

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
 July 24, 2018

BOARD AUDITORIUM

Blanchard Education Service Center
 501 N. Dixon Street
 Portland, OR, 97227

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. | <u>OPENING</u> | 6:00 pm |
| 2. | <u>IMPLEMENTATION OF THE STUDENT SAFETY RECOMMENDATIONS FROM THE WHITEHURST INVESTIGATION</u> | 6:10 pm |
| 3. | <u>BOARD POLICIES</u> | 6:30 pm |
| | a. Second Reading: Homeless Students Policy – vote
(public comment accepted) | |
| 4. | <u>SUPERINTENDENT'S REPORT</u> | 6:50 pm |
| 5. | <u>STUDENT AND PUBLIC COMMENT</u> | (Time Certain) 7:00 pm |
| 6. | <u>2017 CAPITAL BOND UPDATES</u> | 7:30 pm |
| | a. Health, Safety and Accessibility | |
| | b. Kellogg Middle School | |
| | c. Middle School Openings and Transitions: Roseway Heights, Harriet Tubman, Ockley Green and ACCESS | |
| 7. | <u>APPEALS TO THE BOARD</u> | 8:45 pm |
| | a. Consideration of Step 3 Complaint 2018-01 – vote
(public comment accepted) | |
| | b. Consideration of Step 3 Complaint 2018-02 – vote
(public comment accepted) | |
| 8. | <u>BUSINESS AGENDA</u> – vote
(public comment accepted) | 9:00 pm |
| 9. | <u>BOARD COMMITTEE AND CONFERENCE REPORTS; STUDENT REPRESENTATIVE REPORT</u> | 9:10 pm |
| 10. | <u>OTHER BUSINESS / COMMITTEE REFERRALS</u> | 9:20 pm |
| 11. | <u>ADJOURN</u> | 9:25 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.



Board of Education Informational Report

MEMORANDUM

Date: July 24, 2018
To: Board of Education
From: Stephanie Soden, Chief of Staff
Subject: Update on Implementation of Recommendations Related to Whitehurst Investigation

On May 10, 2018, the Board accepted a report and recommended action steps to be taken as a result of the external investigation into former PPS employee Mitch Whitehurst and related incidences of sexual misconduct. The report included sixteen concrete recommendations that would, in the investigatory team's expert opinion, prevent incidences of and ensure prompt response to reported incidences of sexual harassment and/or sexual misconduct in a school or district setting.

On May 15, 2018, the Superintendent's Leadership Team discussed the report and recommendations in depth and formed an implementation team to be led by the Chief of Staff. The team meets twice monthly to report and monitor progress on every recommendation. Members of the implementation team include:

- Dr. Yvonne Curtis, Deputy Superintendent, Instruction and School Communities
- Mary Kane, Senior Attorney in the Office of General Counsel
- Liz Large, Interim General Counsel
- Brenda Martinek, Chief of School Support Services
- Sharon Reese, Interim Senior Director, Talent Partnership
- Kylie Rogers, Chief Human Resources Officer
- Lisa Rogers, Senior Manager, Talent Partnership
- Stephanie Soden, Chief of Staff
- Courtney Westling, Government Relations Director

This is the first quarterly report on implementation progress. Below you will find a complete list of the recommendations and corresponding deadlines, as well as notes on progress and updates.

Recommendation	Deadline Notes
1. Train and require employees to document all sexual conduct allegations, concerns and complaints and report them to the Title IX coordinator or a similar designee	By 8/31/18 and ongoing Introductory training to be held at Aug 8-10 Learning and Leading Together instructional leadership institute

	<p>All staff required to complete new online 30-minute training</p> <p>Secured contract with Dr. Wilson Kenney to develop and implement staff/student and student/student incident training in all schools throughout 2018-19 school year</p> <p>Additional training to be developed by Director of Title IX Policy, Training and Compliance throughout 2018-19 school year and beyond</p>
<p>2. Use a specialized, trained investigator who has expertise in employee/student sexual conduct and can investigate each complaint thoroughly and fairly</p>	<p>By 10/31/18</p> <p>An internal team of 3-5 investigators/attorneys is being established to support Director of Title IX with investigations</p>
<p>3. Have a core group of multidisciplinary administrators make credibility decisions and agree regarding what level of discipline to impose, if any</p>	<p>By 7/31/18</p> <p>Draft multidisciplinary team members, roles and responsibilities currently under review</p>
<p>4. Implement a centralized tracking mechanism to document all sexual conduct complaints, including their outcome</p>	<p>By beginning of 2019-20 school year</p> <p>Identification of vendor to replace current tracking system underway</p> <p>Interim manual tracking system revised and updated by 9/30/18</p>
<p>5. Change the district's union contract with PAT to ensure the protection of students</p>	<p>By 12/31/19</p> <p>Preparation and planning underway; scheduled for joint PPS/PAT conversation in fall 2018</p>
<p>6. Review and change the district's other union contracts as appropriate to similarly ensure the protection of students</p>	<p>By 12/31/19</p> <p>Preparation and planning underway to include provisions in all contracts 2019-2022</p>
<p>7. Improve the sexual conduct prevention and identification training provided to PPS employees</p>	<p>By 9/30/18</p> <p>All staff required to complete new 30-minute online mandatory training</p> <p>Introductory training to be held at Aug 8-10 Learning and Leading Together instructional leadership institute</p> <p>Contract secured with Dr. Wilson Kenney for staff/student and student/student incident training in all schools throughout 2018-19 school year</p>

	Additional training will be provided by the Director of Title IX Policy, Training and Compliance during 2018-19 school year and beyond
8. Require sexual conduct prevention and identification training for PPS volunteers and contractors	By 12/31/18 New training content and requirements are being added to volunteer registration in schools Required contractor training under development
9. Improve the sexual conduct prevention and identification training provided to PPS students	By 12/31/18 Content under development to be integrated in health and sexual well-being curriculum Contract under negotiation for SARC training in all schools throughout 2018-19 school year
10. Fix the materials relating to sexual conduct on the PPS website	By 9/30/18 Updates in progress; additional information to be added once Director of Title IX Policy, Training and Compliance hired
11. Exercise transparency and do not enter in resignation agreements that restrict disclosure of possible sexual conduct	Completed and ongoing
12. Implement an adult/student boundaries policy	By 10/31/18 Draft policy under consideration by Board Policy and Governance Committee Employee manual also under revision to reflect updated and consistent content and requirements
13. Lobby for changes outside the district that will make Oregon safer for students	By 7/31/19 ORS changes initially identified; stakeholder communication to occur August – October 2018
14. Revise AD 5.10.063 – to clarify that there is sufficient cause for corrective action without all four elements of sexual conduct	By 8/31/19 On hold until revisions to ORS are completed
15. Require employees to check with the HR department before giving a reference to another employee or serving as a reference	Implementation team assessing options for policy/protocol changes, enforcement and deadline for completion
16. Designate a liaison between the PPB and the district to monitor cases involving allegations of sexual conduct by a PPS employee	By 9/30/18 MOU between PPS and PPB drafted to include this provision; Interim Director of Security will conduct final negotiation and agreement
17. Hire permanent Director of Title IX Policy, Training and Compliance	By 7/31/18 Candidate selection underway



Board of Education Informational Report

MEMORANDUM

Date: July 11, 2018
To: Board of Education
Subject: McKinney-Vento Homeless Policy

Background:

In January 2018, ODE conducted a scheduled Desk Monitoring of our McKinney-Vento Homeless Program. Seven of eight required areas that were reviewed were compliant. We have not received the final report, however, verbal and email communication from Dona Bolt, ODE's Homeless Education Specialist stated that the following area was considered not compliant.

- The LEA has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth.
- Evidence to Provide:
 - Board adoption date of [2017 OSBA Policy and Administrative Rules for Homeless Students](#)
 - If policy has been revised, show edits.
 - OR if alternate policy is used, provide documentation.

Communication with the ODE specialist indicated that our Administrative Directive did not contain the detailed elements contained in the OSBA Policy updated after the passage of ESSA, nor had it been reviewed by the school board in several years.

Per an email by Ms. Bolt, these are the main elements that are expected to be addressed in a District Policy on Homeless Students:

- Assurance that homeless students are identified and assessed for needed services;
- Provision of Dispute Resolution when eligibility or school placement are in dispute;
- Ensure homeless students do not face barriers to accessing academic and extracurricular activities, including magnet schools, summer school, CTE, AP, online learning and charter school programs;
- Immediate enrollment and retention of homeless students, despite lack of records or documentation, or unpaid fees or fines, or absences.

In addition, she wrote that districts are further advised to periodically review and revise policies and practices to remove barriers to the identification, enrollment and retention of homeless students.

The proposed draft policy aligns with the recommendations and adequately addresses the needed corrective action.

There was a first reading of this policy by the Board of Education during the June 26th, 2018 board meeting. Public comment has been opened and no one has commented to-date.

The district's recommendation is to adopt this policy.



Board of Education

Staff Report to the Board

Board Meeting Date: June 26, 2018

Executive Committee Lead: Brenda Martinek

Department: Funded Programs

Presenter/Staff Lead: Leslie O'Dell, Senior
Director of Funded Programs

SUBJECT: Homeless Students Policy
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BACKGROUND

In January 2018, Oregon Department of Education (ODE) conducted a scheduled Desk Monitoring of our McKinney-Vento Homeless Program. Seven of eight required areas that were reviewed were compliant. We have not received the final report, however, verbal and email communication from Dona Bolt, ODE's Homeless Education Specialist stated that the following area was considered not compliant.

- The Local Education Agency (LEA) has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth.
- Evidence to Provide:
 - School Board adoption of Oregon School Board Association (OSBA) 2017 Policy and Administrative Rules for Homeless Students and date of adoption. [2017 OSBA Policy and Administrative Rules for Homeless Students](#)
 - If policy has been revised, show edits.
 - OR if alternate policy is used, provide documentation.

Communication with the ODE specialist indicated that our Administrative Directive did not contain the detailed elements contained in the OSBA Policy updated after the passage of the Federal Every Student Succeeds Act (ESSA), nor had it been reviewed by the school board in several years.

Per an email by Ms. Bolt, these are the main elements that are expected to be addressed in a District Policy on Homeless Students:

- Assurance that homeless students are identified and assessed for needed services;
- Provision of Dispute Resolution when eligibility or school placement are in dispute;
- Ensure homeless students do not face barriers to accessing academic and extracurricular activities, including magnet schools, summer school, CTE, AP, online learning and charter school programs;

- Immediate enrollment and retention of homeless students, despite lack of records or documentation, or unpaid fees or fines, or absences.

In addition, she states that districts are further advised to periodically review and revise policies and practices to remove barriers to the identification, enrollment and retention of homeless students.

The proposed draft policy aligns with the recommendations and adequately addresses the needed corrective action.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

On June 11, 2018 staff presented the policy draft to the Teaching and Learning Committee. The committee reviewed it and moved it forward to the full board and it had a first reading on June 26, 2018.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

6.40.012-AD – Instructional Materials/Student Fees and Low Income Students
4.10.05-P – Student Enrollment and Transfers
4.10.100-P – Student Transportation Services

PROCESS / COMMUNITY ENGAGEMENT

Document Development – McKinney-Vento Homeless Student Staff
Document Review and Edit – Senior Director, Funded Programs
Presentation to Teaching and Learning Committee – Senior Director, Funded Programs, McKinney-Vento Homeless TOSA
Draft Policy Posted for public comment from June 26, 2018-July 17, 2018

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The draft McKinney-Vento Homeless Policy is aligned to the Board of Education mission for Portland Public Schools, which states, “The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.”

It is the LEA's obligation to review and revise policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth. Although this policy is not specific to race, our students of color are experiencing homelessness at much higher rates than our white students.

BUDGET / RESOURCE IMPLICATIONS

This policy does not have any significant budget implications. Working with our Transportation Department, we have not seen an impact due to the new language in ESSA. Our homeless population numbers, not the draft policy, impact projected transportation costs.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The first reading of the policy occurred on June 26, 2018. Notice of the new policy was posted for 21 days for public comment and no comments were received. The second reading of the policy will be on July 24, 2018.

QUESTIONS FOR BOARD DISCUSSION

None

ATTACHMENTS

Draft McKinney-Vento Homeless Board Policy
McKinney-Vento Administrative Directive - Redlined



Homeless Students

Overview

1. Homeless students in the District shall have equal access to the same free, appropriate education and other services, including public preschool education, as other students.
2. The McKinney-Vento Homeless Assistance Act requires that the District:
 - a. Ensure that homeless students are not stigmatized or segregated on the basis of their homeless status;
 - b. Designate a homeless liaison to coordinate services to ensure that homeless students enroll in school and have the opportunity to succeed academically;
 - c. Develop an appeal procedure for the prompt resolution of disputes that is accessible to all parties; and
 - d. Educate school staff and administrators about the rights of homeless students and families by providing information about the homeless assistance act and this directive in schools and administrative offices.

Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When a student who has been designated as McKinney-Vento (homeless) has completed the final grade served by the school of origin, *if the student is still in a homeless living situation*, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

3. “Homeless student” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
 - a. Students who are temporarily staying at the housing of other persons due to loss of housing, economic hardship, emergency crisis situation, fire, natural disaster, or a similar reason. This may include “couch surfing” or moving often between numerous other people’s residences;
 - b. Students who are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;



Homeless Students

- c. Students who are living in homeless shelters, domestic violence shelters, or agency based transitional housing program sites;
 - d. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - e. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
 - f. Migratory students who qualify as homeless because the students are living in circumstances described in a.-e.
4. “Unaccompanied Youth” means a student not living with or being supported by a parent or legal guardian. They may be completely out on their own or staying informally with one or more adults that are not their parent/legal guardian. It does *not* include students in Foster Care, unless a Foster Care student has run away from the foster home.

Assignment to School

The district shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness, or enroll the student in a district school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend. Homeless students seeking enrollment in schools with specific admission criteria or lottery based enrollment rather than neighborhood attendance boundaries (such as magnet, charter, immersion, etc.) need to follow the same protocols for entry as non-homeless students. If deadlines for application at those types of special schools were missed due to homelessness, the liaison will work with the school to see if exceptions can be made if there is space available.

In determining the best interest of the student, the district shall:

1. Presume that keeping the student in their school of origin is in their best interest, unless doing so is contrary to the request of the student’s parent or guardian;
2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;
3. Ensure that the district’s liaison helps with placement or enrollment decisions for an unaccompanied student and considers the request of the student, and provides a notice of the right to appeal on placement and enrollment decisions.



Homeless Students

Enrollment

The district shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residence or other documentation.

The district shall immediately contact the school last attended to obtain relevant academic and other student records.

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the district's liaison, who will help in obtaining necessary immunizations or records.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or district, consistent with state and federal law.

Enrollment Disputes

If a dispute arises over school selection, enrollment, or eligibility, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator.

The student, parent or guardian shall be referred to the district's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Services

Each homeless student shall be provided with services comparable to services offered to other students, including the following:



Homeless Students

1. Transportation services;
2. Education services for which the student is eligible, such as:
 - a. Title 1*;
 - b. Special education;
 - c. Programs for English Learners;
 - d. Career and technical education;
 - e. Talented and gifted programs.
3. *All homeless students are automatically eligible for Title I services, regardless of their current academic performance.
4. School nutrition programs.
 - a. All homeless students are direct certified as Free Lunch status upon qualification as McKinney-Vento Homeless for that school year.
5. The designation of McKinney-Vento Homeless status for a student lasts from the time of identification/qualification until the end of that school year, regardless of whether the student subsequently becomes housed. The designation does not roll over into the following school year. Students must be referred to the McKinney-Vento program each year and be qualified or not based on the current living situation.

Coordination

The district shall coordinate the provision of services to homeless students with local social service agencies, and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on inter-district issues such as transportation, transfer of school records and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services.

District Liaison

The district's liaison shall ensure that:

1. Homeless students are identified;
2. Homeless students enroll in and have a full and equal opportunity to succeed in district schools;
3. Homeless families and students have access to and receive educational services through Head Start, Early Intervention and preschool services;
4. Homeless families and students receive educational services for which they are eligible, as well as information about and referrals to health care services, dental services, mental health services, shelters and housing services, and other appropriate services;



Board Policy

4.10.014-P

Homeless Students

5. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
6. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, shelters, public libraries, and food banks);
7. Enrollment disputes are mediated through McKinney-Vento Act dispute resolution procedures;
8. The parents of homeless students, or any unaccompanied student, is fully informed of all transportation services for which they are eligible, including transportation to the school of origin, and is assisted in accessing transportation to the school selected;
9. School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.

The district's liaison shall coordinate and collaborate with the ODE state coordinator, community and school personnel responsible for the provision of educational and related services to homeless students.

History: Replaces 4.10.013-Administrative Directive

Legal references: USDE Non-Regulatory Guidance (July 27, 2016); McKinney-Vento Act – Education for Homeless Children and Youth Program, as amended December 2015 under ESSA; ORS 109.056; ORS 327.006; ORS 339.115; ORS 339.133; ORS 433.267; OAR 581-021-0045 to – 0046;



ADMINISTRATIVE DIRECTIVE

4.10.013-AD

Homeless Students

I. Overview

- A. Homeless students in the District shall have equal access to the same free, appropriate education and other services, including public preschool education, as other students.
- B. The McKinney-Vento Homeless Assistance Act requires that the District:
 - 1. Ensure that homeless students are not stigmatized or segregated on the basis of their homeless status;
 - 2. Designate a homeless liaison to coordinate services to ensure that homeless students enroll in school and have the opportunity to succeed academically;
 - 3. Develop an appeal procedure for the prompt resolution of disputes that is accessible to all parties; and
 - 4. Educate school staff and administrators about the rights of homeless students and families by providing information about the homeless assistance act and this directive in schools and administrative offices.

II. Definitions

- A. "Homeless student" means an individual who lacks a fixed, regular, and adequate nighttime residence including those awaiting foster care placement and as that term is more fully defined in federal law.
- B. "School of origin" means the school that the student last attended or the school where the student was last enrolled when permanently housed.
- C. "Unaccompanied student" includes a student not in the physical custody of a parent/ guardian, runaways living in shelters or other inadequate housing, those denied housing by their families, and others similarly situated.

III. Enrollment & School Assignment

- A. School assignments are based on the best interest of homeless students, which means the District shall:
 - 1. To the extent feasible, continue the homeless student's education in the school of origin if requested by the parent/guardian;
 - 2. Enroll the homeless student in any public school that non-homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend;

Homeless Students

4.10.013-AD

3. Allow the parent/guardian or, in the case of an unaccompanied youth, the District's homeless liaison, to enroll the student in one of the appropriate and accessible public or private alternative education programs proposed for the student by the District when necessary to meet a student's educational needs and interests; or
- B. Homeless students may remain in their school of origin for the entire school year, even if they become housed.
- C. ~~The District may consider the following when determining whether an assignment to the school of origin is feasible:~~
 1. ~~The age of the homeless student~~
 2. ~~The distance of a commute and the impact it may have on the student's education~~
 3. ~~Personal safety issues~~
 4. ~~A student's need for special instruction (e.g. special education and related services)~~
 5. ~~The length of anticipated stay in a temporary shelter or other temporary location~~
 6. ~~The time remaining in the school year~~
 7. ~~Other similar considerations~~
- D. The District shall immediately enroll homeless students.
 1. The inability to produce records normally required (e.g. immunizations, guardianship, residential status or other documentation) shall not be a barrier to enrollment. Where appropriate, the enrolling school shall refer the parent/ guardian to the homeless liaison for assistance in obtaining appropriate documentation.
 2. If a dispute arises over school assignment or enrollment, the student shall be immediately enrolled in the requested school, pending any appeal.
- E. Transportation shall be provided to and from the student's school of origin for the entire school year, even if the student becomes housed, at the request of the parent/guardian or, in the case of an unaccompanied student, the District's homeless liaison. Transportation requirements apply while any appeals are being resolved.
- F. The district homeless liaison shall help unaccompanied students in placement or enrollment decisions and consider their views.

Comment [Office1]: With passage of ESSA, the determination of school placement for a student experiencing homelessness is to be based more broadly on students' best interest. This is given more weight than the feasibility for a district.

IV. Appealing Enrollment Decisions

Homeless Students	4.10.013-AD
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- A. If the District wishes to send a homeless student to a school other than the school of origin or a school requested by the parent/guardian, the District shall provide the parent/guardian a written explanation of the District's decision, including the rights of the parent/guardian or student to appeal the decision through the Student and Parent/Guardian Complaint Procedure (4.50.030-P).
- B. The homeless liaison shall ensure that the appeals process is carried out as quickly as possible.

History: Replaces former 4.10.013 Administrative Regulation, Adpt. 12/09

Legal references: ORS 109.056; ORS 327.006; ORS 339.115; ORS 339.133; ORS 433.267; OAR 581-021-0045 to – 0046; The McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431, Title VII, Subtitle B), as amended by Title X of the Federal No Child Left Behind Act of 2001



Board of Education
Meeting Materials Cover Sheet July 19, 2018

- A. Board Informational Report: Kellogg Middle School Project Update
- B. Kellogg Middle School Stakeholder Engagement Plan
- C. Concept Layout: Separate Music Space / Dance & Performing Arts Space



Board of Education Informational Report

MEMORANDUM

Date: July 24, 2018
To: PPS Board of Education
From: Dan Jung, Sr Director, OSM
Subject: Kellogg Middle School Project Update

Below is a brief summary of the Kellogg Middle School Project.

Regular Ongoing Project Meetings:

- Design Advisory Group Meetings: 8 meetings from October, 2017 through June, 2018
- Steering Committee Meetings: typically bi-weekly, December, 2017 through July, 2018 (through end of Design Development phase, followed by additional regular updates/meetings through Construction Document phase)
- User Group Meetings: regular user group coordination meetings with groups from Office of Teaching & Learning and Operations & Maintenance from September, 2017 through July, 2018 (through end of Design Development phase, followed by additional regular updates/meetings through Construction Document phase)
- Please reference the attached Stakeholder Engagement Plan for more detail

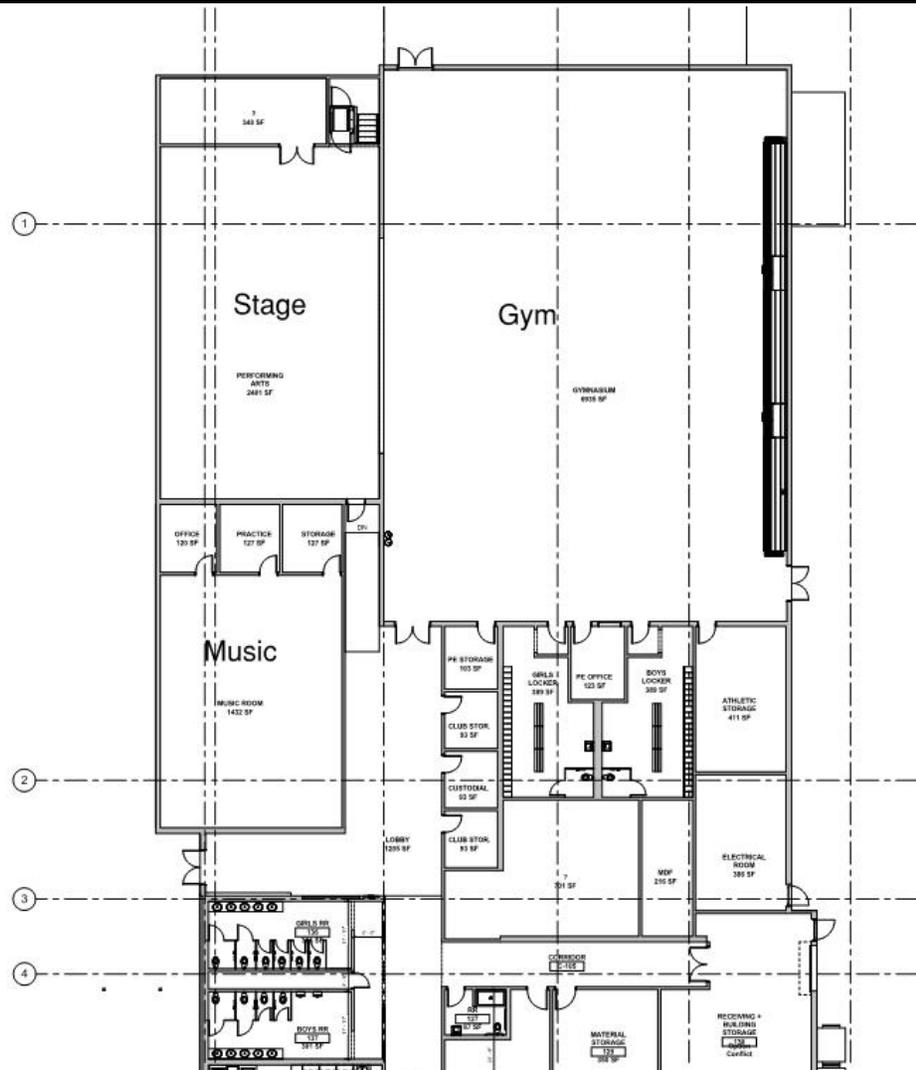
Timeline of Master Planning, Schematic Design and Design Development Process

- Master Planning (MP)
 - December, 2017: Presentation of MP space program, student capacity, project schedule and project budget to Finance, Audit and Operations (FAO) Committee and Board of Education (BOE)

- December 12, 2017: FAO Committee Meeting
 - December 19, 2017: BOE Meeting (MP approved via resolution 5552)
- Schematic Design (SD)
 - November, 2017 - February, 2018: SD phase user group coordination and design work underway
 - February, 2017: SD phase cost estimate and budget reconciliation process
 - February 7, 2018: Steering Committee cost estimate update, with Budget Cost Reduction (BCR) items introduced
 - February 21, 2018: Steering Committee confirmation of selected BCR items and reconciliation of budget
- Design Development (DD)
 - March, 2018 – July, 2018: DD phase user group coordination and design work underway
 - May, 2018: Additional input via the Steering Committee identifying the importance of a separate Music Space from the Dance/Performing Arts Space/Stage. Project team, begins to incorporate requested change.
 - June 12, 2018: Presentation of current design to BOE
 - July, 2018: DD phase cost estimate and budget reconciliation process
 - July 18, 2018: Steering Committee cost estimate update, with Budget Cost Reduction (BCR) items introduced, including ROM cost for separate Music Space
 - July 25, 2018: Steering Committee confirmation of selected BCR items and reconciliation of budget
 - August – September, 2018: user group coordination meetings, design, and cost estimate for reconfigured Gym/Performing Arts wing to accommodate separate Music space

6-12-2018 Board of Education feedback

Determine the cost to the Dance Classroom back in the design.



KELLOGG MIDDLE SCHOOL
PORTLAND PUBLIC SCHOOLS





Board of Education
Meeting Materials Cover Sheet July 24th, 2018

- A. Board Informational Report: Health and Safety
- B. PowerPoint Presentation: Tubman
- C. PowerPoint Presentation: PPS Health and Safety



Board of Education Informational Report

MEMORANDUM

Date: July 24, 2018

To: PPS Board of Education

From: John W. Burnham/Dan Jung

Subject: 2017 Health and Safety Bond Update

The following is an update on each of the eight health and safety programs that are funded by the 2017 Health, Safety and Accessibility bond.

Radon Mitigation

2018-2019

As of July 2018, approximately \$335,000 has been spent for radon testing and mitigation. Testing has been completed in nearly every school, resulting in the need for the installation of 20 radon mitigation systems at 16 schools. Schools affected by major construction in the last two years will be tested during the 2018-2019 winter heating season and mitigation steps taken as needed.

Radon mitigation systems have been installed at Astor, Beaumont, Edwards, Humboldt, Jefferson (2 systems), Kelly, Lane, Lent (2 systems), Marysville (design system in place, permanent system after asbestos abatement), Meek (2 systems), Ockley Green (2 systems), Peninsula, Roseway Heights, Skyline, Vernon, and Wilcox.

The 2018-2019 radon testing plan will be published and posted by Risk Management by September 1, 2018. The PPS Healthy and Safe Schools web page is up to date and is the source data for radon updates.

Asbestos Abatement

2017-18

High-level assessments of asbestos materials considered for removal, based on damaged condition or accessibility to staff and students, have been completed at all District sites. Approximately 45 sites have been identified for potential asbestos remediation work. Of these sites, we have completed the additional assessment survey and design for asbestos removal at 10 sites. During the summer of 2018 we are completing large-scale abatement of asbestos materials at 6 sites. Over the next five months additional assessment, survey, and design for large-scale removal will be

completed at an additional 18 sites. All large-scale asbestos work is being coordinated with other Bond work as feasible to lesson impact and closures to buildings.

2018-19

Due to the increase in commercial construction in the Portland area, many of the asbestos removal contractors are beyond their capacity to cover all the work being bid out. Due to these conditions we will be bidding out the next set of projects as early as possible. We are preparing to bid out large-scale asbestos removal work at up-to 15 sites in 2019. Additional small-scale asbestos removal projects and the assessment and design of additional sites will also be considered and completed as schedule allows.

Lead Paint Stabilization

2017-18

A detailed visual inspection and assessment of deteriorated potential lead based paint has been completed on the interior and exterior of all district facilities. The results of the survey have found approximately 10,000 locations of potential concern. A detailed prioritization matrix and work plan has been created which outlines the process of addressing these areas by priority of concern. A total of four Phases have been created for implementation as listed below.

- Phase-I – Pre-K -2nd Grade Locations (Interior)
- Phase-II – Pre-K -2nd Grade Accessible Locations (Exterior)
- Phase-III – 3rd – 12th Grade Locations (Interior) at K-5, K-8, K-12, Middle & HS
- Phase-IV – 3rd – 12th Grade Locations (Exterior) at K-5, K-8, K-12, Middle & HS

Based on the prioritization matrix, 68 sites and approximately 2,500 specific locations at these sites have been identified in the Phase-I scope of work. To date, 17 priority sites have had paint stabilization work completed with an additional 3 sites that had full interior repainting done. The PPS in-house painting crew is scheduled to complete approximately 15-20 more sites by the end of the year. Currently we are working on lead-paint stabilization standards, specifications, and bid documents to procure several additional painting companies under master contract to assist with the lead paint stabilization work.

2019

For 2019 we will have the in-house painting crew and additional contracted crews completing the Phase-I priority work at the remaining approximately 50 sites. Once the priority Phase-I work has been completed, the painting crews will move on to the Phase-II priority locations at approximately 62 sites. For clarification, there are four phases of work identified in the lead paint stabilization work plan. These separate phases are based on priorities identified in the created matrix and there are multiple sites that overlap between the separate phases.

Water Quality

2017- 18

- **The PPS Water Quality Program is being done in two Phases:**
 - In 2017, a Program was developed to deliver the first of two phases in accordance with the CH2M “Implementation Plan – Fixture and Partial Pipe Replacement” (June 14, 2017):
 - **Phase 1** – Replace and test only the common area (hallways, gyms and cafeterias) and kitchen food preparation drinking fixtures in 91 schools and an additional approximately 7 administrative and other PPS facilities.
 - **Phase 1 Status and Forecast**– Approximately 50% complete, with substantial completion* anticipated during Summer, 2018.
 - On June 6, 2018 the Health, Safety and Accessibility Committee provided approval and direction with regards to a second phase of work:
 - **Phase 2** – Test all classroom and other drinking fixtures not identified for replacement in Phase 1. Those that are able will be returned to service, while those that are not are expected to begin the fixture replacement process as recommended in the “Implementation Plan – Fixture and Partial Pipe Replacement”.
 - **Phase 2 Status and Forecast** – Sampling is expected to begin on July 18 and is expected to be substantially complete* during summer, 2018 prior to the start of school in August.

*Substantially Complete is attained when either: The District has full and unrestricted use of the contracted facilities and/or any deviations from full and unrestricted use of the contracted facilities have been identified including steps required to resolution.

2019

The only water quality work that may overlap into 2019 would be focused on restoring service to a limited number of fixtures that continue to test above 15 ppb after receiving new fixture hardware.

Security

- Pre 2018
 - PPS first installed access control in all elementary, K-8 and Middle schools beginning in the fall of 2013. (Madison was included.) We added access card readers (3-5) to parking lot and playground doors, added one camera to the inside of the main entrance doors of each school.

- During the course of the last five years, we have added 11 cameras to Jefferson, intercom devices on ADA doors, intercoms at front doors of some schools, and cameras in some sites.
- Under the 2017 Bond (Franklin, Faubion Roosevelt and Grant) we added interior and some exterior cameras. Access control card readers on exterior doors and an Intercom system on the front doors at Faubion. The intercom systems at the front doors of both Franklin and Roosevelt were value engineered out of the project and the front doors remain unlocked during the day. Roosevelt does have a vestibule you must enter that leads to the main office before one can enter the main school. Grant will not have an intercom system at their front door, but like Roosevelt, they have a vestibule you must enter that leads to the main office before one can enter the main school.
- 2018
 - During the summer of this year, we are adding intercom systems and common area speakers, office monitors and a schedule cancel button to Rose City Park, Roseway Heights. Since Tubman already has the intercom system on their front door, we are adding only common area speakers, access control to the dance studio, a camera under the breezeway, a monitor in the office and the schedule release button.
 - Also during the summer, we have hired a security consultant (NewDawn) for the physical security portion of the 2017 Bond. He will be assessing 13 schools during the last two weeks of July and into August, with a full report prepared for us by the beginning of September. Input from schools and parents has indicated that the number one item asked for is an intercom , or buzzer, at front doors, leaving the school in a lockout situation. The second most requested item we have received is to add speakers into the common areas like gyms, cafeterias and libraries. We would also be adding a schedule interruption button. This button would release any schedule in the system that would auto open doors during certain parts of the day. We would be adding video phones to each school to use as a feed between the intercom and the front office. Adding video monitors to each office receiving a new intercom system will display each camera location to each school campus's front office.
 - We will include the new Interim Director of Security into the consulting work to incorporate his input in a final report from our consultant and publish a final report sharing and getting input from the Office of School Modernization, Facilities and Information Technology.
- 2019-2020
 - Go out to bid for front door intercoms in January, 2019.
 - Have front door intercoms on all schools by the end of December, 2019. This would include the intercom, door schedule button and the monitor.
 - By the end of December 2020, have the common area speakers added to all schools . This is likely budget dependent.

Roofing

2018

Roofing projects for 2018 consist of two school sites, Beverly-Cleary Fernwood and Martin Luther King Jr. Both roofing projects include complete reroof with installation of seismic upgrades and fall protection anchors. Construction began at both schools June 13, 2018 with a scheduled completion of the roofing portion of the projects before students return August 27th.

