning and the Brain Spring Conference - 3 day training

ASCD Conference - March, 2017

Description	Amount	TOTAL PROGRAM FUNDING FOR FY 2017	ACF REGION X — FEDERAL OPERATIONS 356 SLOTS	FEDERAL & TA	T&TA PA20	STATE OF OREGON — OREGON PRE-K T&TA	OREGON PRE-K 463 SLOTS	CITY — PORTLAND CHILDREN'S LEVY	PPS — TITLE 1
NAEYC - National Conference									
2 Staff									
Registration fees	1,200	-							
Lodging, $167, 4 nights x 2 rms.	1,336	-							
Airfare	520	-							
Per diem, $64/day x 2 x 4 days	512	-							
	3,568	3,568	168	-		3,400			
Region 10 Association Training Conference, 3 days, 3 staff in Seattle, WA									
Transportation, Amtrak $60 x 3	208	-							
Registration, $175 x 3	525	-							
Lodging, 3 nights, $170 x 3 x 3	1,530	-							
Per Diem, 3 days x $71 x 3	637	-							
	2,900	2,900	900	-		2,000			
NHSA Conference, April 2017: 2 staff, 2 parent reps									
Airfare - $377 x 4	1,508	-							
Registration @ $545 x 4	2,180	-							
Per diem, $74 x 5 days x 4	1,480	-							
Lodging, 5 nights @ $200 x 2 (shared)	2,000	-							
Shuttle, $20 x 2 trips x 4	160	-							
Childcare, 2 families 5 days	468	-							
	7,796	7,831	298	6,533		1,000			
Oregon Head Start Assoc. Specialists Conference, 1 per year									
4 staff		-							
Lodging Eagle Crest, $150 x 4 x 2 nights	1,200	-							
Mileage, $.54 x 260 mi	140	-							
Per Diem, @ $61	732	-							
Registration, est. $232 ea.	928	-							
	3,000	3,000	500	-		2,500			
Head Start Parent Leadership Conference, Oregon									
3 parent representatives, Policy Council		-							
Mileage, est. .54 x 100*3	162	-							
Registration, est.$150 x 3	450	-							
Lodging, $110 x 2 nights x 2 shared rooms	440	-							
Per Diem, 4 days x $61 x 3	732	-							
Childcare, $45 x 4 days x 2 families	360	-							
	2,144	2,144	344	-		1,800			

PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM
BUDGET WORKSHEET FOR FISCAL YEAR 2017

Description	TOTAL PROGRAM FUNDING FOR FY 2017	ACF REGION X			STATE OF OREGON		CITY	PPS
		FEDERAL OPERATIONS 356 SLOTS	FEDERAL & TA	T PA20	OREGON PRE-K T&TA	OREGON PRE-K 463 SLOTS	PORTLAND CHILDREN'S LEVY	TITLE 1
WIPFLI Conference, July, 2017, 2 co-directors, 1 Executive Director								
Registration - $775 x 3 — 2,325								
Airfare - $402 x 3 — 1,206								
Hotel $169 x 3 x 6 nights — 3,042								
Per Diem = $64 x 3 x 6 — 1,152								
Shuttle - $40 x 3 x 2 — 240								
7,965	7,965			7,965				
c. Total Travel, Conferences, Workshops, Seminars	47,708	2,705	21,516		23,487			
d. Mileage/Travel Expense (in-district)								
Bus tickets school transport $5 day,46 families,152 days	34,960	17,130				17,830		
Field trip admissions, transport, $200/trip @ 30 trips	6,000	2,940				3,060		
Mileage between sites, home visits, meetings, training – all staff/all sites @ $.54/mi	11,998	5,878			-	6,120		
d. Total Mileage/Travel - in-district	52,958	25,948				27,010		
	-							
e. Supplies	-							
Office supplies, administrative staff	300	147				153		
Classroom materials & supplies-consumable & nonconsumable - 32 classrooms at $3,034 ea; library books	97,100	43,695				46,608	6,797	
Medical / Dental supplies all sites, all classrooms	1,300	637				663		
Technology supplies - consumable & nonconsumable (cables, mice, keyboards, etc)	2,600	1,274				1,326		
Food service, non-food supplies, 8 sites (disposables, utensils, serving)	41,148	18,517				19,751	2,880	
Family Service Supplies & Materials - (enrollment supplies, 20 staff, home visit materials; open house/parent drop in meetings;	4,800	2,352				2,448		
e) Total Supplies	147,248	66,622				70,949	9,677	
f. Contractual	-							
Contracted classroom instruction (various contractors)	15,560	7,624				7,936		
Laundry services for 18 ext. day rooms, 32 wks., $37/wk.	21,312	9,590				10,230	1,492	
Mental health consultant, private practitioner, est. 512 HRS X $60	30,720	13,583				14,137	3,000	
Mental Health Consultant, Multnomah County 1.8 FTE	39,863	19,533				20,330		
Mental Health Consultants classrm/parenting skills training	4,429				4,429			
Health consultant, 1.8 FTE Multnomah ESD (Registered Nurses)	197,895	95,499				99,396	3,000	
Health consultant first aid/safety training fees	5,000			2,450	2,550			
Medical exams & TB screening for new Head Start employees without health insurance coverage.	700	343				357		

PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM
BUDGET WORKSHEET FOR FISCAL YEAR 2017

	TOTAL PROGRAM FUNDING FOR FY 2017	ACF REGION X — FEDERAL OPERATIONS 356 SLOTS	FEDERAL &TA PA20	STATE OF OREGON — OREGON PRE-K T&TA	OREGON PRE-K 463 SLOTS	CITY — PORTLAND CHILDREN'S LEVY	PPS — TITLE 1
Dietician consultant, est. 610 hours @ $50	30,500	14,945			15,555		
Dietician consultant training hours, est. 30 hours @ $50	1,500			1,500			
Contracted DLL Parenting Skills teacher	1,000		475	525			
Medical service for children, $5 screenings, est. $125 per office visit	480	235			245		
Dental services, $500 cap paid per child, rates per contractual agreement are 60% of standard fee	-						
Contracted adult ESL classes for Head Start parents	4,000	1,960			2,040		
C.L.A.S.S. observations and feedback for teachers	1,500		750	750			
Classroom interpreters provided by PPS Translation Office	4,300	800	-	2,600	900		
Data gathering: Community Assessment Survey	1,000	490			510		
SuperSensory Literacy Space, materials & training	9,500	4,655			4,845		
	5,000	3,000		2,000			
Technology: TS Gold software portfolios purchase (819 @ 9.95)	8,149	3,667			3,912	570	
Technology: Child Plus.Net Licensing fee (819 licenses @ $13.52)	11,073	4,983			5,315	775	
Food Service: Portland Public Schools Nutrition Services net USDA reimbursements Est.$ 2.34/day x 150 days x 821 children	288,171	129,677			138,322	20,172	
f) Total Contractual	681,652	310,584	3,675	14,354	324,030	29,009	
	-						
Utilities: telephone	-						
Telephones and cell phones 8 centers, based on current costs; including 8 sites and cell phones	3,000	1,470			1,530		
Publishing, advertising, printing	-						
Printing: brochures, work plan, calendars, forms for enrollment, classroom forms, program information	4,000	2,000			2,000		
Minor repairs through PPS maintenance, classroom moves	1,000	490			510		
Audiologist: Annual calibration of equipment	150	70			80		
Copy machines leased via District contracts, Ricoh	21,000	10,290			10,710		
Postage: enrollment, family notifications, reports	1,320	647			673		
Program van, gas and maintenance	2,000	980			1,020		
Dues & Fees: food handlers' certifications; county health inspection fees, QRIS fees, fire safety inspection, fingerprinting/background checks, NHSA dues, OHSA dues.	20,063	9,824			10,239		
g) Total Other	52,533	25,771			26,762		

PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM
BUDGET WORKSHEET FOR FISCAL YEAR 2017

