

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
September 9, 2014

WyEast Conference Room, Floor L1

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 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>PUBLIC COMMENT</u> | 6:00 pm |
| 2. | <u>UPDATE: FIRST WEEK OF SCHOOL</u> | 6:20 pm |
| 3. | <u>PRESENTATION: TEACHER EVALUATION</u> | 6:35 pm |
| 4. | <u>PRESENTATION: COMPLAINT POLICY</u> | 7:30 pm |
| 5. | <u>DUAL LANGUAGE IMMERSION INTERIM RECOMMENDATIONS</u> | 8:30 pm |
| 6. | <u>BUSINESS AGENDA</u> | 9:15 pm |
| 7. | <u>ADJOURN</u> | 9:30 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: September 9, 2014
To: Members of the Board of Education
From: Alexander Perrins, Senior Director for PK-12 Programs
Subject: Update on Evaluation Team progress

This memorandum provides a brief update on the work of the Evaluation Team, a joint committee of professional educators, principals, Portland Association of Teachers representatives and central office staff. An update on the Administrator evaluation process and supports will be provided in November.

Most recent developments:

- The team has completed the most recent revision of the Professional Growth and Evaluation Handbook to meet new compliance requirements and improve existing processes.
- We have received notice from ODE that US Department of Education has extended the time period for implementing summative student Learning Growth Goals for another year and will make changes to our process as appropriate.
- All evaluating administrators are completing calibration training using Teachscape, a video-based electronic course to better align evaluations.
- Trainings on the evolving evaluation requirements will be delivered in partnership between the district and PAT, to all evaluating administrators and PAT members from their sites.

Next Steps:

Continued revision to the goal setting and summative reports are necessary to meet new State requirements related to the Federal Waiver for Effective Educators.

Review calibration results and make changes based on data.

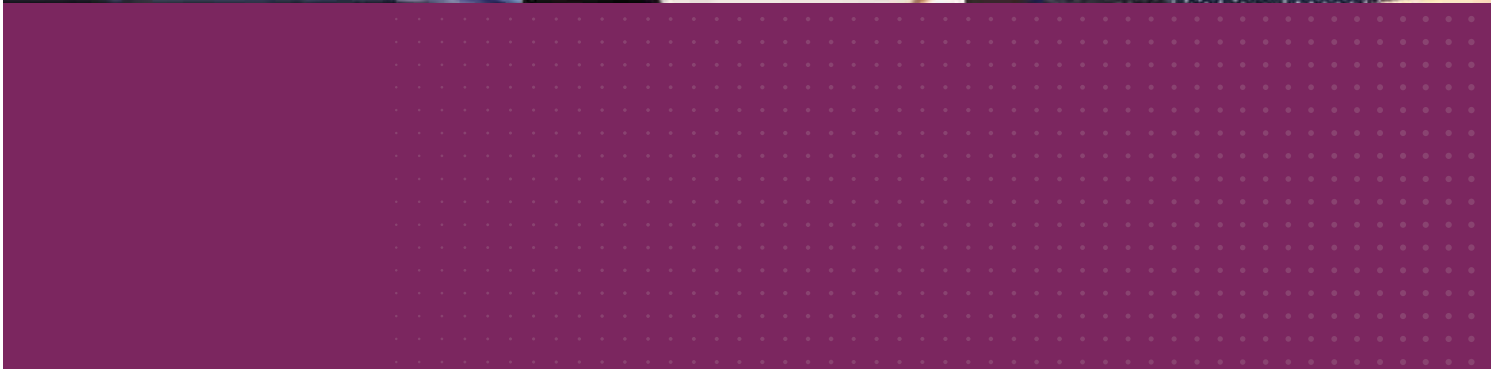
Attachments:

- Powerpoint Presentation
- ODE Matrix document submitted to USED as part of the waiver application
- Revised draft of the Professional Growth and Evaluation Handbook.
- Teachscape background materials



Teachscope
focus

Observation Training and
Assessment System





Teachscape
focus

Observation Training and Assessment System

Establish Proficiency and Maintain Skills



Teachscape *Focus* is based on Charlotte Danielson's Framework for Teaching Evaluation Instrument, 2013 Edition (also applies to the 2011 Edition), a vital element of any fair and equitable approach to teacher observation and evaluation.

Successful teacher evaluation systems start with well-trained observers who can demonstrate proficiency in conducting observations and check their scoring accuracy regularly.

Teachscape *Focus* is a complete online system that establishes proficiency in observers who use Charlotte Danielson's Framework for Teaching for evaluation of teaching, and helps observers maintain their skills over time.

- Observer training
- Scoring practice
- Initial proficiency assessment
- Calibration
- Recertification (see "*Teachscape Focus Recertification*" insert)

Observer Training: Develop Observer Expertise

This self-paced online training was developed to help observers increase their reliability and accuracy in identifying, categorizing, and scoring evidence of teaching practice. With modules covering all four domains of the Framework for Teaching, Teachscape *Focus* training helps observers accurately differentiate teaching at all four levels of performance.

- More than 20 hours of training and over 100 master-scored videos
- Videos show teaching in grades K–12 and multiple subject areas (English language arts, math, science, and social studies)
- Videos include scoring rationale, benchmark videos, and rangefinder videos
- Includes training modules that help observers minimize bias and orient teachers to the observation process

The screenshot shows a web interface for the Framework for Teaching Proficiency System. The user is logged in as 'user1@sample.edu'. The current page is titled 'Training 2a: Creating an Environment of Respect and Rapport'. The interface is divided into a left sidebar and a main content area. The sidebar includes sections for 'Overview', 'Elements', 'Indicators', 'Rubric', and 'Levels of Performance'. The main content area is titled 'Identify relevant evidence' and contains instructions for selecting evidence as 'relevant' or 'not relevant'. Three examples of evidence are provided, each with radio buttons for 'Relevant' and 'Not relevant':

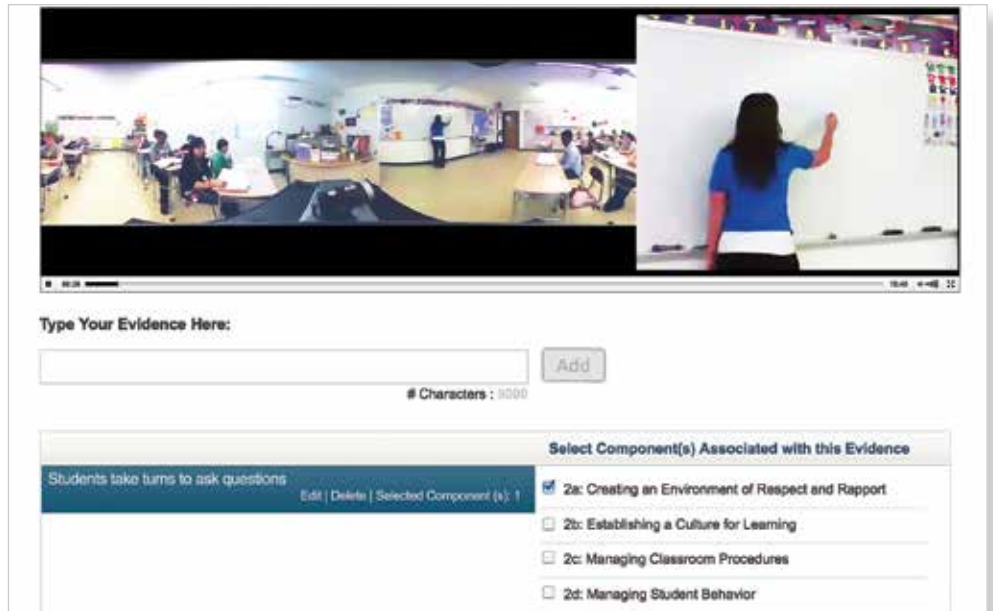
- The teacher says, "I think most of you will be able to do this."
- Students roll their eyes at a classmate's idea; the teacher does not respond.
- The teacher asks a student to explain the task to other students.

A fourth example is partially visible at the bottom: "The teacher greets students by name as they enter the class or during the lesson."

Scoring Practice: Apply Skills with Classroom Videos

- Practice videos cover English language arts, math, and social studies or science
- Includes videos in grade levels K–5, 6–8, K–8, 9–12, and K–12
- Each practice video includes the correct scores for each component assigned by a master rater, along with rationale for the scores
- Scoring accuracy reports help identify specific components in which observers may require more training

Scoring practice uses master-scored videos to help prepare observers for real-world classroom observations. Observers can view and score classroom videos using rubrics, compare their scores with those assigned by a master rater, and review the rationale for the scores.



Proficiency Assessment: Assess Observation Skills

- Rigorous assessment measures observers' proficiency in assessing classroom practice accurately
- Five test versions: elementary, middle school, high school, K–8, and K–12
- Includes videos from several content areas, including English language arts, math, science, and social studies
- Includes proficiency analysis reports for district administrators and pass reports for observers
- Sub-skills report provides observers with feedback on specific areas of observation they may need to develop

Developed using a scientifically sound methodology, the proficiency assessment challenges observers to demonstrate that they understand and can apply the Framework for Teaching to assess classroom teaching in an accurate and consistent manner.

The proficiency assessment uses master-scored videos and multiple-choice test items to measure observers' ability to distinguish between evidence and interpretation or bias, categorize evidence to the correct component of the Framework, and assign accurate scores to classroom videos.



Calibration: Maintain Observer Proficiency

Over time, even observers who have demonstrated proficiency in scoring classroom practice can experience “drift” in their accuracy. Calibration helps observers check their scoring accuracy throughout the school year, includes suggestions for improving accuracy, and helps maintain inter-rater reliability.

- Up to four calibration exercises (or “windows”) per year that take about one hour to complete and include two 15-minute master-scored videos
- Observers score each video using the eight observable components of the Framework for Teaching and compare their scores to the master scores
- Instant feedback and expert rationale are provided, along with recommendations for improving accuracy
- Includes dashboards to support coaching and collaborative learning sessions based on the observer’s individualized feedback from calibration exercises



Partnerships



Teachscape *Focus* was born out of our work with Charlotte Danielson and ETS in the Bill & Melinda Gates Foundation Measures of Effective Teaching (MET) project. In the MET project, Teachscape captured video from more than 3,000 classrooms and 20,000 lessons across grades 4–9 English language arts, grades 4–9 math, and grade 10 biology, and we worked with Charlotte Danielson and ETS to develop a rater training and certification system for 500 raters nationwide.

Informed by our joint work in the MET project, Teachscape, Charlotte Danielson, and ETS have partnered to create this new online training, assessment, and calibration system that is now available to all districts to help improve the accuracy and integrity of the observation and evaluation process.



To find out more about **Teachscape Focus**, call 877.98.TEACH, or visit our website at www.teachscape.com.

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MEMORANDUM

To: Board of Education

From: Jollee Patterson, General Counsel
Judi Martin, District Ombudsman

Re: Materials for Work Session on Complaint Policy and Administrative Directive

We are looking forward to the Board's discussion of the draft Complaint Policy and Administrative Directive at the September 9, 2014 Board meeting. Enclosed, please find the following documents:

1. Revised draft Complaint Policy and Administrative Directive
2. Written responses to public comment regarding the draft Complaint Policy and Administrative Directive. In this written response, we have highlighted all the areas in which the draft policy and AD have been revised to reflect public input.
3. A redline showing the changes between the initial draft policy and AD, and the updated draft provided to the Board.
4. A list of all the stakeholders who have had an opportunity to review the draft policy and AD so far. Additional opportunities for input are available both before and after the first reading.

Enclosures

DRAFT
For Board Work Session

COMPLAINT POLICY – 4.50.030-P

Portland Public Schools recognizes students, parents/guardians and people who reside in the district as essential partners in the educational process. These important partners must have the opportunity to make their concerns known to the district. Maintaining strong relationships includes having a fair, accessible process in which complaints can be addressed in a timely manner.