2019

Roofing projects for 2019 consist of three school sites, Jackson, Rigler, and Sitton. Sitton roofing design will be completed February 2019 with bidding scheduled for March. All three roofing projects include complete reroof with installation of seismic upgrades and fall protection anchors. Construction will begin at all three sites mid-June 2019 with a scheduled completion of the roofing portion of the projects before students return at the end of August.

Fire Sprinklers

2018

Fire sprinkler projects for 2018 consist of three school sites, Lewis, Beverly-Cleary Fernwood and Martin Luther King Jr. Fire sprinkler portions of the projects were designed under the 2017 Bond and added to the scopes of completed designed Improvement Project 2017 projects. All three fire sprinkler projects will provide 100% sprinkler coverage for all the buildings. Construction began at all three schools June 13, 2018 with a scheduled completion of the fire sprinkler portion of the project by December 31st, 2018.

2019

Fire sprinkler projects for 2019 will consist of 8 sites involving two different Health and Safety Projects. Fire sprinkler installation will be incorporated with other Health and Safety projects at Jackson, Rigler, Hayhurst, and Sitton schools. DaVinci, Jefferson, Lee, and Maplewood are a stand-alone fire sprinkler group project slated for design completion by December 2018 with construction commencing in 2019. All 8 sprinkler projects will provide 100% sprinkler coverage for all the buildings. Construction will begin the spring and summer 2019 with a scheduled completion of fire sprinkler projects by December 2019.

Fire Alarms

2018

Fire alarm upgrade projects for 2018 consist of one school site: Martin Luther King Jr. School. The fire alarm portion of the project was designed under the 2017 Bond.

Construction began at Martin Luther King Jr. on June 13, 2018 with a scheduled completion of the fire alarm portion of the project by December 31st, 2018.

2019

Fire alarm projects for 2019 will consist of 13 sites. Fire alarm installation was incorporated with other Health and Safety projects at Rigler school and will be completed the Summer of 2019. Twelve (12) schools; Astor, Atkinson, Forest Park, Robert Gray, Kenton, Lent, Markham, Meek, Richmond, Sabin, Stephenson, and Vernon are a stand-alone fire alarm group project slated to begin in November of 2018 as a Design/Build delivery with a completion date of December 2020. The 12 schools in this project are listed in the Six Year Program for PPS Fire Alarm Upgrades agreement between the City of Portland and PPS that ends 2020.

Accessibility

2018

In preparation for the 2018-19 school year, nine PPS school facilities are receiving accessibility improvements. These improvements are being made in schools undergoing group project (multiple categories of improvements including roof/seismic work with fall protection, fire sprinkler and fire alarm) work as part of the 2017 Capital Bond Program and schools that are part of the current middle school conversion project. The scopes of work for accessibility improvements were derived from the PPS 2012 Facility ADA Assessment and permit requirements for the renovation work being performed at these schools.

Americans with Disabilities Act (ADA) Transition Plan (2019)

The scope of future accessibility improvements in District school facilities will be based on the schedule of improvements in the forthcoming update to the District's ADA Transition Plan. An update of the Facility ADA Assessment that will take place as part of the facility condition assessment that is now underway. Staff will bring funding prioritization options for the ADA Transition Plan to a future meeting of the Board of Education's Health, Safety and Accessibility Committee.

Schools with 2017 Bond Group Projects – FY 2018-19

- Beverly Cleary K-8 School at Fernwood
- Jackson Middle School
- Kelly Elementary
- Martin Luther King Jr. K-8 School
- Lewis Elementary

Middle School Conversion Projects

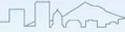
- Rigler Elementary
- Rose City Park Elementary
- Roseway Heights Middle School
- Tubman Middle School



PORTLAND PUBLIC SCHOOLS

PPS Board of Education 2017 Health and Safety Bond Update

July 24, 2018




PORTLAND PUBLIC SCHOOLS

Pathway To Short-Term Plan

SCOPE	STRATEGY (PRIORITY PROCESS)				ACTION PLAN			
	PROCESS LEAD	PROCESS	FINAL DECISION MAKER	ESTIMATED DECISION DATE	PROCESS LEAD	PROCESS	FINAL DECISION MAKER	ETA
WATER QUALITY	OSM/FAM	OSM/FAM to create draft priorities, present to HSA for approval.	HSA	NEXT HSA ~ JULY	OSM	OSM to complete Action Plans identifying how each scope of work will be executed over the next 8 years.	HSA	
LEAD-BASED PAINT	OSM/FAM	OSM/FAM to create draft priorities, present to HSA for approval.	HSA	AUG	OSM		HSA	
ASBESTOS	OSM/FAM	OSM/FAM to create draft priorities, present to HSA for approval.	HSA	NEXT HSA ~ JULY	OSM		HSA	
RADON	OSM/FAM	OSM/FAM to create draft priorities, present to HSA for approval.	HSA	SEPT	OSM		HSA	
FIRE ALARM / SPRINKLERS	OSM/FAM	OSM/FAM to create draft priorities, present to HSA for approval.	HSA	SEPT	OSM		HSA	
ROOFS	OSM/FAM	OSM/FAM to create draft priorities, present to HSA for approval.	HSA	COMPLETE	OSM		HSA	
ACCESSIBILITY	OSM/FAM	ADA transition plan	BOE	FALL 2018	OSM		HSA	
SECURITY SYSTEMS	OSM/FAM	OSM/FAM to create draft priorities, present to HSA for approval.	HSA	AUG	OSM		HSA	



Radon

- Approximately \$335,000 has been spent for radon testing and mitigation.
- 20 radon mitigation systems have been installed at 16 schools.



Radon Mitigation Systems

- Astor
- Beaumont
- Edwards
- Humboldt
- Jefferson (2 systems)
- Kelly
- Lane
- Lent (2 systems)
- Marysville (temp system)
- Meek (2 systems)
- Ockley Green (2 systems)
- Peninsula
- Roseway Heights
- Skyline
- Vernon
- Wilcox





PORTLAND PUBLIC SCHOOLS

Radon

Schools affected by major construction in the last two years will be tested during the 2018-2019 winter heating season.



PORTLAND PUBLIC SCHOOLS

Radon

The 2018-2019 radon testing plan will be published and posted by Risk Management by September 1, 2018.

The PPS Healthy and Safe Schools web page is up to date and is the source data for radon updates.





PORTLAND PUBLIC SCHOOLS

Asbestos Abatement

2017-18

- High-Level asbestos material condition assessments completed at all District facilities
- Approximately 45 sites have been identified for further investigation and remediation based on existing material condition and accessibility to staff and students
- Additional detailed assessment, survey, and design completed at 10 sites
- Summer 2018 - Completing large-scale abatement at 6 sites



PORTLAND PUBLIC SCHOOLS

Asbestos Abatement

2018-19

- Fall 2018 - Completing the additional survey & design at an additional 18 sites
- Spring & Summer 2019 – Completing large-scale abatement projects at approximately 15 sites (*Based on availability of abatement contractors*)





PORTLAND PUBLIC SCHOOLS

Lead Paint Stabilization

2017-18

- Completed visual inspection & assessment of deteriorated potential lead based paint at all District facilities.
 - Approximately 10,000 locations of concern identified
- Detailed prioritization matrix and work plan created to address areas by priority of concern – broken out into 4 phases
 - Phase-I – Pre-K -2nd Grade Locations (Interior)
 - Phase-II – Pre-K -2nd Grade Accessible Locations (Exterior)
 - Phase-III – 3rd – 12th Grade Locations (Interior) at K-5, K-8, K-12, Middle & HS
 - Phase-IV – 3rd – 12th Grade Locations (Exterior) at K-5, K-8, K-12, Middle & HS



PORTLAND PUBLIC SCHOOLS

Lead Paint Stabilization

2017-18

- Paint Stabilization Work Completed:
 - Stabilization completed at 17 sites (during the assessment period) that were considered an immediate priority
 - Full interior re-painting completed at 3 sites (by In-House painting crew)
 - Up-to an additional 15-20 Phase-I sites scheduled for completion by end of year
- Working on the procurement of several painting contractors under master contract to assist with lead paint stabilization work





PORTLAND PUBLIC SCHOOLS

Lead Paint Stabilization

2019

- Completion of remaining Phase-I priority work at approximately 50 sites
- Once Phase-I work is completed, work will concentrate on Phase-II priority locations at approximately 62 sites
- Working on the procurement of several painting contractors to assist with lead paint stabilization work



PORTLAND PUBLIC SCHOOLS

Water Quality

2018

- Common area and kitchen food preparation fixtures at approximately 90 sites are anticipated to return to service before the start of the 2018 – 2019 school year.
- 59 of the 90 sites have completed the common area fixture replacement process.
 - 29 have been sampled, tested and returned to service
 - 30 have been replaced; sampling and testing planned for July, 2018
 - 31 are expected to be replaced, sampled and tested this summer, with those applicable returning to service before the start of the 2018 – 2019 school year.





PORTLAND PUBLIC SCHOOLS

Water Quality

2018-19

- Additional administrative and other leased and/ or otherwise used locations such as Wilcox and BESC are currently out to bid. Mandatory prebid site visits were conducted on June 12, 2018 and bids were opened on June 21, 2018.
- The H.S.A. Committee has approved the testing of classroom drinking fixtures followed by the return to service of the ones that yield results below PPS action levels. These fixtures should be returned to service or replaced by the end of 2018.
- The only water quality issues that are likely to carry over to 2019 are related to a limited number of fixtures that test above 15 ppb.



PORTLAND PUBLIC SCHOOLS

Security

Pre-2018 & 2018

- See Security BOE Informational Report for pre-2018 security projects.
- A security consultant will be assessing security needs at 13 schools during the last two weeks of July and into August, with a full report prepared for us by the end of August or the beginning of September.
- Input from many schools and parents has indicated that the two top items asked for in schools are front door intercoms and speakers in the common areas.





PORTLAND PUBLIC SCHOOLS

Security

2019

- If the consultant supports front door intercoms we will request bids for intercoms in January, 2019.
- This would involve installation of front door access control/intercoms on all schools, except some high schools, by end of December 2019. (This includes door schedule button and monitor.)
- End of December 2020, our intent is to add common area speakers to all schools, including High Schools (Budget Dependent).



PORTLAND PUBLIC SCHOOLS

Roofing

2018

- Roofing projects for 2018 consist of two school sites, Beverly-Cleary Fernwood and King.
- Both roofing projects included complete reroof with installation of seismic upgrades and fall protection anchors.
- Construction began at both schools June 13, 2018 with a scheduled completion of the roofing portion for the projects before students return August 27th.





PORTLAND PUBLIC SCHOOLS

Roofing

2019

- Roofing projects for 2019 consist of three school sites, Jackson, Rigler, and Sitton
- Sitton roofing design will be completed February 2019 with bidding scheduled for March.
- All three roofing projects include complete reroof with installation of seismic upgrades and fall protection anchors
- Construction will begin at all three sites mid-June 2019 with a scheduled completion of the roofing portion of the projects before students return at the end of August.



PORTLAND PUBLIC SCHOOLS

Fire Sprinklers

2018

- Fire sprinkler projects for 2018 consist of three school sites, Lewis, Beverly-Cleary Fernwood and King.
- Fire sprinkler portions of the projects were designed under the 2017 Bond.
- All three fire sprinkler projects will provide 100% sprinkler coverage for all the buildings.
- Construction began at all three schools June 13, 2018 with a scheduled completion of the fire sprinkler portion of the project on December 31st, 2018.





PORTLAND PUBLIC SCHOOLS

Fire Sprinklers

2019

- Fire sprinkler projects for 2019 will consist of 8 sites.
- Fire sprinkler installation will be incorporated with other Health & Safety projects at (4) schools Jackson, Rigler, Hayhurst, and Sitton schools.
- Four (4) additional schools Devinci, Jefferson, Lee, and Maplewood are a stand-alone fire sprinkler group project slated for design completion December 2018.
- Construction will begin the Spring and Summer 2019 with a scheduled completion December 2019.



PORTLAND PUBLIC SCHOOLS

Fire Alarms

2018

- Fire alarm upgrade projects for 2018 consist of one school site; King School.
- Fire alarm portion of the project was designed under the 2017 Bond.
- Construction began at King June 13, 2018 with a scheduled completion of the fire alarm portion of the project on December 31st, 2018.





PORTLAND PUBLIC SCHOOLS

Fire Alarms

2019

- Fire alarm projects for 2019 will consist of 13 sites.
- Fire alarm installation was incorporated with other Health & Safety projects at Rigler school and will be completed the Summer of 2019.
- Twelve (12) schools; Astor, Atkinson, Forest Park, Gray, Kenton, Lent, Markham, Meek, Richmond, Sabin, Stephenson, and Vernon are a stand-alone fire alarm group project slated to begin in the November of 2018 as a Design/Build delivery with a completion date of December 2020.
- The 12 schools in this 2019 project are listed in the Six Year Program for PPS Fire Alarm Upgrades agreement between the City of Portland and PPS that ends in 2020.



PORTLAND PUBLIC SCHOOLS

Accessibility

2018

- Internal stakeholder input received by Fall 2017
- Need stakeholder input to evaluate/recommend funding priority
- Draft ADA Transition Plan funding priorities to HSA committee Summer 2018
- DRAFT presentation to the full Board of Education Fall 2018
- Final presentation to the full Board of Education Fall 2018





PORTLAND PUBLIC SCHOOLS

Accessibility

2019

- Contract for FCA executed
 - *FCA*
 - *Facility ADA assessment*
 - *Educational evaluation*
 - *Site capacity analysis*
- Pilot project to begin August 2018
- Assessments to begin Fall 2018
- Assessment work complete Spring/Summer 2019





2018-2019

To: PPS School Board

From: Eileen Isham

RE: Over View of Head Start Documents to be reviewed and approved.

Documents Included for the 2018-2018 Fiscal Year:

- Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
The Head Start Program Performance Standards Provides requirements and procedures for the eligibility determination, recruitment, selection, enrollment, and attendance of children in the Head Start program. In order to prioritize those most in need of Head Start services, staff with parents developed a point system to ensure the intended population is reached. The point system is reviewed and updated and approved annually.

BOARD APPROVAL NEEDED

- 5 Year Goals and School Readiness Goals
Head Start programs are required to develop long-range program goals and short term program and financial objectives that provide the foundation and resources to support the establishment and implementation of school readiness goals. Attainment of these goals will ensure high-quality comprehensive services for children and families. Programs are responsible for tracking and assessment of progress made toward meeting goals over the five year period, objectives are adjusted annually.

BOARD APPROVAL NEEDED

- Budget/Planning Recommendations
Prior to development of the annual budget and submission of the Federal and State grant applications, budget and program priorities are developed with Head Start Parent Policy Council Attached you will find the budget priorities developed by the Parent Policy Council with staff. Priorities are developed depending on available funding.

BOARD APPROVAL NEEDED

Harriet Tubman Middle School

Update on Air Quality Monitoring & Health Risk Assessment

William Lambert, PhD
Presentation to PPS Board
Tuesday Jul-24-2018

Upgrades:

1. New HVAC system to filter outdoor air
2. New roof and repairs to prevent water damage and mold
3. Removal of asbestos-containing materials
4. Radon testing
5. Installation of new drinking fountains and plumbing to reduce lead exposure

PSU monitored outdoor air in March & April

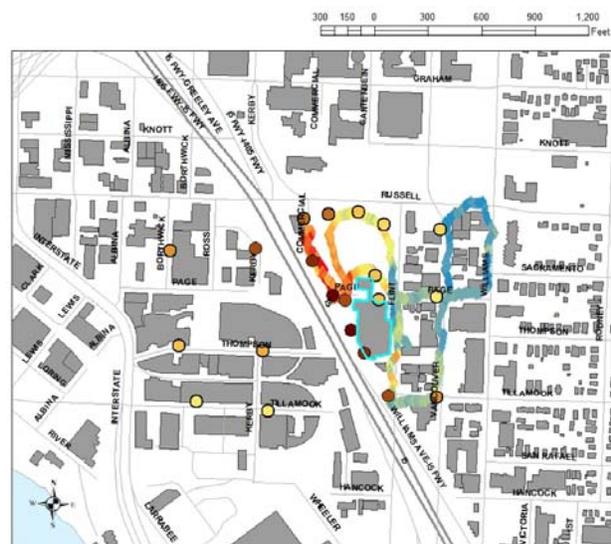
Pollutants known to be in motor vehicle exhaust and industry:

- Criteria pollutants:
 1. NO_x and NO₂
 2. PM_{2.5} and PM₁₀
 3. Carbon monoxide
- Ultrafine Particulate Matter
- Black carbon
- Air toxics:
 1. 16 Volatile Organic Compounds (VOCs)
 2. 7 Metals



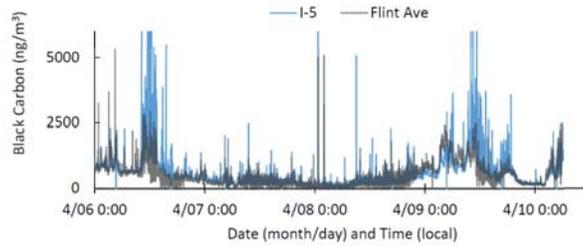
Traffic-related air pollutants

- Pollution from I-5 is elevated over urban background
- Levels in March and April were below federal standards
- Strong reductions in concentrations occur with distance from the freeway

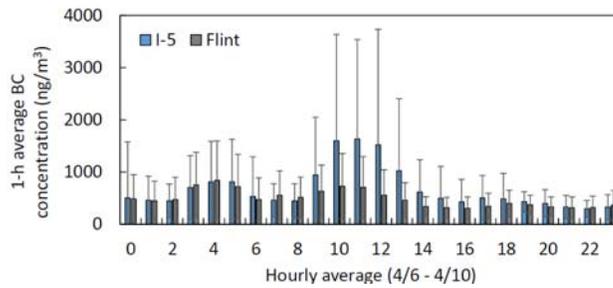


Black Carbon – Lower on Flint St. side

Continuous

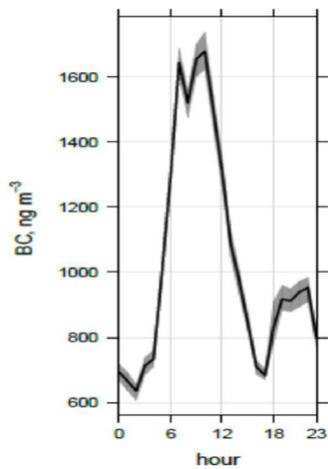


Hourly average

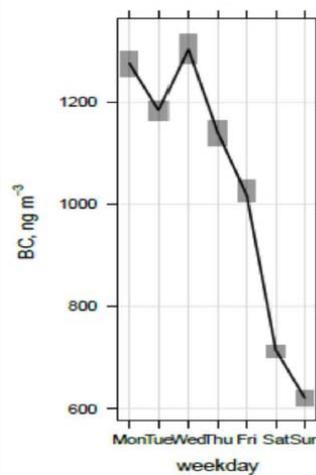


Pollution levels were highest in the mornings

- Measurements of NO₂, CO, Black Carbon, and UFP were highest in the morning hours
- These levels correlate with ODOT measures of traffic congestion, and with daily wind patterns



BY HOUR



BY DAY OF WEEK

BLACK CARBON (DIESEL SOOT)

VOCs and metals generally do not pose a health concern

Volatile Organic Compounds

- Most at trace levels or below the Oregon ABCs for air toxics
- Three compounds (benzene, naphthalene, and acrolein) exceed the ABCs, but benzene and acrolein are also elevated across the city.

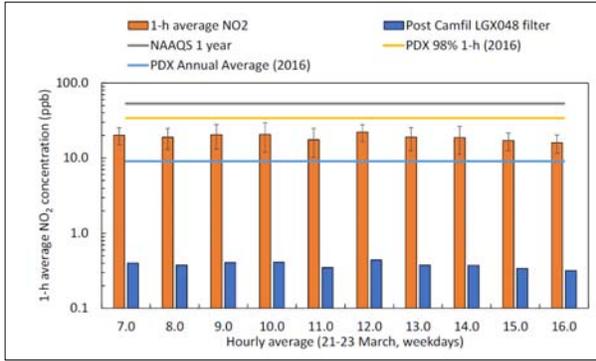
Metals

- All are at trace levels or below the Oregon ABCs for air toxics
- Cadmium is absent (consistent with closure of Uroboros Glass)
- Arsenic levels are elevated, but we observe these levels across the city

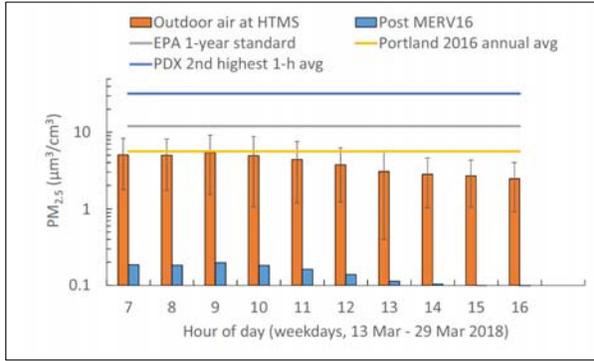
The HVAC system is intended to prevent exposures while students are indoors

- I-5 is a heavily travelled highway, with high diesel use
- Prolonged periods of congestion occur
- ODOT has plans to widen the highway, but impacts on traffic volume, flow, and air quality are difficult to predict
- The system includes MERV 8 pre-filters and MERV 16 filters to remove particles, even those in the ultrafine size range
- A charcoal sorbent cartridges will remove VOCs

HVAC estimated performance

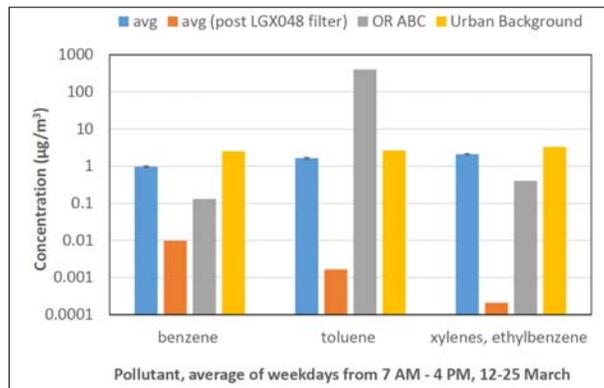


NO₂ = 1/50th of outdoor levels



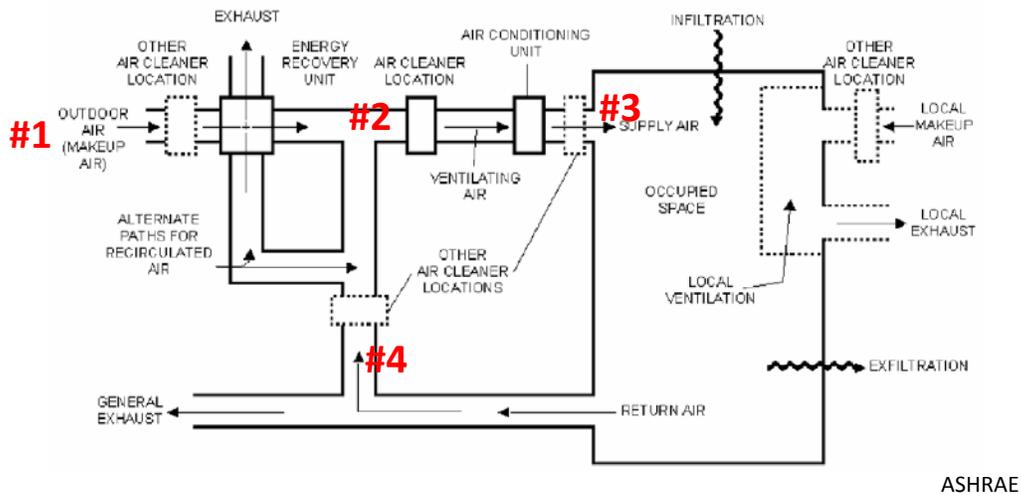
PM 2.5 = 1/25th of outdoor levels

VOCs will also be removed



1/100th of outdoor levels

Sampling points in the HVAC system



Analysis objectives for HVAC system

- Intake air quality variation by hour and day of week (#1)
- Reduction of particle mass by MERV8 and MERV16 filter banks and the charcoal filters (#2 minus #3)
- Check for indication of infiltration by comparison of supply air (#3) to return air (#4).

Phase II – Air sampling plan

INDOORS

- HVAC system intake and multiple points downstream and in return ductwork
- Occupied spaces:
- Two west side (I-5) classrooms
- Two east side (Flint) classrooms
- Gymnasium

OUTDOORS

- Both sides at corners of HTMS building
- School grounds and Lillis Albina City Park (including rooftop basketball courts)
- Walking transects for UFP counts multiple times of day
- Multiple transects for UFP counts perpendicular to I-5 at repeated times per day (to measure the gradient with distance from I-5)
- Meteorology

Analysis objectives for student/staff exposure

- Characterize levels of exposure to traffic-related air pollutants indoors *and outdoors* by hour and day of week
- Observe the time-activity patterns of students to identify times and locations of high exposure concern
- Identify environmental and occupancy factors which affect indoor air quality

Maintenance and operations

- Standard operating procedures and manuals/online resources will be developed with contractors
- PPS building maintenance staff will be trained on:
 - HVAC system design and operation
 - Pressure controls
 - Filtration
 - Exhaust fans

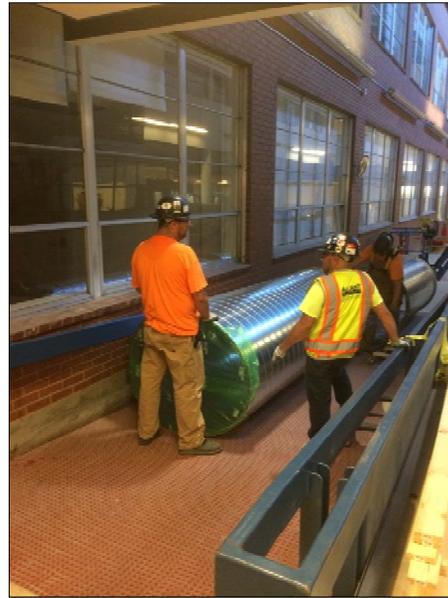
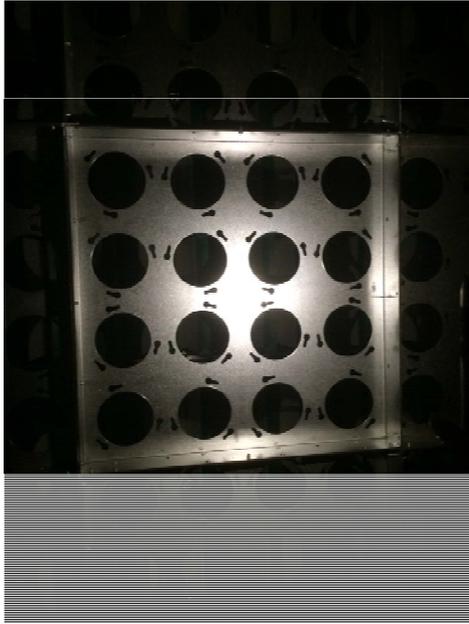
Timeline

- Monday August 13 HVAC system operational and moving air
 - Balancing and operational checks during the week of August 13-17
 - Installation of air quality monitoring instruments and checks
 - Teachers may access classrooms beginning Tuesday August 14
- Monday August 20 HVAC system commissioned
 - Air quality monitoring begins
- Monday August 27 scheduled First Day of School
- Continued air monitoring for 6 weeks (September to October)

Photos









- PPS Head Start Program Options
Head Start Performance Standards mandate Board approval of the program service options offered to children and families. The program proposes to offer 9 Double session classrooms and 25 Extended Day classrooms at 9 sites.

BOARD APPROVAL NEEDED

- Community Needs Assessment
The Community Needs Assessment is designed to identify and incorporate trends and other information about challenges and trends the community and families we serve are experiencing. The purpose of the assessment is to collect and analyze information on the status and needs of the Head Start eligible children and families. This information and subsequent recommendations are used to make decisions regarding the long range goals of the program, the recruitment area, selection criteria, staffing needs as well as program service options.

BOARD APPROVAL NEEDED

- Self-Assessment Recommendations
The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self –Assessment is to meet Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the service delivered to children and families.

BOARD APPROVAL NEEDED

- Internal Dispute Resolution Policy and Procedures
To facilitate meaningful consultation and collaboration about decisions of the governing body (PPS School Board) and the Parent Policy Council (PC) each agency’s governing body and PC must establish written procedures for resolving internal disputes between the governing board and policy council in a timely manner that includes impasse procedures.

BOARD APPROVAL NEEDED



**Portland Public Schools
Head Start Program**

4800 NE 74th Ave • Portland, OR 97218
Phone: (503) 916-5724 • Fax: (503) 916-2670

June 18, 2018

To: Portland Public School Board Members

From: Eileen Isham Head Start Director

RE: Board Resolution Request

To ensure the PPS School Boards involvement in Head Start Programs, Federal Head Start Performance Standards mandate board input and approval of many documents included in the program's planning process as well as findings from audits and or program reviews.

For your review and input you will find the planning documents that require approval of the School Board and the Head Start Parent Policy Council. This spring the Parent Policy Council approved all attached documents.

A brief overview of each document is also included.

Documents Included for the 2018-2018 Fiscal Year:

- Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
- 5 Year Goals
- Budget/Planning Recommendations
- PPS Head Start Program Options
- Community Needs Assessment
- Self-Assessment Recommendations
- School Readiness Goals
- Internal Dispute Resolution Policy and Procedures

If additional information is needed feel free to contact Eileen Isham at 503-998-9138



Portland Public Schools Head Start

SELECTION CRITERIA 2018-19

AREA	DESCRIPTION	POINTS
Disability		(Entered by disability staff)
Diagnosed Condition	MECP	10
No Disability	None	00
Income		
Eligible	Elig	100
TANF or ERDC received	TANF or ERDC	100
SSI	SSI	100
Foster Child	Foster	100
Verified Homeless	Homeless	100
130% of Poverty	130%	25
Over 130% of poverty	Over	00
Other Factors		
Returning Student	Ret	100
Verified Homeless	Homeless	100
Foster Child	Foster	100
Transfer from other Head Start Program or EHS	Tran or EHS	90
Environmental issues/ As indicated on application	Need	10 pts per issue
Referral from agency: DHS, CRN, Morrison Center	Ref	10
Sibling in program within last 5 years	Sib	20
Age		
Four by September 1st	Four	100
Four by December 1 st	3 ½	50
Three	Three	00



PPS Head Start 5-Year Program Goals 2018–2019

Approved by Policy Council on June 5, 2018

*“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.”*

Program Goal 1: PPS Head Start will ensure that all children are ready for success in kindergarten and beyond.						
Objectives	Progress, Outcomes, and Challenges					
	Expected 5-year Impact	Year 1 2018–19	Year 2 2019–20	Year 3 2020–21	Year 4 2021–22	Year 5 2022–23
		<i>Progress/outcome</i>	<i>Progress/outcome</i>	<i>Progress/outcome</i>	<i>Progress/outcome</i>	<i>Progress/outcome</i>
All children will receive high quality educational experiences.	95% of all enrolled children will be at or above widely-held expectations in all domains.					
Children will be healthy and ready to learn.	80% of enrolled children will have attendance of 85% or greater.					
Increased individualized instruction and support	Improved outcomes for students with an identified disability or challenging behavior.					

Program Goal 2: PPS Head Start will have strong communication systems throughout our organization.

Objectives	Progress, Outcomes, and Challenges					
	Expected 5-yr. impact	Year 1 2018–19	Year 2 2019–20	Year 3 2020–21	Year 4 2021–22	Year 5 2022–23
		Progress/outcome	Progress/outcome	Progress/outcome	Progress/outcome	Progress/outcome
Program information will be shared regularly with families, staff and community partners.	All program communication systems will have a current written procedures and will be utilized and maintained regularly.					
Updated technology systems and training will be provided program-wide.	100% of staff will be trained regularly on devices and software relevant to their work.					

Program Goal 3: PPS Head Start will ensure that the diversity of every child, family and staff member is valued and reflected in all program actions and decisions.

Objectives	Expected 5-yr. impact	Progress, Outcomes, and Challenges				
		Year 1 2018–19	Year 2 2019–20	Year 3 2020–21	Year 4 2021–22	Year 5 2022–23
		Progress/outcome	Progress/outcome	Progress/outcome	Progress/outcome	Progress/outcome
Increase pathways and opportunities for parents to become employed with PPS Head Start.	Increase the parent employment with Head Start by 30%.					
Provide meaningful and relevant professional development for all PPS Head Start staff.	100% of staff will receive regular professional development related to their Head Start responsibilities.					
Ensure that all children and families are receiving support to be healthy and ready to learn.	100% of children will have completed screenings and needed referrals. 100% of families will receive information and follow up regarding healthcare and needed resources.					