	TOTAL PROGRAM FUNDING FOR FY 2017	ACF REGION X FEDERAL OPERATIONS 356 SLOTS	ACF REGION X FEDERAL & TA	ACF REGION X T PA20	STATE OF OREGON OREGON PRE-K T&TA	OREGON 463 SLOTS	CITY PORTLAND CHILDRENS LEVY	PPS TITLE 1
ESL class supplies, parenting skills supplies, weatherization classes, open house supplies, parent/child center meeting supplies	5,900	3,400				2,500		
Policy Council Monthly meeting expense	3,000	1,500	-		-	1,500		
h) Total Parent Services	8,900	4,900	-	-	-	4,000		
	-							
Program management & Design:	-							
Fall Inservice & Monthly Staff Meetings	2,500		-		2,500			
Child Abuse Training - Fall - all staff	500		250		250			
USDA & OCR requirements training, Fall & ongoing	300		-		300			
Bookkeeper Trainings - ongoing	1,000		-		1,000			
Governing Board Training - Head Start Rules & Regs, Child Outcome	-							
Data, Self Assessment & Program Information Report, ongoing	2,000		-		2,000			
Positive Behavior Intervention Strategies. Education Staff, ongoing	1,500		-		1,500			
PBIS Northwest Training for PBIS Leadership Team - ongoing	2,800		-		2,800			
Disabilities training for parents, FSWs and teachers - Self advocacy, individualizing for children - Fall and ongoing -	280		-		280			
Family & Community Partnerships:	-							
Child Plus Training, Fall & ongoing	2,000		-		2,000			
Case management & developing parent partnership agreements training - Fall & ongoing	-							
Policy Council Orientation & other trainings - Fall and ongoing	600		-		600			
Fatherhood/Male Involvement, Parents, Staff - Fall and ongoing	750		-		750			
Domestic Violence training for staff and parents - ongoing	500		-		500			
Parenting Skills Workshops - ongoing	500		-		500			
Social Services Competency Based Training, Portland State University - ongoing	499		-		499			
Child Development and Health:	-							
Curriculum and teaching strategies for Education supervisors & staff - workshops, conferences, college coursework incl. CDA certification - ongoing	4,000		-		4,000			
Long Range/Short Range Planning - Ed & DLL staff - ongoing	15,756		12,756		3,000			
Mental Health/Behavior Management - Ed & DLL staff - ongoing	2,000		-		2,000			
Language Development in Young children training - Ed & DLL staff - Fall and ongoing	500		-		500			
	-							
TS Gold training - education staff - ongoing	300		-		300			
New teacher orientation - summer/fall/ongoing	2,000		-		2,000			
	300		-		300			
i) Total training and staff development	40,585	-	13,006	-	27,579	-		
Total Direct Costs for Program Operations	8,720,097	3,604,986	38,197		104,909	3,749,611	441,782	780,612
Grant Indirect Charges	420,793	191,064	2,024		5,560	198,729	23,414	-
Total Budget for All Funding Sources	9,140,890	3,796,050	40,221		110,470	3,948,341	465,196	780,612

8,720,097
420,793
9,140,890

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

INDEX TO THE AGENDA

June 28, 2016

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<u>Personnel</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following item:

Resolution 5295

RESOLUTION No. 5295

<u>Probationary Teacher Discharge</u>

RESOLUTION

The Board deems there to be sufficient good faith cause to remove probationary teacher Lisa Cunningham from employment with the District under ORS 342.835(1), based on reasons previously provided to the employee in writing. The Board authorizes the Human Resources Department to take steps to implement the removal from employment.

S. Murray

<u>Purchases, Bids, Contracts</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following items:

Resolutions 5296 and 5297

RESOLUTION No. 5296

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

RECITAL

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

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Concordia University	6/29/2016 through 12/31/2017	Cost Sharing Agreement R 62954	Faubion: Funds joint costs for construction, permits, and special testing and inspections for the PPS Faubion PK-8/ Concordia University College of Education. Bond 2012.	$14,600,986	J. Vincent Fund 438 Project J0177

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

No New IGA/Rs

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

Y. Awwad

RESOLUTION No. 5297

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 agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
In Line Commercial Construction, Inc.	6/29/16 through 11/30/16	Construction Services C 63176	Astor: Construction services for roof replacement. ITB-C 2016-2137	$1,418,501	Y. Awwad Fund 404 Dept. 5597 Project X0128
Insight Financial Services	7/1/2016 through 9/30/2019	Lease Agreement LA 63019	Lease of network equipment in conjunction with ongoing Federal eRate funding program projects. RFP 2016-2081	Not to exceed $6,000,000	J. Klein Fund 101 Dept. 5581
De Paul Treatment Centers, Inc.	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63150	Provide Alternative Education services. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $283,434 $1,425,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485
Mt. Scott Park Center for Learning, Inc.	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63147	Provide Alternative Education services and wrap-around support. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $1,405,058 $7,030,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485
Native American Youth and Family Center	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63145	Provide Alternative Education services. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $681,240 $3,410,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485
Open School, Inc.	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63146	Provide Alternative Education services and wrap-around support. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $621,632 $3,110,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485