Whenever possible, concerns should be resolved by communication with the school or department directly involved in the issue. If the concern is not resolved through communication with the parties directly involved, the District provides a complaint process. This process shall include the opportunity for students, parents/guardians and people who reside in the district to appeal up to the Superintendent, and if appropriate, the Board. In general, the Board is responsible for policy-level issues, while the Superintendent is charged with the management and operations of the District. The complaint resolution process must include the opportunity for the parties involved to explain their experience and viewpoint of the matter so that multiple perspectives are considered. It is the intent of the Board that complaints be resolved as expeditiously as possible.

The District serves a diverse community of students and parents/guardians. The Racial Educational Equity Policy 2.10.010-P provides: “The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community.” The complaint process must be implemented in a manner that is accessible to, and welcoming of, all of our students, parents/guardians and community members. All parties to the complaint process will be treated, and will treat others, with dignity and respect.

School board members who receive complaints shall direct the complainant to contact the appropriate school or department in order to address the complaint. Complaints regarding specific employees will be referred to the Chief Human Resources Officer for resolution through the appropriate personnel process.

No District employee, student or Board member may engage in retaliation against any person who files a complaint or participates in the complaint process. Any employee or student who engages in any form of retaliation for filing a complaint, or for participation in an investigation, will be subject to disciplinary action up to and including dismissal.

As provided by state law, students, parents/guardians and people who reside within the district may appeal to the State Superintendent of Public Instruction under OAR 581-022-1940 relating to certain violations of Oregon Administrative Rule and Oregon law.

The Board directs the Superintendent to implement an administrative directive that sets forth the specific process and procedure for complaint resolution. The Board further directs the Superintendent to provide information regarding the complaint process to members of the school community in a manner that is accessible and user-friendly, and to provide training for school staff in the implementation of the policy and administrative directive.

Complaint Resolution Process – X.XXX.XXX – AD

In accordance with Board Policy 4.50.030-P, this administrative directive sets forth the specific procedure for resolution of complaints by students, parents/guardians and people who reside in the district (“complainant”). As directed by the Board of Education in that policy, the District is committed to resolving complaints in a fair and timely manner through a process in which all parties, including families of color and other underrepresented communities, will have an opportunity to present their perspective and be treated with respect and dignity.

The District is committed to making the complaint process accessible for our diverse population. Translation and interpretations services will be made available to complainants.

The District has an independent Ombudsman, whose job is to help families, community members, schools and the district resolve issues satisfactorily. The Ombudsman is available to assist all parties through the problem-solving process and the complaint resolution process.

The district encourages parties to meet to reach resolution at the school or department level whenever possible. The complaint process starts when the complaint is submitted in writing by letter, email, or by using the district complaint form.

SCHOOL/DEPARTMENT-BASED PROBLEM SOLVING

In classrooms, schools and departments, our staff, parents and students work together frequently to problem solve issues and improve our processes with the goal of creating the best possible educational experience for students. This type of collaboration is the best way to resolve concerns. While not part of the formal complaint process, the following procedure applies to this type of problem-solving work.

- A. If the concern is related to a classroom/school:
 1. The complainant should first speak to the teacher or staff person involved.
 2. If the concern is not resolved through direct communication, the complainant should speak with the principal of the school. Principals have 10 working days to respond to concerns, which may include an in-person conference if requested by any involved party. If the concern is not resolved to the complainant’s satisfaction, the principal shall inform the complainant of the complaint process.

- B. If the concern is related to a district department:
1. The complainant should first speak to the staff person involved.
 2. If the concern is not resolved through direct communication, the complainant should speak with the staff person's supervisor. Supervisors have 10 working days to respond to concerns, which may include an in-person conference if requested by any involved party. If a complainant is not sure who the appropriate supervisor is, the complainant may contact the Ombudsman for assistance. If the concern is not resolved to the complainant's satisfaction, the supervisor shall inform the complainant of the complaint process.

COMPLAINT PROCESS

If complainants are not able to resolve the concern at the school or departmental level, they may file a formal written complaint. The receipt of the written complaint starts the 90 day completion timeline for the purposes of state law. The complaint process concludes with the issuance of a written decision by the Superintendent at Step 2. As further outlined below, the complainant at that point can either accept the Superintendent's decision, request an appeal to the Board or appeal to the Oregon Department of Education.

Step1:

- A. The written complaint must be filed with the Ombudsman or the Office of the Superintendent via letter, email or the written complaint form. The complaint must include: a statement that the complainant is making a formal complaint; the name and contact information for the complainant; a description of the concern, including parties involved and witnesses; the student's name; a description of efforts to resolve the concern; and suggestions for resolution. The Ombudsman will ensure that resources are provided for complainants who request assistance in preparing a written complaint. The Ombudsman shall provide a written acknowledgement of receipt of the complaint within 5 days of receiving the written complaint.
- B. The goal at Step 1 is to reach a mutually-agreed upon resolution of the complaint. Upon receipt of the written complaint, the Ombudsman or his/her designee shall review the written complaint and gather additional information from involved parties in order to understand multiple perspectives regarding the concern. After gathering information, the

Ombudsman will share information with all involved parties to identify possible solutions. In certain situations, the Ombudsman may set up a meeting to discuss options and work toward an acceptable outcome for all parties. The Ombudsman makes recommendations but does not make final decisions regarding complaints.

- C. If the parties cannot reach a mutually acceptable resolution, the Senior Director of Schools for the involved school, or the appropriate department supervisor, will have the responsibility for issuing a decision at Step 1. This supervisor will be involved in the discussions regarding possible mutually acceptable solutions. The Superintendent may assign a different decision maker at Step 1 as appropriate.
- D. When applicable, the Ombudsman will consult with district legal counsel regarding pertinent district policy, and relevant state and federal laws.
- E. All formal complaints will receive a resolution in writing within 30 days of receipt of the complaint. The resolution will include information about the next steps in the complaint process.

Step 2:

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review in writing by the Office of the Superintendent. The Step 2 review will include the written complaint from Step 1, the written resolution from Step 1, any available documentation from the Step 1 process, and the request for Level 2 review. Any new concerns or additional substantive information not previously submitted will be referred back to Step 1.

- A. The request for review shall be submitted in writing within 10 days of the complainant receiving notice of resolution from Step 1.
- B. The Superintendent or designee will review the record, and may choose to meet with involved parties.
- C. Following the review, the Superintendent shall decide that:
 - 1. No substantial evidence exists and no further action will be taken; or
 - 2. Specific remedial action will be taken.
- D. The Superintendent or designee shall provide copies of the written findings and of the decision to the complainant. All complaints appealed to the Superintendent will receive a resolution in writing within 30 days of receipt of the request for review. The superintendent or designee will include information on the next steps in the complaint process.
- E. The decision of the Superintendent is the final decision. Upon receiving the Superintendent's decision, if the complainant wants to continue to appeal,

the complainant may choose to either request an appeal to the Board or appeal directly to the Oregon Department of Education.

Step 3:

If the complainant is not satisfied with the final decision of the Superintendent, the complainant may appeal in writing to the Board of Education. The appeal will include the concerns and information included in the original written complaint. Any new concerns or substantive information not previously submitted will be referred back to Step 1.

- A. The request for a Board level appeal shall be submitted to the Board Office within 20 days of the Superintendent's decision. The Board will vote on whether to accept the appeal on or before the date of the second regularly scheduled Board meeting following the receipt of the request for appeal. As indicated in the Board Policy on Complaints, 4.50.030-P, "the Board is responsible for policy-level issues, while the Superintendent is charged with the management and operations of the District."
- B. The Ombudsman will inform the complainant within two days after the Board vote as to whether the Board decided to accept the appeal.
- C. If the Board votes to accept the appeal, the Board will consider the full record of the appeal, including documents submitted at Steps 1 and 2, and the decision of the Superintendent. The Board will vote on the appeal on or before the date of its second regularly scheduled Board meeting following the Board's acceptance of the appeal.
- D. If the Board does not accept the appeal, the complainant may still choose to appeal to the Oregon Department of Education. If the Board accepts the appeal, but does not vote to overturn the Superintendent's decision, the complainant can appeal to the Oregon Department of Education.

Additional provisions:

- 1) Complainants may file formal complaints on their own behalf, or on behalf of their enrolled student, or about district policies or practices. Complainants cannot file complaints on behalf of another person or student. This does not restrict the ability of complainants to bring an advocate to any meeting or proceeding.
- 2) The goal of the complaint process is to bring timely resolution to issues of concern to complainants. Complaints become more difficult to investigate and resolve if they are not brought forward promptly. At the same time, the District recognizes that there can be legitimate reasons for delay in filing

complaints. In order to both promote timely resolution of complaints and ensure the complaint process remains accessible, complaints must be brought within one year of the incident leading to the complaint, or within one year of the complainant learning of the incident leading to the complaint, whichever is later.

- 3) In some cases, District policies or administrative directive provide a specific complaint resolution and/or appeal process. For instance, the Administrative Directive regarding Student Transfers 4.10.054-AD establishes the process by which student transfer decisions may be appealed. In such instances, the specific procedure shall apply rather than the general complaint procedure.
- 4) If, during the course of the complaint process, concerns are raised that a specific employee has engaged in misconduct, the Ombudsman will ensure that those complaints are referred to the Chief Human Resources Officer for resolution through the appropriate personnel process. Allegations of employee misconduct are taken seriously and will be investigated.
- 5) If a complainant does not feel safe addressing a concern directly with an employee, such in cases of harassment, the complainant may go directly to that employee's supervisor or contact the Chief Human Resources Officer. The Ombudsman is also available to assist.
- 6) No District employee, student or Board member may engage in retaliation against any person who files or participates in the complaint process. Any employee or student who engages in any form of retaliation against a person(s) for filing a complaint and/or for participation in an investigation or inquiry will be subject to disciplinary action.
- 7) The timelines set forth above may be extended by the mutual consent of the complainant and the district. In particular, if complainants seek to submit appeals after the time periods set forth in the process, the district may choose to accept those appeals if the complainants agrees to extend the overall time period for resolution for the same number of days as the extension granted to the complainant. In all cases, the district will seek to resolve complaints as expeditiously as possible.
- 8) As used in this administrative directive, "days" will be counted as "calendar days."
- 9) The Ombudsman is available to answer questions and concerns about the process. The Ombudsman will be responsible for providing information and training to staff on the implementation of the complaint process.

Further appeal

Oregon state law (OAR 581-022-1940) allows complainants to appeal a final decision by a school district to the State Superintendent of Public Instruction if the complaint alleges (1) a violation of the standards of the Oregon Administrative Rules, chapter 581, Division 22, or (2) a violation of other statutory or administrative requirements for which the State Superintendent has appeal responsibilities. Complainants will receive written notice of this right when the decision of the school district is final.

Responses to feedback on Complaint Policy and AD

Comment: Why is there an informal and formal process? This can be confusing. Why doesn't the formal process begin immediately so that complaints can be resolved more quickly?

Response: The administrative directive has been revised, and no longer includes an "informal" and "formal" complaint process. The administrative directive describes the type of problem-solving collaboration that goes on between staff, parents, community members and students every day, but does not include this as part of the "complaint process." The complaint process then starts when a complainant files a written complaint with the Ombudsman or Superintendent.

We do not recommend starting the complaint process immediately with the first problem-solving interaction between a staff person and parent or community member. The goal is to have concerns resolved quickly at the classroom, school or department level. Putting formal requirements around this type of daily problem-solving would be burdensome and counterproductive. For example, a parent talks with a teacher for a few minutes at the end of the school day to let the teacher know that his child is stressed about the content of the homework, but feels too shy to ask for help. The teacher thanks the parent, and works with the student the next day to explain the homework concepts. The teacher checks in with the parent in a couple of days to make sure the student is feeling more confident and the parent reports that homework is going much more smoothly. Teachers have many such interactions with parents. It would be too formalistic and burdensome to require teachers or other staff to treat this interaction as a formal complaint, such as responding in writing.

Similarly, the second step of the problem-solving process, which involves speaking to the principal or supervisor, happens regularly and ideally should be done on an informal basis. In the school setting, the building administrator will be the staff person involved in the second step of the problem-solving process. Problem-solving is a key part of a building administrator's job. To continue using the prior example, the student continued to demonstrate anxiety around homework despite the parent's effort to speak with the teacher. The parent then spoke with the principal, who then works with the teacher on ways to address the concern. The parent is satisfied with the response and the student is performing well. Building administrators handle dozens of such situations every week, and the vast majority of issues are resolved at the school level. Again, to treat each such interaction as a formal complaint would be counterproductive and overly burdensome.