Parent Policy Council Minutes

Sacajawea
 NE 74th Ave
 503-916-5724
 Feb-13-18

Samantha White, Chair
 LaDonna Franklin, Vice Chair

Information	Welcome Opener Mtg: Overview,	Vice Chair- LaDonna Franklin	5 minutes
Action	Minutes Overview of minutes of previous meeting. Motion to approve, 1- Linda Ramsey, 2 - Morgan Rogers Vote 7 0 Disapprove, 0 abstained	Secretary- Emma Pryor	5 minutes
Action	Treasures Report Review of Jan budget, overall budget remaining. Motion to approve, 1- Amanda Taylor, 2 – Deysi Pat Vote 7 0 Disapprove, 0 abstained	Treasurer – Brianne Aguilar	10 minutes
Action	Directors Report/Site Locations Review of director’s report. Management working on self-assement program, finalizing survey. Should be final end of this week. 84% last month attendance. Correction of Medical/Dental is actually 2/13/18 NOT 2/28/15. Motion to approve, 1- Jennifer Sparks, 2 - Morgan Rogers Vote 7 0 Disapprove, 0 abstained	Carol Lowry	45 minutes

	<p>Budget/Program Planning: 819 Funded enrollment. Discussed the closure of Applegate site. Displacement of 77 families. 34 returners. LaDonna is a parent of and expressed how the neighborhood is very upset and fighting back.</p> <p>Returners are guaranteed slots at Woodlawn, Faubion, ect.</p> <p>Best case: SAVE APPLGATE! Worst Case: Transfer 40 slots to Vestal, getting a voice in there and would add life, helping out. Transfer 40 slots to Faubion, Transferring NAYA and Early Headstart to Kelly, Transfer 1 extended day from Lane to Clarendon. Convert 1 extended day at Grout to 3yr old extended day. 10 sites (from current 9 sites) Look into possibility to help in transportation of Applegate students to another place. We are also considering moving two classrooms to Vestal. The community is very interested in having Head Start at their school.</p> <p>Motion to SAVE APPLGATE, 1- Linda Ramsey, 2 - Morgan Rogers Vote 12 0 Disapprove, 0 abstained</p> <p>Motion to approve worst case : 1- Jennifer Sparks, 2 – Linda Ramsey, Vote 6 4 disapprove, 1 abstained</p>		
Information	<p>Mental Health Team of 5 professionals for sites, Wellness Program (mental health has a stigma). Given schedule for sites, Signs of information at schools of what Mental Health Consultant’s do. Flyer for families on Parenting type class. 3 weeks in March at all sites for parenting series. Snacks</p>	Katie McNeil	10 minutes

	provided. Formal sites have Spanish and English. SIGN UP! Look for flyers at schools!		
Information	<p>New /Old Business/ Center News</p> <p>Some responses on attendance incentive's: gas card, oil change card, \$5 cards, art supplies, support in transportation, (coats, rain boots and umbrellas for adults), Demos on why one should attend, parenting classes, kid friendly alarm clock, OMSI passes, Show passes, party for kids with great attendance.</p> <p>Applegate FSW has been just having parents write names when they are there then once a week she pulls a name and doesnt make a big deal but gives very little gift.</p> <p>SCREEN FREE WEEK working with PPC on pats on the back.</p>	Vice Chair- LaDonna Franklin	5 minutes
CLOSURE: Vice Chair- LaDonna Franklin			
Special Notes: Childcare provided Light Dinner 5:15 p.m.		Next Meeting 3-13-18 Program Planning Meeting 4pm	



PPS Head Start Program 2018-2019

Site, Program Model and Hours of Operation

Site	Session Type	Sessions	Hours And Days In Session	Funded Enrollment
Sacajawea 4800 NE 74 th Ave Portland OR. 97218 503-916-5724	AM	3	8:40-11:40 am	158
	PM	3	12:20-3:20 pm	
	Extended	3	8:25-2:45 pm ext. day	
Jason Lee 2222 NE 92nd Ave Portland OR. 97218	Extended	2	8:00—2:15 pm	40
Creston Annex 4620 SE Powell Blvd Portland OR. 97206 503-916-6219	AM	2	8:40-11:40 am	104
	PM	2	12:20-3:20 pm	
	Extended	2	8:15-2:35 pm ext. day	
Applegate 7650 N. Commercial Ave. 97217 503-916-6294	Extended	4	8:15-2:35 pm ext. day	77
Kelly Center 9015 SE Rural St Portland OR. 97266 503-916-5774	AM	2	8:40-11:40 am	145
	PM	2	12:20-3:20 pm	
	Extended	4	8:15-2:35 pm ext. day	
Sitton 9930 N Smith St Portland, OR 97203	Extended	2	8:00 –2:20 p.m. ext. day	40
Clarendon 9235 N Van Houten Portland, OR 97203	AM	2	8:40-11:40 am	141
	PM	2	12:20-3:20 pm	
	Extended	4	8:40-3:00 ext. day	
Grout 3119 SE Holgate Blvd Portland, OR 97202	Extended	2	7:55 - 2:15 p.m. ext. day	40
Whitman	Extended	2	TBD	40
	Enrollment Total			785



COMMUNITY NEEDS ASSESSMENT

Portland Public Schools Head Start

MARCH 2018
PORTLAND STATE UNIVERSITY

Approved by Policy Council April 10, 2018.

Acknowledgements

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- Portland State University's Institute of Portland Metropolitan Studies
- Portland Public Schools Head Start

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For their contributions to the report, we'd like to thank

- Kevin Rancik, Research and GIS Analyst at the Population Research Center, Portland State University
- Randy Morris, Community Geography Program Coordinator at the Institute of Portland Metropolitan Studies, Portland State University

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Contents

Key Findings	6
Introduction	7
Part 1. Portland Public Schools Head Start	8
Program Overview	8
Service Area	8
Eligibility.....	10
Curriculum.....	10
Disabilities.....	10
Students	10
Families	11
Community Partnerships	11
Part II. Data and Methods	12
Part III. Demographic and Socioeconomic Characteristics of Portland Public Schools Head Start Service Area and Multnomah County	15
Children and Families Eligible for PPSHS.....	17
Births.....	17
Households	23
Educational Attainment & Labor Force Participation.....	24
Language Spoken at Home	27
Mobility.....	28
Special Needs.....	29
Poverty.....	30
Housing Insecurity and Homelessness.....	31
Social Safety Net Program Participation	34
Part IV. Childcare Cost and Availability	36
Employee Related Day Care Program	36
Part V. Community Resources	38
Head Start	38
Oregon Pre-Kindergarten.....	38
Maternal, Infant, and Early Childhood Home Visiting	38
Part VI. Community Partnerships	39
Part VI. Parent Surveys	42

List of Figures

Figure 1. Portland Public Schools Head Start Service Area	9
Figure 2. Total population, by age, Multnomah County, 2012 and 2016 one-year estimates	15
Figure 3. Change in population, by race and Hispanic origin, Multnomah County and PPSHS service area, 2012 and 2016 one-year estimates	16
Figure 4. Children eligible for PPSHS, by race and Hispanic origin, 2016–2016 five-year estimates	17
Figure 5. Live births, Multnomah County and PPSHS service area, 2012–2016	18
Figure 6. Percentage of births with maternal risk factors, Multnomah County, 2010–2016	19
Figure 7. Fertility rate, Multnomah County, 2012–2016	20
Figure 8. Fertility rate, by age of mother, Multnomah County, 2012–2016	21
Figure 9. Percentage of all births, by age of mother, Multnomah County, 2010–2016	22
Figure 10. Percentage of births to females under 20 years of age, by race and Hispanic origin of mother, Multnomah County, 2008–2010, 2011–2013, and 2014–2016	22
Figure 11. Households, by income, Multnomah County and PPSHS service area, 2012–2016 five-year estimate	24
Figure 12. Educational attainment population 25 years and older, Multnomah County and PPSHS service area, 2012–2016 one-year estimates	25
Figure 13. Employment status and labor force participation, population 16 years and older, Multnomah County and PPSHS service area, 2012–2016 one-year estimates	25
Figure 14. Employed workforce, by occupation, population 16 years and older, Multnomah County and PPSHS service area, 2012–2016 one-year estimates	27
Figure 15. Ability to speak English, population age five and over, Multnomah County and PPSHS service area, 2006–2010 five-year estimate	28
Figure 16. PPSHS Locations and Frequent Service Bus lines, 2018	29
Figure 17. Percentage of children under 6 with disabling conditions, Multnomah County and PPSHS service area, 2012 and 2016 one-year estimates	30
Figure 18. Poverty status in the past 12 months, by family type, Multnomah County, 2012–2016 five-year estimates	30
Figure 19. Persons experiencing homelessness, by shelter type, Multnomah County, 2017	31
Figure 20. Homelessness, by family status, Multnomah County, 2017	31
Figure 21. Students experiencing homelessness, PPSHS service area, 2016–2017 school year	32
Figure 22. Affordable Housing in Portland Public Schools Head Start Service Area	32
Figure 23. Infants and children receiving WIC and TANF benefits, Multnomah County, 2010–2017	34
Figure 24. Received SNAP in the past 12 months, Multnomah County and PPSHS service area, 2012 and 2016 five-year estimates	34
Figure 31. Which Head Start Center does your child currently attend?	43
Figure 32. What program option does your child attend?	44
Figure 33. Staff are knowledgeable, respectful and inclusive of my culture: home, family and community	45
Figure 34. Head Start provides my child with support for their social and emotional needs.	45
Figure 35. I feel my child is more ready for Kindergarten since attending Head Start.	46

Figure 36. My child's teacher shares information with me about my child's learning progress throughout the year.....	46
Figure 37. In the past two years, I have accessed my Head Start's Mental Health and Wellness Consultant (school counselor/social worker).	47
Figure 38. I am interested in attending the parent groups offered by the Wellness Program.	47
Figure 39. The Mental Health Consultant provides support for my child in the classroom setting.	48
Figure 40. I receive results of my child's vision screening.	48
Figure 41. If results state "take to eye doctor" I know where to call to make that appointment.....	49
Figure 42. I receive results of my child's dental screenings.....	49
Figure 43. I know who my child's dentist is through my dental insurance.....	50
Figure 44. Head Start welcomes input and suggestions from parents.....	50
Figure 45. Head Start has helped my family in other areas (e.g. referrals to agencies, parenting classes/support, kindergarten transition, GED, etc.).....	51
Figure 46. To help us better plan for the future, what Head start program option would best meet your needs?	53

List of Tables

Table 1. Eligibility guidelines for Portland Public Schools Head Start, by family size, 2018.....	10
Table 2. Referrals to community agencies, 2016–2017 school year	11
Table 3. Total population, Multnomah County and PPSHS service area, 2012–2016 one-year estimates	15
Table 4. Population by race and Hispanic origin, Multnomah County and PPSHS service area, 2012–2016 one-year estimates.....	16
Table 5. Population as a percentage of the total population, by race and Hispanic origin, Multnomah County and PPSHS service area, 2012 and 2016 one-year estimates	16
Table 6. Children eligible for PPSHS, by age, PPSHS service area, 2016–2016 five-year estimates	17
Table 7. Live births, by race and Hispanic origin of mother, Multnomah County and PPSHS service area, 2012–2016	18
Table 8. Births with maternal risk factors, Multnomah County, 2010–2016.....	19
Table 9. Payment for births, Multnomah County, 2010–2016	20
Table 10. Births to females under 20 years, by age of mother, Multnomah County, 2010–2016	21
Table 11. Households, Multnomah County and PPSHS service area, 2012–2016 one-year estimates... ..	23
Table 12. Households with children eligible for PPSHS, Multnomah County and PPSHS service area, 2011–2016 five-year estimates.....	23
Table 13. Employment status and labor force participation of women with children under 6 years of age, women 16 years and older, Multnomah County and PPSHS service area, 2012–2016 one-year estimates	26
Table 14. Mobility, Multnomah County and PPSHS service area, 2006–2010 five-year estimate	28
Table 15. Students experiencing homelessness, by race and Hispanic origin, PPSHS service area, 2016–2017 school year.....	32

Table 16. Students experiencing homelessness, by grade, PPSHS service area, 2016–2017 school year	32
Table 17. Children in Foster Care per 1,000 Children, Multnomah County (Point-in-time on September 30TH each year), 2012–2016	35
Table 18. Children experiencing at least one day in foster care, Multnomah County (Point-in-time on September 30TH each year), 2012–2016	35
Table 19. Clusters compared to Oregon statewide prices for center-based care, 2016	36
Table 20. ERDC Income Limit Chart (185% of 2017 Federal Poverty Level)	37
Table 21. Maximum amount Oregon will pay an ERDC certified provider, 2018	37
Table 22. Portland Public Schools Community Partnerships, 2017–2018	39
Table 23. Which Head Start Center does your child currently attend?	43
Table 24. What is your employment status?	44
Table 25. What parent workshops would you be interested in attending?	51
Table 26. Would parent activities be more convenient to attend if scheduled?	52
Table 27. How do you prefer to receive information from Head Start?	52
Table 28. How did you find out about Head Start?	53

Key Findings

- The income gap between households in the Portland Public Schools Head Start (PPSHS) service area is increasing. The average household income in the service area is increasing as many of the neighborhoods gentrify. The increase does not benefit all households and puts many households eligible for PPSHS at risk of displacement.
- The need for services for children and families exceeds current capacity. During the 2016–2017 school year, PPSHS served 819 students. More than 1,100 three- and four-year-olds were eligible for the program.
- Families of color are more likely to be eligible for PPSHS than their white peers.
- Persons age five years and older in eligible households are less likely to be fluent English speakers.
- Head Start fills an important gap in the childcare market. Availability and access of childcare present significant challenges to families in Multnomah County. The cost of center-based care is increasing faster than the rate of inflation.
- Among families with children currently enrolled in PPSHS, there is a need for additional full day slots.
- Most parents with children currently enrolled in PPSHS work or go to school full or part-time.

Introduction

Head Start is a national preschool program serving low-income children and their families. Head Start was founded in 1965 as part of President Johnson’s War on Poverty. During the past fifty years, Head Start has served more than 30 million children throughout the United States and its territories.¹

The Head Start program has played a major role in focusing attention on the importance of early childhood development and provides a variety of educational and social activities that assist in the healthy development of children and families. Eligibility is based on income and spaces are open to children from birth to age five from families with incomes below the federal poverty guidelines established by the US Department of Health and Human Services.²

Head Start programs are designed to support children and families in education, health, parental involvement, and accessing social services. These components assist the lives of adults as well as children, therefore improving children’s home environments.

Five Head Start programs operate in Multnomah County: Portland Public Schools Head Start (PPSHS), Albina Head Start, Mt Hood Community College Head Start, Neighborhood House Head Start, and Migrant Head Start, operated by the Oregon Child Development Coalition.

The federal Head Start Bureau routinely monitors local performance to ensure that Head Start programs consistently provide high quality comprehensive services. Regularly gathering information about Head Start’s community needs and resources is key to ensuring that local programs continue to adequately serve children and families. Head Start programs are required to conduct a community needs assessment every five years. The needs assessments are built around data that describes community strengths, needs, and resources. Portland Public Schools (PPS) contracted with Portland State University’s Population Research Center to conduct a community assessment.

¹ <https://www.acf.hhs.gov/ohs/about>

² <https://eclkc.ohs.acf.hhs.gov/eligibility-ersea/article/poverty-guidelines-determining-eligibility-participation-head-start>

Part 1. Portland Public Schools Head Start

Portland Public Schools Head Start was founded in 1965. During the 2016–2017 school year, PPSHS served 819 low-income three- and four-year-old children and their families.

The goal of Head Start is to prepare young children for successful transitions to kindergarten and beyond by building social competence and developing school readiness skills. To this end, the PPSHS curriculum is aligned with that of Portland Public Schools, including common literacy and math benchmarks.

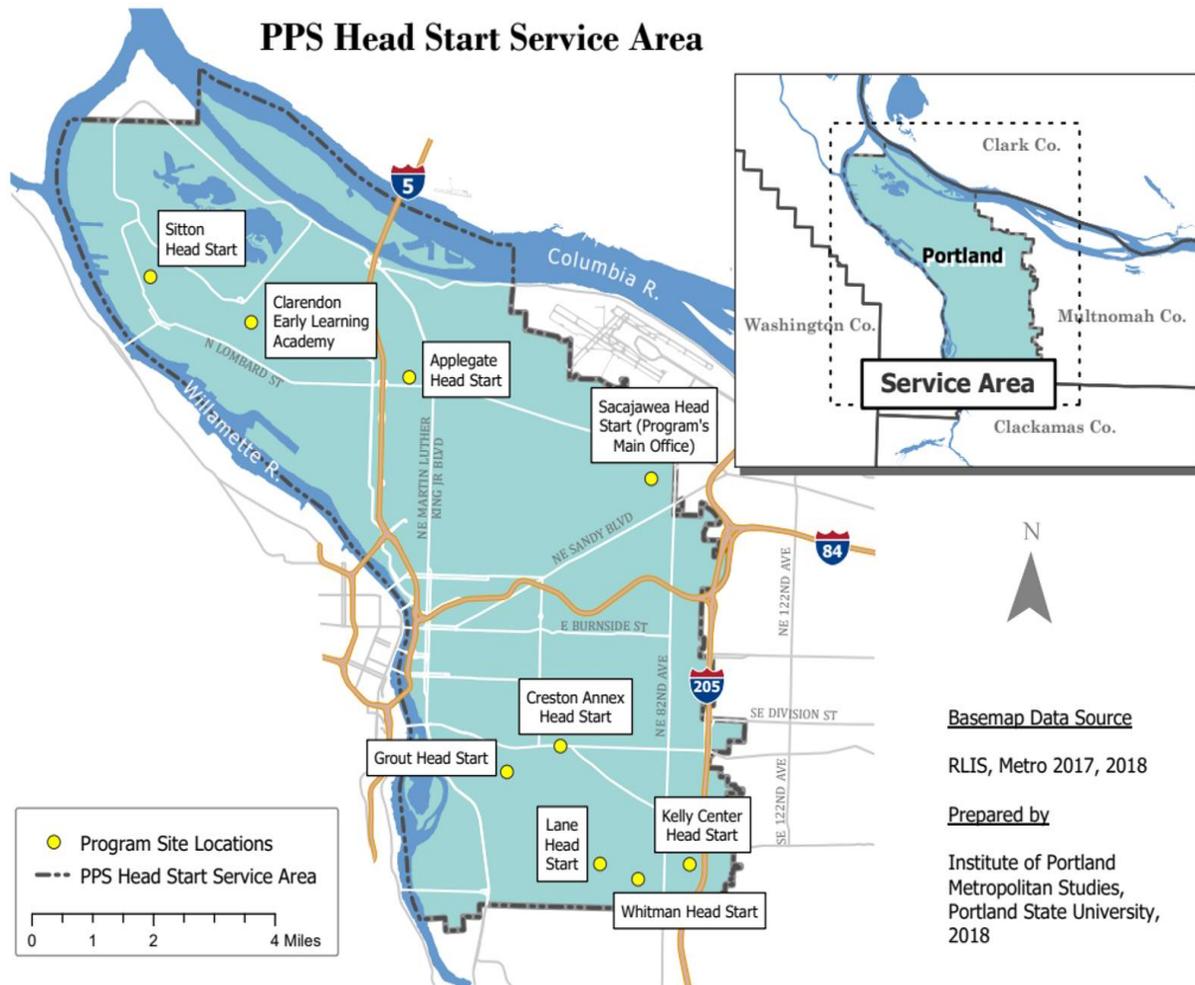
Program Overview

PPSHS supports families in improving their quality of life. It offers participating families a sense of belonging, supportive services, and a chance to be involved in activities to help the whole family. Parents are offered training classes on subjects such as parenting, job skills, health, and nutrition. They can receive assistance in obtaining a GED, learning to speak English, or improving literacy. Families receive help with problems such as drug or alcohol abuse, job loss, or other family crisis. Screenings and referrals help connect families with medical care, social welfare agencies, or employment. Families have a voice in PPSHS through various committees and the Policy Council.

Service Area

PPSHS serves children and families in the eastern portion of the Portland Public Schools District. The PPSHS boundary is contiguous with the PPS boundary to the east, north, and south. However, the western boundary of PPSHS is the Willamette River, while the PPS boundary extends further west. PPSHS is a center-based program with nine locations: one in northeast Portland, three in north Portland, and five in southeast Portland. (Figure 1)

Figure 1. Portland Public Schools Head Start Service Area



Sacajawea Head Start (Program's Main Office)
 4800 NE 74th Ave.
 Portland, OR 97218

Creston Annex Head Start
 4620 SE Powell Blvd.
 Portland, OR 97206

Lane Head Start
 7200 SE 60th Ave
 Portland, OR 97206

Applegate Head Start
 7650 N Commercial
 Portland, OR 97217

Grout Head Start
 3119 SE Holgate
 Portland, OR 97202

Sitton Head Start
 9930 N Smith St
 Portland, OR 97203

Clarendon Early Learning Academy
 9325 N. Van Houten
 Portland, OR 97203

Kelly Center Head Start
 9015 SE Rural St.
 Portland, OR 97266

Whitman Head Start
 7326 SE Flavel St
 Portland, OR 97206

Eligibility

Three- and four-year-old children living in the PPS district and east of the Willamette River are eligible for PPSHS if their family's income falls below the Federal Poverty Guidelines.

Table 1. Eligibility guidelines for Portland Public Schools Head Start, by family size, 2018

<i>Household Size</i>	<i>Maximum Income Level (Per Year)</i>
1	\$12,060
2	\$16,240
3	\$20,420
4	\$24,600
5	\$28,780
6	\$32,960
7	\$37,140
8	\$41,320

Source: US Department of Health and Human Services

Note: For households with more than eight people, add \$4,180 per additional person.

Curriculum

The goal of Head Start is to bring about a greater degree of social competence in children, regardless of race, economic circumstances, language, and geographic location by providing a comprehensive child development experience within the context of the child's family and community. Social competence embraces the child's intellectual, affective, and physical development at home, in school, and in the neighborhood. Developmentally appropriate educational skills are those which are necessary for the later acquisition of skills and learning commonly recognized as reading, writing, mathematics, language, science, problem-solving, and the development of positive attitudes toward learning.

The Head Start education classrooms are composed of three- and four-year-old students. They are staffed by classroom teachers including a certified teacher, and a full-time and a part-time assistant. Classroom support staff includes bilingual assistants, speech, and early intervention specialists, family service staff, mental health consultants, and a registered nurse.

Disabilities

Head Start has long been an inclusionary placement for children with disabilities and special needs. Working together, teachers, support specialists, and parents facilitate and maximize the child's full participation in classroom experiences. During the 2016–2017 school year, 18 percent of students enrolled in Head Start were living with disabling conditions.³

Students

During the 2016–2017 school year, 819 students were enrolled in PPSHS. Thirty-six percent of enrolled students were three-year-olds and the remaining 64 percent were four-year-olds. Thirty-one percent of enrolled students were Hispanic. Students of color comprised more than 40 percent of the population: 17.8 percent Black/African American, 1.6 percent American Indian, 13.1 percent Asian, 2.4 percent Hawaiian/Pacific Islander, and 9.9 percent bi-racial or multi-racial.⁴

³ Portland Public Schools Head Start Annual Report, 2016–2017

⁴ Portland Public Schools Head Start Annual Report, 2016–2017

Families

Many of the families whose children were enrolled in PPSHS were also enrolled in social safety net programs. Four hundred fifteen families received Supplemental Nutrition Assistance Program (SNAP), 222 families received Temporary Assistance for Needy Families (TANF), thirty-nine received Supplemental Security Income (SSI), and 384 participated in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Eighty-three families were experienced homelessness.⁵ PPSHS plays an important role in connecting families with referrals to community agencies. During the 2016–2017 school year, 506 parents of PPSHS students received at least one service.

Table 2. Referrals to community agencies, 2016–2017 school year

<i>Resource type</i>	Number of referrals
<i>Emergency/crisis intervention</i>	388
<i>Housing assistance</i>	80
<i>Mental health services</i>	69
<i>Parenting education</i>	123
<i>ESL training</i>	92
<i>Adult education</i>	72
<i>Job training</i>	35
<i>Substance abuse prevention/training</i>	5
<i>Relationship education</i>	7
<i>Domestic violence</i>	15
<i>Child support assistance</i>	25
<i>Health education</i>	102
<i>Assistance to Families of Incarcerated Individuals</i>	9

Source: Portland Public Schools Head Start Annual Report, 2016–2017

Parents of children enrolled in PPSHS have opportunities to serve on a variety of engagement councils, including the Policy Council and Health Advisory Committee. They are encouraged to participate in field trips, volunteer in the classroom, and take parent workshops.⁶

Community Partnerships

PPS is actively involved in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners. Head Start works diligently to improve the delivery of community services to children and families.

Partnerships are established within the school district between programs such as curriculum and instruction, student services, early childhood education, transportation, nutrition services, special education, English as a Second Language, and technology services. Citywide partnerships are numerous and include health, social service, and early childhood education organizations, colleges and universities, educational service districts, and the Oregon Zoo. For additional information about community partnerships see **Table 22**.

⁵ Portland Public Schools Head Start Annual Report, 2016–2017

⁶ Portland Public Schools Head Start Annual Report, 2016–2017

Part II. Data and Methods

This report uses a variety of data sets to assess the needs of children and families in the Portland Public Schools Head Start Service Area and Multnomah County.

American Community Survey Public Use Microsample

We used income and demographic data from the 2012–2016 American Community Survey Public Use Microsample (PUMS) to determine the percentage of households with children eligible to participate in Head Start within the PPSHS service area. The sample unit for this study is the household, including nonrelatives (such as unmarried partners, foster children, boarders) and their income. Individuals were therefore grouped into households. Regardless of household composition, it is assumed that all members of the household share income and expenses.

This study uses the PUMS from the 2012–2016 American Community Survey (ACS). The 2012 ACS one-year dataset is based on data collected between January 2012 and December 2012. The 2016 ACS one-year dataset is based on data collected between January 2016 and December 2016. The 2012–2016 ACS five-year dataset is based on data collected between January 2012 and December 2016. The ACS data are grouped into geographic units known as Public Use Microsample Areas (PUMAs). Each PUMA contains a minimum population threshold of 20,000. Compared to the one-year dataset, the five-year dataset has a larger sample size and a smaller geographic unit in terms of population (the minimum geographic unit in the ACS one-year dataset has a population of 65,000).

The PPSHS service area includes three PUMAs, 4101301, 4101303, and 4101305.

Since 2005, the US Census Bureau has implemented the ACS continuously (replacing the decennial long form) in an effort to provide users with timelier sociodemographic data. The availability of timelier data, however, comes with limitations. One of the chief drawbacks of the ACS is a greatly reduced sample size; where the long form sampled approximately 15 percent of the US population, the effective sampling rate of the ACS during the 2006–2010 period was 1.5 percent annually. Consequently, the ACS contains margins of error (MOE)⁷ that must be concomitantly considered along with the corresponding estimate. PUMS is a sample of the ACS sample.⁸ Due to limitations of time and budget, we have not calculated the margins of error; however, readers should be aware of the imprecision in the data when making comparisons across groups.

Vital Statistics

The Oregon Health Authority collects and analyses data on all live births within the state. Information about babies and their parents is collected through birth certificates completed at or near the time of birth. Birth data is published annually.

⁷ The US Census Bureau reports MOE figures at a 90 percent statistical confidence level.

⁸ For more about PUMS data see: A Compass for Understanding and Using American Community Survey Data: What PUMS Data Users Need to Know. February 2009, US Census Bureau.

McKinney-Vento

The McKinney-Vento Act's Education of Homeless Children and Youth Program supports education for children and youth experiencing homelessness. Individual schools and districts in Oregon are required to have at least one designated liaison for children and families experiencing homelessness. Liaisons collect data annually that is compiled and published by the Oregon Department of Education.⁹

In this report, data on students experiencing homelessness was gathered from school liaisons in the Portland Public Schools whose boundaries are within the PPSHS service area. Terms used in McKinney-Vento data:

Shelter: *public or private accommodations intended for use by homeless individuals and families.*

Transitional Housing: *accommodations for homeless and formerly homeless individuals and families where stay is temporary (not permanent housing) and subsidized fully or nearly so.*

Unsheltered: *living in cars, trailers, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings not designed as a regular sleeping accommodation.*

Doubled-up: *sharing the housing of others, whether relatives or friends, due to loss of housing, economic hardship, domestic violence or similar reason.*

Hotel/Motel: *temporary commercial accommodations due to loss of housing, economic hardship or similar reason.*

Unaccompanied: *a child residing in one of the above homeless living situations, who is not accompanied by a parent or legal guardian, or adults with educational guardianship.*

Temporary Assistance for Needy Families

Temporary Assistance for Needy Families (TANF) is a federal program that provides cash assistance, medical insurance, and employment and training to low-income families with children. The program is administered by the US Department of Health and Human Services. Locally, TANF is administered through the Multnomah County Department of Human Services.

Supplemental Nutrition Assistance Program

Supplemental Nutrition Assistance Program (SNAP) is a federal program that provides food-purchasing assistance for low-income families. The program is administered by the US Department of Agriculture, under the Food and Nutrition Service in Multnomah County, families at or below 185 percent of the federal poverty level are eligible for SNAP benefits. Locally, SNAP is administered through the Multnomah County Department of Human Services.

⁹ <http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx>

Special Supplemental Nutrition Program for Women, Infants, and Children

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a federal assistance program that provides healthcare and nutrition support to low-income women who are pregnant or breastfeeding, and to children under age five. WIC is part of the Food and Nutrition Service of the United States Department of Agriculture. Locally, WIC is administered through the Multnomah County Department of Human Services.

Point-in-time Homelessness Count

Recipients of federal Continuum of Care (CoC) program funding are required to plan and conduct, biennially, a point-in-time (PIT) count of people experiencing homelessness. The purpose of this PIT count is to collect reliable data on the total number and characteristics of all people (sheltered and unsheltered) on a single night. The 2017 count was conducted on February 22, 2017.

The PIT Count for 2017 consisted of the following major components: a street count enumerated the population experiencing unsheltered homelessness and a one night shelter count of people staying in emergency shelters, transitional housing, or vouchered into motels.

Part III. Demographic and Socioeconomic Characteristics of Portland Public Schools Head Start Service Area and Multnomah County

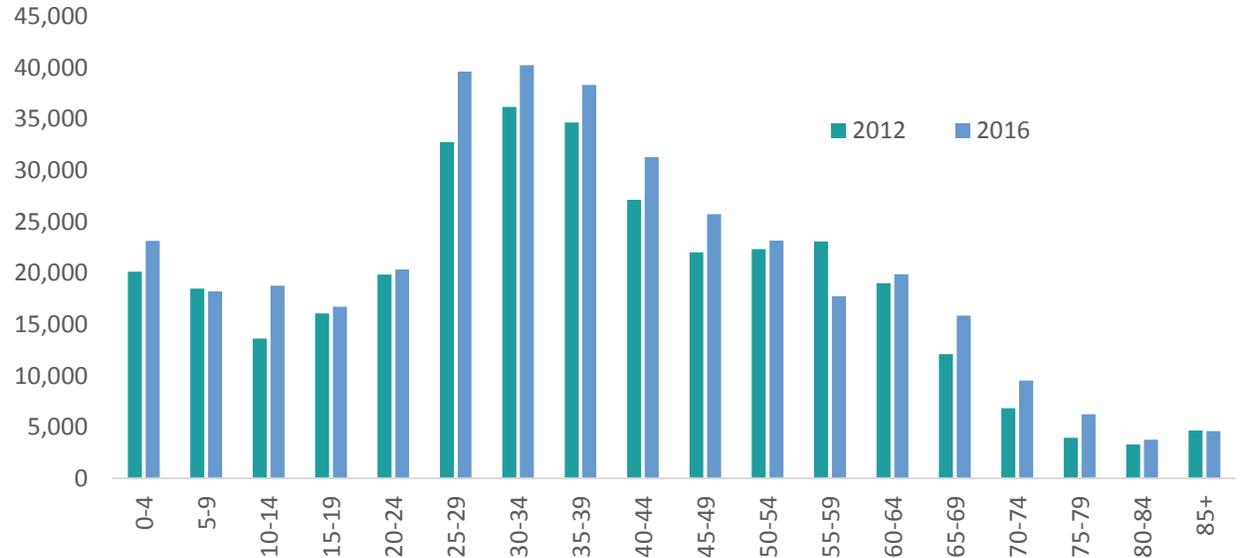
In 2016, the estimated population in the PPSHS service area was 373,095. Approximately 47 percent of Multnomah County residents lived within the PPSHS service area. An estimated 26,164 children under the age of six lived in the service area. Between 2012 and 2016, the PPSHS service area population increased an average of 2.7 percent per year. During the same time period, the Multnomah County population increased an average of 1.3 percent per year. Children under the age of six, make up approximately 7 percent of the population of both the service area and Multnomah County.

Table 3. Total population, Multnomah County and PPSHS service area, 2012–2016 one-year estimates

Year	Total Population		Population Under 6 Years Old				Population Age 3 & 4 Years Old			
	Service Area	County	Service Area	%	County	%	Service Area	%	County	%
2012	336,009	759,792	22,971	6.8%	56,902	7.5%	8,462	2.5%	19,190	2.5%
2013	346,888	766,492	22,839	6.6%	53,165	6.9%	7,555	2.2%	17,196	2.2%
2014	343,128	776,163	21,193	6.2%	56,963	7.3%	8,372	2.4%	20,563	2.6%
2015	361,555	791,124	25,993	7.2%	55,226	7.0%	9,332	2.6%	19,602	2.5%
2016	373,095	799,809	26,164	7.0%	54,199	6.8%	9,698	2.6%	19,456	2.4%

Source: US Census, ACS, PUMS data

Figure 2. Total population, by age, Multnomah County, 2012 and 2016 one-year estimates



Source: US Census, ACS, PUMS data

Between 2012 and 2016, the percentage of the population identifying as non-Hispanic white decreased as a share of the total population. This is true for both the PPSHS service area and Multnomah County. In 2012, 25.9 percent of the population in the PPSHS service area was non-white. In 2016, the non-white population was more than 27 percent of the total population. Multnomah County saw a similar increase in the percentage of the population that is non-white.