Portland Community College	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63149	Provide Alternative Education services and wrap-around support. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $2,767,538 $13,840,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485
Portland Youth Builders	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63148	Provide Alternative Education services. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $357,651 $1,790,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485
POIC/Rosemary Anderson High School	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63144	Provide Alternative Education services. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $2,554,650 $12,775,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485
SE Works, Inc.	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63143	Provide Alternative Education services. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $425,775 $2,130,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485
Youth Progress Association	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Personal Services PS 63151	Provide Alternative Education services. Maximum contract term through 6/30/2021. RFP 2015-2021	Original Term $366,167 $1,835,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485
Self Enhancement, Inc.	7/1/2016 through 6/30/2017	Personal Services PS 63066	Provide support, advocacy services, and family outreach designed to assist in raising achievement, on-time grade promotion, and on-time graduation to students at Jefferson High School. Direct Negotiation PPS-46-0525 (4)	$1,473,500	L. Poe Fund 101 Dept. 5431
Open School	7/1/2016 through 6/30/2017	Personal Services PS 63067	Provide Open School's Step Up program, designed to help students successfully transition from middle school and develop skills for high school success, to incoming freshman and sophomore academic priority students. Direct Negotiation PPS-46-0525 (4)	$1,265,000	L. Poe Fund 101 Dept. 5431

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Latino Network	7/1/2016 through 6/30/2017	Personal Services PS 63190	Provide the Escalera, Conexiones and Colegio programs at Beaumont Middle School and Roosevelt High School. Programs focus on graduation, entry into post-secondary education, leadership, and family engagement in creating a college-going culture. Direct Negotiation PPS-46-0525 (4)	$159,301	L. Poe Fund 101 Dept. 5431
Resolutions Northwest	7/1/2016 through 6/30/2017	Personal Services PS 63188	Provide restorative justice professional development, coaching and consulting services to Portland Public Schools in the 2016-17 school year. Direct Negotiation PPS-46-0525 (4)	$332,064	L. Poe Fund 101 Dept. 5431
Bayes Achievement Center	7/1/2016 through 6/30/2017	Personal Services PS 63171	Provide education and social/emotional services in a residential facility to one PPS student per mediated settlement agreement. Direct Negotiation PPS-46-0525 (4)	$195,830	C. Russo Fund 101 Dept. 5414

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Intergovernmental Agreement IGA 63152	Provide Alternative Education services. Maximum contract term through 6/30/2021.	Original Term $280,955 $1,405,000 over maximum contract term	A. Lopez Fund 101 Dept. 5485

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

<u>Other Matters Requiring Board Approval</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following items:

Resolutions 5298 through 5301

RESOLUTION No. 5298

Memorandum of Agreement (MOA) between Portland Public Schools (District) and the Portland Association of Teachers (PAT) regarding Additional Days for 2016/17 Staff at Ockley Green, Chief Joseph, Beach, Woodlawn and Peninsula Schools

RECITALS

A. For the 2016/17 school year, Ockley Green will be converted to a Middle School; Beach, Woodlawn, and Peninsula will operate in a K-5 configuration; and Chief Joseph will operate in a K-4 configuration.

B. The District has requested PAT to consider modifications to the District/PAT Collective Bargaining Agreement (CBA) to provide for days to be added to the standard work year for the affected PAT staff members.

C. The District and PAT have conferred on this matter and have come to mutual agreement. The details of that agreement were reflected in an MOA.

RESOLUTION

It is agreed that the District will accept the MOA as and will implement the terms of such MOA.

S. Murray/ C. Cusimano

RESOLUTION No. 5299

Declaration of Official Intent to Reimburse

RECITALS

A.   Portland Public Schools, also known as Multnomah County School District No. 1J, (the "District") intends to issue general obligation bonds or other debt obligations (the "Obligations") to reimburse the District for certain expenditures for capital projects that will be paid by the District before the Obligations are issued (the "Expenditures").