Comment: Requiring complaints to be in writing is overly burdensome.

Response: It is very standard practice, both in school districts and other government entities, to require complaints to be in writing. This allows both parties to understand the precise nature of the complaint that is being investigated. It is also a clear way of indicating that the complaint process has started, so there is common understanding about this. The Ombudsman will locate resources for families who need assistance in putting their complaint in writing.

Comment: Step 1 of the complaint process requires the complainant to interact with the Ombudsman, who they may not know or trust. The first step of the complaint process should be to the principal.

Response: A key requirement of the ombudsman’s role is to be accessible to parents and others. However, it also makes sense to allow complainants to submit complaints to more than just one office. **The draft complaint process has been revised to also allow complainants to submit their complaint to the Superintendent’s office or the Ombudsman.**

Requiring the complainant to submit the complaint first to the principal would be confusing, because presumably the complainant has already worked with the principal in the problem-solving process and the concern was not resolved. This would also add another step to the process.

Comment: The policy and administrative directive do not include “a person who resides in the district” as being eligible to file a complaint.

Response: **The policy and administrative directive has been revised to include “a person who resides in the district” as being eligible to file a complaint.**

Comment: It is important to make this process understandable and accessible to the public.

Response: The Ombudsman will be creating a website, pamphlets and flow charts that describe the process in multiple accessible formats. The materials will be translated into the District’s six major languages.

Comment: The process does not require notification by the district of next steps in the appeal process.

Response: **The administrative directive has been revised to include notification of next steps in the appeal process.**

Comment: The timelines are too short for the complainants and too long for district staff.

Response: It is challenging to establish timelines for a multistep appeal process that must be completed within 90 days. The timeline reflects the need to have a process that can be completed within the 90 day timeline, while also allowing adequate time for discussion and investigation among complainants and district staff. **The administrative directive has been revised to indicate that the district may accept appeals submitted after the established timeframe for complainants, if complainants agree to extend the overall deadline for resolution if necessary.**

The timeframe for district staff reflects the time that is needed to discuss the matter with all concerned parties, listen to multiple perspectives, discuss potential solutions, and reach a final decision. The time needed to do this depends on the complexity of the underlying issue. **The administrative directive has been revised to indicate that complaints should be resolved as expeditiously as possible.**

Comment: It is unclear whether the timeframes are business days or calendar days.

Response: **The administrative directive has been revised to clarify that “days” means calendar days.**

Comment: The procedure does not allow complainants to submit new concerns or information at the superintendent or Board appeal level.

Response: It is very standard in appeals process not to consider new issues or substantive information at subsequent levels of appeal. If complainants add new concerns or substantive information at later stages of appeal, this would mean that those concerns or issues did not have a chance to be considered at a lower problem solving level. Further, adding new information or concerns later in the process adds confusion about what issues and information have been considered. This language does not mean that fact-finding will be discouraged at Step 1 of the process. Using the example from above, if the parent who was concerned about his child’s homework appealed to the superintendent, but added at that point that he was also concerned about his child being bullied, that would be a new concern that should be addressed through the earlier steps in the complaint process. **The administrative directive has been revised to include add the word “substantive” before “information.”**

Comment: The limitation that complaints must be brought within 90 days of the event is unreasonable, as complainants may not be aware of the event at the time it occurred.

Response: This language is designed to help ensure that complaints are brought forward and resolved in a timely manner, and also recognizes that it becomes difficult to investigate and resolve complaints after too much time passes. Again, in the example, if the parent waited until the subsequent school year to file a complaint regarding his child’s homework, it would be very challenging to investigate and impossible to resolve since the child had moved to the next grade.

At the same time, there can be good reasons why complainants do not bring forward complaints quickly, including that sometimes parents are not aware of school issues at the time they arise. **The administrative directive has been revised to indicate that the complaint must be brought within one year (rather than 90 days) of the event or of the complainant learning of the event, whichever is later.**

Comment: The administrative directive indicates that students can be disciplined for engaging in retaliation for filing a complaint or participating in an investigation. This is not appropriate in this administrative directive.

Response: It is essential that everyone in the school community, including students, know the rules against retaliation for engaging in the complaint process.

Comment: Board members should be included in the prohibition against retaliation.

Response: **The administrative directive has been revised to include Board members in the prohibition against retaliation.**

Comment: The proposed process does not allow someone to file a complaint on behalf of someone else.

Response: The student, parent or community member who has experienced a difficulty with the district must be the person who files the complaint. For instance, considering the example we have been using, it would not make sense for another parent to file a complaint regarding the amount of homework that a child (who is not their child) receives. Allowing complainants to file complaints regarding the experience of other people causes confusion about whether the concern exists and who is injured,

creates confidentiality concerns because staff cannot share information about the allegedly injured person with the complainant, and makes investigation and resolution very challenging. The administrative directive specifically allows complainants to have advocates.

However, complainants may want to bring complaints about district-wide policies or practices, rather than the experiences of a specific person. The administrative directive has been revised to provide that a complainant can bring complaints about district policies and practices.

Comment: The proposed process does not clearly state who within the district will be responsible for resolving the complaint. Responsible staff should be listed by name.

Response: In a district of this size, it is unrealistic to list the supervisor of every staff person by name. However, the administrative directive has been revised to (1) clarify that the complainant can contact the Ombudsman if they need assistance determining who the appropriate supervisor is, and (2) to provide that complaints that an employee engaged in misconduct will be referred to the Chief Human Resources Officer (rather than just the "Human Resources Department").

Comment: The proposed procedure does not indicate at what stage the decision is final.

Response: The administrative directive has been revised to state the decision is final at the end of Step 2, when the Superintendent issues a finding. At this point, the complainant can either request an appeal to the Board or appeal to the Oregon Department of Education.

Comment: The proposed procedure does not specifically indicate that training will be provided for staff on the complaint procedure.

Response: The administrative directive has been revised to indicate that information and training will be provided for staff regarding the complaint process.

Comment: The proposed process is not clear about whether the Ombudsman serves as a facilitator for resolution or a decision maker. This is confusing. If the Ombudsman is not a decision-maker, the proposed process should be clearer about this.

Response: The administrative directive has been revised to clarify that the role of the Ombudsman is to engage in informal fact-finding, seek multiple perspectives, discuss issues and potential solutions. The Ombudsman does not serve as a decision-maker. The administrative directive has been revised to clarify the role of the Ombudsman and the decision-maker at Step 1.

Comment: The administrative directive is not clear about who the decision-maker is at Step 1.

Response: The administrative directive has been revised to clarify that the decision-maker at Step 1 will, in most cases, be the supervisor of the school or department about which the complaint is raised, but that the Superintendent may designate another decision-maker as appropriate. The Ombudsman will notify the complainant of the name and contact information for the Step 1 decision-maker.

Comment: There are too many steps in the process before a complainant can appeal to ODE.

Response: In order to shorten the process, the administrative directive has been revised to indicate that complainants can go to ODE after a final decision is issued by the Superintendent, or can go through the Board appeal process.

Comment: If the complainant wants to appeal an issue to the Board, why do they have to first go to the Board Co-Chairs? This is confusing.

Response: The administrative directive has been revised to delete this step. Instead, the full Board will first vote on whether to accept the appeal. Again, taking the example set forth above, if the parent continued to believe that the homework load was inappropriate and causing anxiety and was not satisfied with any response through the appeal process, the parent could appeal all the way to the Board. The Board would first vote to decide if that was an issue that would properly be before the Board. If the Board chooses to accept an appeal, the Board would then consider the record of the complaint, and vote on the appeal on or before the date of the second regularly scheduled Board meeting after the Board voted to accept the appeal. It is important to note that the 90 day requirement under state law starts when the complainant files a written complaint and concludes when the Superintendent issues a final decision. Because the complainant can choose at that point to appeal to ODE, the Board appeal process is not included within the 90 days.

COMPLAINT POLICY – 4.50.030-P

Portland Public Schools recognizes students, ~~and~~ parents/guardians and people who reside in the district as essential partners in the educational process. ~~Students and parents/guardians~~ These important partners must have the opportunity to make their concerns known to the district. Maintaining strong relationships includes having a fair, accessible process in which complaints can be addressed in a timely manner.

Whenever possible, concerns ~~and complaints~~ should be resolved by communication with the school or department directly involved in the issue. ~~The complaint resolution process must include the opportunity for the parties involved to explain their experience and viewpoint of the matter so that multiple perspectives are considered.~~

If ~~the concern~~ complaint is not resolved through communication with the parties directly involved, the District provides a ~~formal~~ complaint process. This process shall include the opportunity for students, ~~and~~ parents/guardians and people who reside in the district to appeal up to the Superintendent, and if appropriate, the Board. In general, the Board is responsible for policy-level issues, while the Superintendent is charged with the management and operations of the District. The complaint resolution process must include the opportunity for the parties involved to explain their experience and viewpoint of the matter so that multiple perspectives are considered. It is the intent of the Board that complaints be resolved as expeditiously as possible.

The District serves a ~~very~~ diverse community of students and parents/guardians. The Racial Educational Equity Policy 2.10.010-P provides: “The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community.” The complaint process must be implemented in a manner that is accessible to, and welcoming of, all of our ~~students and parents~~ students, parents/guardians and community members. All parties to the complaint process will be treated, and will treat others, with dignity and respect.

School board members who receive complaints shall direct the complainant to contact the appropriate school or department in order to address the complaint.

Complaints regarding specific employees will be referred to the Chief Human Resources Officer for resolution through the appropriate personnel process.

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No District employee, student or Board member may engage in retaliation against any person who files a complaint or participates in the complaint process. Any employee or student who engages in any form of retaliation for filing a complaint or for participation in an investigation will be subject to disciplinary action up to and including dismissal.

As provided by state law, ~~students and parents~~students, parents/guardians and people who reside within the district may appeal to the State Superintendent of Public Instruction under OAR 581-022-1940 relating to certain violations of Oregon Administrative Rule and Oregon law.

The Board directs the Superintendent to implement an administrative directive that sets forth the specific process and procedure for complaint resolution. The Board further directs the Superintendent to provide information regarding the complaint process to members of the school community in a manner that is accessible and user-friendly, and to provide training for school staff in the implementation of the policy and administrative directive.

Complaint Resolution Process – X.XXX.XXX – AD

In accordance with Board Policy 4.50.030, this administrative directive sets forth the specific procedure for resolution of complaints by students, ~~and~~ parents/guardians and people who reside in the district (“complainant”). As directed by the Board of Education in that policy, the District is committed to resolving complaints in a fair and timely manner through a process in which all parties, including families of color and other underrepresented communities, will have an opportunity to present their perspective and be treated with respect and dignity.

The District is committed to making the complaint process accessible for our diverse population. Translation and interpretations services will be made available to ~~students and parents/guardians during the complaint process~~ complainants.

The District has an independent Ombudsman, ~~an employee~~ whose job is to ~~help families~~ help families, community members, schools and the district resolve issues satisfactorily. The Ombudsman ~~is available to~~ can assist all parties through the ~~problem-solving process and the informal and/or formal~~ complaint resolution process.

~~Portland Public Schools classifies complaints as “informal” or “formal.”~~

The district encourages parties to meet to reach resolution at the school or department level whenever possible. ~~The complaint process starts when the complaint is~~ Complaints become formal when they are submitted in writing ~~to the district Ombudsman by written letter~~ by letter, email, or by using the district complaint form.

INFORMAL SCHOOL/DEPARTMENT-BASED PROBLEM SOLVING

~~Across classrooms, schools and departments, our staff, parents and students work together frequently to problem solve issues and improve our processes with the goal of creating the best possible educational experience for students. This type of collaboration is the best way to resolve concerns. While not part of the formal complaint process, the following procedure applies to this type of problem-solving work.~~

- A. If the concern is related to ~~at~~ the classroom/school:
 1. The ~~student or parent/guardian~~ complainant should first speak to the teacher or staff person involved.
 2. If the concern is not resolved through direct communication, the ~~student or parent/guardian~~ complainant should speak with the principal of the school. Principals have 10 working days to respond to concerns, ~~which may include an in-person conference if requested by any involved party, and schedule a conference with the complainant, if needed.~~ If the concern is not resolved to the complainant’s

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satisfaction, the principal shall inform the complainant of the complaint process.