Table 4. Population by race and Hispanic origin, Multnomah County and PPSHS service area, 2012–2016 one-year estimates

		White	Black/African American	American Indian or Alaskan Native	Asian	Other	Two or more races	Hispanic	Non-white
Service Area	2012	248,973	18,536	2,073	24,646	1,611	14,317	25,853	87,036
	2016	270,860	20,934	1,469	23,936	777	19,209	35,910	102,235
Multnomah County	2012	543,737	40,697	4,660	53,235	1,671	31,229	84,563	216,055
	2016	563,318	43,408	3,824	58,943	1,717	37,753	90,846	236,491

Source: US Census, ACS, PUMS data

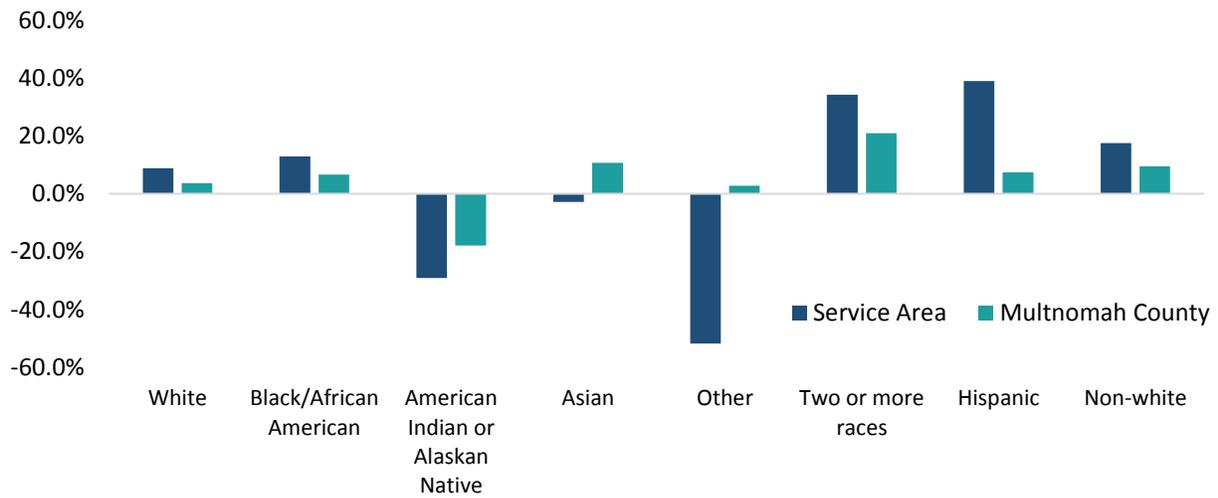
Table 5. Population as a percentage of the total population, by race and Hispanic origin, Multnomah County and PPSHS service area, 2012 and 2016 one-year estimates

		White	Black/African American	American Indian or Alaskan Native	Asian	Other	Two or more races	Hispanic	Non-white
Service Area	2012	74.1%	5.5%	0.6%	7.3%	0.5%	4.3%	7.7%	25.9%
	2016	72.6%	5.6%	0.4%	6.4%	0.2%	5.1%	9.6%	27.4%
Multnomah County	2012	71.6%	5.4%	0.6%	7.0%	0.2%	4.1%	11.1%	28.4%
	2016	70.4%	5.4%	0.5%	7.4%	0.2%	4.7%	11.4%	29.6%

Source: US Census, ACS, PUMS data

Between 2012 and 2016, the number of people identifying as Asians, American Indian or Alaskan Native, and other declined in the PPSHS service area. The white, black/African American, and Hispanic populations increased. The Hispanic population experienced the largest growth, increasing 39 percent.

Figure 3. Change in population, by race and Hispanic origin, Multnomah County and PPSHS service area, 2012 and 2016 one-year estimates



Source: US Census, ACS, PUMS data

Children and Families Eligible for PPSHS

In 2012–2016, an estimated 23,586 children from birth to age five lived in the PPSHS service area. Thirteen percent of those children, 3,143 kids, were eligible for PPSHS.

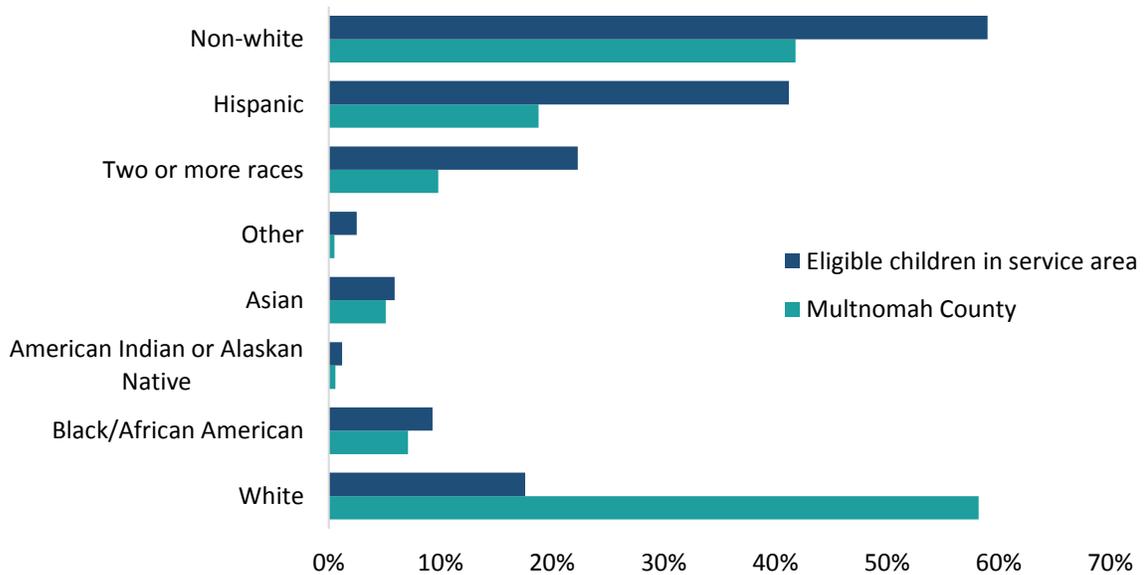
Table 6. Children eligible for PPSHS, by age, PPSHS service area, 2012–2016 five-year estimates

	0	1	2	3	4	5	Total
Total	3,838	3,922	3,928	4,636	3,962	3,300	23,586
Eligible Children	498	459	430	580	672	504	3,143
% Eligible	13.0%	11.7%	10.9%	12.5%	17%	15.3%	13.3%

Source: US Census, ACS, PUMS data

Compared to the service area population, non-white children were more likely to be eligible for PPSHS. Fifty-nine percent of eligible children were non-white, compared to 42 percent of all children in the service area. Hispanic, bi-racial, Asian, American Indian and Alaskan Native, and black/African American kids were all over represented.

Figure 4. Children eligible for PPSHS, by race and Hispanic origin, 2012–2016 five-year estimates

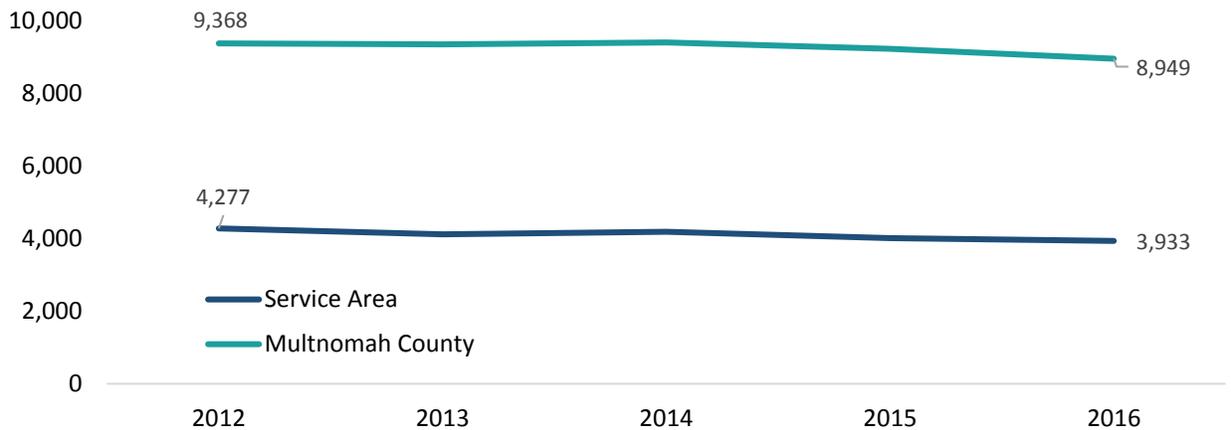


Source: US Census, ACS, PUMS data

Births

In 2016, 3,933 babies were born to mothers living in the PPSHS service area. This represents a decrease of more than 8 percent from 2012. A similar, if smaller, decrease in the number of births was seen in Multnomah County.

Figure 5. Live births, Multnomah County and PPSHS service area, 2012–2016



Source: Vital Statistics, Oregon Health Authority

The percentage of births by race and Hispanic origin of the mother stayed relatively consistent. The largest change was the percentage of all births to mothers who were black alone, non-Hispanic. In 2012, 6.9 percent of all births in the PPSHS service area were to black, non-Hispanic mothers. By 2016, the number dropped to just 5.6 percent of all births.

Table 7. Live births, by race and Hispanic origin of mother, Multnomah County and PPSHS service area, 2012–2016

	Multnomah County						Service Area					
	Hispanic, any race	White alone, NH*	Black alone, NH	Asian alone, NH	Native American alone, NH	Other	Hispanic, any race	White alone, NH	Black alone, NH	Asian alone, NH	Native American alone, NH	Other
2012	15.0%	64.2%	6.3%	8.5%	0.6%	5.4%	10.9%	68.8%	6.9%	7.6%	0.5%	5.3%
2013	14.4%	64.1%	6.8%	8.3%	0.6%	5.8%	10.5%	69.1%	7.1%	6.7%	0.8%	5.8%
2014	15.3%	63.8%	6.5%	8.4%	0.4%	5.5%	11.6%	70.7%	5.8%	6.5%	0.5%	4.9%
2015	14.9%	63.1%	7.0%	8.6%	0.7%	5.7%	10.4%	69.6%	6.5%	6.9%	0.6%	6.0%
2016	14.7%	63.5%	6.6%	8.8%	0.6%	5.8%	10.5%	70.3%	5.6%	7.5%	0.3%	5.7%

Source: Vital Statistics, Oregon Health Authority

Note: *Non-Hispanic

Between 2010 and 2016, the percentage of births with maternal risk factors remained relatively steady. Births complicated by advanced maternal age increased from 21.6 percent to 24.2 percent of all births. Births to mothers with fewer than twelve years of education declined from 17.5 percent of all births to just under 12 percent. Births to mothers who used tobacco also decreased from 8.1 percent of all births to 6.1 percent.

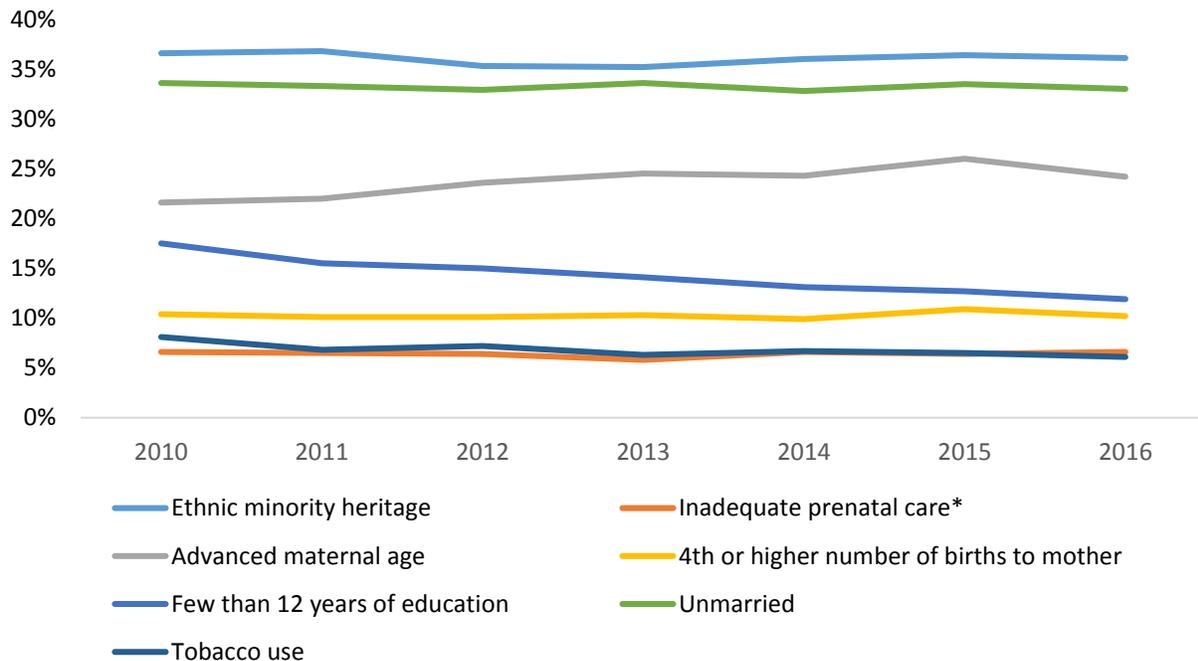
Table 8. Births with maternal risk factors, Multnomah County, 2010–2016

	2010	2011	2012	2013	2014	2015	2016
<i>Ethnic minority heritage</i>	3,517	3,495	9,363	3,319	3,407	3,384	3,257
<i>Inadequate prenatal care*</i>	620	604	570	529	623	593	592
<i>Advanced maternal age</i>	2,073	2,094	2,208	2,312	2,304	2,414	2,868
<i>4th or higher number of births to mother</i>	999	959	946	971	937	1,013	920
<i>Few than 12 years of education</i>	1,682	1,472	1,404	1,330	1,240	1,181	1,074
<i>Unmarried</i>	3,229	3,163	3,080	3,168	3,104	3,115	2,978
<i>Tobacco use</i>	778	646	674	339	634	604	550

Source: Vital Statistics, Oregon Health Authority

Note: *Live births with fewer than five prenatal care visits for pregnancies less than 37 weeks gestation, fewer than eight visits for pregnancies 37 or more weeks, or prenatal care began after the first four months of pregnancy.

Figure 6. Percentage of births with maternal risk factors, Multnomah County, 2010-2016



Source: Vital Statistics, Oregon Health Authority

Note: *Live births with fewer than five prenatal care visits for pregnancies less than 37 weeks gestation, fewer than eight visits for pregnancies 37 or more weeks, or prenatal care began after the first four months of pregnancy.

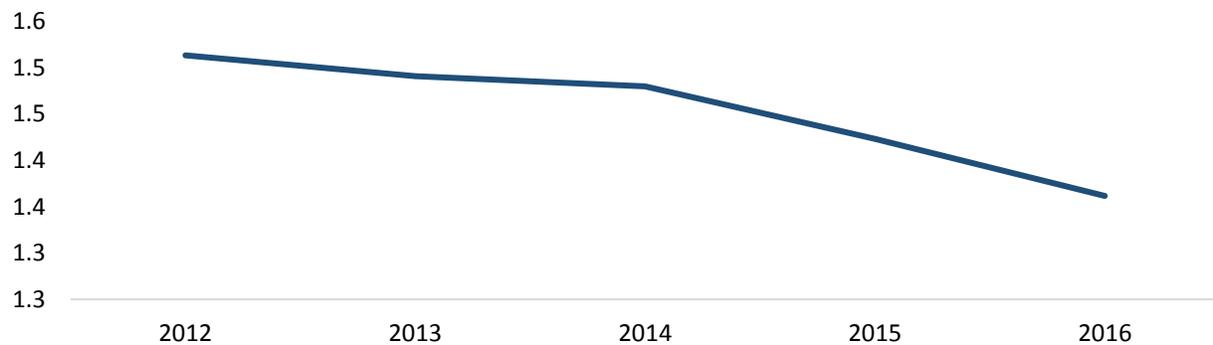
Between 2010 and 2016, the percentage of births paid for by private insurance increased slightly, from 57.6 percent to 59.2 percent. This can be accounted for by the decline in births paid for by Medicaid or Oregon Health Plan (OHP) and self-pay.

Table 9. Payment for births, Multnomah County, 2010–2016

	Total	Private Insurance		Medicaid/OHP		Self-pay		Other		Unknown	
		#	%	#	%	#	%	#	%	#	%
2010	9,610	5,442	56.6%	3,849	40.1%	219	2.3%	70	0.7%	30	0.3%
2011	9,498	5,369	56.5%	3,818	40.2%	216	2.3%	65	0.7%	30	0.3%
2012	9,363	5,331	56.9%	3,728	39.8%	191	2.0%	74	0.8%	38	0.4%
2013	9,430	5,593	59.3%	3,548	37.6%	207	2.2%	55	0.6%	27	0.3%
2014	9,463	5,546	58.6%	3,662	38.7%	181	1.9%	62	0.7%	12	0.1%
2015	9,298	5,392	58.0%	3,700	39.8%	124	1.3%	67	0.7%	15	0.2%
2016	9,023	5,340	59.2%	3,450	38.2%	161	1.8%	55	0.6%	17	0.2%

Source: Vital Statistics, Oregon Health Authority

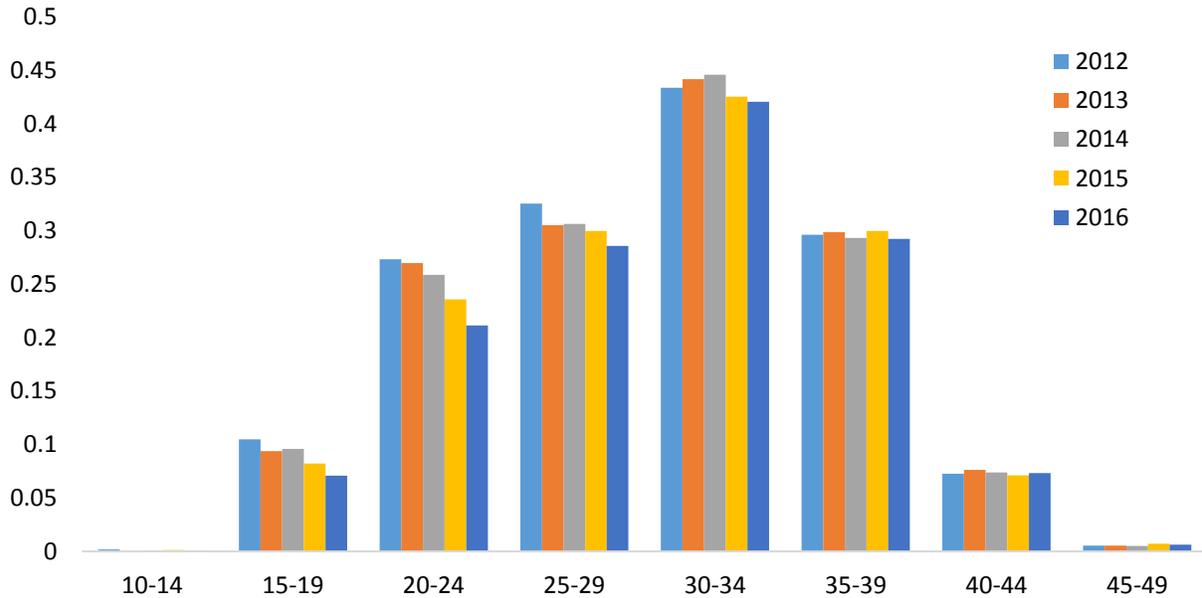
The fertility rate and its trends for the PPSHS service area are believed to be similar to fertility in Multnomah County. The total fertility rate for the county has gradually decreased during the past five years. The rate at which women bear children declined from 1.54 in 2012 to 1.36 in 2016.

Figure 7. Fertility rate, Multnomah County, 2012–2016

Source: Vital Statistics, Oregon Health Authority

The greatest declines in fertility between 2012 and 2016 were for women and girls under twenty years of age. Fertility for girls age ten to fourteen decreased 58 percent and for girls age fifteen to nineteen decreased 32 percent. Fertility decreased 23 percent for young women aged twenty to twenty-four. The only increase, 18.6 percent, was for women age forty-five to forty-nine.

Figure 8. Fertility rate, by age of mother, Multnomah County, 2012-2016



Source: Vital Statistics, Oregon Health Authority

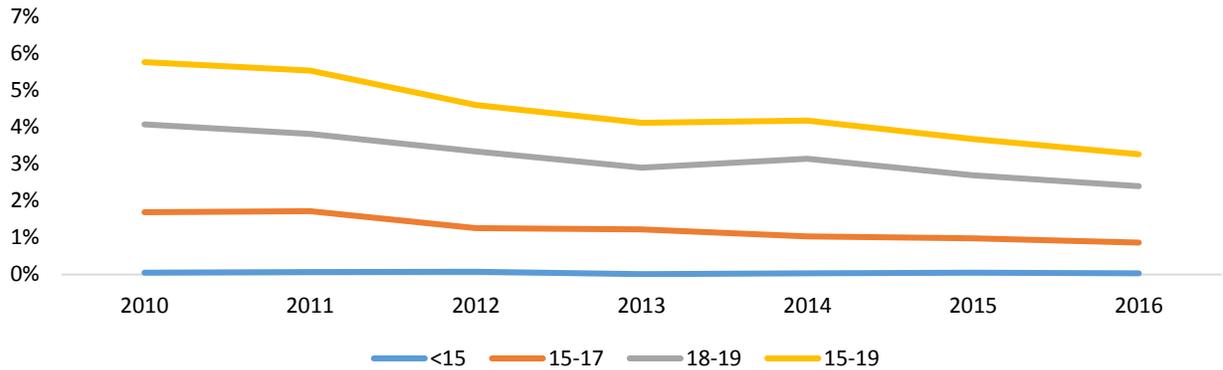
In 2010, 5.8 percent of all births in Multnomah County were to women age nineteen or younger. In 2016, just 3.3 percent of births were to teens. The number of babies born to teen mothers decreased by nearly 50 percent during this time, from 558 births in 2010 to 297 births in 2016.

Table 10. Births to females under 20 years, by age of mother, Multnomah County, 2010–2016

	2010	2011	2012	2013	2014	2015	2016
<i>Total births all ages</i>	9,610	9,498	9,363	9,430	9,463	9,298	9,023
<15	5	6	7	1	3	5	3
15-17	162	163	118	115	98	91	78
18-19	391	362	312	273	297	250	216
15-19	553	525	430	388	395	341	294
<i>All births to females under 20 years of age</i>	558	531	437	389	398	346	297

Source: Vital Statistics, Oregon Health Authority

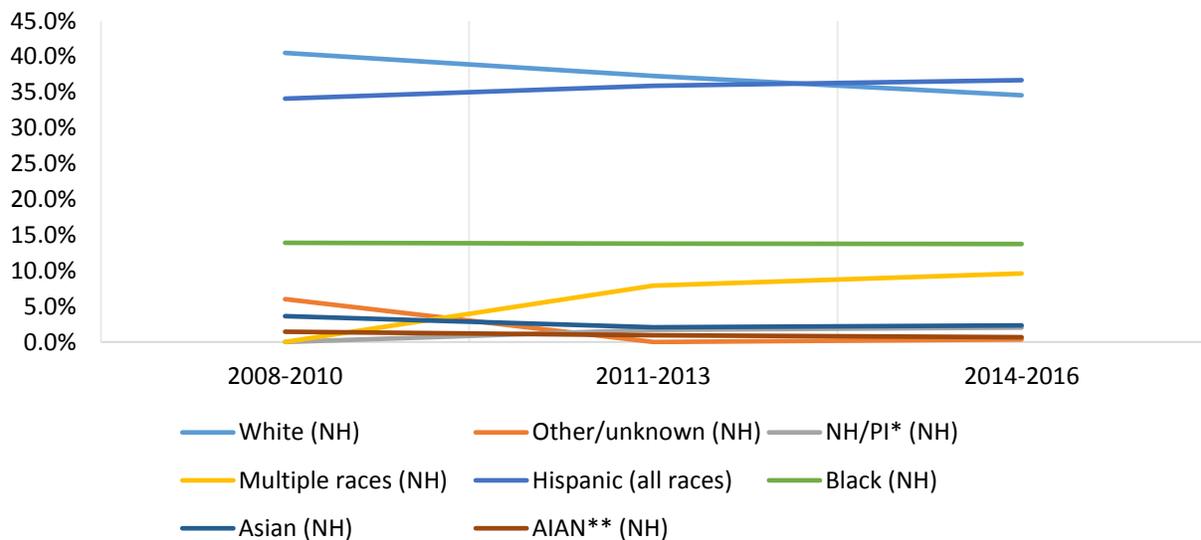
Figure 9. Percentage of all births, by age of mother, Multnomah County, 2010–2016



Source: Vital Statistics, Oregon Health Authority

Women of color were disproportionately likely to give birth before they were twenty years old. Between 2014 and 2016, 23.6 percent of births to women under twenty were to non-Hispanic white mothers. In 2016, 30 percent of the population in Multnomah County was non-white. Between 2014 and 2016, 65 percent of births to women under twenty were to non-white mothers.

Figure 10. Percentage of births to females under 20 years of age, by race and Hispanic origin of mother, Multnomah County, 2008–2010, 2011–2013, and 2014–2016



Source: Vital Statistics, Oregon Health Authority

*Native Hawaiian/Pacific Islander

**American Indian or Alaskan Native

Households

In 2016, there were an estimated 156,899 households in the PPSHS service area. This represents 46 percent of all households in Multnomah County. The average annual growth rate between 2012 and 2016 was 1.9 percent in the PPSHS service area and 1.3 percent in Multnomah County. The number of persons per household is consistent between the two geographies. In 2016, there were 2.38 persons per household in the PPSHS service area and 2.36 persons per household in Multnomah County.

Table 11. Households, Multnomah County and PPSHS service area, 2012–2016 one-year estimates

	<i>Total Households</i>		<i>Total Population</i>		<i>Persons per Household</i>	
	<i>Service Area</i>	<i>Multnomah County</i>	<i>Service Area</i>	<i>Multnomah County</i>	<i>Service Area</i>	<i>Multnomah County</i>
2012	145,375	324,212	336,009	759,792	2.31	2.34
2013	148,363	328,829	346,888	766,492	2.34	2.33
2014	149,979	331,760	343,128	776,163	2.29	2.34
2015	151,041	330,913	361,555	791,124	2.39	2.39
2016	156,899	339,270	373,095	799,809	2.38	2.36

Source: US Census, ACS, PUMS data

In the service area, 2,071 households included children age birth to five who lived in the service area and were eligible for PPSHS. A total of 9,550 people lived in the households with 4.61 persons per household. This is significantly higher than the average persons per household in the service area or Multnomah County. This is due, in part, to the absence of single person households eligible for PPSHS.

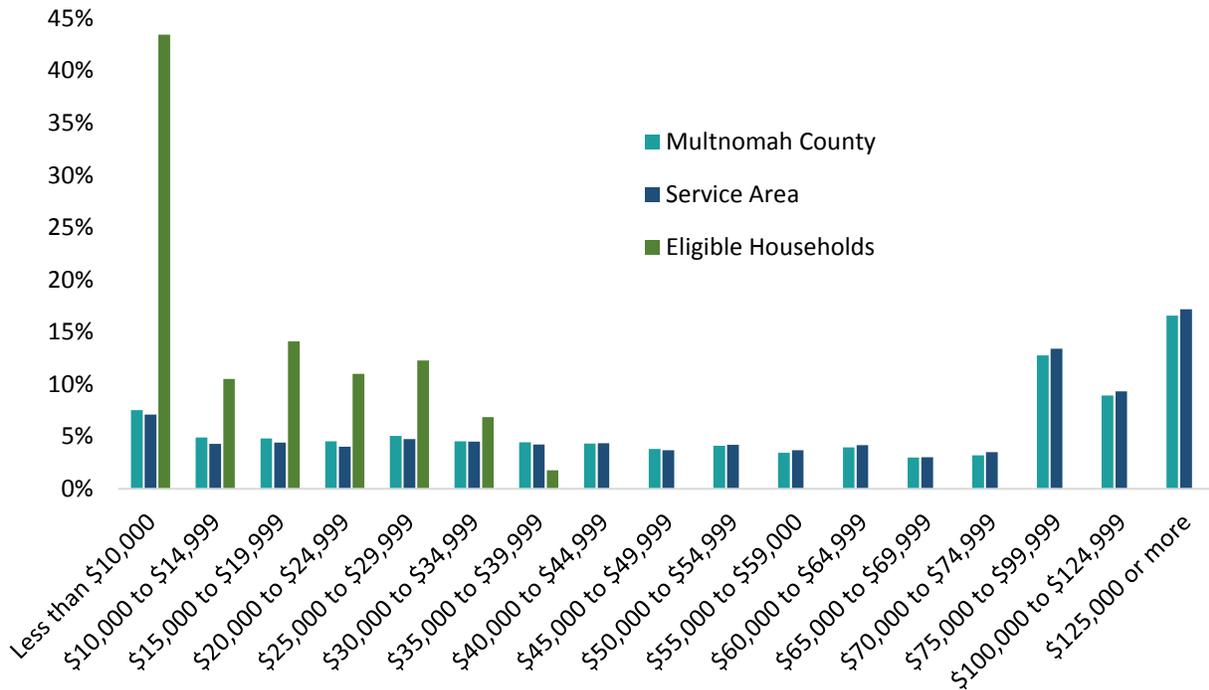
Table 12. Households with children eligible for PPSHS, Multnomah County and PPSHS service area, 2012–2016 five-year estimates

	<i>Total Households</i>	<i>Total Population</i>	<i>Persons per Household</i>	<i>% of Service Area Households</i>	<i>% of Service Area Population</i>
2012-2016	2,071	9,550	4.61	1.4%	2.70%

Source: US Census, ACS, PUMS data

The distribution of households by income in the PPSHS service area is consistent with the distribution across Multnomah County. Between 2012 and 2016, roughly half of the households in the PPSHS service had an annual income below \$60,000.

Figure 11. Households, by income, Multnomah County and PPSHS service area, 2012–2016 five-year estimate



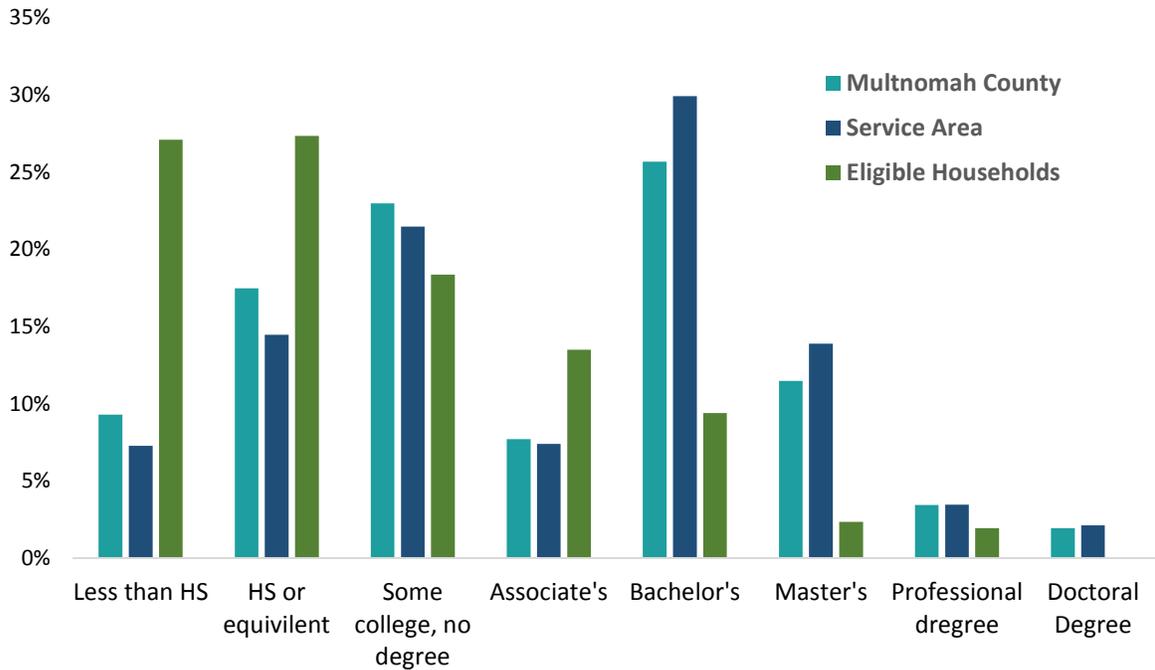
Source: US Census, ACS, PUMS data

Educational Attainment & Labor Force Participation

Educational attainment of the adult population was slightly higher in the PPSHS service area than in Multnomah County. Forty-three percent of adults did not have a two- or four-year college degree. This included adults who did not complete high school (7.3%), had a high school diploma or equivalent (14.5%), or had attended some college but did not earn a degree (21.5%). Nearly 30 percent of adults age twenty-five years or older in the PPSHS service area had a bachelor's degree, compared to less than 26 percent across the county. Rates were also slightly higher for master's degrees, 13.9 percent in the service area compared to 11.5 percent in the county.

Educational attainment for adults age 25 years and older living in households with children eligible for PPSHS was significantly lower. More than 27 percent did not have a high school diploma or equivalent. For another 27 percent, high school was their highest level of education. Fourteen percent had an associate's degree and another 14 percent had a bachelor's degree or higher.

Figure 12. Educational attainment population 25 years and older, Multnomah County and PPSHS service area, 2012–2016 one-year estimates

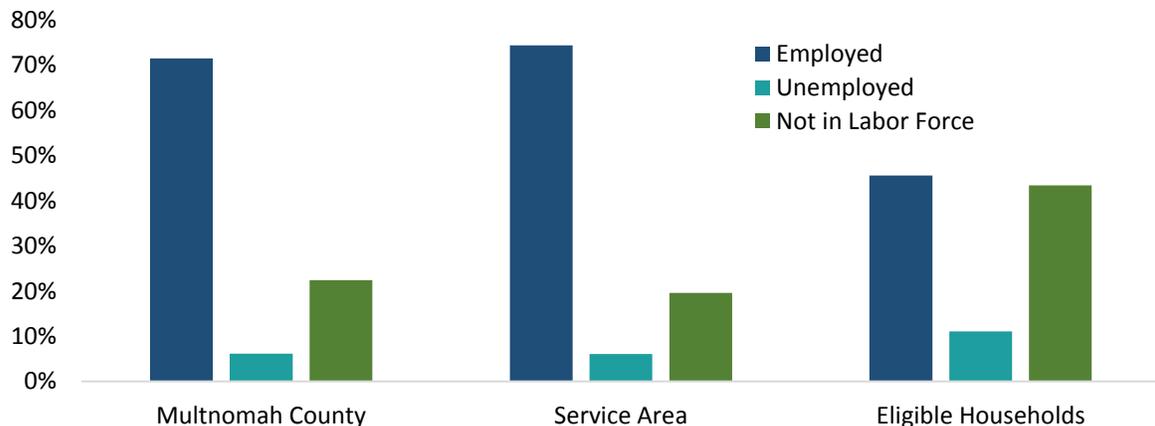


Source: US Census, ACS, PUMS data

The rates of labor force participation were higher for adults age 16 and over in the PPSHS service area (27.2%) than in Multnomah County (31.2%). The percentage of unemployed adults was the same for both geographies, 5.4 percent.

Adults living with children eligible for PPSHS were more likely to be unemployed (11%) or not in the labor force (43%) and less likely to be employed (46%).