B.   United States Treasury Regulation 1-150(2) (the "Regulation") provides, in general, that governmental units may not use the proceeds of tax-exempt obligations or certain taxable obligations to reimburse Expenditures paid before the Obligations are issued, unless the Expenditures were paid no more than sixty days before the governmental unit declared its "official intent" to reimburse the Expenditures with the proceeds of the Obligations.

C.   The Regulation provides that "official intent" may be declared by the governing body of the governmental unit or by a person authorized by the governing body to declare official intent on behalf of the governmental unit.

D.   The Board of Directors of the District adopted Resolution No. 5041 on March 9, 2015 authorizing the District's Chief Financial Officer to declare official intent on behalf of the District pursuant to the Regulation.

RESOLUTION

1.   DECLARATIONS: Pursuant to Resolution No. 5041, the Chief Financial Officer of the District declares as follows:

A.   The District reasonably expects to reimburse itself for Expenditures for the following types of capital projects: projects that remediate health and safety concerns, including lead contamination in water, lead in paint, radon and other factors that may adversely affect the health and safety of students (the "Projects").

B.   The maximum principal amount of debt obligations that the District reasonably expects to issue for the Projects is $5,000,000.

2.   LIMITATIONS: The Regulation provides that the District must issue the Obligations to reimburse the Expenditures on the Projects: (i) no later than the later of (a) 18 months after such Expenditure was paid or (b) 18 months after the project to which the expenditure relates is placed in service, and (ii) in no event more than three years after such Expenditure was paid. However, the Regulation does not require a declaration of official intent, or limit the time for reimbursement, for certain "preliminary" expenditures, such as architectural and engineering costs of a Project. The District will consult with its bond counsel to determine whether particular Expenditures qualify as "preliminary expenditures" under the Regulation.

Y. Awwad

RESOLUTION No. 5300

Approval of Bead Start Recommendations and Reports Process

RECITALS

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

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

C.   PPS Head Start program is currently in year three of a five year grant. The Office of Head Start has allocated $3,836,271 for year four of the grant (2016-17 school year). The grant will be used to support 356 children. Head Start Policy Council apaproved the recommendation to submit the grant on June 7, 2016.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the submission of the Head Start 5-Year Grant application to the Office of Head Start.

H. Adair / D. Berry

RESOLUTION No. 5301

Minutes

The following minutes are offered for adoption:

June 21, 2016

Board of Education Informational Report

'MEMORANDUM

Date: June 28, 2016

To: Members of the Board of Education

From: Jerry Vincent, Chief, School Modernization

Subject: Bond Program Status – June 2016

In the November 2012 election, the voters approved a $482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attachment 1: Balanced Scorecard Report – June 2016
Attachment 2: Project Management Cost Report – June 2016

Narrative Comments:

1. Although construction is rapidly progressing at Roosevelt High School, OSM is considering an adjustment to the phasing plan to enhance student safety.

2. Franklin High School's schedule remains very challenging.

3. Faubion continues to be on schedule and proceeding very well.

4. Grant HS design timeline remains constant for a Design Development completion in October 2016.

5. IP2016 work has begun as planned. A significant modification has already been initiated to mitigate an unforeseen condition with the Cleveland HS roof that has potential to affect the schedule.

6. Oh Planning and Design has been selected as the design firm for IP2017. The start of this design was delayed when it was pulled from the BOE