- B. If the concern is related to ~~the district or~~ a district department:
1. The ~~student or parent/guardian complainant~~ should first speak to the staff person involved.
 2. If the concern is not resolved through direct communication, the ~~student or parent/guardian should~~complainant should speak with the staff person's supervisor. Supervisors have 10 working days to respond to concerns, which may include an in-person conference if requested by any involved party. and schedule a conference with the complainant, if needed. ~~If a complainant is not sure who the appropriate supervisor is, the complainant may contact the Ombudsman for assistance. If the concern is not resolved to the complainant's satisfaction, the supervisor shall inform the complainant of the complaint process.~~

COMPLAINT PROCESS FORMAL

Step 1:

If ~~students and parents/guardians~~ complainants are not able to resolve the concern at the school or departmental level, they may file a formal written complaint. The receipt of the written complaint starts the 90 day completion timeline for the purposes of state law. The complaint process concludes with the issuance of a written decision by the Superintendent at Step 2. As further outlined below, the complainant at that point can either accept the Superintendent's decision, request an appeal to the Board or appeal to the Oregon Department of Education.

Step 1:

- A. The formal written complaint ~~must~~ should be filed ~~with~~ with the Ombudsman or the Office of the Superintendent ~~the Ombudsman via~~ via letter, email or the written complaint form. The complaint must include: a statement that the complainant is making a formal complaint; the name and contact information for the complainant; a description of the concern, including parties involved and witnesses; the student's name; a description of efforts to resolve the concern; and suggestions for resolution. The Ombudsman will ensure that resources are provided for families who request assistance in preparing a written complaint. The Ombudsman shall provide a written acknowledgement of receipt of the complaint within 5 days of receiving the written complaint.
- B. The goal at Step 1 is to reach a mutually-agreed upon resolution of the complaint. Upon receipt of the written complaint, the Ombudsman or his/her designee shall review the written complaint and gather additional information from involved parties in order to understand multiple perspectives regarding the concern. After gathering information, the Ombudsman will share information with all involved parties to identify possible solutions. In certain situations, the Ombudsman may set up a meeting to discuss options and work toward an acceptable outcome for all parties. The Ombudsman makes recommendations but does not make final decisions regarding complaints.
- C. If the parties cannot reach a mutually acceptable resolution, the Senior Director of Schools for the involved school, or the appropriate department supervisor, will have the responsibility for issuing a decision at Step 1. This supervisor will be involved in the discussions regarding possible mutually acceptable solutions. The Superintendent may assign a different decision maker at Step 1 as appropriate.

A-D. _____

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~~B. Upon receipt of the written complaint, the Ombudsman or his/her designee shall review the written complaint and gather additional information from involved parties in order to understand multiple perspectives regarding the concern.~~

~~C.E.~~ When applicable, the Ombudsman will consult with district legal counsel regarding pertinent district policy, and relevant state and federal laws.

~~D. After gathering information, the Ombudsman will share information with all involved parties to identify possible solutions. In certain situations, the Ombudsman may set up a meeting to discuss options and work toward an acceptable outcome for all parties.~~

F. All formal complaints will receive a resolution in writing within 320 days of receipt of the complaint. The resolution will include information about the next steps in the complaint process.

~~E.~~

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Step 2:

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review in writing by the Office of the Superintendent. The ~~Superintendent level Step 2~~ review will ~~include~~ written complaint from Step 1, the written resolution from Step 1, any available documentation from the Step 1 process, and the request for Level 2 review. Any new concerns or additional substantive information not previously submitted will be referred back to Step 1.

- A. The request for review shall be submitted in writing ~~made~~ within 105 days of the complainant receiving notice of resolution from Step 1.
- B. The Superintendent or designee will review the record, and may choose to meet with involved parties.
- C. Following the review, the Superintendent shall decide that:
 1. No substantial evidence exists and no further action will be taken; or
 2. Specific remedial action will be taken.
- D. The Superintendent or designee shall provide copies of the written findings and of the decision to the complainant. All complaints appealed to the Superintendent will receive a resolution in writing within 30 days of receipt of the request for review. The superintendent or designee will include information on the next steps in the complaint process.
- ~~D.E.~~ The decision of the Superintendent is the final decision. Upon receiving the Superintendent's decision, if the complainant wants to continue to appeal, the complainant may choose to either request an appeal to the Board or appeal directly to the Oregon Department of Education.

Step 3:

If the ~~complainant is not satisfied with the final decision of the Superintendent~~ issue is not resolved to the complainant's satisfaction, the complainant may appeal in writing to the Board of Education. The appeal will include the concerns and information included in the original written complaint. Any new concerns or substantive ~~additional~~ information not previously submitted will be referred back to Step 1.

- A. The request for a Board level appeal shall be submitted to the Board Office ~~made to the Co-Chairs of the Board~~ within 205 days of the Superintendent's decision. The Board will vote on whether ~~The Board Co-Chairs shall review the request for appeal and determine whether the nature of the complaint is an appropriate subject of consideration before the full Board to accept the appeal- on or before the date of the second regularly scheduled Board meeting following the receipt of the request for appeal.~~ As indicated in the Board Policy on Complaints, 4.50.030, "the Board is responsible for policy-level issues, while the Superintendent is charged with the management and

operations of the District.” ~~The Board Co-Chairs will take this into considering in determining whether an appeal is appropriate for Board-level review.~~

~~B. The Ombudsman will inform the complainant within two days after the Board vote as to whether the Board decided to accept the appeal.~~

~~B. decision of the Co-Chairs shall be sent to the complainant in writing no later than 10 days after receipt of the request for appeal.~~

~~C. If dissatisfied with the decision, the complainant has the right to petition, in writing, the remaining Board members requesting review by the full Board. This petition must be filed within 5 days of receiving the Co-Chairs’ decision.~~

~~D. The Board members will review the request for appeal. The full Board shall vote at the next regular Board meeting whether to accept the appeal. If there are not four board members who agree to hold a hearing, the decision of the Co-Chairs will be final.~~

~~C. If the Board votes to accept the appeal, Co-Chairs determined to accept the appeal, or the full Board votes to accept the appeal, the Board will consider the full record of the appeal, including documents submitted at Steps 1 and 2, and the decision of the Superintendent. The Board will vote on the appeal on or before the date of its second regularly scheduled Board meeting following the Board’s acceptance of the appeal. ~~at a regularly scheduled Board meeting within 45 days of receiving the original request for Board-level review. The decision of the Board shall be final.~~~~

~~D. If the Board does not accept the appeal, the complainant may still choose to appeal to the Oregon Department of Education. If the Board accepts the appeal, but does not vote to overturn the Superintendent’s decision, the complainant can appeal to the Oregon Department of Education.~~

~~E.~~

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Additional provisions:

- 1) ~~Students and parents/guardians~~ Complainants may file formal complaints on their own behalf, or on behalf of their enrolled student, or about district policies or practices. ~~Students and parents/guardians~~ Complainants cannot file complaints on behalf of another person or student. This does not restrict the ability of ~~students or parents/guardians~~ complainants to bring an advocate to any meeting or proceeding.
- 2) The goal of the complaint process is to bring timely resolution to issues of concern to complainants. Complaints become more difficult to investigate and resolve if they are not brought forward promptly. At the same time, the District recognizes that there can be legitimate reasons for delay in filing complaints. In order to both promote timely resolution of complaints and ensure the complaint process remains accessible, complaints must be brought, all formal complaints must be brought within one -90 days of year of the incident leading to the complaint, or within one year of the complainant learning of the incident leading to the complaint, whichever is later.

- 3) In some cases, District policies or administrative directive provide a specific complaint resolution and/or appeal process. For instance, the Administrative Directive regarding Student Transfers 4.10.054-AD establishes the process by which student transfer decisions may be appealed. In such instances, the specific procedure shall apply rather than the general Complaint Resolution procedure.
- 4) If, during the course of the complaint process, concerns are raised that a specific employee is engaged in misconduct, the Ombudsman will ensure that those complaints are referred to the Chief Human Resources Officer for Complaints regarding specific employees will be referred to Human Resources for resolution through the appropriate personnel process. Allegations of employee misconduct are taken seriously and will be investigated.
- 5) If a student or parent/guardian complainant does not feel safe addressing a concern directly with an employee, such in cases of harassment, the student or parent/guardian complainant may go directly to that employee's supervisor or directly to Human Resources contact the Chief Human Resources Officer. The Ombudsman is also available to assist.
- 6) No District employee, student or Board member may engage in retaliation against any person who files or participates in the complaint process. Any employee or student who engages in any form of retaliation against a person(s) for filing a complaint and/or for participation in an investigation or inquiry will be subject to disciplinary action.
- 7) The timelines set forth above may be extended by the mutual consent of the complainant and the district. In particular, if complainants seek to submit appeals after the time periods set forth in the process, the district may choose to accept those appeals if the complainants agrees to extend the overall time period for resolution for the same number of days as the extension granted to the complainant. In all cases, the district will seek to resolve complaints as expeditiously as possible.
- 8) As used in this administrative directive, "days" will be counted as "calendar days."
- 7)9) The Ombudsman is available to answer questions and concerns about the process. The Ombudsman will be responsible for providing information and training to staff on the implementation of the complaint process.

Further appeal

Oregon state law (OAR 581-022-1940) allows complainants to appeal a final decision by a school district to the State Superintendent of Public Instruction if the complaint alleges (1) a violation of the standards of the Oregon Administrative Rules, chapter 581, Division 22, or (2) a violation of other statutory or administrative requirements for which the State Superintendent has appeal responsibilities. Complainants will receive written notice of this right when the decision of the school district is final.

Outreach for Input Into Draft Complaint Policy

Community Organizations

Black Parent Initiative
Coalition of Communities of Color
Immigrant Refugee Community Organization
Kairos Charter School
Latino Network
Native American Youth and Family Center
Self Enhancement, Inc.

Parent Groups

Parents Coalition
Our Portland Our Schools
Stand for Children
Portland Parents Union
Portland Council PTA
School Site Councils
Parent and Family Involvement Committee
Parents for Excellent Portland Principals
Individuals who filed formal complaints about PPS from Jan. 2013- July 2014

Internal

Direct Reports to the Superintendent
School Leadership Team
Administrators of Color
Office of Teaching and Learning



Board of Education Informational Report

MEMORANDUM

Date: September 4, 2014

To: Members of the Board of Education

From: Debbie Armendariz, Senior Director of Dual Language Immersion (DLI)

Subject: Update on Work Towards Increasing Opportunities in Dual Language Immersion Programs

Attached you will find the Interim Recommendations for Increasing Opportunities in Dual Language Immersion Programs.

This memorandum provides a brief update on the implementation of the expansion that was approved by the Board last January. We will provide a more complete update in November after Fall Balancing.