Figure 13. Employment status and labor force participation, population 16 years and older, Multnomah County and PPSHS service area, 2012–2016 one-year estimates



Source: US Census, ACS, PUMS data

Women with children under six years of age were not less likely to be in the labor force as other adults age sixteen and over were. Thirty percent of women with children under age six in the PPSHS service area were not in the labor force, compared to 25.7 percent of women with children under six in Multnomah County. For women in households with children eligible for PPSHS, the rate of labor force participation was much lower. More than sixty percent of women were not in the labor force. They were also more likely to be unemployed, 9.9 percent compared to 2.6 percent of women in the service area and 3.7 percent of women in Multnomah County,

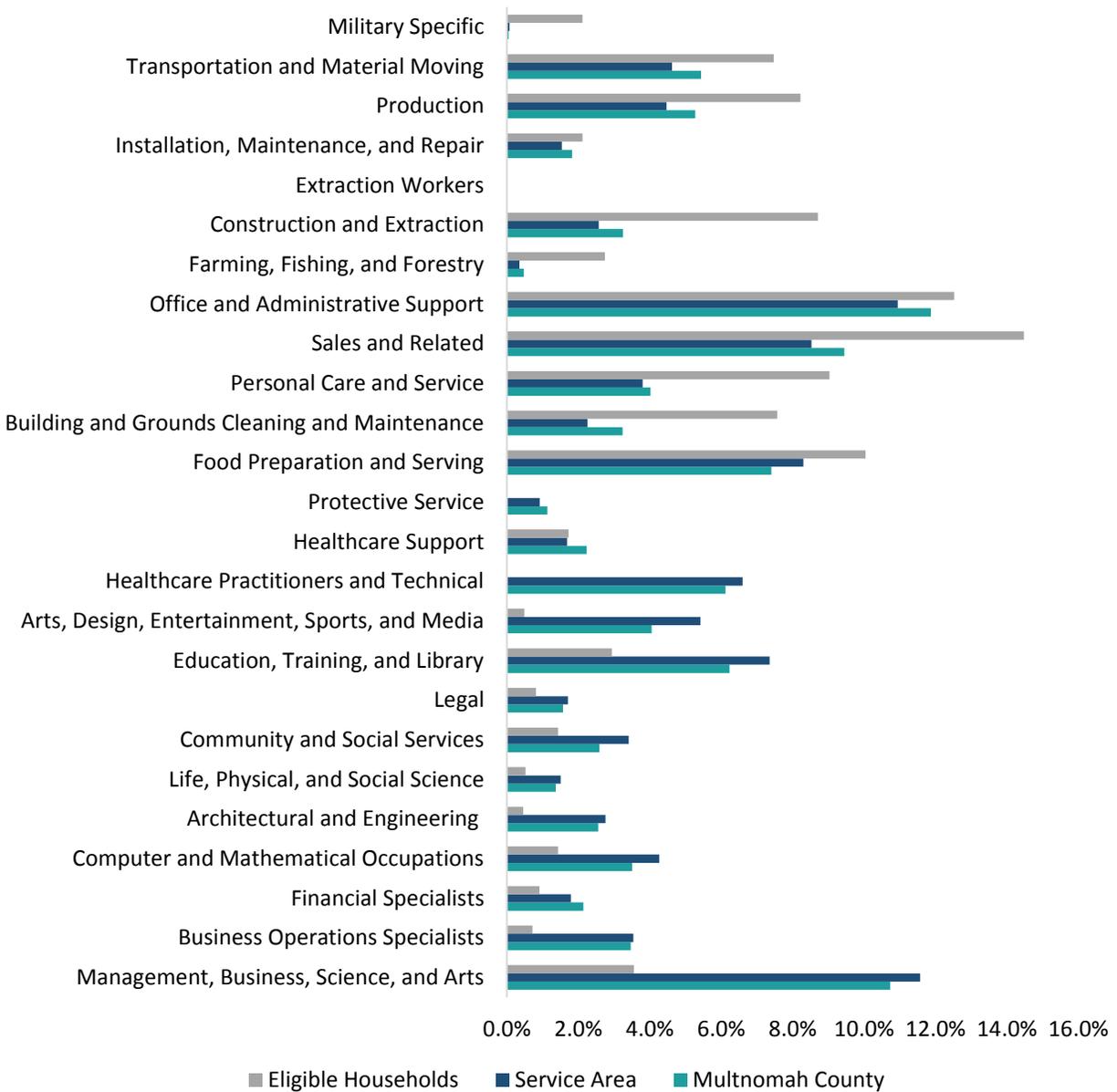
Table 13. Employment status and labor force participation of women with children under 6 years of age, women 16 years and older, Multnomah County and PPSHS service area, 2012–2016 one-year estimates

	<i>Employed</i>	<i>Unemployed</i>	<i>Not in Labor Force</i>
<i>Multnomah County</i>	66.3%	3.7%	29.9%
<i>Service Area</i>	71.7%	2.6%	25.7%
<i>Eligible Families</i>	28.7%	9.9%	61.4%

Source: US Census, ACS, PUMS data

Adults in PPSHS eligible households were more likely to be employed in low wage occupations. Compared to the PPSHS service area and Multnomah County, they were overrepresented in eleven occupations, including construction and extraction, sales, personal care and service, and building and grounds cleaning and maintenance.

Figure 14. Employed workforce, by occupation, population 16 years and older, Multnomah County and PPSHS service area, 2012–2016 one-year estimates

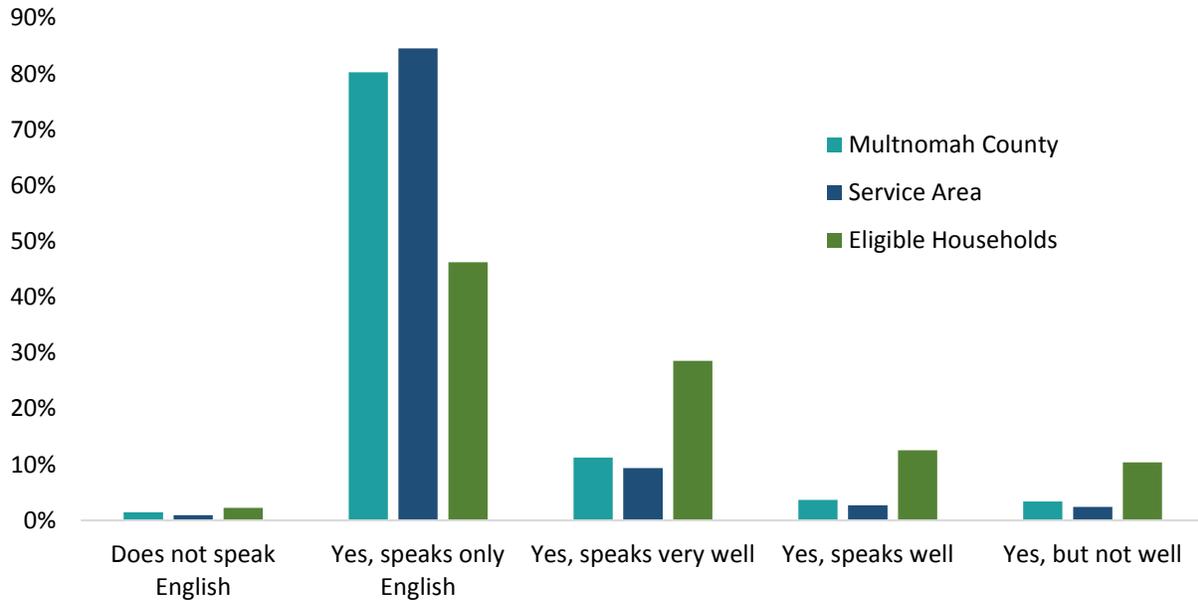


Source: US Census, ACS, PUMS data

Language Spoken at Home

People age five and over in PPSHS eligible households are less likely to speak English exclusively than those in the service area or Multnomah County. They are more likely to report speaking English but not well (10.4%) or not speaking English (2.3%).

Figure 15. Ability to speak English, population age five and over, Multnomah County and PPSHS service area, 2006–2010 five-year estimate



Source: US Census, ACS, PUMS data

Mobility

Households with children eligible to attend PPSHS were more likely to have moved during the past year than all households with children under five in the service area.

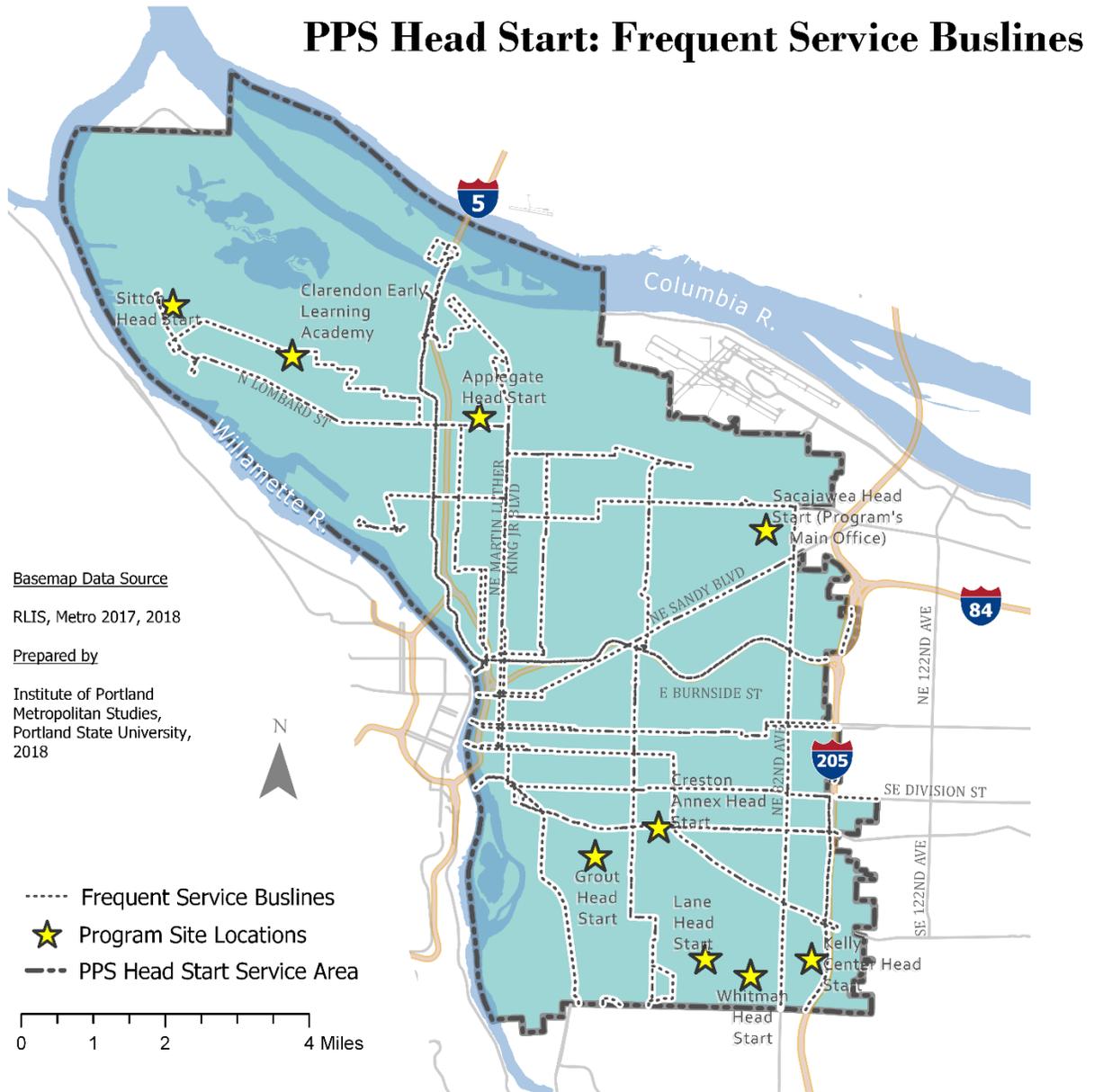
Table 14. Mobility, Multnomah County and PPSHS service area, 2006–2010 five-year estimate

	Multnomah County				Service Area					
	All households		Households with children under 5		All households		Households with children under 5		Eligible Households	
	#	%	#	%	#	%	#	%	#	%
Same house	272,708	80.4%	24,050	82.4%	129,790	82.7%	13,504	86.3%	1,647	79.5%
Moved within state	46,829	13.8%	3,890	13.3%	19,197	12.2%	1,834	11.7%	362	17.5%
Moved from out of state	17,499	5.2%	1,239	4.2%	7,716	4.9%	313	2.0%	62	3.0%
Total	339,270	100%	29,179	100.0%	156,899	100.0%	15,651	100.0%	2,071	100%

Source: US Census, ACS, PUMS data

All PPSHS locations are within a few blocks of a frequent service bus of Max line. Proximity to transit stops and walking conditions between the stops and the centers varies.

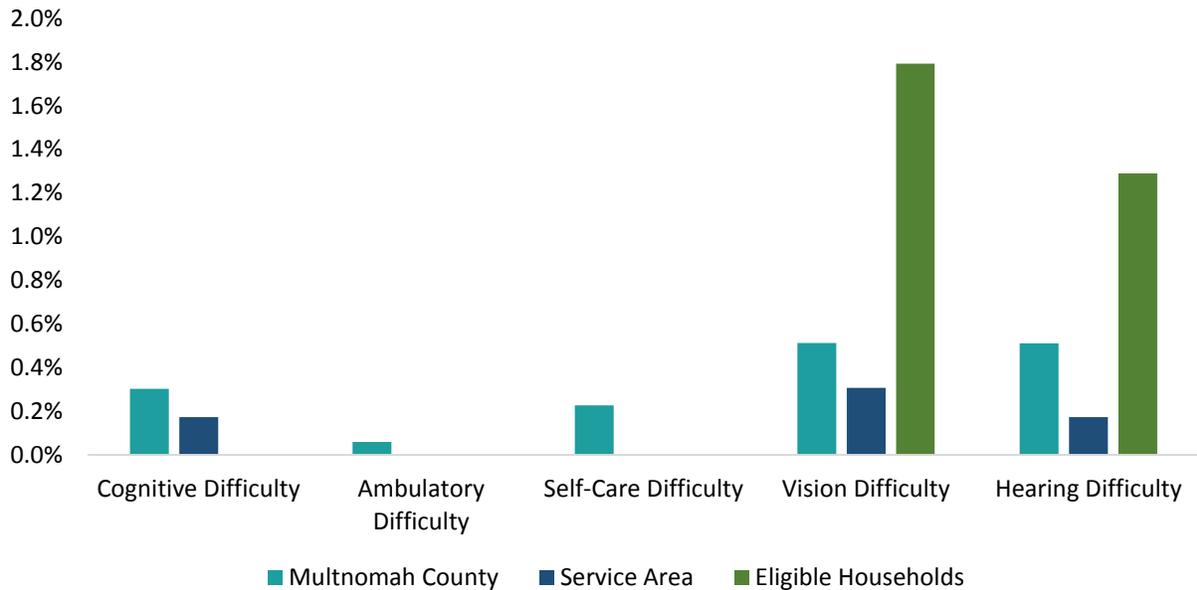
Figure 16. PPSHS Locations and Frequent Service Bus lines, 2018



Special Needs

Fewer than 2 percent of children eligible for PPSHS had disabling conditions tracked by the Census. Vision difficulty affected 1.8 percent of eligible children and hearing difficulty affected 1.3 percent.

Figure 17. Percentage of children under 6 with disabling conditions, Multnomah County and PPSHS service area, 2012 and 2016 one-year estimates

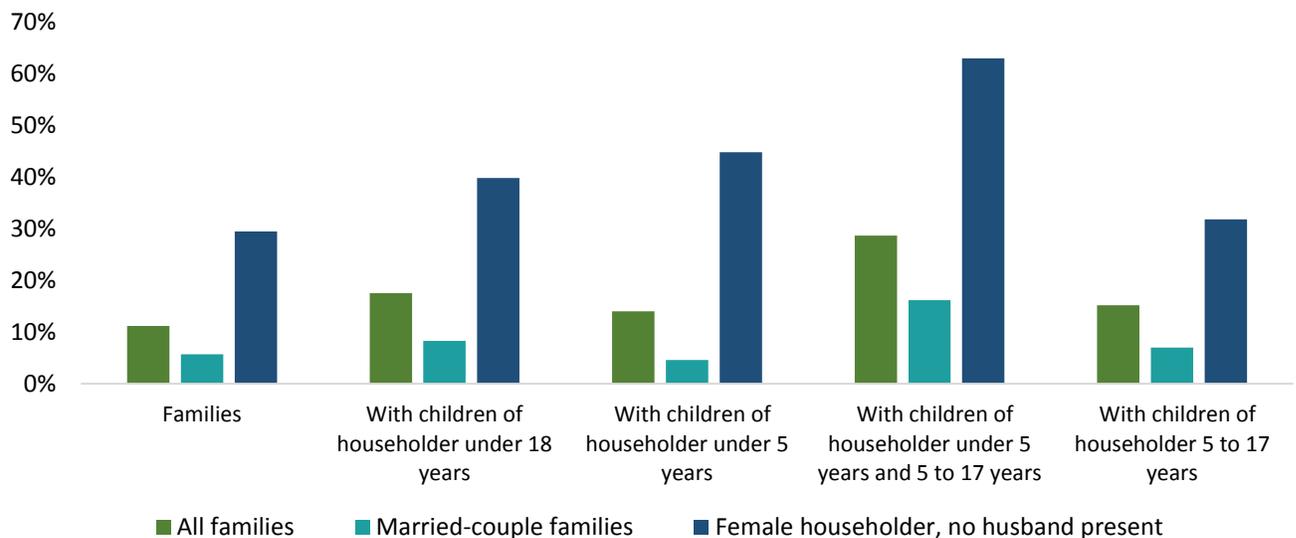


Source: US Census, ACS, PUMS data

Poverty

Families with children under five were more likely to live in poverty than families with older children or without children. Female headed households were more likely to live in poverty than households with a husband present.

Figure 18. Poverty status in the past 12 months, by family type, Multnomah County, 2012–2016 five-year estimates

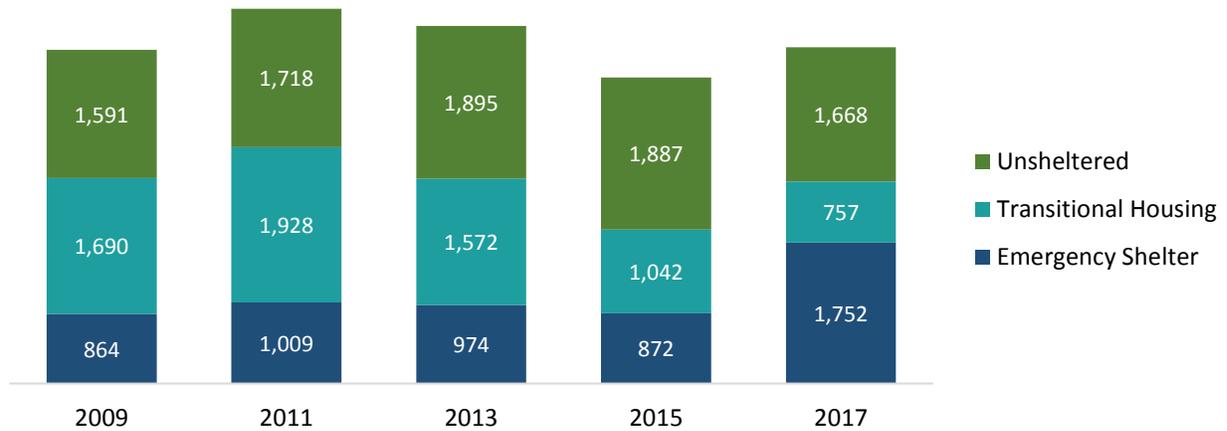


Source: US Census, ACS, Table S1702

Housing Insecurity and Homelessness

In 2017, 4,177 people were identified as homeless during the Multnomah county Point-in-time count. Forty-two percent were in emergency shelter, 18 percent were in transitional housing, and 40 percent were unsheltered.

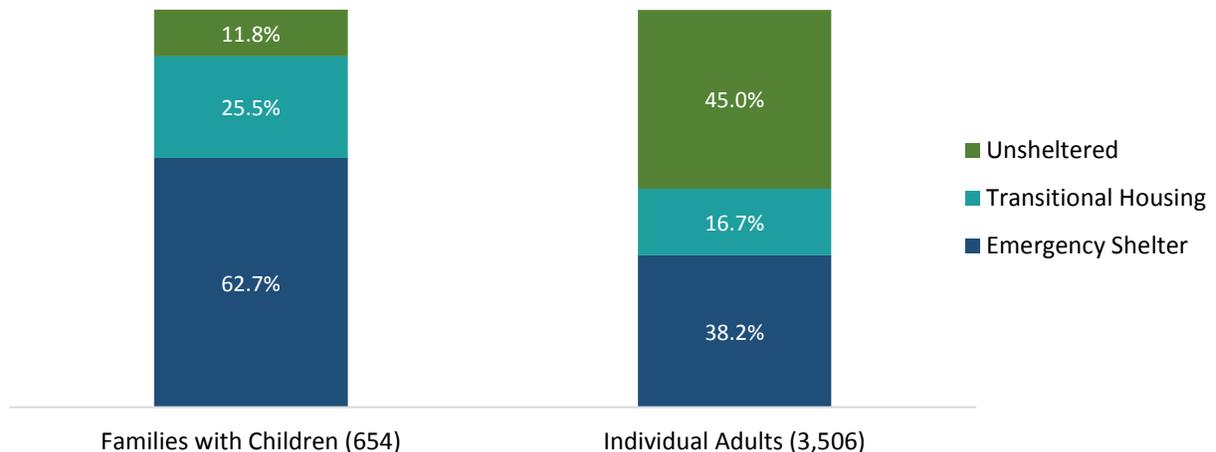
Figure 19. Persons experiencing homelessness, by shelter type, Multnomah County, 2017



Source: Homeless Point-in-Time Count, Multnomah County, 2017

Individuals in families with children were more likely to be in emergency shelter (62.7% v. 38.2%) or transitional housing (25.5% v 16.7%) than individual adults. They were less likely to be unsheltered.

Figure 20. Homelessness, by family status, Multnomah County, 2017



Source: Homeless Point-in-Time Count, Multnomah County, 2017

During the 2016–2017 school year, 1,204 students who were enrolled in Portland Public Schools in the PPSHS service area experienced homelessness or housing insecurity. The majority of students were

living doubled up with another family. Others were living in hotels or motels, in shelters, or unsheltered. Ninety-three of the students were unaccompanied minors and the remaining 1,111 were living with parents or other guardians. Children of color were overrepresented.

Table 15. Students experiencing homelessness, by race and Hispanic origin, PPSHS service area, 2016–2017 school year

	American Indian/Alaskan Native, NH	Asian, NH	Black/African American, NH	Hispanic/Latino	Multi-Racial, NH	Native Hawaiian/Pacific Islander, NH	White, NH	Total
Students	33	26	330	383	148	31	253	1,204

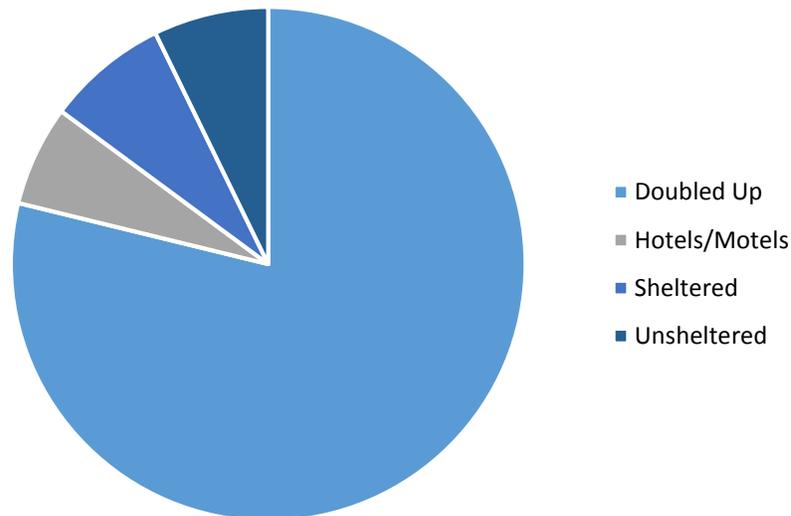
Source: Oregon Department of Education

Table 16. Students experiencing homelessness, by grade, PPSHS service area, 2016–2017 school year

Grade	Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Students	128	93	90	124	92	97	95	80	65	70	93	79	98

Source: Oregon Department of Education

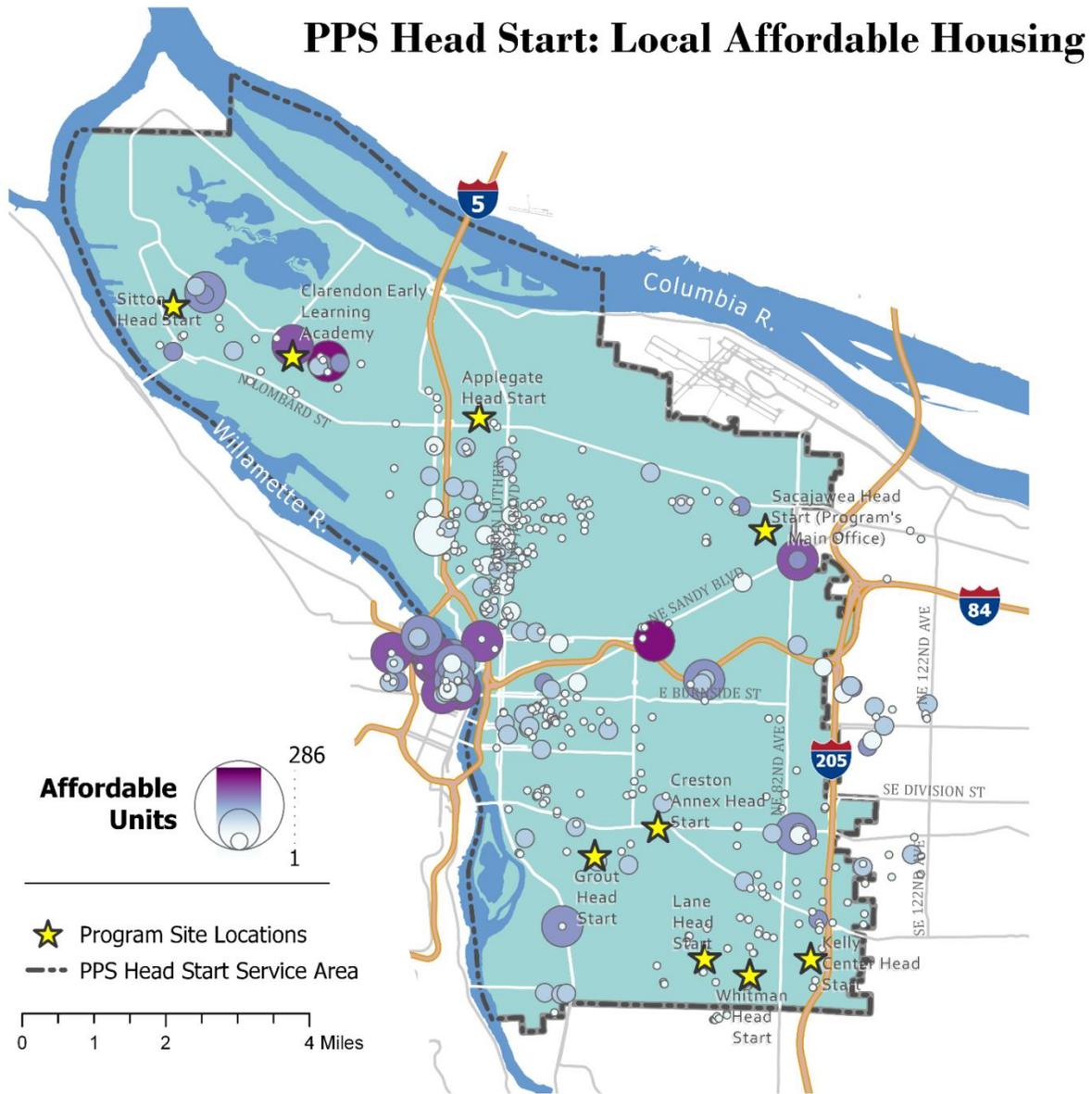
Figure 21. Students experiencing homelessness, PPSHS service area, 2016–2017 school year



Source: Oregon Department of Education

In 2018, there were more than 11,600 subsidized affordable housing units in Portland East of the Willamette River. The majority of the units are within the PPSHS service area. Many of them, however, are designated for specific populations including, the elderly, persons with developmental disabilities, and agricultural workers. Seventeen hundred eighteen units are classified as “family” units. Figure 22 shows the location of subsidized affordable units relative to PPSHS locations.

Figure 22. Affordable Housing in Portland Public Schools Head Start Service Area, 2018



Source: Oregon Housing and Community Services¹⁰

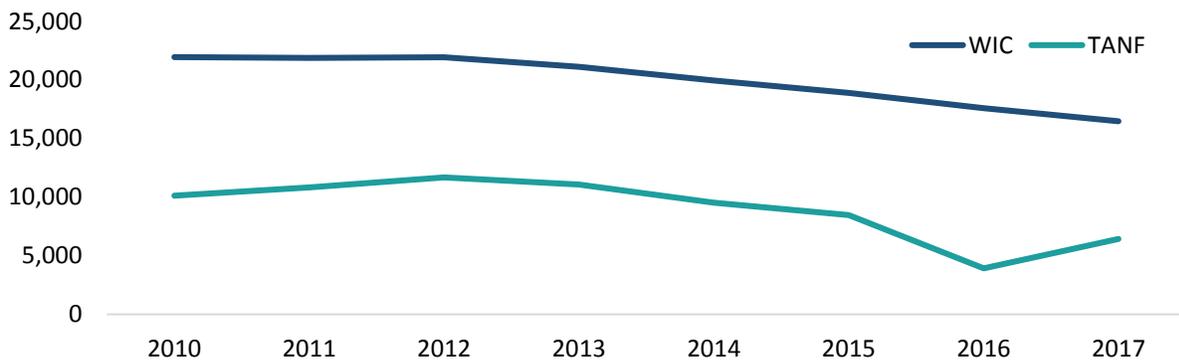
¹⁰ The properties in this inventory come from the following partners: Oregon Housing and Community Services, HUD, USDA, Metro, Network for Oregon Affordable Housing, all 20 of Oregon's Housing Authorities, and many county and city governments. This is meant to be a comprehensive inventory of all affordable rental housing with income or rent restrictions in the state and every effort has been made to delete duplicates. OHCS can not and does not guarantee that there are no errors. Please note that certain properties that were in the inventory in 2015 are no longer included. These include homeless shelters, group homes, transitional housing, assisted living

Social Safety Net Program Participation

Between 2010 and 2017, the number of children under five receiving WIC benefits in Multnomah County decreased nearly 25 percent. The dramatic decline, from 21,946 in 2010 to 16,473 in 2017, was due to recovery of the economy and people moving into employment.

The number of infants and children receiving TANF also declined during this time period. In 2010, more than 10,000 children under age five in Multnomah County received TANF benefits. By 2017, the number declined 36.6 percent to 6,419.

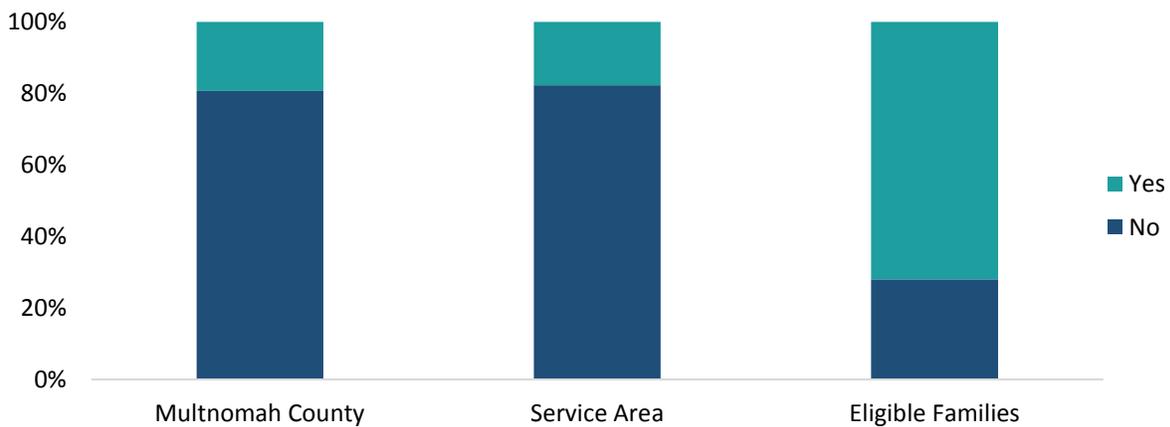
Figure 23. Infants and children receiving WIC and TANF benefits, Multnomah County, 2010–2017



Source: Oregon Department of Human Services

Nearly 18 percent of families in the PPSHS service area received SNAP between 2012 and 2016. Fewer than 20 percent of families in Multnomah County and the PPSHS service area received SNAP benefits. More than 70 percent of eligible families received SNAP benefits.

Figure 24. Received SNAP in the past 12 months, Multnomah County and PPSHS service area, 2012 and 2016 five-year estimates



Source: Oregon Health Authority

facilities, residential care facilities, on-farm housing, and mobile home parks. If you have questions, concerns, or corrections, please contact Megan Bolton at megan.bolton@oregon.gov.

The rate of foster care placements in Multnomah County declined from 12.8 in 2012 to 9.9 in 2016. The number of children in foster care also decreased from 1,935 to 1,527 in 2016.¹¹

Table 17. Children in Foster Care per 1,000 Children, Multnomah County (Point-in-time on September 30TH each year), 2012–2016

	2012	2013	2014	2015	2016
<i>Population under 18</i>	151,069	152,189	152,725	153,407	154,609
<i>Number in Foster Care</i>	1,935	1,759	1,641	1,520	1,527
<i>Rate per 1,000</i>	12.8	11.6	10.7	9.9	9.9

Source: Oregon Department of Human Services, Child Welfare Data Book

The total number of children who spent one or more days in foster care in 2012 was 2,534. In 2016, the number decreased 18 percent to 2,084. In 2012, 900 kids from birth to age five spent one or more days in foster care. In 2016, that number was 735, a decrease of more than 22 percent.

Table 18. Children experiencing at least one day in foster care, Multnomah County (Point-in-time on September 30TH each year), 2012–2016

	<i>Age 0-5</i>	<i>Age 6-12</i>	<i>Age 13-17</i>	<i>Age 18+</i>	<i>Total</i>
2012	900	720	914*		2,534
2013	862	696	568	290	2,416
2014	767	697	489	300	2,253
2015	754	644	452	281	2,131
2016	735	629	446	274	2,084

Source: Oregon Department of Human Services, Child Welfare Data Book

**Includes all children age 13 and over*

¹¹ Based on point-in-time counts on September 30th each year.