Color Key
- Green = Good
- Yellow = Concerns
- Red = Difficulty

Schedule Perspective

Strategic Obj.	Perform
A	Green
B	
C	
D	Green
Average	Green

2012 Bond Projects

Strategic Objectives	Performance Measures	Performance Targets	Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015 SCI	Grant HS	Marshall Campus	Improvements 2015 Maple	Tubman		
			Yellow	Yellow	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Green		
Objective A Establish Schedule Target & Strategy	1 Occupancy Date Goal Established		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green			
	2 Project Execution Strategy Developed		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green			
	3 Overall Project Schedule Established		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green			
Objective B Planning, Permitting & Design Phases on Schedule	4 Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks	Red	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green		
	5 Schematic Design Completed		Red	Red	Green	Green	Red	Green	Green	Red	Green	Green	Green		
	6 Design Development Completed		Red	Red	Green	Green	Red	Green	Green		Green	Green	Green		
	7 Land Use Permit Approved			Red	Green	Green	Red	Green	Green		Green	Green	Green		
	8 Construction Contract Documents		Red	Red	Green	Green	Red	Green	Green		Green	Green	Green		
	9 Building Permit Approved			Red	Green	Green	Red	Green	Green		Green	Green	Green		
Objective C Construction on Schedule	10 Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks	Red	Green	Green	Yellow	Green	Green	Green		Green	Green	Green		
	11 Construction Started		Green	Green	Green	Yellow	Green	Green	Green		Green	Green	Green		
	12 Substantial Completion Date					Green	Green								
Objective D Meet Occupancy / Completion Schedule Target	13 FF&E Ordered	Same as Objective C		Green	Green	Green	Green	Green	Green		Green	Green	Green		
	14 FF&E Delivered and Installed			Green	Green	Green	Green	Green	Green		Green	Green	Green		
	15 Projected Occupancy Date	Green = < 0 weeks impact on scheduled date. Yellow = 0 - 4 weeks; Red > 4 weeks	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		

Projected Occupancy Dates

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015 SCI	Grant HS	Marshall Campus	Improvements 2015 Maple	Tubman
09/16	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14	09/15	08/15

Narrative Comments:

1. Roosevelt and Franklin continue with construction activity both inside and outside of the buildings. Budgets and schedules are being closely monitored.

2. Faubion School construction is proceeding on schedule. The higher than expected contract award and some unforeseen underground conditions have challenged the budget.

3. There is potential for BOE contingency budget to be needed in the very near future.

4. Master Planning efforts at Benson, Lincoln and Madison are coming to a close. The selected concepts and master planning conceptual estimates have been presented to the BOE Bond Sub-committee with presentations to the full BOE forthcoming.

5. Grant has now completed Schematic Design (SD), the SD estimate has been reviewed and adjustments are underway for budget and scope. We are in the process of negotiating a CM/GC contract with Anderson/Colas for preconstruction services.

Color Key

Green	Good
Yellow	Concerns
Red	Difficulty

Overall Perspective — Green

Perspective	Perform
Budget	Green
Schedule	Green
Stakeholders	Green
Equity	Green
Average	Green

2012 Bond Projects

Perspective	Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
Overall Project Performance	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green
Budget	Yellow	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Yellow	Green
Schedule	Yellow	Yellow	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Green		
Stakeholders		Green	Green	Green	Green	Green	Yellow	Green					
Equity		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		

Narrative Comments:

1. Franklin continues to experience unanticipated cost events causing the forecasted costs to exceed the the project budget. OSM will be looking to augment the project budget with program contingency in the near future.

2. Roosevelt is entering the very busy construction summer with improvement completing on Phase 1 and beginning on Phase 2. Change orders have been largely as expected to date, but selective demolition within the 1921 building could bring some surprises.

3. The Faubion team has completed all demo and is the new school is quickly going vertical. Costs have been well managed to date and a close eye is being kept on the relatively small contingency.

4. Grant design continues to progresss with cost estimates from the design team and the contractor being compelted, reviewed and updated.

Color Key

Color	
Green	Good
Yellow	Concerns
Red	Difficulty

Budget Perspective

Strategic Obj.	Perform
A	Green
B	
C	
D	Yellow
Average	Green

2012 Bond Projects

Strategic Objectives	#	Performance Measures	Performance Targets	Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
				Yellow	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Yellow	Green
Objective A Project Budget and Scope Aligned	1	Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	2	Master Plan	Within Budgeted Amount	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
Objective B Planning & Design Costs within Budget	3	Projected Total P & D Costs	Within Budgeted Amount	Yellow	Green	Green	Green	Green	Green	Green	Yellow	Green	Green			
Objective C Construction Costs within Budget	4	Construction Cost Award Price or GMP	Within Budgeted Amount	Red	Yellow	Yellow	Green	Yellow	Green			Green	Green	Green		
	5	Construction Cost Current Estimate thru 50% complete	>5% project level contingency		Yellow		Green	Red	Green			Green	Green	Green		
Objective D Project within Budget	6	Total Project Costs Within Budgeted Amount	Within Budgeted Amount	Yellow	Yellow	Yellow	Green	Red	Green	Green	Yellow	Green	Green	Green	Yellow	Green

Narrative Comments:

1. Although construction is progressing at Roosevelt High School, the construction schedule continues to be extremely tight and challenging.