Most recent updates:

- A two Vietnamese Immersion summer program was held at Roseway Heights with 24 Kindergartners participating. This was funded by the ODE Dual Language Two Way Bilingual Program Grants in the Office of Education Equity
- A two week Mandarin Immersion summer program was held at King with 52 Kindergartners and 1st graders participating. This was funded by the Confucius Classroom grant (Chinese Government) and Chinese Flagship grant (US Government).
- The Vietnamese program at Roseway Heights has two kindergarten classes and the Mandarin immersion program at King has two kindergarten and two first grade classes
- At the time of the writing of this document, we continue to identify native speakers for both of the above programs.
- The James John and Sitton programs are full with one Kindergarten class at each site.
- All expansion sites have hired Highly Qualified bilingual teachers

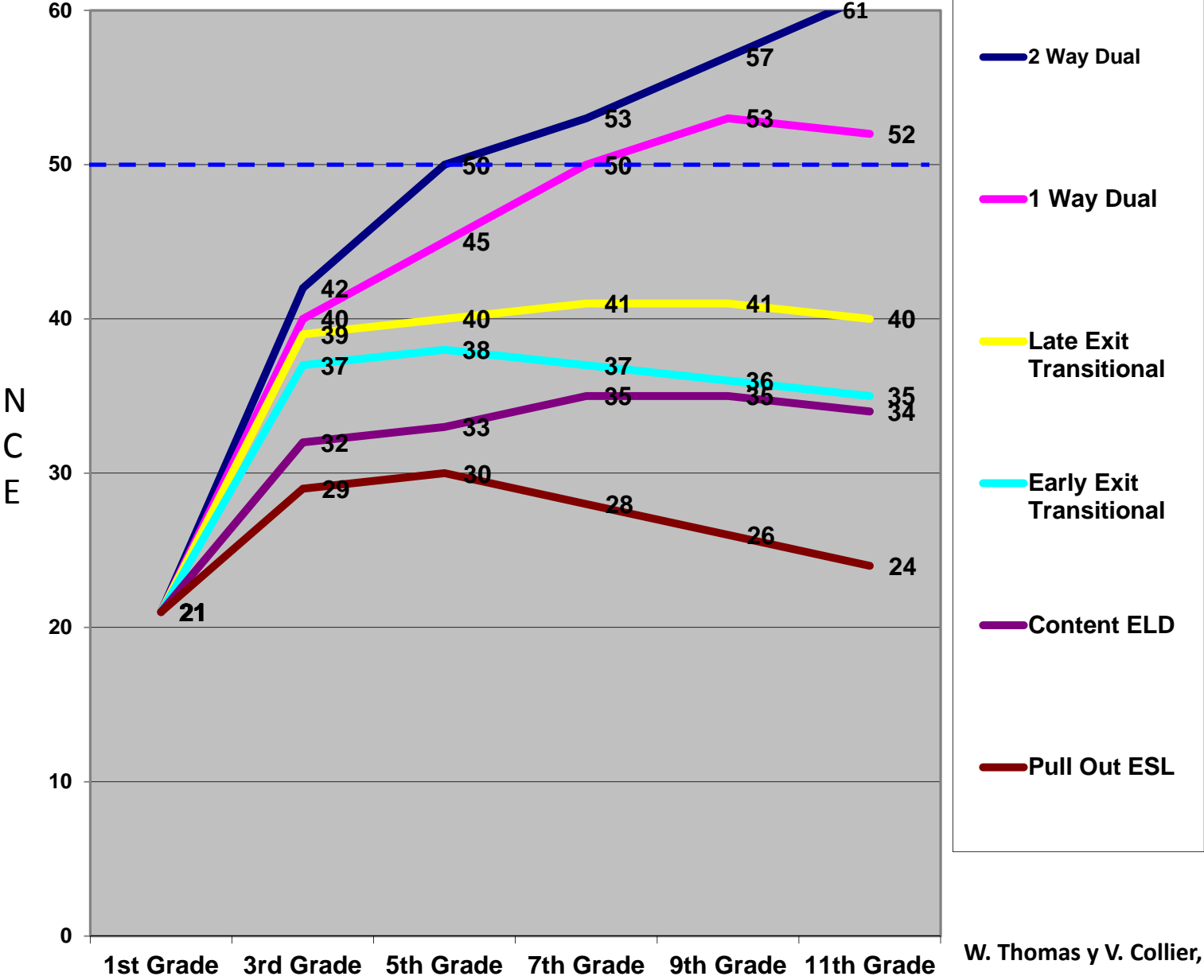
Next Steps:

The feasibility study will begin this month and continue throughout the winter. In November we will report enrollment data. In January we will provide the Superintendent with final recommendations.

Attachments:

- Excerpted Graph from the work of Virginia Collier and Wayne Thomas
- Map of DLI Programs currently in the district
- Interim Recommendations for Increasing Opportunities in Dual Language Immersion Programs to Close the Achievement Gap
- Immersion Language Groups Map
- Guiding Questions for Feasibility Study

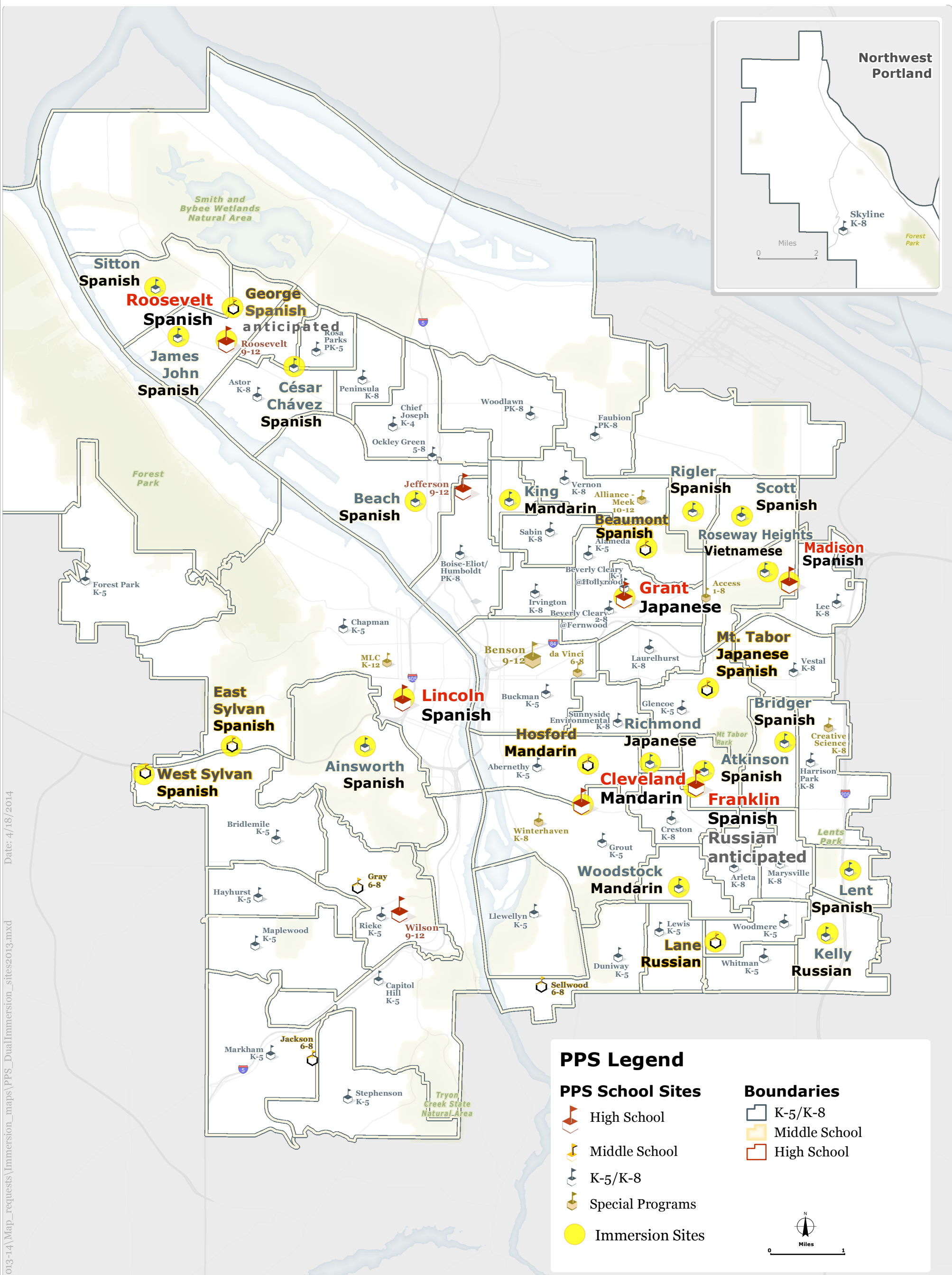
English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009



2014-15 Dual Language Immersion Programs



Date: 4/18/2014
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Interim Recommendations for
Increasing Opportunities in Dual
Language Immersion Programs to
Close the Achievement Gap

Portland Public Schools

September 2014

Overview: This document outlines the interim recommendations for increasing opportunities in dual language immersion as a high leverage educational program model to close the achievement gap for Emerging Bilingual (EB) and other historically underserved children in Portland Public Schools. These recommendations were drafted based on input from the DLI Expansion Committee consisting of community partner organizations, parents, key district decision makers, a diverse group of site principals and Dual Language Department staff. This committee utilized a set of criteria (see below) to analyze data and input to make recommendations for increasing opportunities in immersion programs and equity of access. Based on these recommendations the DLI department will conduct feasibility studies in the fall of 2014. These will include further community engagement, data review, and analysis of facilities. The community engagement process will be ongoing throughout the planning and implementing of new programs to ensure program design that meets the needs of the targeted communities. Furthermore, the DLI Department will align expansion decisions to the SACET Recommendations and the work of the enrollment balancing efforts that will go on during the 2014-15 school year.

DLI Expansion Criteria:

Trigger for District Directed Expansion Proposals as a result of annual data review:

- Academic achievement gap for EB's and students of color

Criteria for Language and Program Model:

- Identified trend of significant EB's numbers in a particular school or cluster/region
- Identified trend of under-enrollment of students of color in proportion to school or cluster/region or district-wide demographics.
- Community interest/demand or ability to build interest/demand
- Resources

Charge: The DLI Expansion Committee following PPS Board Resolution No. 4833 Section I. and the established Key Performance Indicators in the district Equity Plan was charged to review achievement, demographic, and enrollment data to identify potential opportunities for serving more emerging bilingual children and historically underserved students through dual language immersion programs in order to close the achievement and opportunity gaps.

Background and Rationale: Portland Public Schools (PPS) bodes a twenty-eight year history of initiating and implementing PreK-12 dual language immersion

programs¹. Over this long history many district, state and national educational initiatives, reforms and trends (i.e. Standards Based Education, NCLB, Equity, Declining Enrollment, Budget Reductions) greatly impacted the character of these programs as well as the quality of implementation and sustainability of these programs that take a total of thirteen years to fully articulate. Over the past ten years PPS made a significant shift to prioritizing implementation of a type of dual language immersion program called Two-Way² immersion that by national longitudinal research is the only educational program model that not only closes the achievement gap for our Emerging Bilinguals but results in EBs out performing the average native English speaking student. (Thomas and Collier 2009). Furthermore these programs significantly reduce the dropout rates for the EBs and help these students develop a positive bilingual and bi-literate identity with strong cross-cultural skills. With a significantly underserved EB population, especially Spanish speaking EBs, PPS moved from only two Two-Way dual language immersion programs to ten programs over this time period, two of which begin fall 2014 as a result of last year's DLI Expansion Committee.

So far the academic results for many of the dual language immersion students have been similar to those seen in the national research. However, until recently the quick expansion lacked systemic infrastructure and key stakeholder buy-in to the degree that the quality of program implementation was compromised. As a result, some programs have lacked a critical mass of students throughout the grades necessary for building sustainable programs which have threatened the long term stability of these critical, high leverage educational programs. Without critical mass these programs place a further strain on a system that regularly suffers from significant budget limitations. Furthermore, careful examination of dual language enrollment data with an equity lens revealed that many of our two-way programs do not enroll as many EBs, our priority population, as they could and certain students of color, African Americans specifically, remained underrepresented in all of the dual language immersion programs.

Over the 2013-14 academic school year, the DLI department has made significant progress in removing barriers through changes in the lottery process, increasing community outreach, collaborating with community partners, and targeted transportation offerings. Through these efforts, and expansion of new programs the district has begun to address many of the opportunity gaps for our historically underserved populations. However, gaps still remain.

-
1. **Dual Language Immersion:** refers to any program that provides literacy and content instruction to all students through two languages, and that promotes bilingualism and bi-literacy, grade-level achievement, and multicultural competence for all students. (Guiding Principles for Dual Language Education, CAL 2007)
 2. **Two-way:** Approximately 50% of the students have English as their first language and the other 50% have the immersion language as their first language (i.e. Spanish or Russian).