Part IV. Childcare Cost and Availability

Affordability and availability of childcare present significant challenges to many families in Multnomah County. Prices for center-based care increased faster than the rate of inflation between 2008 and 2016.

The Oregon Department of Human Services (DHS) identified four geographic clusters of childcare prices, two of which are present in the Portland Public Schools Head Start Service Area. Cluster three covers east Portland and East Multnomah County, while the close-in neighborhoods of Northeast, Southeast, and North Portland are in cluster 4.

The seventy-fifth percentile, the price at which seventy-five percent of the slots can be purchased, in the PPSHS service area is \$600 to \$700 for a preschooler. Twenty-five percent of the available slots cost more than \$700 per month.

Table 19. Clusters compared to Oregon statewide prices for center-based care, 2016

	Cluster 3		Cluster 4		Oregon
	Childcare Facilities	Childcare Slots	Childcare Facilities	Childcare Slots	Childcare Slots
<i>INFANT</i>					
Hourly	N=9	N=68	N=4	N=18	N=248
75th	\$15.00	\$15.00	\$15.50	\$15.40	\$7.00
50th	\$7.00	\$7.00	\$13.50	\$12.00	\$5.00
Monthly	N=90	N=879	N=54	N=642	N=2,389
75th	\$1,250	\$1,258	\$1,430	\$1,466	\$1,302
50th	\$1,068	\$1,090	\$1,301	\$1,355	\$1,045
<i>TODDLER</i>					
Hourly	N=11	N=136	N=6	N=46	N=495
75th	\$12.00	\$15.75	\$12.06	\$7.00	\$6.70
50th	\$7.00	\$7.00	\$6.88	\$6.75	\$5.00
Monthly	N=116	N=1,708	N=73	N=1,448	N=4,535
75th	\$1,198	\$1,220	\$1,379	\$1,433	\$1,250
50th	\$1,040	\$1,080	\$1,225	\$1,300	\$1,050
<i>PRESCHOOL</i>					
Hourly	N=14	N=342	N=10	N=207	N=1,587
75th	\$10.00	\$10.00	\$9.00	\$6.75	\$5.80
50th	\$5.00	\$5.00	\$6.28	\$5.00	\$4.25
Monthly	N=150	N=5,703	N=92	N=3,331	N=14,027
75th	\$965	\$969	\$1,084	\$1,130	\$980
50th	\$804	\$830	\$979	\$1,025	\$775

Source: 2016 Oregon Childcare Market Study

Employee Related Day Care Program

Low income Oregon residents may be eligible for financial assistance to help with childcare costs through the Employment Related Day Care Program (ERDC). Eligible families who meet program criteria are provided with a subsidy to cover part of the cost of the cost of childcare during hours when parents

are working. Eligibility and the amount of assistance is determined by family size, income, and the amount the childcare provider charges.¹²

Table 20. ERDC Income Limit Chart (185% of 2017 Federal Poverty Level)

<i>Number in ERDC Group</i>	<i>Gross Income Limit (monthly)</i>
2	\$2,504
3	\$3,149
4	\$3,793
5	\$4,437
6	\$5,082
7	\$5,726
8 or more	\$6,371

Source: Oregon Department of Health and Human Services

Table 21. Maximum amount Oregon will pay an ERDC certified provider, 2018

	<i>Registered Family Rate</i>			<i>Certified Family Rate</i>			<i>Certified Center Rate</i>		
	1-62	63-135	136-215	1-62	63-135	136-215	1-62	63-135	136-215
	Hourly	Part-time	Monthly	Hourly	Part-time	Monthly	Hourly	Part-time	Monthly
<i>Infant</i>	\$4.00	\$525	\$700	\$6.00	\$773	\$1,030	\$12.00	\$941	\$1,255
<i>Toddler</i>	\$3.75	\$499	\$665	\$5.65	\$765	\$1,020	\$7.00	\$928	\$1,237
<i>Preschool</i>	\$3.50	\$465	\$620	\$5.05	\$656	\$875	\$6.75	\$724	\$965
<i>Special Needs</i>	\$4.00	\$525	\$700	\$6.00	\$773	\$1,030	\$12.00	\$941	\$1,255

Source: Oregon Department of Health and Human Services

¹² ERDC eligibility requirements: Must be an employed Oregon resident. Both parents must be working in a two-parent family. Exceptions may exist if one parent cannot care for the children due to a medical/mental health condition or in cases where supervised contact is required by Child Welfare. Income must be below 185% of the Federal Poverty Level (see table 20). Must have a qualifying child or children. Qualifying children are: Under twelve years of age who need care (age twelve to seventeen who receive care if required by special circumstances), US citizen or qualifying non-citizen. Must use a childcare provider that meets DHS requirements.

Part V. Community Resources

Head Start

Five Head Start programs operate in Multnomah County, including Albina Head Start, Mt Hood Community College Head Start, Neighborhood House Head Start, Portland Public Schools Head Start, and Migrant Head Start. Migrant and Seasonal Head Start and Early Head Start provide services to children whose parents are migrants or seasonal farm workers.¹³ To qualify for this program, families must be at or below 100 percent of the federal poverty level. Migrant farmworkers are those who have moved from one geographic location to another within the last two years. The family income must come primarily from farming.

The Oregon Head Start Association supports Head Start programs throughout the state.

Oregon Pre-Kindergarten

Oregon Pre-Kindergarten (OPK) is an early childhood education program for three- and four-year-olds in Multnomah County. The program is run by the Oregon Department of Education. OPK is free to families who meet income and eligibility requirements. The program includes preschool education, child health and mental health and nutrition, and parent education and family support.

Maternal, Infant, and Early Childhood Home Visiting

Qualifying parents and their children are eligible for forty-eight weeks of home visits and education. The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program helps to connect families to resources to help their child's healthy development. The MIECHV program seeks to improve maternal and child health, prevent childhood injuries, child abuse, maltreatment, and reduce emergency room visits. It seeks improvement in school readiness and achievement, a reduction in crime and domestic violence, improvements in family economic sufficiency and self-sufficiency, and improvements in the coordination and referrals for other community resources and supports.¹⁴ To qualify, families must be at or below 100 percent of the federal poverty level and include an infant, toddler, or pregnant woman. MIECHV is administered by the Health Resources and Services Administration's Maternal and Child Health Bureau in collaboration with the Administration for Children and Families (ACF).

¹³ <http://www.ocdc.net/programs/>

¹⁴ <http://www.oregon.gov/oha/ph/HealthyPeopleFamilies/Babies/HomeVisiting/MIECHV/Pages/index.aspx>



Portland Public Schools Head Start
Community Partners
2017-2018

<i>Agencies/Organizations</i>	<i>Services Provided</i>
A Children's Place Bookstore 1423 NE Fremont	Donation of materials
Albertina Kerr Center www.albertinakerr.org 503-289-8101	Provides therapy for families
Albertsons 5850 NE Prescott 97218; www.albertsons.com	Provides food and pastries for parent and staff activities
Albina Early Head Start Family Center 3417 NE 7 th PDX, OR 97212; www.albinaheadstart.org	Parent transition meetings, enrollment agreement
Asthma & Allergy Foundation 1233 20 th Street, NW Suite 402, Washington, DC., 20036; info@aafa.org	Information for staff and families
Audiology Clinic 505 NE 87 th Suite 150, Vancouver, WA 98664	Provides support for purchasing and maintenance of audiology screening equipment
Casey Eye/OHSU/Elks Preschool Vision Program Talitha Dale 3181 S.W. Sam Jackson Park Rd. Portland, Oregon 97239-3098	Vision screening and follow up for Head Start children Health Advisory Committee
Center for Family Success Oriana Quakenbush 8010 N. Charleston Avenue, Portland, OR 97203-3711	Community resources, list serve, utilization of community space for parent meetings
Charles Smith, Black Parent Initiative http://www.thebpi.org/	Provides trainings, SSCBT courses/evaluations
Children's Book Bank www.childrensbookbank.com 503-616-3981	Provides books for children and families
Children's Community Clinic / Leandra Allanis 2252 Lloyd Center, 97232 503-284-5239	Personal services contract: medical examinations
Children's Museum 4015 SW Canyon Rd., PDX, OR 97221 www.portlandcm.com	Staff training, parent passes, Children's Museum Day
Common Bond krose@voaor.org 503-280-1616	Provides developmental assessments for HS sibling & parent education
Community Energy Project 422 NE Alberta, PDX, OR 97211 www.communityenergyproject.org	Home weatherization program – adult education/free demonstration workshops with materials
Columbia Regional Program PO Box 3107, PDX, OR 97208 www.pps.k12.or.us	Provide no-cost audiological testing
Community Warehouse, Kelly Zander 503-235-8786	Accepts Head Start referrals for home furnishings and supplies
Concordia University 2811 NE Holman St 97211, admissions@cu-portland.edu	Practicum students assigned to program, provide annual training sessions for early childhood students
OHSU Russel Street Clinic Lisa DiTommasu- clinic manager 214 N. Russell 97227 503-494-6822	Service contract for Dental treatment Health Advisory Committee



Portland Public Schools Head Start
Community Partners
2017-2018

Dr. Michael Biermann 5900 N. Lombard, Portland, OR 97203	Personal service contract for dental services
Dr. Richard Colman, PhD 503-227-4007	Presenter for parent meetings
Dr. Sarojini "Sudge" Budden	Health Advisory Committee
El Programa Hispano Catholic Charities, 231 SE 12 th , PDX, OR 97214	Workshops, presenters
Emanuel Hospital 2801 N. Gantenbein 97227	Trauma Nurses program, parent training
Experience Corps/Metropolitan Family Services Portland, OR 97201	ESL adult tutors
Family and Community Together-Noelle Sisk 13455 SE 97 th Avenue Clackamas, Oregon 97015	Family advocacy workshop to support children and families who experience disability
Growing Gardens www.growinggardens.org 503-284-8420	Providing workshops/training for families on planting container gardens
Habitat for Humanity 1748 NE Killingsworth 97211 www.pdxrestore.org	Support/information for families seeking to buy homes
Hacienda Community Development Corporation, 5132 NE 42 nd , PDX, OR 97218 www.haciendacdc.org	Low-income housing, vendor training for parents, parenting classes
Hispanic Access – Oregon Human Development Dept., 9620 SW Barbur Blvd, #110, PDX, OR 97219 www.ohdc.org	Workshops, presenters
Immigration Counseling 605 SE 39 th 97214 www.immigrationcounseling.org	Workshops, presenters
JUNTOS Together We Learn 503-283-6881	Parenting group for Hispanic parents, recruitment
Just "4" Kids NE 41 st & Hancock	Donation of children's clothing and coats for Head Start children and families
Kaiser Permanente/National Turn-off-the-TV Network, 1200 29 th St., NW LL#1, Washington, D.C., 20007, www.TVturnoff.org	Planning for net year and potential involvement in research project
KATU 2153 NE Sandy Blvd, PDX, OR 97232, www.Katu.com	Circus tickets
Leah Van Winkle, MS, RDN 4800 NE 74 th Ave., Portland, OR 97218	Nutrition services/consultation Health Advisory Committee
Lewis and Clark College (Lclark.edu) 503-768-7000	Practicum students assigned to program, provide annual training for early childhood students, Migrant Education, Triad Grant (Teacher Education), Tuitioned Instruction
Ayla Terry-Mitchell , LCSW & Nora Church, LCSW 503-916-5724	Multnomah County Children and Families Mental Health Services – Mental Health Consultant, Health Advisory Committee
Mary Diloretto , RD WIC 5329 NE MLK Blvd., Portland, OR 97211, RN	WIC collaboration projects Health Advisory Committee



Portland Public Schools Head Start
Community Partners
2017-2018

Metro Child Care and Referral 123 E. Powell, Ste 300, Gresham, OR 97030	ERDC eligibility, childcare referrals
Morrison Center- Kathryn Falkenstern 1500 NE Irving, Suite 250, Portland, OR 97232	Mental health therapists provide direct service at Head Start sites
Multnomah County Library – Every Child Book Bag Multnomah County Library, 205 NE Russell Street, Portland, OR 97212-3796	Distribute books to classrooms and on-going librarian visits, Every Child Literacy workshops
Multnomah Educational Service District (MESD) PO Box 301039, Portland, OR 97294	Program Nurse contract Immunization support Health trainings Blood Borne Pathogen consultation and referral OHP eligibility specialist
David Douglas School District, Multnomah Early Childhood Program (MECP) –	Special education services, support, consultation (interagency agreement)
Multnomah County Health Department (MCHD) 426 SW Stark St. , Portland, OR 97204	Consultation for Public Health reportable disease Resource for Primary care clinics/ Immunizations
MCHD Lead Screening Program Perry Cabot – Coordinator perry.cabot@multco.us leadline@multco.us	On-site lead screening for children as scheduled Health Service Advisory Committee
National University of Natural Health Centers (NUNM) 049 SW Porter St. Portland, OR 97201	On-site physical exam clinic as scheduled
Northwest Children’s Outreach http://www.northwestchildrensoutreach.org/donations.php	Clothing, toy donations for families
Northwest Information and Referral Association (NIRA) , www.nwairs.org , 8312 SW Capital Hwy #167	Program membership-training and shared resource information
OHSU Doernbechers Dr. Ben Hoffman	Child safety resources Children w Special Health Care Needs Health Service Advisory Committee
Oregon Department of Education – Early Childhood Education Specialist, Office of Student Learning & Partnerships Ode.state.or.us, 503-947-5637	TANF client list for recruitment
Oregon Episcopal School – Rebecca Siplak 503-246-7771	Seed to Supper program, free gardening workshops for low-income individuals
Oregon State Extension Service – Lynn Steele 503-254-5004	Nutrition classes for Head Start families
Oregon Symphony orsymphony.org , 503-228-1353	Provided incentives for "Turn Off Week"
Oregon Zoo & Bank of America www.oregonzoo.org , 503-226-1561	In classroom program and Saturday Family Zoo Day, Adopt a Classroom Project
Portland Community College Jason Johnson, Spanish GED Coordinator 503-788-6219	GED (English & Spanish) and Adult Basic Education courses
Portland Fire & Rescue – Dean Johnston, Community Outreach and Public Information 55 SW Ash Street, Portland, OR 97204 www.iclodius@fire.ci.portland.or.us	Donations of winter coats for children
Portland Nursery 5050 SE Stark Street, Portland, OR 97215	Provides incentives for "Turn Off Week", Field trips for children
Portland Public Schools Clothing Closet Marshall High School, 3900 SE 91 st Avenue	Accepts Head Start referrals, provides clothing for families



Portland Public Schools Head Start
Community Partners
2017-2018

Portland Public Schools, Early Childhood, Nancy Hauth, Kindergarten / EC manager, 501 N. Dixon, Portland, OR	Training for Family Service staff, kindergarten transition support and information
Portland Public Schools – ESL Department, 503-916-2000	Conducts assessments on transitioning ELL children
Portland Public Schools CIA Program, Title 1 503-916-5724	Home based PAT program, ESL classes, enrollment and recruitment
Portland Public Schools Nutrition Services Whitney, 503 N. Dixon, Portland, OR	Meal services for Head Start program
Portland Public Schools Student Service Department 503-916-2000	Emergency counseling services for Head Start and students/families
Portland Public Schools Transportation Department, Phil Weber, 716 NE Marine Drive Portland, OR 97211	Transportation services for Head Start Children with disabilities, classroom field trips
Providence Specialty Pediatric Dental Clinic 830 NE 47 th Ave. Portland , OR 97213 503-215-1056	Dental Clinic treating children with special health needs (e.g. syndromes and ASD)
Safeway 6901 NE Sandy Blvd. 503-280-1200	Donations to support literacy programs & parenting classes
Salvation Army – Moore Street, Captain Barbara Cloan, 5325 N. Williams Ave, Portland, OR 97217	Adopt a Family Holiday Program – Holiday gifts, food baskets, and coats
School Based Health Center (SBHC) at Lane	Primary health services
Shirley Orr, RN – Health and Disabilities Coordinator Albina Head Start 5114 NE Simpson, Portland, OR 09718	Health Advisory Committee
Swindells Resource Center, 830 NE 47 th Ave Portland, OR 97213	Parent training and support for parents and caregivers of children with special needs or developmental delay.
Target stores www.target.com 503-252-5850	Donations toward holiday shopping supplies, Head Start clothing closet, and literacy
University of Portland – School of Education 5000 N. Willamette Blvd., Portland, OR 97203 soed@up.edu	Placement for student teachers and community experiences
U.S. Marine Corps, Swan Island Navy & Marine Training Center, 6735 N. Basin Avenue, Portland, OR 97217	Toys for Tots – Provides holiday toys for families

These community partners have proven their commitment and willingness to collaborate and assist the Head Start families. They have helped the Head Start staff analyze community and family issues and develop program priorities that will create an opportunity for positive change. They assist families with the improvements to the quality of their lives and with the move toward self-sufficiency. Formal community involvement activities and partnerships are well documented by the Portland Public School Head Start.

In addition to the resource guide created by Portland Public Schools Head Start (PPS HS), social service staff utilize the resources and guides from 211.org.

Part VI. Parent Surveys

In March 2018, parents of children enrolled in PPSHS were asked to complete a Parent Survey. Surveys were submitted by 267 parents.

Of the nine PPSHS locations, all but Clarendon were represented in the responses. Sacajawea had the highest number of responses (96) followed by Applegate (54), and Lane (52).

Figure 25. Which Head Start Center does your child currently attend?

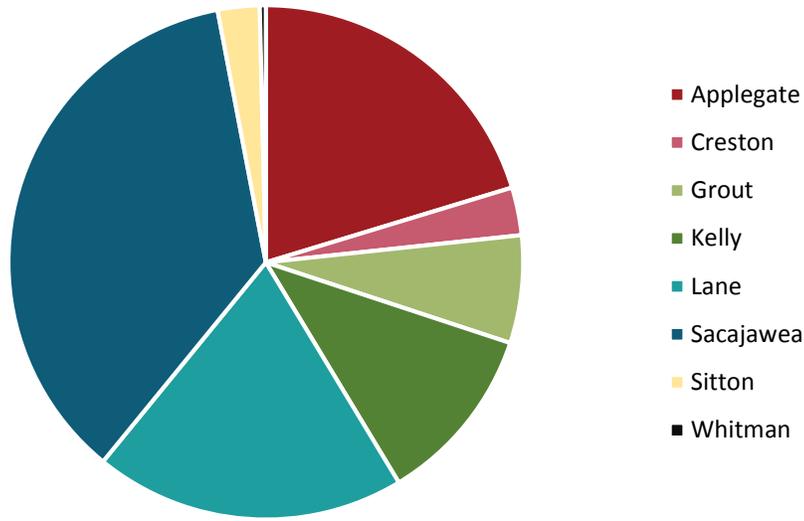
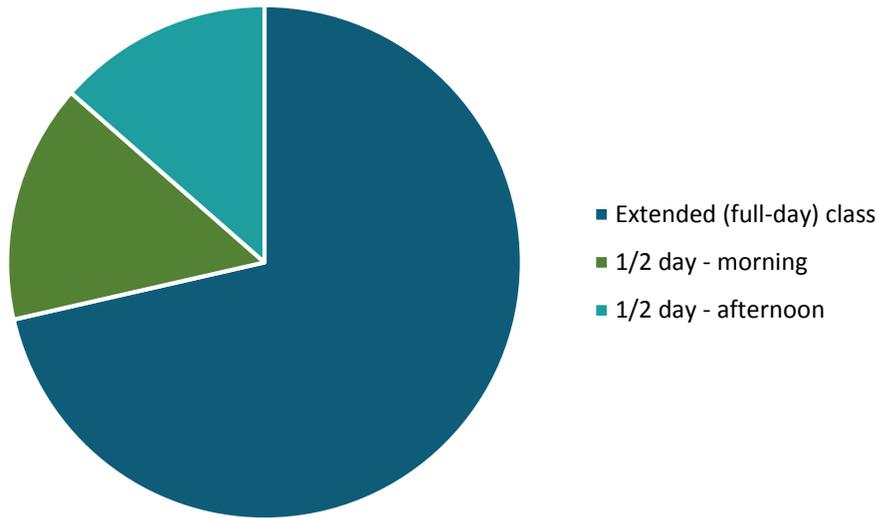


Table 23. Which Head Start Center does your child currently attend?

<i>Location</i>	<i>Applegate</i>	<i>Creston</i>	<i>Grout</i>	<i>Kelly</i>	<i>Lane</i>	<i>Sacajawea</i>	<i>Sitton</i>	<i>Whitman</i>
<i>Enrolled children</i>	54	8	18	30	52	96	7	1

Seventy-two percent of respondents had children in the extended day class. Fifteen percent had children in the afternoon half-day sessions and 14 percent had children in the half-day morning program.

Figure 26. What program option does your child attend?

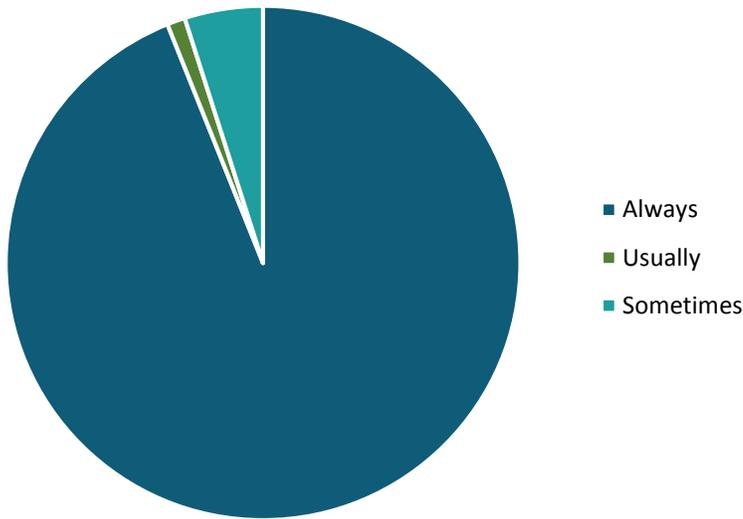
Eighty-two percent of respondents reported working or going to school full or part time. Forty-six percent reported working full time. Seven percent of full-time workers (8 respondents) also attended school or participated in employment training. Four percent of respondents (9) reported attending school or participating in employment training full time. Twenty-six percent of respondents reported working or attending school part time. Fifty-one respondents attended school part time and ten respondents worked part time while attending school or participating in employment training part time. Three percent of respondents (7) reported being unemployed. Thirteen percent (32 respondents) identified as stay-at-home parents. Of those, one identified as disabled and reported receiving Social Security Insurance, and one identified as retired. One respondent identified as self employed.

Table 24. What is your employment status?

<i>Working full time</i>	101
<i>Working part time</i>	51
<i>Stay at home</i>	32
<i>Attending school/training part time</i>	15
<i>Working part time; attending school/training full time</i>	10
<i>Attending school/training full time</i>	9
<i>Working full time; attending school/training full time</i>	8
<i>Unemployed</i>	7
<i>Other</i>	4
<i>Self Employed</i>	1

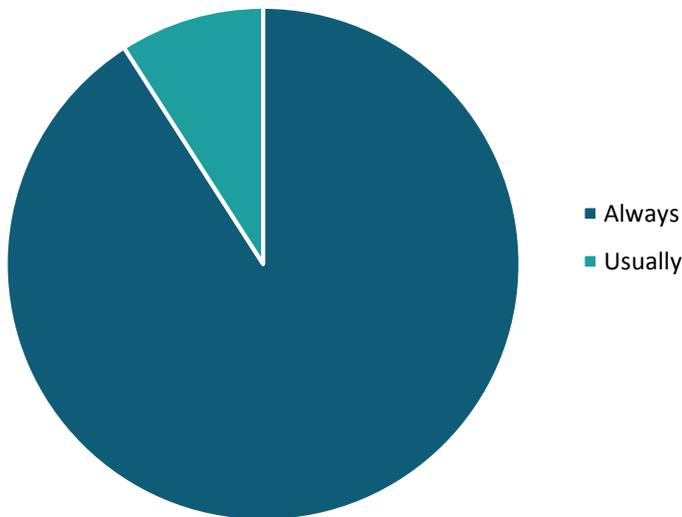
Ninety-four percent of respondents reported that staff was always knowledgeable, respectful, and inclusive of the respondent's culture, home, family, and community. One percent of respondents (3) reported that staff was usually knowledgeable, respectful, and inclusive. Five percent of respondents (13) reported that staff was sometimes knowledgeable, respectful, and inclusive.

Figure 27. Staff is knowledgeable, respectful, and inclusive of my culture: home, family and community.



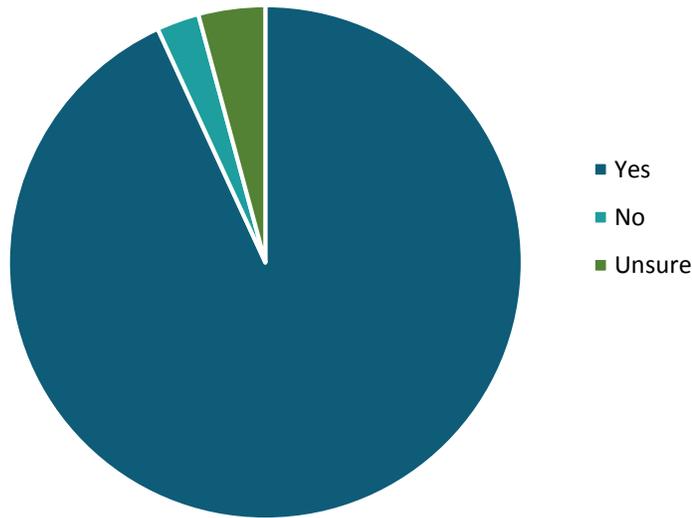
When asked if Head Start provides their child with support for their emotional needs, 91 percent of respondents (240) answered always and 9 percent of respondents (24) answered usually.

Figure 28. PPSHS provides my child with support for their social and emotional needs.



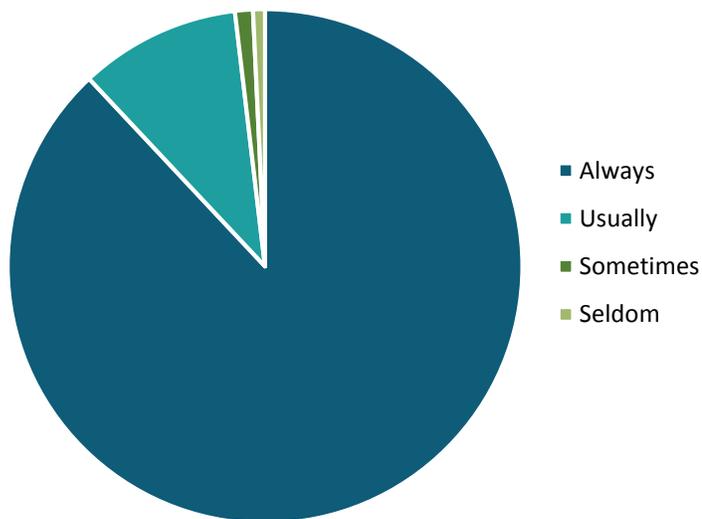
When asked if their child is more ready for kindergarten since attending PPSHS, 93 percent of respondents (244) answered yes, 3 percent (7) answered no, and 4 percent (11) were unsure. One additional respondent, whose answer was not included in the total, responded that his/her child would need an additional year of Head Start prior to kindergarten due to being the youngest in the class.

Figure 29. I feel my child is more ready for kindergarten since attending Head Start.



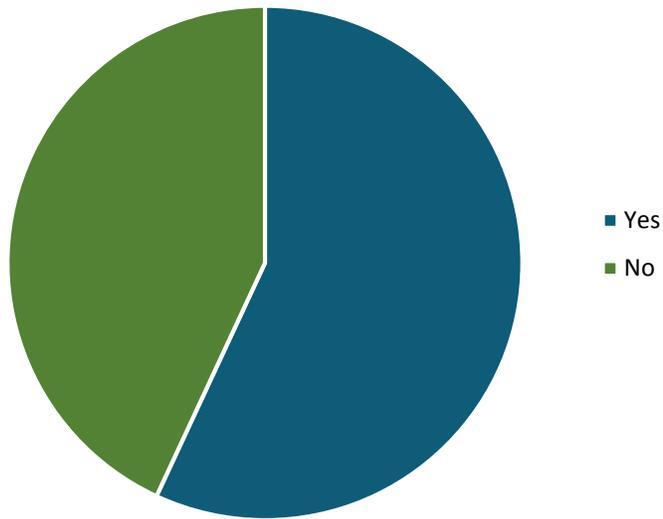
When asked if their child’s teacher shares information about the child’s learning progress throughout the year, 88 percent (235 respondents) answered always, 10 percent (27 respondents) answered usually, and less than 2 percent (5 respondents) answered sometimes or seldom.

Figure 30. My child's teacher shares information with me about my child's learning progress throughout the year.



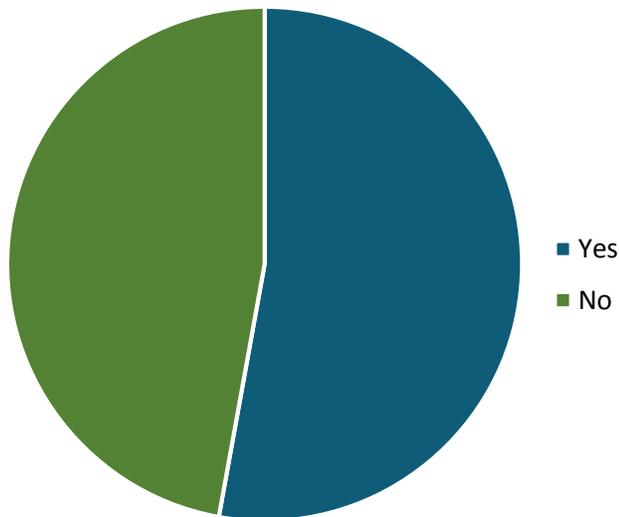
Fifty-seven percent of respondents (148) reported accessing PPSHS’s Mental Health and Wellness Consultant during the past year.

Figure 31. In the past two years, I have accessed my Head Start's Mental Health and Wellness Consultant (school counselor/social worker).



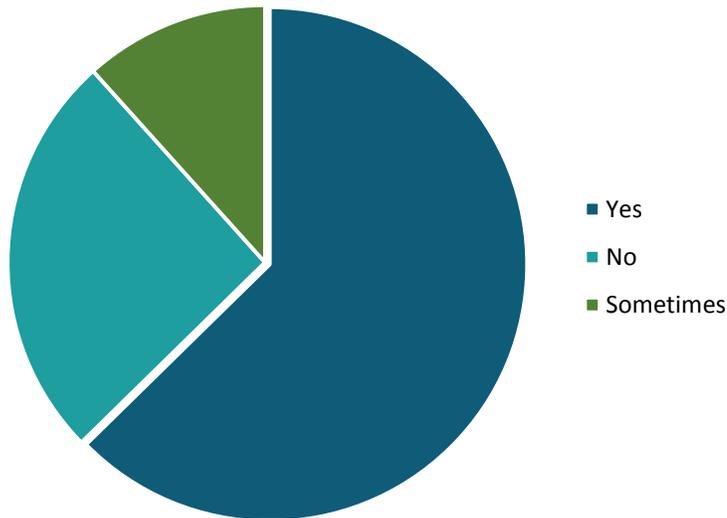
Fifty-three percent of respondents (139) reported being interested in the parent groups offered by the wellness program.

Figure 32. I am interested in attending the parent groups offered by the Wellness Program.



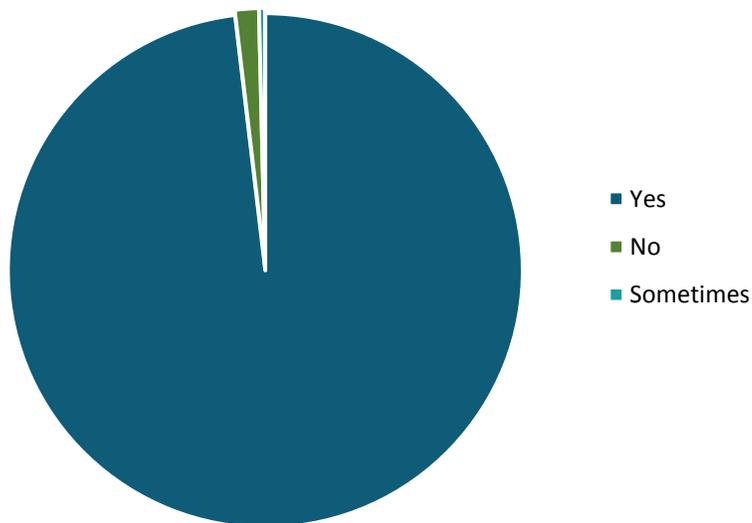
When asked if the mental health consultant provides support for their child in the classroom setting, 63 percent of respondents (156) answered yes, 26 percent (64) answered no, and 12 percent (29) answered sometimes.

Figure 33. The Mental Health Consultant provides support for my child in the classroom setting.



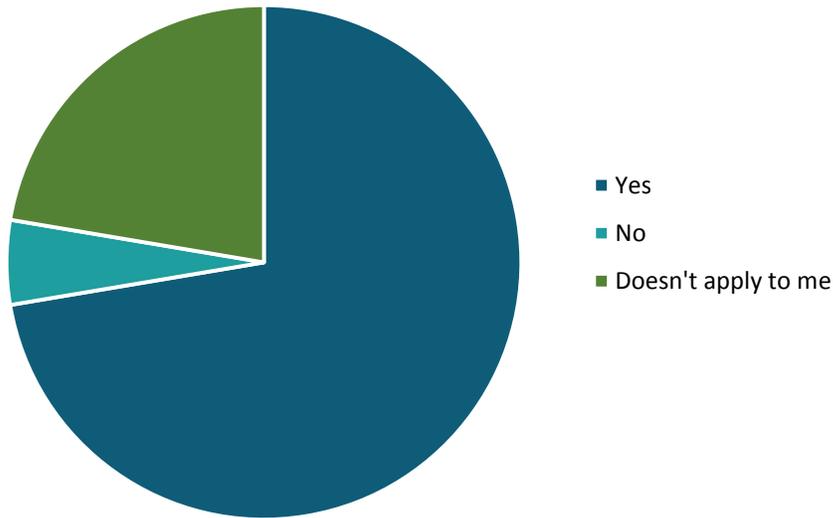
Ninety-eight percent of respondents (261) reported receiving the results of their child's vision screening. Two percent reported not receiving the results (4) or sometimes receiving the results (1).