2. Franklin High School's schedule remains very challenging.

3. Faubion continues to be on schedule and proceeding very well.

4. Grant HS design timeline remains constant for a Design Development completion in October 2016.

5. The IP2015 Ainsworth Elevator has been turned over to the school.

6. IP2016 contracts are expected to be awarded in May.

7. Oh Planning and Design has been selected as the design firm for IP2017.

Color Key
- Green = Good
- Yellow = Concerns
- Red = Difficulty

Schedule Perspective

Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Strategic Objectives	Performance Measures	Performance Targets	Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015 SCI	Grant HS	Marshall Campus	Improvements 2015 Maple	Tubman		
			Yellow	Yellow	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Green		
Objective A Establish Schedule Target & Strategy	1 Occupancy Date Goal Established		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green			
	2 Project Execution Strategy Developed		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green			
	3 Overall Project Schedule Established		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green			
Objective B Planning, Permitting & Design Phases on Schedule	4 Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks	Red	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green		
	5 Schematic Design Completed		Red	Red	Green	Green	Red	Green	Green	Red	Green	Green	Green		
	6 Design Development Completed		Red	Red	Green	Green	Red	Green	Green		Green	Green	Green		
	7 Land Use Permit Approved			Red	Green	Green	Red						Green		
	8 Construction Contract Documents		Red	Red	Green	Green	Red	Green	Green		Green	Green	Green		
	9 Building Permit Approved			Red	Green	Green	Red				Green	Green	Green		
Objective C Construction on Schedule	10 Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks		Green	Green	Yellow	Green	Green			Green	Green	Green		
	11 Construction Started			Green	Green	Yellow	Green	Green			Green	Green	Green		
	12 Substantial Completion Date					Green									
Objective D Meet Occupancy / Completion Schedule Target	13 FF&E Ordered	Same as Objective C		Green	Green	Green	Green				Green	Green	Green		
	14 FF&E Delivered and Installed			Green	Green	Green	Green				Green	Green	Green		
	15 Projected Occupancy Date	Green = < 0 weeks impact on scheduled date. Yellow = 0 - 4 weeks; Red > 4 weeks	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		

Projected Occupancy Dates

	Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015 SCI	Grant HS	Marshall Campus	Improvements 2015 Maple	Tubman
	09/16	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14	09/15	08/15

Narrative Comments:

1. Feedback continues to be largely positive.

Color Key
- Green: Good
- Yellow: Concerns
- Red: Difficulty

Stakeholder Perspective

Strategic Obj.	Perform
A	Green
B	Green
C	Yellow
Average	Green

2012 Bond Projects

Strategic Objectives	#	Performance Measures	Performance Targets	Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman
					Green	Green	Green	Green	Green	Yellow	Green			
Objective A Meets Educational Needs	1	Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)		Green	Green	Green	Green	Green	Yellow	Green		Green	
	2	Design Meets Educational Needs	Yellow: 3.0 - 4.0		Green	Green	Green	Green	Yellow	Yellow	Green		Yellow	
	3	Construction Meets Educational Needs	Red: < 3.0						Green	Green				
Objective B Meets Maintenance / Facility Needs	4	Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)		Green	Green	Green	Green	Green	Yellow	Green		Green	
	5	Design Meets Maint. / Facility Needs	Yellow: 3.0 - 4.0		Green	Green	Green	Green	Green	Yellow	Green		Green	
	6	Construction Meets Maint. / Facility Needs	Red: < 3.0				Green		Green	Yellow			Yellow	
Objective C Design Advisory Group (DAG) Needs	7	Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)	Yellow	Yellow		Green				Green			
	8	Design Meets DAG Needs	Yellow: 3.0 - 4.0;											
	9	Construction Meets DAG Needs	Red: < 3.0											

Narrative Comments:

1. OSM has transitioned to the district wide business equity tracking system (B2G), total certified business tracking for OSM is 12.1%.