Successful expansion of DLI in PPS is critical for the district for three major reasons: 1) closing the achievement gap for EBs, 2) achieving the goals laid out in the districts equity policy and related KPIs, and 3) building sustainable programs that are not subject to periodic budget woes. The district identifies DLI as a high leverage strategy and currently is looking to make significant investments to do so. Poor quality implementation is not an option.

The PPS school board directed the district to again expand dual language immersion as a high leverage strategy to close the achievement gap for our EBs (PPS School Board Resolution No. 4383). In doing so the PPS Dual Language Immersion (DLI) Department is charged with continuing to develop and implement an expansion plan. Learning from past experiences in initiating and implementing new dual language immersion programs, the DLI leadership looks to implement a DLI expansion plan that continues to establish key systemic supports and regularly engages both district stake-holders and community members.

This expansion plan focuses on closing the opportunity gap with a focus on two equity triggers to determine the immersion language, potential school sites and program model: 1) significant EB numbers of a particular language, and 2) significant numbers of underrepresented students of color. Data and a community engagement process provide the necessary input to select the language, location and program models for expansion. This past spring of 2014, the DLI Expansion Committee with representation from various departments, schools and community organizations made recommendations with two goals in mind: 1) equity of access and 2) sustainability of program. The expansion efforts will provide for a two-year cycle of data review, community outreach, site proposal, program planning and preparing, and evaluation/reflection.

DLI Expansion Process Timeline:

Date (Two year Process)	Action Steps	Person/Department Responsible
September	Share interim recommendations with School Board	DLI Director and Assistant Director
October-January	Community process continues by addressing staff at recommended and potential sites Feasibility Study conducted to identify sites and resources	DLI Director
November	Annual data review process and report to district leadership and school board	DLI Director and Team
December/January	Analysis of data and feedback from schools, community and other key players Budget developed Final recommendations for the 2015-16 school year are made to the Superintendent and shared with School Board.	DLI Team
February /	Collaborative Design Committees form for each	DLI Director and Assistant

March	(2015-16) program.	Director, community leaders, building administrators
April	DLI Expansion committee formed to review data, garner community input and use criteria for making recommendations for new DLI programs for 2016-17.	Principals, Senior Directors of OSP, DLI team, Key District Staff and community leaders
May/June	Community input gathered for 2016-17 plans DLI Expansion committee finalizes interim recommendations for 2016-17	DLI Director, DLI team, Senior Directors of OSP and School Principals, Key District Staff, and community leaders
June/July	Community involvement process established and community organizations contacted to set up input opportunities for 2016-17 Interim Recommendations for 2016-17 reviewed with district leadership	DLI Director, DLI team, Regional Administrators, Cabinet
March - May	Curriculum and Professional Development	DLI team with school staff
September	Expansion Program begins.	

Data Analysis:

Equity Trigger: Achievement Gap

As a first point of data analysis, the DLI Expansion Committee examined academic achievement data to identify the need for increasing opportunities in two-way dual language immersion programs in Portland Public Schools. EB’s in general are outperformed by their non-ESL peers, but in order to build a sustainable program, the committee only considered minority language groups with potential critical mass.

TABLE A

Language	Total #’s K-12	2002	K-1 Population	Achievement Reading as Meets/Exceeds on OAKs (Non-ESL 80.8%)	Achievement Math as Meets/Exceeds on OAKs (Non-ESL 72.1%)
Spanish	1991	2382	777	30.3%	29.2%
Vietnamese	523	605	194	59.2%	67.2%
Chinese	264	274	96	49.7%	72.6%
Russian	189	557	108	34.3%	51.5%
Somali	185			21.4%	13.5%

Table A indicates the top five EB populations in PPS along with the their academic achievement gap for both reading and math as determined on the Oregon Assessment of Knowledge and Skills (OAKS) in 2012-2013. A major achievement gap for Spanish speaking EB’s (50.5 percentage points in Reading; 42.9 percentage points in Math) and Russian (39.7 percentage points in Reading; 27.6 percentage points in Math) persists. Even for traditionally high performing Asian minority language populations (Vietnamese and Chinese), a gap exists, especially in reading.

However most pronounced is the achievement gap for our Somali speaking EB's (59.4 percentage points in Reading and 58.6 percentage points in Math). Implementing more two-way immersion programs or some form of bilingual education for these populations definitely seems justifiable.

TABLE B

PPS Immersion Student Demographics 2013-2014

Two-Way Immersion vs One-Way Immersion

As of 05/06/2014

	Two-Way Immersion				One-Way Immersion						Total	
	Spanish		Russian		Spanish		Japanese		Mandarin		N	%
	N	%	N	%	N	%	N	%	N	%		
All Immersion Students	1808	44%	223	5%	683	17%	904	22%	490	12%	4108	100%
Gender												
Female	921	51%	131	59%	362	53%	475	53%	296	60%	2185	53%
Male	887	49%	92	41%	321	47%	429	47%	194	40%	1923	47%
Race/Ethnicity												
Asian	12	1%	2	1%	24	4%	86	10%	227	46%	351	9%
Black	73	4%			6	1%	7	1%	3	1%	89	2%
Hispanic	1201	66%	9	4%	143	21%	30	3%	6	1%	1389	34%
Multiple	72	4%	2	1%	36	5%	252	28%	75	15%	437	11%
Nativ Am	5	0%					7	1%			12	0%
Pac Isl	6	0%					3	0%			9	0%
White	439	24%	210	94%	474	69%	519	57%	179	37%	1821	44%
LEP	578	32%	129	58%	7	1%	19	2%	26	5%	759	18%
Special Education	191	11%	26	12%	28	4%	34	4%	33	7%	312	8%
Economically Disadvantaged	1243	69%	163	73%	44	6%	120	13%	86	18%	1656	40%
TAG	188	10%	9	4%	178	26%	140	15%	146	30%	661	16%
First Language												
English or Other	842	47%	89	40%	655	96%	860	95%	412	84%	2858	70%
Japanese							44	5%			44	1%
Chinese									78	16%	78	2%
Russian			134	60%							134	3%
Spanish	966	53%			28	4%					994	24%
Grade Group												
Elementary K-5	1255	69%	202	91%	305	45%	622	69%	330	67%	2714	66%
Middle	322	18%	21	9%	154	23%	190	21%	112	23%	799	19%
High	231	13%		0%	224	33%	92	10%	48	10%	595	14%

Enrollment of EB's in Current Programs:

As seen in Table B (LEP row) above in general PPS two-way immersion programs in PPS serve close to the targeted percentage of 50% with Russian being 13% over that target at K-1 and Spanish being 9% under that target at K-1. Given the large number of Spanish speaking ELLs at K-1 in the district not currently served in two-way immersion, increasing the K-1 numbers closer to 50% seems like a feasible and meaningful goal. Recruitment of English only speakers to the Russian program will continue to be an important goal. Other major languages to consider for two-way or one-way developmental DLI programs are Chinese and Somali. (An update on EB's accessing DLI programs will be available in October 2014).

Maps of Minority Language Minority Populations (Appendix 1): Based on the both the non-ESL identified and ESL identified K-12 speakers in PPS, the following trends were identified for the specific language communities:

Spanish: Spanish speakers seem to be concentrated in outer Southeast in the Franklin cluster, upper part of the Northeast in the Madison cluster, and in the North in the Roosevelt cluster.

Vietnamese: Vietnamese speakers seem to be concentrated in outer Southeast along the 82nd corridor from Lee K-8 School in Madison cluster to Woodmere Elementary in the Franklin cluster

Chinese: Chinese speakers seem to be concentrated in outer Southeast around the Harrison Park area.

Russian: Small populations exist in outer Southeast. Additional map of our existing Russian immersion students shows them coming from a wide range of surrounding districts with the greatest numbers coming from North Clackamas and David Douglas.

Somali: Greatest numbers exist in Northeast Portland near Rigler and Scott along with North Portland around Cesar Chavez and Rosa Parks.

Enrollment of Students of Color in Current DLI Programs:

As seen in TABLE B PPS DLI student population reflects greater diversity of students of color than in non-immersion programs. However, African American students are significantly underrepresented across all programs regardless of language and model. The new Mandarin immersion program at King School will begin to address this opportunity gap, but presumably will not close it. As expected two-way Spanish programs enroll a much higher Latino student population than the district as whole and in comparison to any other program model and language. The two-way Russian program is predominately white, but the majority of these students are heritage students.

Interim Recommendations: Building on the work of the committee and community input so far, the Dual Language Immersion Department developed the following interim recommendations for increasing opportunities in dual language immersion programs in PPS. These interim recommendations will require further vetting with district leadership and community stakeholders to determine how well each would meet district priorities, the feasibility of implementation in terms of costs and long term space capacity, and school readiness to implement.

Spanish Dual Language Immersion

Recommendation A: *Continue to review enrollment data in Fall 2014 to identify demand for program and potential sites for Spanish DLI in outer SE and North/Northeast Portland.*

Considerations for Recommendation:

During the 2013-14 school year, the DLI Department not only worked on expanding Spanish DLI programs throughout the district but also engaged in efforts to identify and remove barriers that have been keeping native Spanish speaking families from accessing Spanish DLI programs. The impact of those efforts needs to be measured by analyzing fall 2014 enrollment information. This information will be available in October. Staffing current Spanish DLI programs continues to be a challenge and the DLI department will work closely with HR to develop a long term strategic recruitment plan to ensure a high quality teacher workforce in Spanish DLI.

Somali Dual Language Immersion

Recommendation B: *Identify a strategy for serving Somali speakers in their native language (e.g. One-Way Developmental Bilingual Program, native language literacy classes, etc) in Fall 2015 or Fall 2016 in Wilson, Madison or Roosevelt clusters.*

Considerations for Recommendation: The DLI department has already begun work with the ESL Department and the Somali community to identify opportunities and barriers in supporting this population in their native language. The goal will be to provide this growing population with linguistically and culturally relevant education that better meets their needs. The identification of Somali speaking teachers will be included in the long term strategic plan for teacher recruitment. Identifying and developing materials will also require significant attention. We are also identifying existing programs and resources throughout the country that could serve as models for supporting our local Somali students.

Chinese Dual Language Immersion

Recommendation C: *Consider creating an additional Chinese Dual Language Immersion program in outer Southeast/Harrison Park area in Fall 2015.*

Considerations for Recommendation: In the spring of 2014, 45 native Chinese speakers applied through the lottery to the 23 slots reserved for native Chinese speakers at Woodstock. Clearly there is both a need and interest from this community to access Chinese dual language immersion. More opportunities for this need to be created to close the achievement gap for Chinese EB students. The majority of Chinese speaking EBs are native Cantonese speakers and therefore in order to support these children and their families a new Chinese Dual Language Immersion program must leverage Cantonese language as one of the primary oral languages of instruction and targeted outcomes for students. Mandarin must also be included as a targeted outcome as it is the National Language in China.

Additionally and significantly, Cantonese speaking families consistently express strong interest in having their children develop Mandarin speaking skills as well. Therefore this new program could aim to be a trilingual program. Such programs exist in the US, San Francisco specifically, and will need to be researched carefully to ensure quality implementation.

Vietnamese Dual Language Immersion

Recommendation D: *Identify a permanent home for Vietnamese DLI program (beginning Fall 2014 at Roseway Heights) in outer SE.*

Considerations for Recommendation: Current enrollment data indicates that outer SE Portland is where the greatest numbers of Vietnamese speaking children live. The DLI department will work closely with community and internal partners to determine the best site to serve the community and Vietnamese speaking children. This decision will need to be coordinated with the enrollment balancing efforts taking place this year.

Russian Dual Language Immersion

Recommendation E: *Working with the Russian speaking community, develop a collaborative partnership with the home districts of the Russian speaking EBs currently in our Russian immersion program. This partnership would identify strategies to better serve students and improve access to the program.*

Considerations for Recommendation: In 2013-14 approximately 170 of the 235 students in the Russian immersion program lived in other districts, with the vast majority coming from two neighboring districts: David Douglas and North Clackamas. Recent changes in state law regarding inter-district transfer, have limited the access to this program for out of district families. In order to serve our Russian speaking community and provide access to the program, PPS needs to reach across district lines to collaborate and support this program.