Figure 34. I receive results of my child's vision screening.



Seventy-two percent of respondents (191) knew where to call to make an appointment for their child to see an eye doctor. Five percent (14) did not know and 22 percent of respondents (59) reported that the question did not apply to them.

Figure 35. If results state "take to eye doctor," I know where to call to make that appointment.



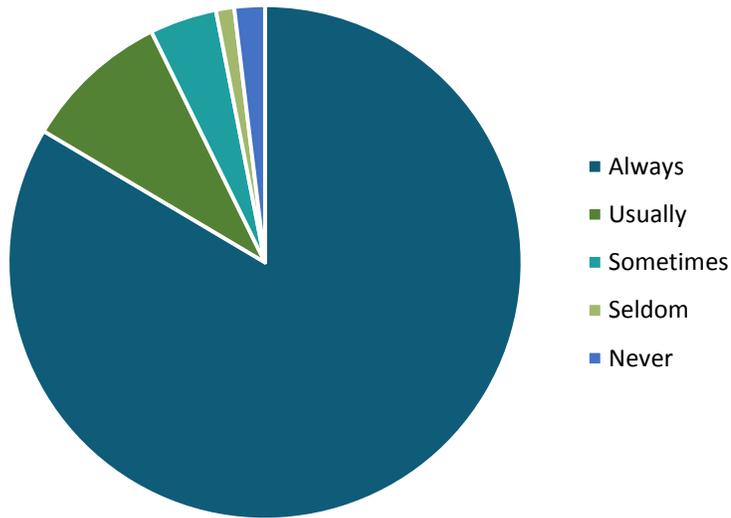
Ninety-seven percent of respondents whose child received a dental screening (253) reported receiving the results of their child's dental screening. Two percent reported not receiving the results (2) or were not sure if they received the results (3).

Figure 36. I receive results of my child's dental screenings.



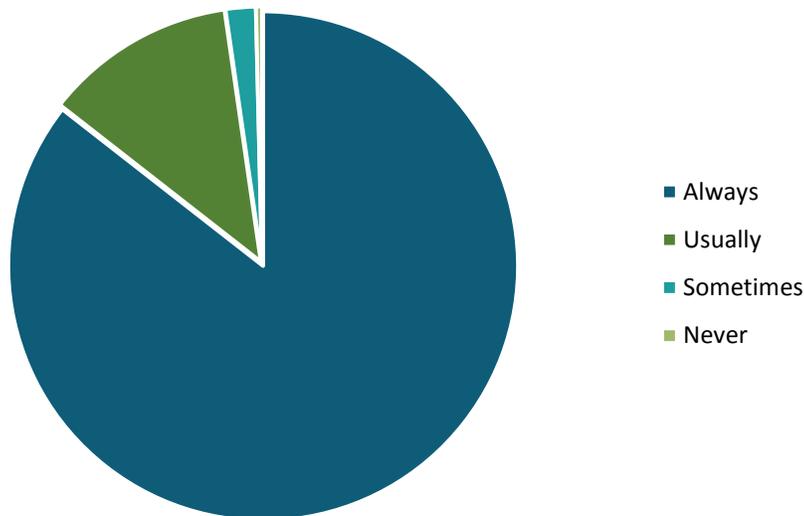
Eighty-four percent of respondents (218) reported always knowing who their child's dentist is through their dental insurance. Nine percent (24) of respondents usually know. The remaining 7 percent, sometimes know (11), seldom know (3), or never know (5) who their child's dentist is.

Figure 37. I know who my child's dentist is through my dental insurance.



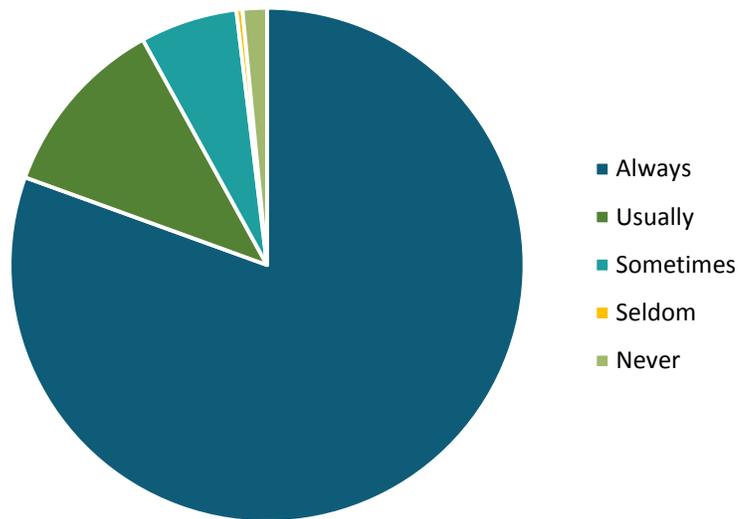
When asked if PPSHS welcomes input and suggestions from parents, 86 percent of respondents (225) answered always, 12 percent (32) answered usually, and the remaining 2 percent answered sometimes (5) or never (1).

Figure 38. Head Start welcomes input and suggestions from parents.



When asked if Head Start helped their family in other areas, 81 percent of respondents answered always, 12 percent (30) answered usually, 6 percent (16) answered sometimes, and 2 percent answered seldom (1) or never (4).

Figure 39. PPSHS has helped my family in other areas (e.g., referrals to agencies, parenting classes/support, kindergarten transition, GED, etc.)



Two hundred thirty-five respondents reported they were interested in attending parent workshops. Many of the respondents indicated interest in more than one workshop. The workshops with the most interest were nutrition/cooking (107), parenting classes (89), crafts (82), Every Child Reads (63), and Dad's Activities (51).

Table 25. What parent workshops would you be interested in attending?

<i>Anger Management</i>	1
<i>Budgeting/Finances</i>	55
<i>Car Seat Safety</i>	5
<i>Clothing Assistance</i>	1
<i>Couples workshops</i>	3
<i>Couponing</i>	2
<i>Crafts</i>	82
<i>Dad's Activities</i>	51
<i>Dealing with Developmentally Delayed Kids</i>	1
<i>Every Child a Reader (library)</i>	63
<i>Nutrition/Cooking</i>	107
<i>Parenting classes</i>	89
<i>Weatherization</i>	25
<i>Workshops for both parents in better communication</i>	1

Respondents were asked what time would be most convenient to attend parent activities. The most popular times were morning (110), evening (83), and afternoon (70). Three respondents chose weekends and two asked that the workshops be recorded or broadcast online.

Table 26. Would parent activities be more convenient to attend if scheduled?

<i>During the morning</i>	110
<i>In the evening</i>	83
<i>During the afternoon</i>	70
<i>Weekends</i>	3
<i>Recorded</i>	2
<i>During school</i>	1
<i>Other</i>	7

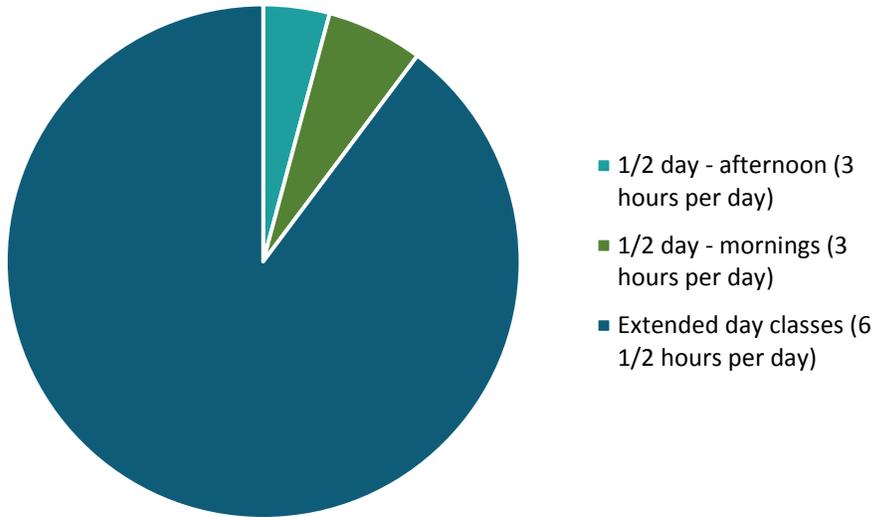
Two hundred and sixty-seven individuals responded to a question about how they prefer to receive information from PPSHS. Many of the respondents indicated more than one method of information delivery. One hundred seventy-eight people indicated they would like a note in their child's box. One hundred fifty-six would like a phone call and one hundred twenty-seven would like to receive information via text. One hundred ten respondents would like information sent in emails. Five respondents indicated they would like to be notified of information in person and one person indicated they would like to receive information through the postal mail.

Table 27. How do you prefer to receive information from PPSHS?

<i>Notes in child's box</i>	178
<i>Phone calls</i>	156
<i>Texting</i>	127
<i>Email</i>	110
<i>In person</i>	5
<i>Postal mail delivery</i>	1

Ninety percent of respondents indicated a full-day Head Start program would best meet their needs. Seventy-one percent of respondents have children currently using the extended-day option. This indicates there is additional demand for an extended-day program. Six percent of respondents (16) indicated a morning-only session would best meet their needs. Currently, 15 percent of respondents (40) have children enrolled in morning-only sessions. Just 4 percent of respondents (11) indicated afternoon-only programs would best meet their needs. Currently, 14 percent of respondents (36) have children enrolled in afternoon-only programs.

Figure 40. To help us better plan for the future, what PPSHS program option would best meet your needs?



The most common way people heard about PPSHS was from friends or family (160). Eleven respondents were referred by another program (including Multnomah Early Childhood Program, Native American Youth and Family Center, Healthy Families, Northwest Impact, Portland Niños, and Teen Parent Insights.)

Table 28. How did you find out about Head Start?

Family/friend	160
Internet	21
Poster/flyer posted	14
From another program	11
Personal experience	11
School	7
Personal research	5
DHS	3
Social worker	3
Teacher	3
Work	2
Early intervention	2
Other	2
Agency referral	1
Albina Head Start	1
Family service worker	1
Parents at the park	1

Are there any other thoughts or suggestions you would like to share with us?

- Actually safety plans
- After school program for working parents
- All staff has been amazing these past few years. Always try to help as much as possible plus very respectful. I wish all schools had people like here, maybe in the future it can be an app to communicate progress like at Scott school.
- At this Center we get help when we have a problem, they listen to our needs.
- Best school ever.
- Children are attending all day is better than short time because parent(s) are working or go to school too.
- Do not mix 3 year olds with 4 year olds, also give the students homework.
- Everything is great
- Excellent program, we received many services and family support, friendly staff.
- Field Trip to Pete the Cat the musical @ Children's theater.
- Full day is better than half day.
- Good school
- Great Program
- Great program
- Great program, we always received information on center activities.
- Had remarks next to questions: #8) Just to keep updated #15) Don't feel that parents have much say.
- Have more bilingual staff.
- More vegetables and fresh fruit for the children's lunch.
- The center provides many resources and help to all of us.
- Have more extended day classes
- Have more extended day classrooms
Have after school activities for students
- Having a group parenting/class for crafts. Activities after school for parents and students, maybe two times a year.
- Having classes end at 3PM 3:15PM would be very helpful. It's a struggle balancing work & childcare right now
- Head Start has been great. Thanks.
- Head Start has been very good for my child and Patti has been very helpful to my family.
- Head Start has been wonderful for my child, staff also has been so supportive.
- Head start have helped my child and my family. It is a great program.
- Head start have helped my child to prepare for kindergarten. He is now speak more English.
- Head Start is a great program. We feel lucky to get in the program.
- Head start is amazing, especially getting to work with all of you. I would send any parent to this program!
- I am so grateful to have this available for my family.
- I am thankful for Head Start :)
- I am very pleased with head start at Kelly center. My child loves to attend class every day and adores his teacher Michele.

- I believe playground snow should be cleared from snow when kids are taken out to play, it wasn't/what is a child would fall there and fracture his or her bones. Also when picking up my child I see teachers of a small kids (3-4 age class) play outside with kids coats unzipped and no hats on little kids even outside on snow days when temp is 28-30, but teachers coats zipped hats on all bundled up. Kids at 3 years old can't think about them selfs much. I have a 3 year old but after seeing it I can't let her go to that class. Also when dropping off kids and picking up kids there is office people in the hall way and the lady with long curly hair the new one is mostly all the time looking on her phone not a good example. Also when she opens the unlock door, she just runs away and doesn't hold open for children and Moms with strollers. Rebecca Teacher Carrie and Teacher Suzanne are great people. Always there to help and answer questions. Very friendly.
- I enjoy this program and the diversity that it offers.
- I feel that the building needs remodeled or at least the walls painted, maybe give it a more modern look.
- I just want to thank all of you for always helping and sharing information.
- I love all the support Applegate staff have given us over the past few years. It has been very helpful with getting his IEP set up and dealing with our personal struggles.
- I love Head Start - exactly what I'd wished and wanted a high quality pre-school to look lie. I wish everyone had access!
- I love Head Start and the teachers.
- I love it here as well as my son; great fit for us.
The Teachers are great and the Hallway ladies are great.
- I love the teachers! Everything is great!
- I think having an academic focus for the school year is more important than having a social focus. Reading & Writing are needed basic skills that should come first.
- I think this is a great program, and I'm so Thankful for it. All three of my boys have benefitted greatly from it.
- I think this school has been wonderful for my son he has learned so much since he has been there
- I would prefer not to have my child go outside when is raining or very cold.
- Is a good school, they help us when we need information or resources.
- It is a great program.
- It's been a very positive thing for [child] and our family to be involved with this program.
- Keep Applegate
- Keep Applegate here for others to be able to have access to all the services it provides. Keep Applegate!
- Love the school, great staff.
I know it will be good having extended day classes, but there are families that will still need half of day classes.
- Maybe partner with a day care after school.
- More bilingual staff
Have more vegetables in the school menu
We feel this Center has a lot of help for families
- My child is very happy, she likes school, I really like the program.

- My daughter has received a lot of support from all the staff, they provided information from community resources and events in the center.
We like the program to have more assistance in the classroom for children with disabilities.
- It is a good program
- Not at this time thanks god bless
- Nothing to share yet everything is going well by now.
- Over all, all work is very good.
- Patti was very helpful when my car broke down and gave me bus tickets to get to my son to school.
- Put remark next to # 16: Love Love Love!!! Wonderful support!
To this question: Wish we could keep Applegate at THIS location. I am scared and stressed about what I am going to do for my younger child.
- Sacajawea give us a lot of support and services, classes, bus tickets, and resources to help the family.
- Sacajawea needs more bilingual teachers.
Keep children inside when is raining.
- So thankful for the opportunity for my child to attend a pre-school. We couldn't afford to send her to one. Grateful for the LEAP classroom to model to help my child to understand some people are still learning in life.
- Thank you for helping my child in preparing for kindergarten
- Thank you for your work
- Thank You Ms. Mesa Falcon for being open, intelligent and truly passionate about helping kids thrive. Also fantastic with gender and cultural issues.
- Thankful for the wonderful staff and program at Head Start
- The head start program is great it has helped me child develop multiple skills. Teacher Beth, Karen, Megan and Danni are awesome and Rebecca is helpful and resourceful.
- The program has support for all the families including community resources.
- The program is excellent, it really helps our children, I like the way all children are treated. We received multiple information on how to take care of our children like safety, nutrition and parenting skills.
- The staff here works very hard in a genuine way. This is appreciated very much and is not taken for granted.
- The teachers & staff create a safe and positive environment that helps children immensely to prep for kindergarten & beyond Thank you
- The Teachers are wonderful!
- There is too much sugar in the breakfasts served. My child acts because of this so it makes it very difficult. Fresh fruit would also be better than can/sugared fruits. Otherwise I think the program is wonderful!
- This is a program that has systems in place to help all the families, we parents learned how to educate our children in many areas. Is a very important program to have in our community.
- This program is very helpful for children and their parents.
- This program is world class & my family has greatly benefitted from this opportunity to learn & socialize with professional educators & involved parents & friends : Thank YOU PPS Head Start
- This school gives a lot of support and have a lot of information.
- To have better food, soups and more vegetables.

- Have more bilingual educational assistants
- We get help in many ways here at this center.
- To have more Bilingual Teachers
- To have more extended day classes
- Transportation assistance or before or after school care
- Very good program, has a good support system, clothes, bus tickets, food, energy assistance and many more.
- We are very happy with Head Start. Thank you for all you do.
- We cannot express how much we appreciate this program!!! We would like some resource for summer activities, events, field trips for our children to enrich their summer and keep them busy and connected with friends.
- We really like the program, they always help us in anything we need.
- When the weather is cold and is raining do not take children outside to play.
Have more bilingual staff at Sacajawea.
- You guys are great! Having an African American social worker helps so much when needed.
- You guys are awesome!
- You guys are wonderful, thank you :)
- You're all amazing! I love you all



Approved by Policy Council April 10, 2018

PPS Head Start Self-Assessment Report

I. Introduction

Portland Public Schools Head Start is currently funded for 819 children. We have 25 extended day classrooms and 10 double session classrooms. Our service area is PPS school district boundaries, east of the Willamette River.

The Self-Assessment process is one of two steps (the other is our 2018 Community Needs Assessment Report) in our program planning process. We will use Self-Assessment information to create our program 5-year goals during 2017-18. We will conduct an annual Self-Assessment every year, using the data and information to re-evaluate, update and analyze program goals and data. We will share information with staff, parents and Policy Council.

II. Methodology

Online and personal interviews with staff, parents and community members. Gather and analyze program documents and information. (TS Gold, Child Plus data), to determine if additional data is needed. Members will be PPS Head Start Management Team and self-selected staff committee. The committee will review current Program 5-Year Goals and Self-Assessment from last year and make recommendations as needed.

Self-Assessment Committee:

Kathy Mafara (Teacher)
Jeff McNeal (Teacher)
Lissa Feldman (Teacher)
Chelsea Clyde (Teacher)
Courtney Richardson (Family Service Worker)
Mary Collins (Educational Assistant)

Management Team:

Eileen Isham, Director
Deborah Berry, Interim Co-Director
Jane Fielding, Education Supervisor
Nalota Herms, Education Supervisor
Jason Roepel, Education Supervisor
Katie McNeil, Mental Health Manager
Dea Tran, Health Coordinator
Jean Borgerding, Health Coordinator
Carol Lowry, Family Services Manager
Susan Fodell, Inclusion Manager

Our Self-Assessment timeline (see attached) was presented and approved at the November 2017 Parent Policy Council meeting. The following tools were used to gain data: Child Plus reports, TS Gold reports, CLASS, PPS Head Start Staff Survey, PPS Head Start Parent Survey, staff and parent interviews and the 2018 Portland Public Schools Head Start Community Needs Assessment. We also gained information through collaboration and data exchange with community partners.

III. Key Insights

A. After reviewing our data collection, the following strengths were identified:

- Diversity - Many languages and cultures are represented in our program.
- Responsiveness - Program was responsive and helpful in assisting parents to attain goals and needed resources.
- Overall parent/guardian satisfaction with services provided.
- Many strong systems and processes in place.
- Many strong community partnerships are in place.
- Tools of the Mind curriculum supported and funded by PPS.

B. Identified systemic issues:

- Communication improvement is needed around systems, roles and responsibilities, including communication with Head Start staff and parents/guardians
- Better use of staff meetings; receive updates about service areas, all-staff meetings.
- Teaching staff race/ethnicity is not reflective of population being served.
- Current enrollment reflects an increasing number of children with disabilities, social/emotional needs and the need for systems of support.

Overall, PPS Head Start is meeting the majority of program's last 5-year goals. We have included a variety of Head Start staff members and parents/guardians on our program committees.

Improved training around systems of communication, including use of Child Plus database system and TS Gold. Our inventory of technology devices has improved, though additional training is still needed.

IV. Recommendations for program improvement

- Communication systems for parents, staff and families
- School Readiness, wellness for children/families
- Consider Equity throughout program activities
- Increase opportunities for male involvement
- Increase parent employment opportunities and support parents' in obtaining needed qualifications



PPS Head Start
Self-Assessment & Program Planning Timeline
2017-18 Year 5

November 2017

- ✓ Policy Council approval of Self-Assessment Process

Nov – March 2018

- ✓ Managers will review Performance standards regarding Achieving Program goals
- ✓ Create Self-Assessment committee to support self-assessment process (present for recruitment at staff advisory mtg. Nov. 15th, meet Jan. 11th)
- ✓ Review recommendations of 2017-18 Self-Assessment
- ✓ Review 5-year goals and recommendations.
- ✓ Policy Council, Staff, and Parent Interviews (parent drop-ins, surveys)
- ✓ Service Area data gathering
- ✓ Analyze collected service area/program data, summarize results (**March 6th**)
- ✓ Meet with Self-Assessment committee: Review Community Needs Assessment, service area data, survey data. Prepare draft Self-Assessment report. (**March 20th**)
- ✓ Meet with Self-Assessment Committee members to finalize Self-Assessment report and review draft of Program Goals and objectives (**April 11th**)
- Finalize 5-Year Program Goals, objectives and service-area activities based on Self-Assessment and Community Needs Assessment findings

Nov – June 2018

- Review and update Program Management, Planning, and Oversight Systems document (formerly known as Program Systems and Planning Document)

June 2018

- Policy Council review and approval of Program Planning documents

School Readiness Goals 2018–2019

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

No changes have been made to the Approach in School Readiness for 2018–2019 program term.

Comprehensive Services Supporting All School Readiness Goals

Comprehensive Services will be provided for in the following service areas:

- Education
- Disabilities
- Health (Nutrition, Mental Health and Child Health and Safety)
- Family/Community Partnerships

☼ = SIP Goals | *Included in PPS Head Start School Improvement Plan/Operations Manual. Priority goals to emphasize teaching, learning, family engagement and professional development.*
 ☆ = Focus Goals | *Secondary goals to consider for teaching and learning.*

*See Service Area Action Plans listed below table

Social & Emotional Development

HSELOF Domain: Social & Emotional Development		Measured by	Achievement Goal
Domain Element: ☼ Social Relationships	SRG 1: Children will demonstrate healthy relationships and interactions with adults and peers.	TSGOLD Objectives: 2, 3	End of Year Outcome Benchmark: 85%
Domain Element: ☼ Self-Regulation	SRG 2: Children will increase their ability to recognize and regulate emotions, attention, impulses, and behavior.	TSGOLD Objective: 1	End of Year Outcome Benchmark: 85%

Perceptual, Motor, and Physical Development

HSELOF Domain: Physical Development & Health		Measured by	Achievement Goal
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.	TSGOLD Objectives: 4, 5, 6	End of Year Outcome Benchmark: 95%

Language and Literacy

HSELOF Domain: Language Development		Measured by	Achievement Goal
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.	TSGOLD Objectives: 8, 9, 10	End of Year Outcome Benchmark: 85%
HSELOF Domain: Literacy Knowledge & Skills		Measured by	Achievement Goal
Domain Element: 🔗 Phonological Awareness	SRG 5: Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.	TSGOLD Objective: 15b,c	End of Year Outcome Benchmark: 90%
Domain Element: 🔗 Alphabet Knowledge	SRG 6: Children will demonstrate alphabet knowledge by understanding the names and sounds associated with letters.	TSGOLD Objectives: 16 a, b	End of Year Outcome 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 Objectives: 19 a, b	End of Year Outcome Benchmark: 85%
HSELOF Domain: English Language Development		Measured by	Achievement Goal
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 Objectives: 37, 38	End of Year Outcome Benchmark: 85%

Cognition

HSELOF Domain: Cognition		Measured by	Achievement Goal
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	End of Year Outcome Benchmark: 85%
HSELOF Domain: Mathematical Development		Measured by	Achievement Goal
Domain Element: 🔗 Number Concepts and Quantities	SRG 10: Children will understand that numbers represent quantities using one-to-one counting to determine quantity.	TSGOLD Objective: 20 a,b,c	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

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

Service Area Action Plan (Teachers/Classroom Staff)

SRG 1 — SOCIAL & EMOTIONAL DEVELOPMENT

Children will demonstrate healthy relationships and interactions with adults and peers.

Adults will:

- Demonstrate individualized respect for each child by listening to, and attuning to, their students on a personal level.
- Facilitate interactions and provide predictable environment.
- Promote the development of social skills.
- Make children feel accepted.
- Demonstrate respect for other adults and teaching team members in the classroom.
- Model effective communication skills.
- Encourage children to solve conflicts.
- Involve children in developing clear and consistent classroom expectations/agreements.
- Inform parents of the classroom expectations/agreements.
- Provide thoughtful peer matching and social opportunities in the school environment (Two-person groups, larger groups, 1:1 with teacher/staff).
- Support conversation and relationship development by participating in family-style mealtimes.
- Teach and reteach friendship skills and socially appropriate norms.
- Practice positive guidance.
- Provide activities and interest centers to facilitate cooperative and collective group participation. (Suggested activities include discussion periods, group projects, housekeeping and meal preparations, dramatic play area, block area, art activities, sand and water experience, play yard activities).

Time and opportunities will be provided for children to:

- Be purposefully engaged in work and play.
- Interact with other children and adults.
- Make choices and be self-directive.
- Practice self-help skills.
- Learn limits, routines and self-control.
- Be responsible for classroom chores and duties.
- Practice positive leadership skills in large and small groups.
- Share ideas, feelings and humor.
- Communicate in their home language as often as possible with language support.

Teachers will provide a developmentally-appropriate schedule by:

- Planning that reflects predictability, continuity and relaxed pacing of routines and transitions, so children are unhurried and purposeful.
- Providing the opportunity for children to prepare for change with an accompanying explanation.
- Providing minimum wait time during transitions.
- Providing a daily classroom schedule with a minimum of one hour for child-selected activities.

Children will:

- Be supported in identifying and discussing their feelings and to find acceptable ways of expressing and managing their emotions.
- Be encouraged to recognize and respect feelings and rights of others.
- Be exposed to adult behaviors and attitudes which promote an environment of acceptance and respect for each child and other adults.

SRG 2 — SOCIAL & EMOTIONAL DEVELOPMENT

Children will increase their ability to recognize and regulate emotions, attention, impulses, and behavior.

Classroom Staff will:

- Continue to inform themselves of the potential effects of early childhood trauma and alternative strategies to best support children and families whose lives have been touched by traumatic events.
- Incorporate Second Step Curriculum and themes (picture cards, naming emotions) into their lesson plans.
- Provide self-regulation activities, including: music, movement, freeze dance, etc.
- Model self-regulation talk and support students' use of similar language.
- Implement Tier 1 and 2 PBIS strategies in all classrooms.

Individual and group activities will be planned to encourage children's self-awareness by:

- Providing a balance of active and quiet periods.
- Providing individual space for personal belongings of each child.
- Displaying children's photos and drawings of self and family.
- Assisting children in recognizing own strengths.
- Building a sense of classroom community.
- Encouraging parents to respectfully display their child's work.
- Modeling respect and helping children demonstrate their respect for others.
- Providing appropriate guidance and interventions.

Classroom staff works collaboratively with Mental Health and MECP to assist students who demonstrate the need for more intensive supports (PBIS Tier 3).
Assessment: TS-Gold.

SRG 3 — PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

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.

Regular periods for active play and movement (both indoor and outdoor) will be planned and provided, with a minimum of 20–30 minutes per session for development of gross motor skills. Equipment and activities include:

- Large muscles (wheel toys, climbing apparatus, blocks, workbench, rocking boat, tumbling mats, running, jumping).
- Body awareness (stretching, breathing, movement activities, hoop and carpet activities, creative movement).
- Rhythm and movement (dancing, musical instruments, records, marching, circle games, etc.).

Staff will be actively be involved with children during periods of physical activity.

Assessments: TS-Gold, Checklists, Observations.

SRG 4 — LANGUAGE AND LITERACY

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.

Engage children in dialogue to learn about self, others, and the world, to enhance communication skills and to expand vocabulary.

Classroom Staff will:

- Provide opportunities for creative self-expression through activities such as art, music, movement, storytelling and dialogue. Opportunities for creative expression will be planned and facilitated. These should include:
 - Supporting the exploration of art materials and demonstrating appreciation of each child’s self-expression.
 - Engaging in rhythmic activities, singing, chanting, and the use of musical instruments.
 - Encouraging children to express their thoughts and emotions through dance and creative movement activities.
 - Stimulating imagination through drama and other language-rich experiences.
 - Providing language modeling and opportunities for children to talk to each other and adults. Questioning, discussion, and conversation are encouraged.
 - Ensuring children’s primary language will be valued and developed through natural approaches rather than formal instruction.
 - Providing teacher-directed learning episodes designed to develop specific language and communication skills. (Suggested activities include: circle games, discussion pictures, listening experiences, songs, finger plays, books, films, experience stories, computer and tape recorder activities, word games, rhyming games, acting out children’s stories, sensory experiences, interactive read-a-louds, author studies, and journaling.)
 - Facilitating spontaneous child-initiated, social-language play by providing toys and activities including: telephones, doll houses, puppets, dramatic play props, dolls, picture file, group projects, lotto, flannel-board cutouts, field trips, blocks, sand, water, paint, play-dough, plants and animals.)
- Utilize CLASS strategies (i.e. repetitions, extensions, self-and parallel talk, using and mapping advanced/novel words, conversations and feedback loops)
- Adult behaviors and attitudes will encourage and reinforce verbal expression.
- Listen carefully to children.
- Model appropriate speech and effective use of language for children.
- Encourage and expect language production from children at their developmental level.
- Help children associate word meaning with experience.
- Promote language interaction between and among children.
- Demonstrate usefulness and value of oral language by using language to mediate problems, communicate information, share feelings and ideas, and to interpret experiences.
- Promote respect and valuing of languages and dialects which vary from the dominant language.
- Model increasingly complex and varied vocabulary.
- Determine developmentally-appropriate support for each child as indicated by language assessment, speech/language screenings, teacher observations.
- Provide opportunities for children to practice requests and language of respect during meal time. (Please, thank you, etc.)
- Provide language scaffolding to support and extend conversations with and among peers (repetitions, extensions, contingent responses, feedback loops).
- Provide opportunities for children to describe drawings, paintings, and writing.
- Provide opportunities for children to listen and follow directions in whole and small group settings.
- Provide Book Look time to explore, talk about, and share stories with peers and staff.

Assessments: TS-Gold; Journals, portfolios, work samples, language samples; Anecdotal records and Checklists.

SRG 5 and SRG 6 — LANGUAGE AND LITERACY

Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.

Children will demonstrate alphabet knowledge by understanding the names and sounds associated with letters.

Classroom Staff will:

- Provide books and stories with repetitive verses, words or sounds, or in which pictures follow the text, so children connect what they hear with the text.
- Assist children develop phonemic awareness by using rhymes and identifying sounds.
- Provide opportunities to use print in the natural, ongoing activities of the classroom, resulting in a print-rich environment (i.e. letter of the week activities).
- Classroom activities, interactions and materials will support school readiness by providing for the use of written letters within the context of children’s understanding and will correlate to Head Start Learning Framework, PPS Benchmarks, and TS Gold, as appropriate.

SRG 7 — LANGUAGE AND LITERACY

Children transitioning to kindergarten will demonstrate familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

Classroom Staff will:

- Support children’s understanding of themselves as writers and authors.
- Provide opportunities for shared writing experiences including student-generated stories captured through dictation and books authored by students.
- Model writing for functional purposes (i.e. sign-in/attendance complete with name writing activity).
- Provide raw materials for creating symbols: clay, blocks, sand, dramatic play props, writing and art materials.
- Enrichment teachers provide experiences with fine motor skills through a variety of modalities.
- Encourage children’s interest, and exploration of print and writing on their own.

Assessments: TS-Gold, PALS, Journaling/writing samples.

SRG 8 — LANGUAGE AND LITERACY

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.

Classroom Staff will:

- Ensure children’s primary language will be valued and developed through natural approaches rather than formal instruction.
- Assist parents to understand the value of the primary language as a foundation for second language acquisition.
- Classroom placement will ensure Dual Language Learners have English language peers and, when possible, same language peers to assure opportunities for useful and purposeful language interactions with socially-appropriate language partners.
- Gain an understanding of language demands involved in oral activities, matching them with students’ current language levels.
- Classroom activities and materials will promote language development. Language understanding, acquisition and use will be promoted by:
 - o Model simple phrases and sentence stems, the function of which can be change replacing one or two words.
 - o Activities that allow a variety of ways to respond (orally, gestures, etc.) pre-reading stories and visuals.
 - o Facilitate play with English-speaking peers.
 - o Repeat safe opportunities to try new language (i.e. songs, rhymes).
 - o Support children in native language provided by bilingual DLL staff, as available.

Assessments: TS-Gold, Language samples, Observations.

SRG 9 — COGNITION

Children will demonstrate the ability to recognize, understand, analyze, and draw on knowledge or experience to seek solutions to a problem.

Classroom Staff will:

- Connect personal experiences and learning objectives.
- Create provocations that ask children to think about problems as they apply their knowledge.
- Scaffold information to increase understanding and address misconceptions.
- Use multiple modalities.
- Provide classroom activities, interactions and materials for children to organize, label, sequence and talk about events and objects in their environment in a variety of groupings (individually, small group, whole group). Suggested activities include: puzzles, experience stories, read-a-louds, writing conferences, graphs, classification and sequence games, science activities, and classroom routines.
- Encourage the understanding of cause and effect, the use of tools, and spatial relationships (by, in, under, next to, etc.).

Assessments: TS-Gold, Journals (writing and drawing about personal experiences), Observations, Documentation through various mediums (notes, photos, projects).

SRG 10 — COGNITION

Children will understand that numbers represent quantities using one-to-one counting to determine quantity.

Classroom Staff will:

- Provide materials and activities for counting, sequencing and 1–1 correspondence, as age appropriate (i.e. manipulatives, mealtimes, games, transition activities, group time, and songs).
- Provide multiple opportunities for counting and comparing quantity.
- Provide comparing quantities (more/less, boys/girls, graphing).
- Provide multiple opportunities to freely explore quantities in play.
- Provide calendar activities related to counting.

SRG 11 — COGNITION

Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

Classroom Staff will:

- Provide classroom activities, interactions and materials that give children opportunities to manipulate objects which vary in size, shape, texture, weight, dimensions, and color.
- Provide developmentally-appropriate involvement with materials which enable children to make comparisons, analyze, observe similarities/differences, arrange and rearrange, plan, solve problems, represent, experiment, and question. Suggested materials and activities which provide direct experience with physical qualities and relationships include: sand, clay, paste, paint, water, puzzles, blocks, food activities, science experiences, woodwork, pegboards, sorting, matching, counting, patterning, and sequencing.
- Use accurate mathematical vocabulary when exploring and problem solving with children.
- Design opportunities for children to discover how numerical concepts relate to other concepts, through activities that include food experiences, science, games, dramatic play, finger plays, puzzles, blocks.