2. Workforce equity continues to be a positive story. The program is tracking at 23% overall.

3. The "Tier 3" student participation still show red for 2016; that said the summer interns will be starting soon we'll see this change shortly.

Color Key
- Good
- Concerns
- Difficulty

Equity Perspective

Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

Strategic Objectives		Performance Measures	Performance Targets	Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		Program Mgmt
					Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
Objective A Meets Aspirational MWESB	1	Project objectives established	Green: MWESB >18% Yellow: MWESB >10% Red: MWESB <10%													
	2	Consultants - % of payments made to MWESB owned														
	3	Contractors - % of payments made to MWESB owned														
Objective B apprenticable trade participation	4	Project objectives established >$200k contracts	Green: participation >20% Yellow: participation >10% Red: participation <10%		Green	Green	Green	Green	Green	Green	Green	Green	Green	Green		
	5	Contractors % of labor hours/apprenticable trade			Yellow	Green	Green	Yellow	Green		Green	Yellow	Green	Yellow		

Objective C Meets student participation				2013	2014	2015	2016	2017	2018	2019	2020
	6	Project objectives established >$100k contracts	Per AD	Green	Green	Green	Green				
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100	Green	Green	Green	Green				
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20	Red	Green	Green	Green				
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5	Red	Green	Green	Red				

Project Cost Summary Report for 2012 Capital Improvement Bond Program

Capital Program Start Date: Nov 2012
Capital Program End Date: Nov 2020

Report Run Date: 06.01.2016

Project Name	Original Budget	Approved Budget Changes	Current Budget	Estimate At Completion	Forecasted Over/(Under)	Actuals Approved
Franklin HS Modernization	81,585,655	24,985,204	106,570,859	109,009,844	2,438,985	39,166,286
Grant HS Modernization	88,336,829	28,554,752	116,891,581	106,308,892	(10,582,689)	1,684,632
Roosevelt HS Modernization	68,418,695	28,198,736	96,617,431	93,710,196	(2,907,235)	42,090,600
Faubion Replacement	27,035,537	21,834,591	48,870,128	46,598,157	(2,271,971)	10,771,937
Improvement Project 2013	9,467,471	2,495,668	11,963,139	11,963,139	-	11,963,139
Improvement Project 2014	13,620,121	4,258,688	17,878,809	17,811,539	(67,270)	17,811,539
Improvement Project 2015	13,521,066	252,076	13,773,142	13,504,898	(268,244)	13,376,565
Improvement Project 2015 - Maplewood	-	1,518,698	1,518,698	1,518,698	-	1,518,698
Improvement Project 2015 - SCI	-	2,073,324	2,073,324	2,057,686	(15,638)	2,057,686
Improvement Project 2016	15,274,437	966,346	16,240,783	14,465,775	(1,775,008)	1,274,082
Improvement Project 2017	6,796,707	3,429,227	10,225,934	8,663,503	(1,562,431)	-
Improvement Project 2018	9,062,119	(8,419,808)	642,311	545,964	(96,347)	-
Improvement Project 2019	-	273,995	273,995	232,896	(41,099)	-
Master Planning - Benson HS	191,667	308,333	500,000	425,231	(74,769)	282,233
Master Planning - Cleveland HS	191,667	(191,667)	-	-	-	-
Master Planning - Jefferson HS	191,667	(191,667)	-	-	-	-
Master Planning - Lincoln HS	191,667	208,333	400,000	400,000	-	266,280
Master Planning - Madison HS	191,667	208,333	400,000	400,758	758	181,280
Master Planning - Wilson HS	191,667	(191,667)	-	-	-	-
Marshall Swing Site - Bond 2012	-	4,609,080	4,609,080	4,480,102	(128,978)	4,031,925
Tubman Swing Site - Bond 2012	-	2,335,000	2,335,000	2,109,070	(225,930)	1,102,500
Swing Sites & Transportation	9,550,000	(9,550,000)	-	-	-	-
Educational Specification	-	275,168	275,168	275,168	(0)	275,168
Debt Repayment	45,000,000	-	45,000,000	45,000,000	-	45,000,000
2012 Bond Program	93,181,361	(39,384,959)	53,796,402	39,220,408	(14,575,994)	15,304,789
	482,000,000	**68,855,784**	**550,855,784**	**518,701,923**	**(32,153,861)**	**208,159,337**