PreK Dual Language Immersion

Recommendation F: *Initiate and support DLI programs in PreK and Head Start prioritizing access for emerging bilinguals and historically underserved students.*

Considerations for Recommendation: Current research by Thomas and Collier indicates that starting DLI at PreK produces even greater results in closing the achievement gap for EBs. Beginning a child's education in one language at age 3 or 4 and then switching them to another language misses an opportunity to produce the best linguistic and academic outcomes. PreK and Head Start programs need to be

part of the immersion articulation in PPS. Consideration needs to be given to how to best leverage current PreK immersion programs in order to provide equitable access and close the opportunity gap.

DLI Expansion Committee Members:

Joseph Santos-Lyons, Executive Director, Asian Pacific American Network of Oregon

Mary Li, Coalition of Peoples of Color

Jade Chan, PPS DLI Parent

Ron Herndon, Albina Head Start

Nancy Ramirez Arriaga, Latino Network Program Director

Deborah Berry, PPS Head Start Principal

Eileen Isham, PPS Head Start Principal

Marti Diaz, Principal Kelly Elementary School

Rebecca Torres-Wilhelm, Rieke ES Principal

Beth Shelby, James John ES Principal

Verenice Gutierrez, Scott K-8 Principal

Daniel Cogan, DLI TOSA

Marisol Kreuzer, DLI TOSA

Richard Gilliam, Community Outreach Coordinator

Sascha Perrins, Senior Director - Schools

Karl Logan, Senior Director - Schools

Antonio Lopez, Assistant Superintendent – School Leadership

Larry Dashiell, Senior Director of OSP – Schools

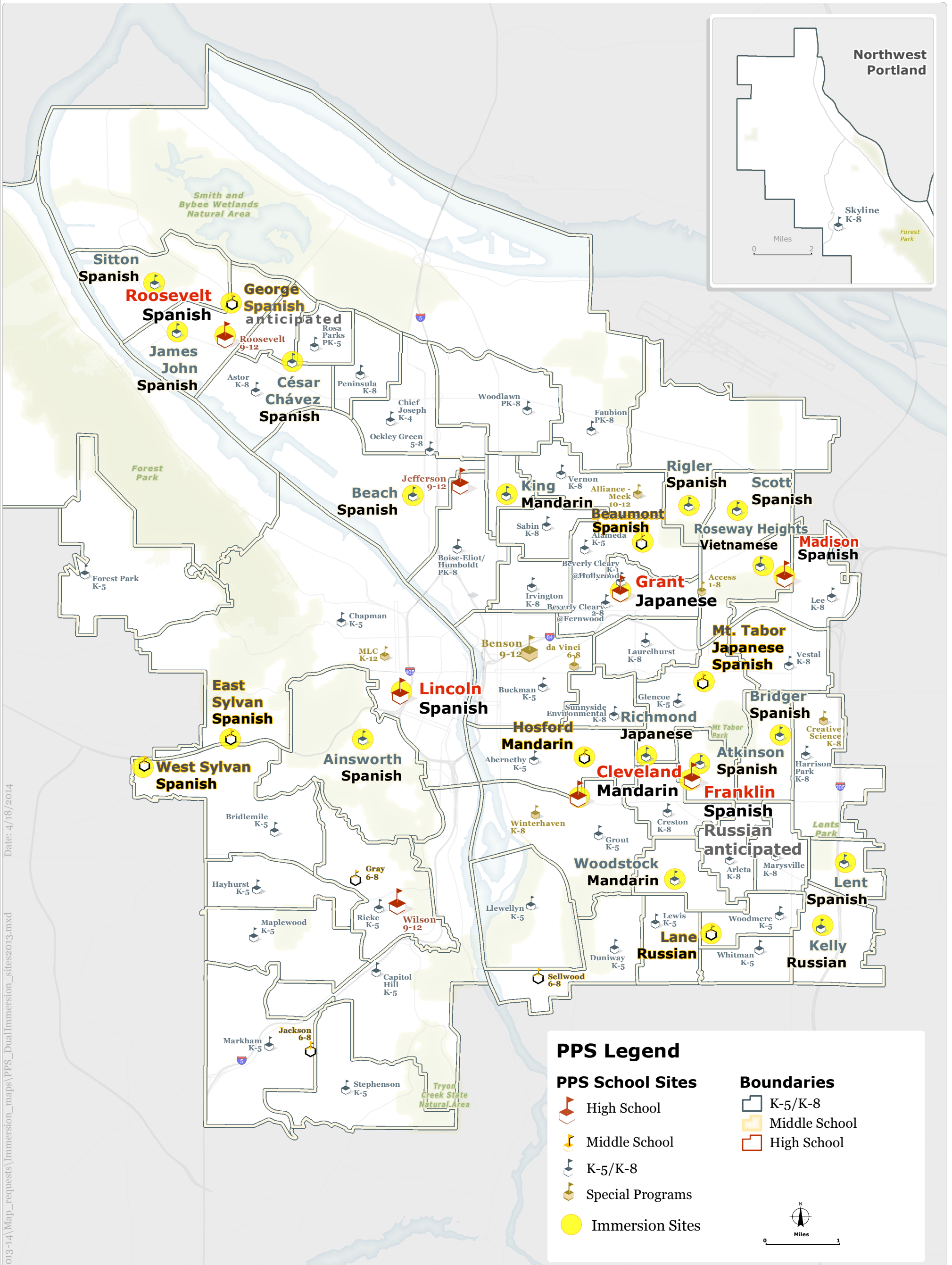
Melissa Goff, Assistant Superintendent of Teaching and Learning

Van Truong, Executive Director of OTL

Debbie Armendariz, Dual Language Senior Director

Michael Bacon, Dual Language Assistant Director

Judy Brennan, Enrollment and Transfer Center Director

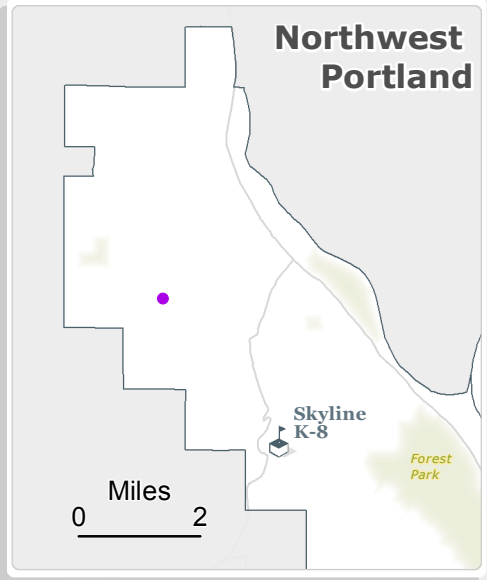
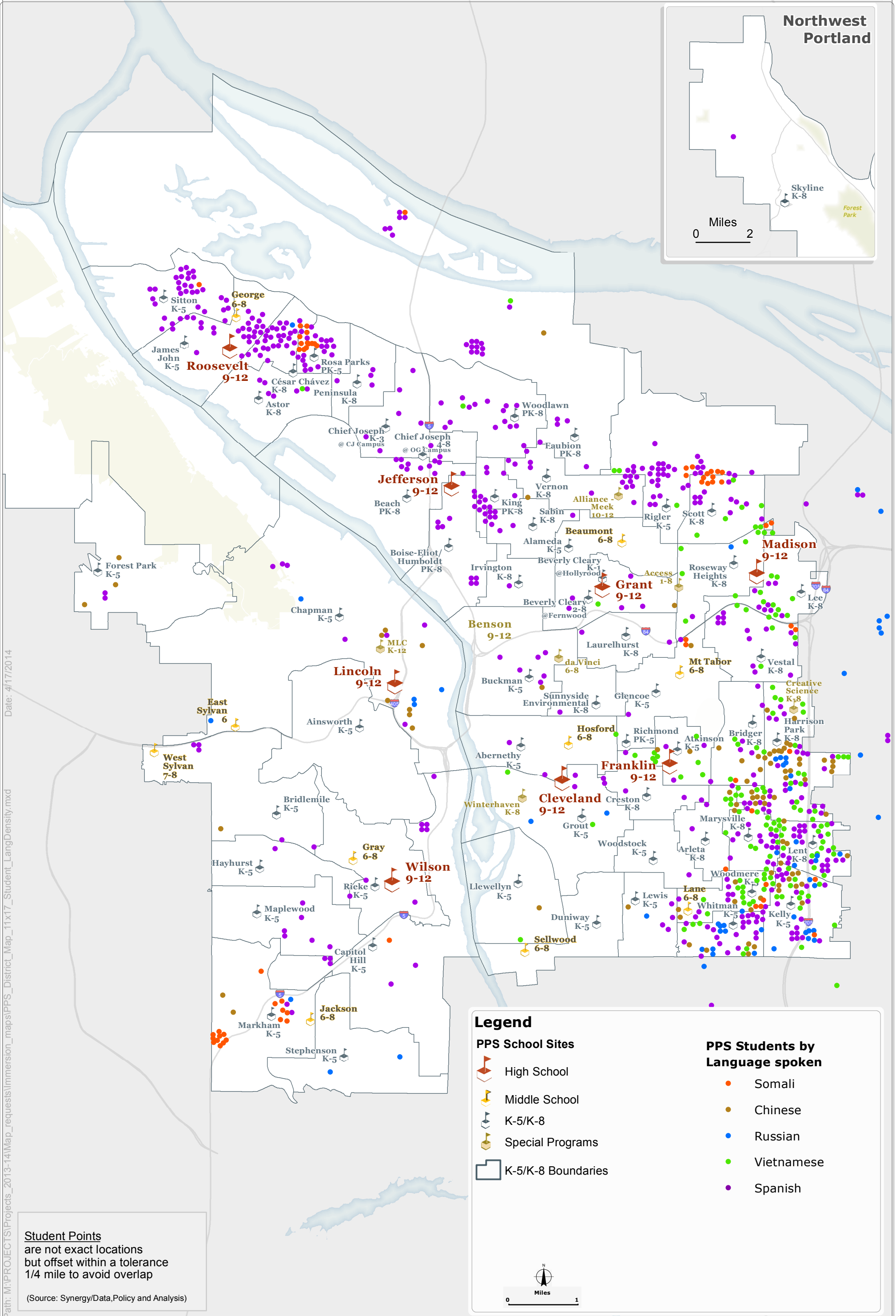


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Language Immersion Programs by Cluster and School Name

Cleveland		Franklin			Grant		Jefferson		Lincoln		Madison		Roosevelt	
School	Language	School	Language	Language	School	Language	School	Language	School	Language	School	Language	School	Language
Woodstock	Mandarin	Kelly	Russian		Grant	Japanese	King	Mandarin	Ainsworth	Spanish	Rigler	Spanish	Beach	Spanish
Hosford	Mandarin	Lane	Russian		Richmond	Japanese			East Sylvan	Spanish	Scott	Spanish	Cesar Chavez	Spanish
Cleveland	Mandarin	Franklin	Spanish	Russian*					West Sylvan	Spanish	Beaumont	Spanish	James John	Spanish
		Atkinson	Spanish						Lincoln	Spanish	Madison	Spanish	Sitton	Spanish
		Bridger	Spanish								Roseway Hts	Vietnamese	Roosevelt	Spanish
		Lent	Spanish										George	Spanish*
		Mt Tabor	Japanese	Spanish										