- Provide classroom activities, interactions and materials to give children opportunities to organize, label, sequence and talk about events and objects in their environment. Suggested activities include: puzzles, experience stories, read-a-louds, writing conferences, graphs, classification and sequence games, science activities, and classroom routines.
- Provide books that include counting and patterning concepts.
- Calendar activities related to patterns.
- Provide experiences with musical patterns.
- Provide opportunities to creating pattern books.
- Provide opportunities to examine patterns in daily activities (i.e. setting the table).

Assessments: TS-Gold, Observations, Journaling children’s stories about counting and patterning.

SRG 12 — APPROACHES TO LEARNING

Children will demonstrate the ability to begin and finish activities with persistence and attention.

Classroom Staff will:

- Provide each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.
- Encourage and allow children to do as much as they can for themselves.
- Individualize instruction based on assessed needs (i.e. 1:1, small group instruction focused on targeted need).
- Scaffold experiences to expand and extend learning.
- Provide experiences that move from simple to more complex thinking and skills.
- Facilitate and encourage longer engagement in small and whole group activities and journaling.
- Work within children’s Zone of Proximal Development to encourage increased independence and skill development.
- Work with parents to emphasize support of their children’s increasing independence and new skill development.

Assessments: TS-Gold, Time on task, Observations.

Action Plan for Head Start Departments that Support all School Readiness Goals

Teacher/Classroom Staff will

- Provide feedback to families regarding assessments information as it applies to individual student's goals and ways that families can support and facilitate gains.
- Provide information and activities parents can do to support student learning.

Assessments: ChildPlus Reports, ILP Review

Health Managers (Mental Health Consultants, Health Managers, and Nutritionist) will:

- Provide services to promote optimal health, wellness and safety to help assure that children are healthy and ready to learn. Efforts are intertwined with Family Services, Mental Health and Disability components.

A) Child Health and Developmental Services

Determining Child Health Status

- Ensure children are up-to-date with immunizations to protect their health and meet state law.
- Ensure children have identified source of health care and families understand how to access resources and obtain annual well child visits to primary medical and dental home.
- Provide opportunities for parents to identify specific concerns on Health History.
- Support Head Start staff if a child has attendance issues related to health or an identified health need.
- Provide ongoing assessment for follow up and needed support/resource by Health Managers.

Screening for Developmental and Sensory Concerns

- Ensure Nutrition Screening is completed during enrollment and reviewed by Program RD.
- Ensure height and weight with calculated BMI is completed within 45 days of entry and information shared with parents.
- Ensure vision screening is scheduled and completed and results shared with parents within 45 days of entry.
Ensure hearing screening for new students is scheduled and completed and results shared with parents within 45 days of entry.
- Ensure follow up and treatment of health and dental needs are supported by referral processes.
- Ensure Family Service Workers contact Health Managers with issues re: treatment and/or access.
- Provide ongoing monitoring of follow-up and support for developmental screening.

B) Child Health and Safety—Emergency Procedures and Injury Prevention

- Ensure emergency procedures are posted in classrooms and sites practice evacuation drills per schedule.
- Ensure First Aid Kits/BBP kits are available and accessible in all classrooms.
- Ensure Teachers, Educational Assistants and Family Service Workers are CPR/First Aid trained.
- Ensure Sick Child Policy is in place to protect child health and support is offered to classroom staff.
- Ensure Program Monitoring is completed by Health Manager and Education Staff using Safety Checklist.
- Ensure Health Managers provide scheduled training opportunities for staff and program secretary monitors completion.

C) Mental Health Program

Mental Health Consultants

- Provide consultation to classroom staff around social, emotional and/or behavioral concerns regarding Head Start students (see SRG 1 and 2).
Create Behavior Support Plans and plan follow up for students with challenging behaviors.
- Receive and respond to mental health-specific IPRs coming from Teachers, Family Service Workers, health providers, and Disability Manager.

- Provide consultation and coaching to parents and caregivers of Head Start children when there are school-setting or home-based concerns of social, emotional, and/or behavioral problems.
- Meet with parents or caregivers when crises arise to offer immediate support and facilitate appropriate referrals to community services and mental health providers.
- Offer evidence-based parent group series to Head Start parents and caregivers at least once during the school year.
- Provide mental health and wellness consultation to the Head Start program as a whole, and support all staff in general terms on topics related to trauma, emotional well-being, and behavior support, and guidelines for working with families as these issues surface.
- Maintain a link between the processes and procedures within the PPS Head Start program to the wider Metro community and how mental health consultation functions in other organizations. Provide community-based referral for family and child mental health services when needed.

Medication Administration and Nutritional Needs

- Ensure children needing medication during class-time are identified and process follows State law.
- Ensure food allergies are identified and the process followed to ensure food substitutions are in place for child safety.
- Ensure Health Managers ensure medication administration procedure is complete and nursing file is created.
- Ensure Program RD has updated list of children with necessary food substitutions and needed substitutions are posted in classroom.

Assessments: ChildPlus Reports, Parent Surveys, Student Files

Family Service will:

- Ensure required screenings are completed with children and families; including developmental, growth assessments, and child wellness exams.
- Engage with families to assess needs and provide referrals for services through home visits, phone calls and site meetings.
- Engage with families to support follow up appts / treatment for vision, dental and hearing needs identified in screenings.
- Monitor attendance; work with families to identify barriers and provide support to ensure consistent attendance.
- Provide information and support for Kindergarten transition through individual meetings with parents and site informational meetings.
- Provide monthly parent site meetings to provide information and skill building in literacy, nutrition, home safety, etc.
- Partner with Children’s Book Bank to provide 14 free books for each child to
- support increased family literacy practices and skills at home.

Assessments: ChildPlus reports, Parent surveys and feedback, Student Files Services for Students with Disabilities

- Work with families, Head Start staff, and ECSE Service Coordinators to develop IFSP/IEP that meet the individualized needs of students eligible for special education services.
- Work with the Teacher/Classroom Staff to make ISFP-related curriculum modification and implement appropriate accommodations.
- Coordinate the Individualized Learning Plan (ILP) with the IFSP goals through conferencing with parents and Early Childhood Special Education staff.
- Schedule monthly collaborative consultation meetings between Head Start and ECSE Staff to embed goals and make classroom modifications and accommodations to ensure ongoing individualization in the classroom.
- Create monthly curriculum individualization through classroom lesson planning.
- Work with PPS Kindergarten Transition team (LEA) to assure students with IFSP transition successfully to Kindergarten.
- Complete developmental screening within 45 days of child enrollment. Follow-up with families and staff to determine if further evaluation is needed for individualized instruction.

Assessments: ChildPlus Reports, Parent Surveys work collaboratively with teachers, families, and MECP staff to monitor students’ progress.



Portland Public Schools Head Start

INTERNAL DISPUTE RESOLUTION POLICY AND PROCEDURE

Policy:

The Internal Dispute Resolution Policy and Procedure is used to solve a problem between the Policy Council and the Board of Education after all other means of settlement have been exhausted. It is expected that all differences will be settled at the lowest level of authority possible.

Procedures:

In the event that a dispute arises between the Portland Public School Board of Education (and/or its designated representative) and the Portland Public Schools Head Start Policy Council, a Dispute Resolution Committee will be formed. The dispute will be resolved in the following manner:

1. A disagreement requires the governing Body or the Policy Council to notify the other in writing why it does not accept a decision.
2. Chair of the PPS Board of Education will appoint a member to the Dispute Resolution Committee.
3. The Chair of the Head Start Policy Council will appoint a member to the Dispute Resolution Committee.
4. If agreed upon by both parties Head Start Staff will serve as a resource to the committee.
5. A Dispute Resolution Committee meeting will be scheduled within 30 calendar days for the parties to meet to discuss the disagreement.
6. The Dispute Resolution Committee will evaluate the disagreement and make a resolution determination.
7. If agreed upon by both parties Head Start Staff will serve as a resource to the committee.
8. If the committee does not reach a resolution and an impasse continues the governing body and the Policy Council will select a mutually agreeable third party mediator.
9. The recommendation of the mediator is final.



Board of Education

Staff Report to the Board

Board Meeting Date: July 17, 2018

Executive Committee Lead:

Department: Facilities and Asset Management

Presenter/Staff Lead: Sara King

SUBJECT: Recommended Designation of Real Property as Surplus at SE Ivon Between SE 13th and SE 14th Avenues and for use by the Benson Construction Program.

BACKGROUND

Ivon Street Lot

The Ivon property consists of a vacant lot on SE Ivon Street between SE 13th and 14th Avenue. The lot, location shown in Exhibit A, was once used as a school garden by Abernathy Elementary School and is currently vacant. It is small in size (2,000 square feet), is not contiguous to District property, and is surrounded by single residential dwellings on all sides. The value of the lot per Zillow is currently \$230,000.

District staff commissioned a Phase I Environmental Assessment in 2017. Contractor PSI provided a letter to PPS on July 31, 2017 stating it detected no “underground tanks, utilities, or other anomalies on the subject property.”

The Ivon Lot, was originally donated to the District by Multnomah County with the restriction that the property revert back to the County if it was no longer used “for public purposes.” The County has since removed the deed restriction, but with the condition that the land be dedicated to the Benson Construction Technology Program (Benson Program) and that any proceeds from the sale of the land go to the Benson Program. The related Multnomah County resolution, staff correspondence to PPS and signed, recorded quitclaim deed are included in Exhibit B.

The Benson Construction Technology Program

The Benson Program offers students at Benson High School a hands-on experience in building a residential home through all phases of home construction. Teachers Rich Weber and Luke Hotchkiss offer classes from Blueprint Reading to Basic Trades Builders Math to Roof Framing.

The program builds the homes with student labor, and donations of material and labor from community partners. The homes typically take three to four years to complete from design through construction. Once complete, the homes are marketed and sold through a commercial real estate broker.

The Benson Program has built and sold 17 homes since the late 1970's, most recently in June 2017 when the last home built by the Benson Program was sold for \$655,000, with net proceeds of \$626,453.

The Ivon Lot is well suited for the design and construction of the Benson Program's next home.

Surplus property process

Consideration of surplus property should not be taken lightly given the anticipated growth of the District's school population. However, the District has no anticipated use for the lot.

The process for declaring property surplus is outlined in AD 8.70.043-AD. That directive states that the Superintendent's recommendation to declare property surplus must contain the following assessment:

- A) Assessing current short term and long term PPS enrollment projections
- B) Identifying PPS program considerations, and whether the property is unnecessary for school purposes
- C) Identifying any community uses of the property
- D) Providing property information, including such factors as size, location, improvements, value and other relevant information appropriate to the recommendation
- E) Description of the public input process and the issues raised during that process.

The Superintendent has determined that the Ivon Lot is not essential to the District's mission either now or in the future as it is very small and not adjacent to an existing school or school site, and recommends that the School Board declare the Lot surplus real property for the construction of an additional Benson Program house.

Staff has completed the surplus property process as outlined in Administrative Directive 8.70.043-AD and has allowed a minimum of 60 days for public response or comment.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

The Finance, Audit and Operations Committee considered this recommendation by the Superintendent at its June 19, 2018 meeting. At that meeting, the Board requested that the County resolution be attached to Board documents and that staff reach out to the County to ensure there are no concerns with PPS moving forward. The Multnomah County resolution, as well as correspondence to PPS staff with a signed quitclaim deed confirm the County's acknowledgement and approval that the lot be used for the Benson Program.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

PPS Policy 8.70.042 states that "The district shall dedicate all net revenue from the sale, lease, or other disposition of surplus real properties to a special reserve fund or to the general fund to comply with the requirements of 8.10.025" That special reserve fund is known as the Capital Asset Renewal (CAR) fund (Policy 8.70.044). The County's condition to allocate the proceeds from sale of the Lot conflicts with Policy 8.70.042. However, in lieu of allocating the net revenue from the sale of the Lot to the Board Capital Asset Renewal (CAR) fund as Policy requires, equivalent revenue from the sale of the new home can be allocated to CAR fund, thus meeting the intent of Policy 8.70.042. The value of the building structure/s would be at least equal to or greater than the land value.

PROCESS / COMMUNITY ENGAGEMENT

Staff provided the required 60-day notification to the public, the Hosford Abernethy Neighborhood Association, the City of Portland and Multnomah County. Staff received no comments from any party.

The Benson Program has already begun the design process and presented the preliminary design to the Hosford Abernethy Neighborhood Association earlier this spring, which supported the construction of the house at that location and asked questions about the proposed design.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Not applicable.

BUDGET / RESOURCE IMPLICATIONS

The value of the lot is estimated at \$230,000, according to Zillow.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Benson Program anticipates construction starting as early as spring, 2019.

QUESTIONS FOR BOARD DISCUSSION

None.

ATTACHMENTS

Exhibit A: Location of Ivon Lot
Exhibit B: Related Multnomah County documents

Exhibit A: Location of Ivon Lot

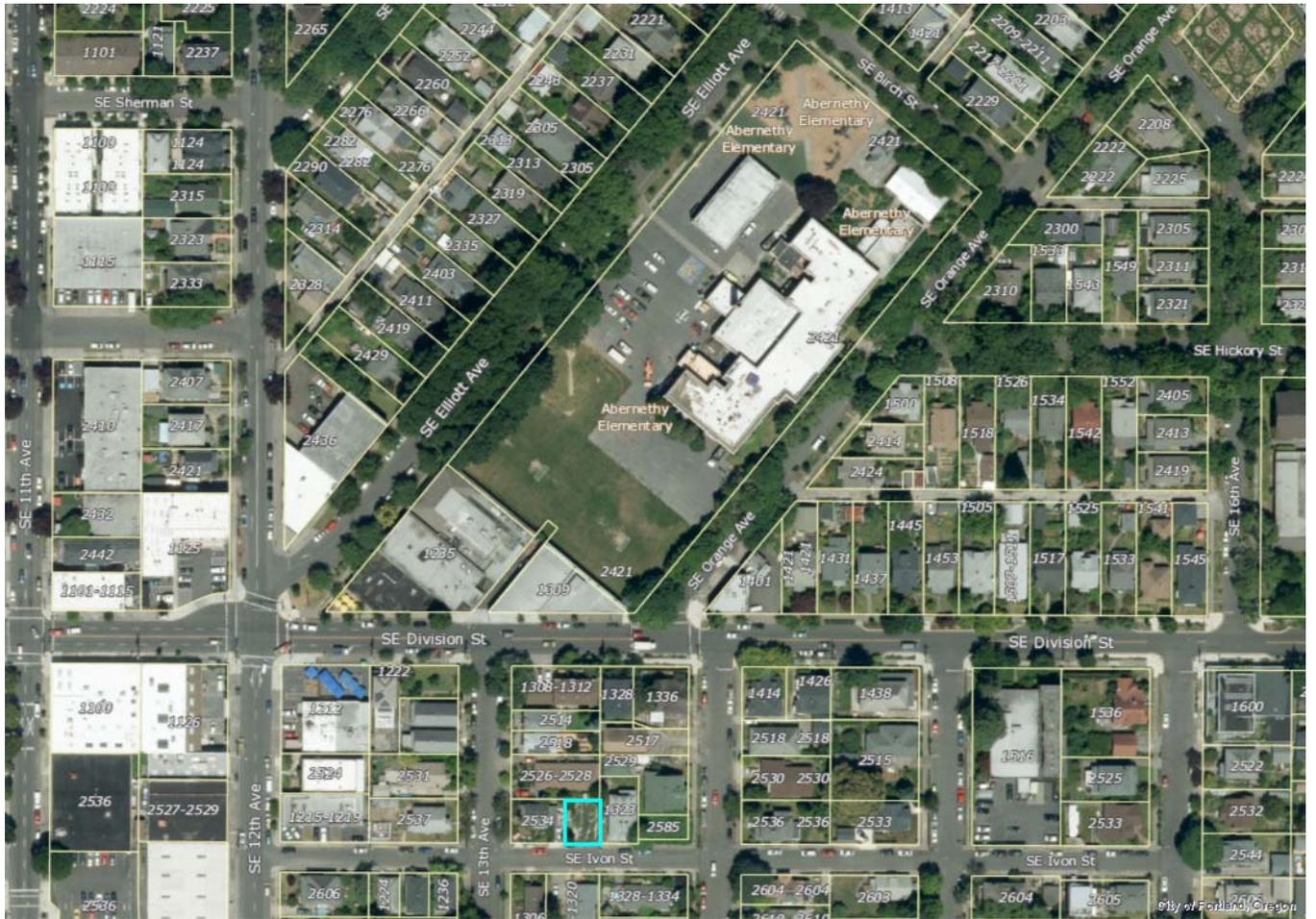


Exhibit B: Multnomah County Documents

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. 2017-098

Approving Ivon Street Lot Public Use Restriction Release.

The Multnomah County Board of Commissioners Finds:

- a) On August 31, 2000 the County deeded to Portland Public School District No. 1 (PPS) a piece of real property located at East 40' of Lot 1 Block 2 Tibbetts Addition to East Portland (the Lot) for public purposes. The deed was re-recorded on March 6, 2001, as Instrument #2001-030510 to correct the legal description (Deed).
- b) The Deed reserved to the County a reversionary interest if PPS ceased to use the Lot for a public purpose.
- c) PPS has requested the County to release the public use restriction, so that the Lot may be used for the design and building of a housing project by the Benson High School Construction Technology Program (the Program). The residence may then be sold to a private party, with net proceeds of the Lot sale to go to the Program's operating budget to continue this educational effort.
- d) Unless the County releases the deed restriction, PPS must use the property for public purposes. If not so used, the interests of PPS would automatically terminate and title would revert to the County.
- e) The Program's construction of infill housing on a vacant lot close to downtown and well-served by public transit, with net proceeds of the Lot sale used for the Program's benefit, achieves the objectives of the original public use restriction.

The Multnomah County Board of Commissioners Resolves:

- 1) The Board approves release of the public use deed restriction and reversionary right on the Lot to PPS, on the condition that the Program design, build and sell a housing project on the Lot, with net proceeds of the Lot sale to be used for the Program's operating budget.
- 2) The County Chair is authorized to execute and record the Quit Claim Deed in substantially the form attached hereto as Exhibit A. Board approval is needed for any modification or amendment to the Quit Claim Deed that results in a material increase in the obligations of the County or a material decrease in the benefits for the County under the Quit Claim Deed.

ADOPTED this 30th day of November, 2017.



BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

Deborah Kafoury

Deborah Kafoury, Chair

REVIEWED:
JENNY M. MADKOUR, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By *Kenneth M. Elliott*
Kenneth M. Elliott, Assistant County Attorney

SUBMITTED BY: Sherry Swackhamer, Director, Department of County Assets.



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BERNADETTE D. NUNLEY
CARLOS A. RASCH
JONATHAN P. STRAUHULL
KATHERINE C. THOMAS
JED R. TOMKINS
Assistants

December 15, 2017

Sara King, AICP
Director of Planning and Asset Management
Portland Public Schools
501 N Dixon St.
Portland, OR 97227

RE: Multnomah County – Portland Public School District No. 1j
Quit Claim Deed on SE Ivon Street Lot

Dear Ms. King:

Please find enclosed, for your records, the original Quit Claim Deed to Portland Public School District No. 1j, releasing the County's use restriction and reversionary right, in consideration of PPS' agreement that the Benson High School Construction Technology Program will design, build and sell a residential project on the lot, with proceeds used to continue funding the Program. The deed was recorded December 6, 2017, as County Recorder's Instrument #2017-146737.

Very truly yours,

JENNY M. MADKOUR, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON


Kenneth M. Elliott, Assistant County Attorney

Enclosure

Cc by email:

Addressee
Scott Churchill
Elisa Gorham
Henry Alaman

Sherry Swackhamer
Liz Smith Currie
Jenny Madkour

Until a change is requested,
all tax statements shall be sent to:
Portland Public Schools
c/o Planning & Asset Management
501 North Dixon Street
Portland, Oregon 97227

After recording return to:
Multnomah County
c/o County Attorney (ATTN.: KME)
501 SE Hawthorne, Suite 500
Portland, Oregon 97214

Multnomah County Official Records
E Murray, Deputy Clerk

2017-146737



\$47.00

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12/06/2017 02:30:51 PM

1R-QC DEED

Pgs=2 Stn=11 NORTONJ

\$10.00 \$11.00 \$20.00 \$6.00

STATUTORY QUITCLAIM DEED

MULTNOMAH COUNTY, a political subdivision of the State of Oregon ("County") releases and quitclaims to **THE PORTLAND PUBLIC SCHOOL DISTRICT NO. 1j**, a municipal corporation of the State of Oregon ("PPS"), County's reversionary right, title, and interest in and to:

The real property situated in the County of Multnomah, State of Oregon described as:

The East 40 feet of Lot 1 Block 2 **TIBBETTS ADDITION to EAST PORTLAND**, a recorded subdivision located in the City of Portland, County of Multnomah, State of Oregon (the "**Property**").

The purpose of this conveyance is to release and relinquish County's reversionary right, title, and interest in the Property, arising by reason of that certain restriction to use for public purposes and County's reversionary interest reserved in the Deed from County to PPS, dated August 31, 2000; recorded September 11, 2000, as Instrument #2000-126645; and re-recorded to correct the legal description on March 6, 2001, as Instrument #2001-030510, in the Official Records of Multnomah County, Oregon.

The true consideration for this conveyance consists of PPS's agreement for the Benson High School Construction Technology Program (the "**Program**") to design, build and sell a housing project on the Property, with net proceeds of the Property sale to be used by the Program's operating budget to continue the Program's educational effort, which is the whole consideration.

BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON TRANSFERRING FEE TITLE SHOULD INQUIRE ABOUT THE PERSON'S RIGHTS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009, AND SECTIONS 2 TO 7, CHAPTER 8, OREGON LAWS 2010. THIS INSTRUMENT DOES NOT ALLOW USE OF THE PROPERTY DESCRIBED IN THIS INSTRUMENT IN VIOLATION OF APPLICABLE LAND USE LAWS AND REGULATIONS. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON ACQUIRING FEE TITLE TO THE PROPERTY SHOULD CHECK WITH THE APPROPRIATE CITY OR COUNTY PLANNING DEPARTMENT TO VERIFY THAT THE UNIT OF LAND BEING TRANSFERRED IS A LAWFULLY ESTABLISHED LOT OR PARCEL, AS DEFINED IN ORS 92.010 OR 215.010, TO VERIFY THE APPROVED USES OF THE LOT OR PARCEL, TO DETERMINE ANY LIMITS ON LAWSUITS AGAINST FARMING OR FOREST PRACTICES, AS DEFINED IN ORS 30.930, AND TO INQUIRE ABOUT THE RIGHTS OF NEIGHBORING PROPERTY OWNERS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO

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

INDEX TO THE AGENDA

July 24, 2018

Board Action Number	Page
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Purchases, Bids, Contracts

5688	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	3
------	---	---

Other Matters Requiring Board Approval

5689	Resolution to Adopt 4.10.014-P – Homeless Student Policy	5
5690	Resolution to Uphold the Superintendent’s Decision on a Step 2 Appeal – Complaint No. 2018-01	6
5691	Resolution to Uphold the Superintendent’s Decision on a Step 2 Appeal – Complaint No. 2018-02	6
5692	Approval of Head Start Parent Policy Council Recommendations	7
5693	Revising the Wages for Bus Drivers effective July 25, 2018	8
5694	A Resolution Regarding Depository Banks for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County, Oregon).....	9
5695	Appointment of Financial Auditor	10
5696	Appointment of Clerk and Deputy Clerks	11
5697	Appointment of Budget Officer	11
5698	Designation of Depositories	12
5699	Minutes	12
5700	HOLD: Ivon Street Property	12

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 5688

RESOLUTION No. 5688

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Lexia Learning Systems LLC	7/30/18 through 7/31/19	Digital Resource DR 66634	Lexia Core5 Reading unlimited license and implementation at 18 schools. Approved Special Class Procurements: Copyrighted Material and Creative Works PPS-47-0288(4)	\$180,000	L. Valentino Fund 205 Dept. 5407 Grant G1671
Immigrant and Refugee Community Organization (IRCO)	8/1/18 through 6/30/19	Personal Services PS 66632	Family and Community Engagement program at identified schools. RFP 2016-2199	\$225,564	G. Guerrero Fund 101 Dept. 5431

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Catalyst Pathways	8/31/18 through 8/31/19	Personal Services PS 64817 Amendment 3	Design and implementation of supplemental instructional programs for Title I eligible students enrolled in private schools. This amendment extends the contract for the second year. RFP 2017-2206	\$36,767.49 \$494,957	L. Valentino Fund 205 Dept. Varies Grant G1801
Catapult Learning	8/31/18 through 6/15/19	Personal Services PS 64922 Amendment 2	Design and implementation of supplemental instructional programs for Title I eligible students enrolled in private schools This amendment extends the contract for the second year. RFP 2017-2206	\$317,253 \$515,957	L. Valentino Fund 205 Dept. Varies Grant G1801

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5689 through 5699

RESOLUTION No. 5689

Resolution to Adopt 4.10.014-P Homeless Student Policy

RECITALS

- A. The McKinney-Vento Education of Homeless Children and Youth Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve homeless students.
- B. The Education for Homeless Children and Youths Policy states:
- a) Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.
 - b) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.
 - c) Homelessness alone is not sufficient reason to separate students from the mainstream school environment.
 - d) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.
- C. In January 2018, the Oregon Department of Education (ODE) conducted a scheduled desk monitoring of the District's McKinney-Vento Homeless program and found that the District would need to adopt a policy that included:
- a) Assurance that homeless students are identified and assessed for needed services;
 - b) Provision of Dispute Resolution when eligibility or school placement are in dispute;
 - c) Ensure homeless students do not face barriers to accessing academic and extracurricular activities, including magnet schools, summer school, career technical education, Advanced Placement courses, online learning and charter school programs;
 - d) Immediate enrollment and retention of homeless students, despite lack of records or documentation, or unpaid fees or fines, or absences.
- D. Portland Public Schools shall periodically review and revise policies and practices to remove barriers to the identification, enrollment and retention of homeless students.
- E. The proposed draft policy aligns with the recommendations and adequately addresses the needed corrective action.
- F. On June 11, 2018, the Teaching and Learning Committee reviewed the proposed policy and recommended to move forward the proposed policy to the full Board for approval.
- G. On June 26, 2018, staff presented the first reading of Policy 4.10.014-P Homeless Students.
- H. Per District policy, the public comment period was open for at least 21 days. Any comments received were shared with staff and with the Board of Education.

RESOLUTION

The Board of Education hereby adopts revised Policy 4.10.014-P Homeless Students as presented at the June 26, 2018 First Reading.

RESOLUTION No. 5690

Resolution to Uphold the Superintendent's Decision on a Step 2 Appeal – Complaint No. 2018-01

RECITALS

The Board of Education has received and reviewed Complaint # 2018-01 submitted and the Superintendent's response to it.

RESOLUTION

The Board of Education upholds the Superintendent's decision of the Step 2 appeal as the final decision.

RESOLUTION No. 5691

Resolution to Uphold the Superintendent's Decision on a Step 2 Appeal - Complaint No. 2018-02

RECITALS

The Board of Education has received and reviewed Complaint # 20018-02 submitted and the Superintendent's response to it.

RESOLUTION

The Board of Education upholds the Superintendent's decision of the Step 2 appeal as the final decision.

RESOLUTION No. 5692

Approval of Head Start Parent Policy Council Recommendations

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. Portland Public Schools Parent Policy Council approved the following documents.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the following Head Start recommendations and reports:

- Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
- 5 Year Goals
- Budget/Planning Recommendations
- PPS Head Start Program Options
- Community Needs Assessment
- Self-Assessment Report
- School Readiness Goals
- Internal Dispute Resolution Policy and Procedures

RESOLUTION No. 5693

Revising the Wages for Bus Drivers effective July 25, 2018.

RECITALS

- A. The District is in bargaining with the Amalgamated Transit Union (ATU), which represents bus drivers, for the successor agreement to the 2014- 2017 labor agreement that expired June 30, 2017.
- B. The District has made contract proposals to increase bus driver wages effective on July 1, 2017 and July 1, 2018. Following a declaration of impasse by ATU, the District submitted its Final Offer, including the wage proposals, to the Employment Relations Board pursuant to state law. The Employment Relations Board published the parties' Final Offers on May 8, 2018.
- C. The District and ATU are continuing to mediate and bargaining with the assistance of the State Conciliation Division of the Employment Relations Board.
- D. The District is currently hiring bus drivers for the coming school year.
- E. To facilitate recruiting efforts, the District is exercising its right under the state collective bargaining law to implement the July 1, 2018 wage proposal, effective July 25, 2018.

RESOLUTION

- 1. The new wage rates for bus drivers will be as follows:

STEP	DESCRIPTION	HOURLY RATE
1		\$17.96
2		\$18.87
3		\$19.77
4		\$21.15
5	FIVE (5) YEAR LONGEVITY	\$22.17
6	TEN (10) YEAR LONGEVITY	\$23.13
7	FIFTEEN (15) YEAR LONGEVITY	\$24.19
8	TWENTY (20) YEAR LONGEVITY	\$25.05

RESOLUTION No. 5694

A Resolution Regarding Depository Banks
for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County, Oregon)

RECITALS

- A. On May 23, 2017, the Board of Education (“Board”) passed Resolution No.5463, supplementing and/or modifying Resolution No. 5286 for District Officer authorizations regarding depository banks.
- B. The District desires to supplement and/or modify Resolution 5463 as provided below.

RESOLUTION

- 1. That any one of the following of the District’s officers [*designate titles only*]; and in their absence as the Superintendent designates;

Deputy Superintendent, Senior Director of Financial Services,

(each such designated officer an “Officer”), is individually authorized to: (a) open or close one or more deposit and/or securities accounts (the "Accounts") with any depository institution qualified by the Oregon State Treasurer under Oregon Revised Statutes (O.R.S.) 295 (herein after called "Bank") which account shall be in the name of the District; (b) execute and deliver in the District’s name such agreement(s) regarding the Accounts and the services related thereto as Bank may from time to time require; (c) authorize and execute transactions on the Accounts, including, without limitation: (i) signing checks and other instruments withdrawing funds from the Accounts, (ii) requesting funds transfers by Bank to and from the Accounts, (iii) entering into arrangements for the processing of automated clearing house (“ACH”) debit entries and/or ACH credit entries to and from the Accounts, and (iv) endorsing on behalf of the District, and otherwise negotiating, checks and other items payable to the District; (d) incur overdrafts and other obligations in the Accounts at Bank in connection with any of the products, services, or activities authorized by these resolutions.

- 2. That any one of the following of the District’s officers [*designate titles only*];

Director of Financial Services, Senior Manager/Treasury,

(each such designated officer a “Limited Officer”), is authorized to: (i) request funds transfers by Bank to and from the Accounts, (ii) enter into arrangements for the processing of automated clearing house (“ACH”) debit entries and/or ACH credit entries to and from the Accounts.

- 3. That each Officer and each Limited Officer is individually authorized to designate one or more District officials (each such designated official, an “Official”) to: (a) sign checks withdrawing funds from their respective school checking Accounts, including those payable to cash; and (b) issue and release stop payments on checks drawn on their respective school checking Accounts.
- 4. That the District is authorized to enter into any other arrangements, agreements and documents with respect to any Bank's deposit and treasury management products and services, in such form and on such terms and conditions as may be agreed to by an Officer signing such agreements and documents, after appropriate Board of Education approval is obtained, if necessary.
- 5. That except to the extent provided otherwise in any agreement between the District and Bank, the District authorizes Bank to rely on any act or communication, including telephone, wire or

electronic communication, purporting to be done by any Officer, Limited Officer or Official of the District if such reliance is in good faith, and the District shall be bound to Bank by any such act or communication relied on by Bank in good faith.

6. That these resolutions are in addition to, and not by way of limitation on, other resolutions, if any, of the District in favor of Bank, and that the authority conferred by these resolutions shall be deemed retroactive and any and all acts authorized by these resolutions performed prior to the passage of these resolutions are hereby approved and ratified as the official acts and deeds of the District.
7. That each of these resolutions shall continue in full force and effect until Bank has received express written notice of its rescission or modification by a resolution duly adopted by the District's Board of Education and certified by a Secretary or Deputy Clerk of the District.

RESOLUTION No. 5695

Appointment of Financial Auditor

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a financial auditor for the 2018-19 fiscal year.
- B. ORS 328.456, 327.137, 297.405 require the appointment of a financial auditor for the School District.

RESOLUTION

The Portland Public Schools Board of Education appoints Talbot Korvola & Warwick to serve as the financial auditor for the 2018-19 fiscal year.

RESOLUTION No. 5696

Appointment of Clerk and Deputy Clerks

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks for the 2018-19 fiscal year.
- B. ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy clerks may also be appointed.

RESOLUTION

- 1. The Portland Public Schools Board of Education appoints Superintendent Guadalupe Guerrero as Clerk of Portland Public School for the 2018-19 fiscal year.
- 2. The Portland Public Schools Board of Education appoints Claire Hertz and Yvonne Curtis as Deputy Clerks of Portland Public School for the 2018-19 fiscal year.

RESOLUTION No. 5697

Appointment of Budget Officer

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall designate a person to serve as the Budget Officer.
- B. ORS 294.331 requires the Board of Education to designate a person to serve as the Budget Officer. The Budget Officer shall prepare or supervise the preparation of the budget document and act under the direct supervision of the Superintendent.

RESOLUTION

The Portland Public Schools Board of Education designates the Deputy Superintendent of Business and Operations as the Budget Officer for the 2018-19 fiscal year.

RESOLUTION No. 5698

Designation of Depositories

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall designate the banks, which will serve as depositories for School District funds.
- B. ORS 328.441(2) requires that the School Board "shall designate such bank or banks within the county or counties in which the district is located, as the board deems safe and proper depositories for school district funds".

RESOLUTION

The Portland Public Schools Board of Education designates Washington Federal; Umpqua Bank; US Bank; Willamette Community Bank; Wells Fargo Bank; BNY Mellon as depositories and custodians for Portland Public Schools for the 2018-19 fiscal year.

RESOLUTION No. 5699

Minutes

The following minutes are offered for adoption:

July 17, 2018

RESOLUTION No. 5700

HOLD: IVON STREET PROPERTY