* Anticipated immersion program



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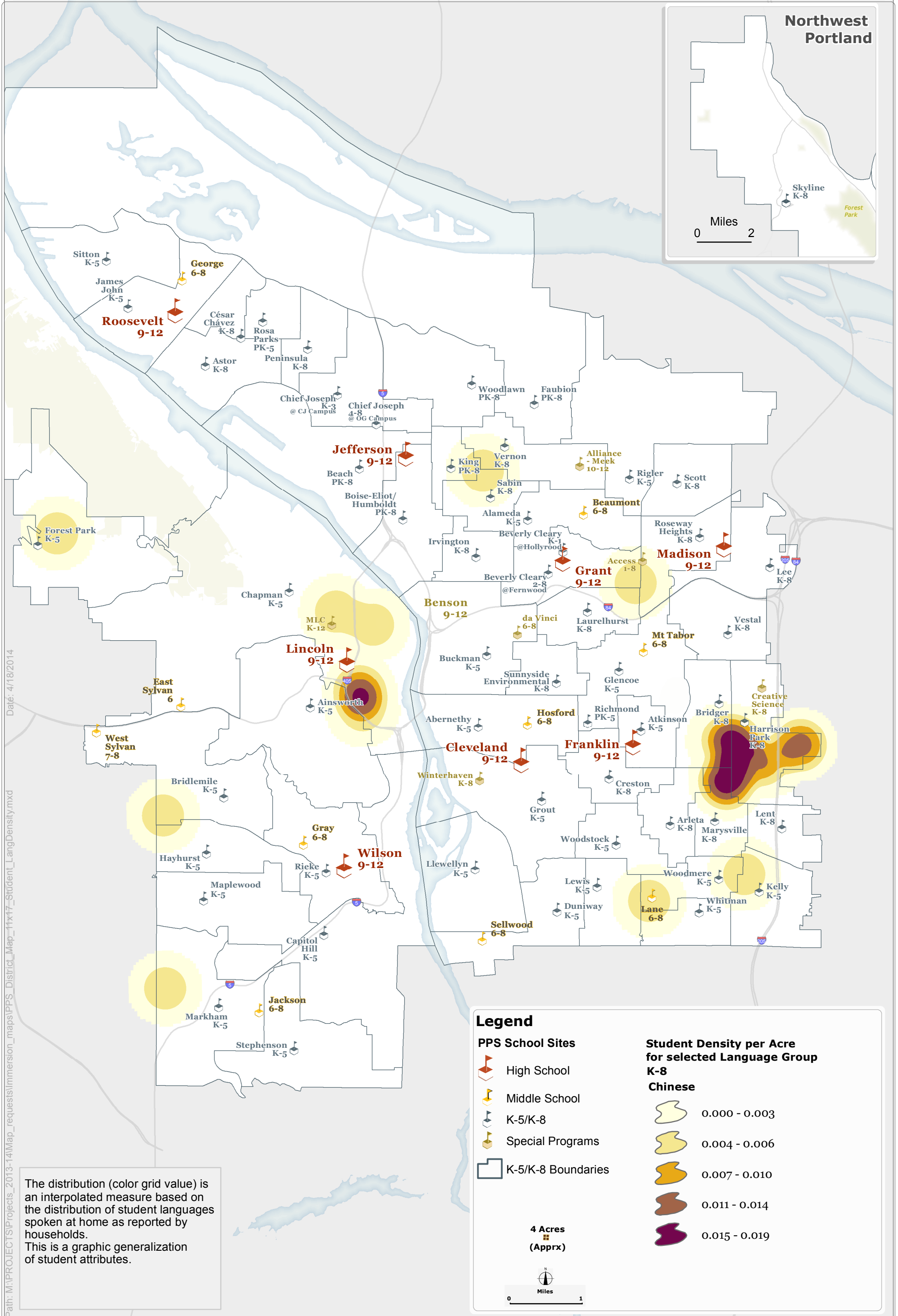
Student Points
 are not exact locations
 but offset within a tolerance
 1/4 mile to avoid overlap

(Source: Synergy/Data, Policy and Analysis)

Legend

PPS School Sites		PPS Students by Language spoken	
	High School		Somali
	Middle School		Chinese
	K-5/K-8		Russian
	Special Programs		Vietnamese
	K-5/K-8 Boundaries		Spanish

Miles
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The distribution (color grid value) is an interpolated measure based on the distribution of student languages spoken at home as reported by households. This is a graphic generalization of student attributes.

Legend

PPS School Sites

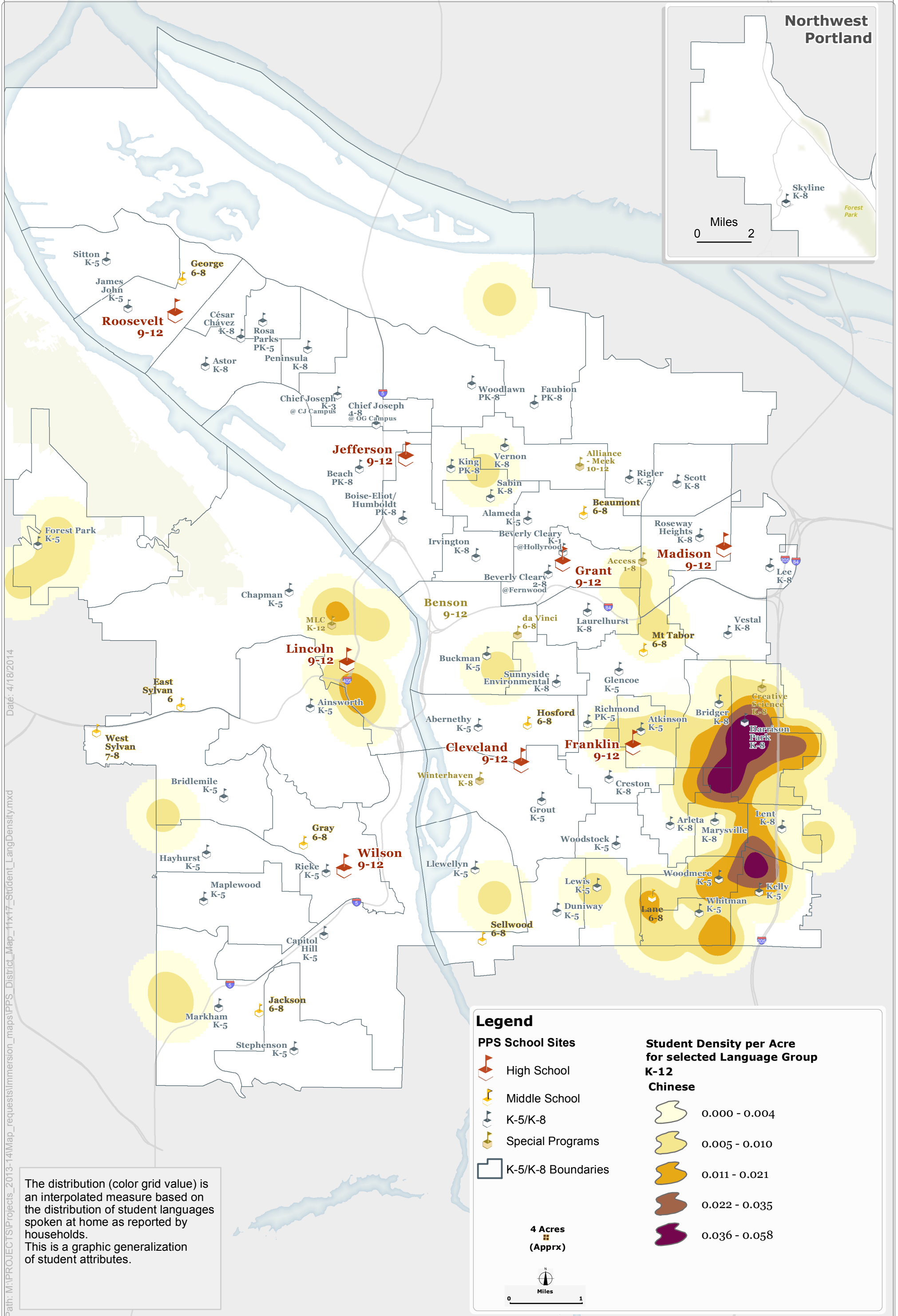
- High School
- Middle School
- K-5/K-8
- Special Programs
- K-5/K-8 Boundaries

Student Density per Acre for selected Language Group K-8 Chinese

- 0.000 - 0.003
- 0.004 - 0.006
- 0.007 - 0.010
- 0.011 - 0.014
- 0.015 - 0.019

4 Acres (Apprx)

Miles



Date: 4/18/2014

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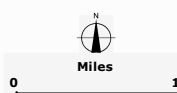
PPS School Sites

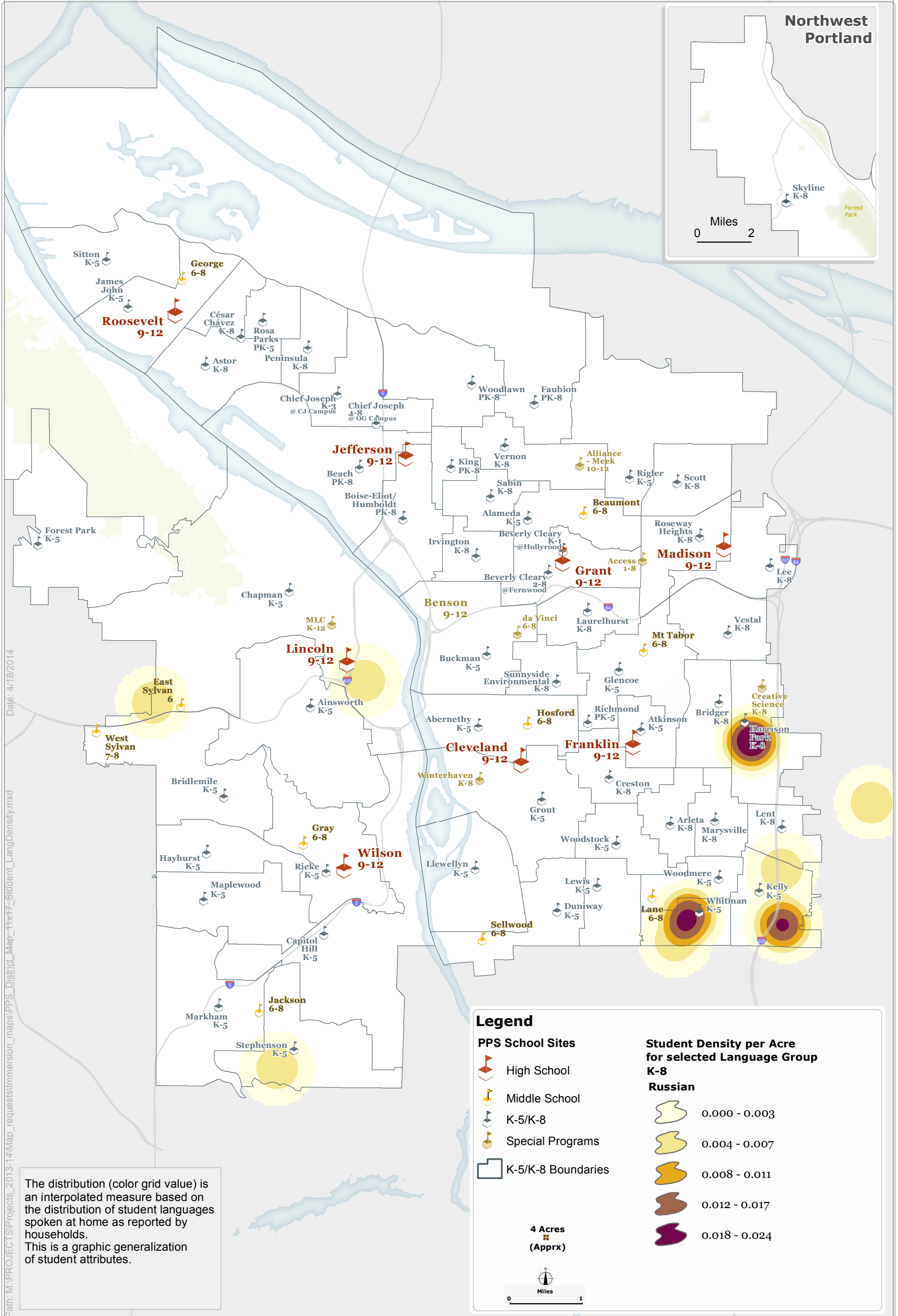
- High School
- Middle School
- K-5/K-8
- Special Programs
- K-5/K-8 Boundaries

Student Density per Acre for selected Language Group K-12 Chinese

- 0.000 - 0.004
- 0.005 - 0.010
- 0.011 - 0.021
- 0.022 - 0.035
- 0.036 - 0.058

4 Acres (Apprx)

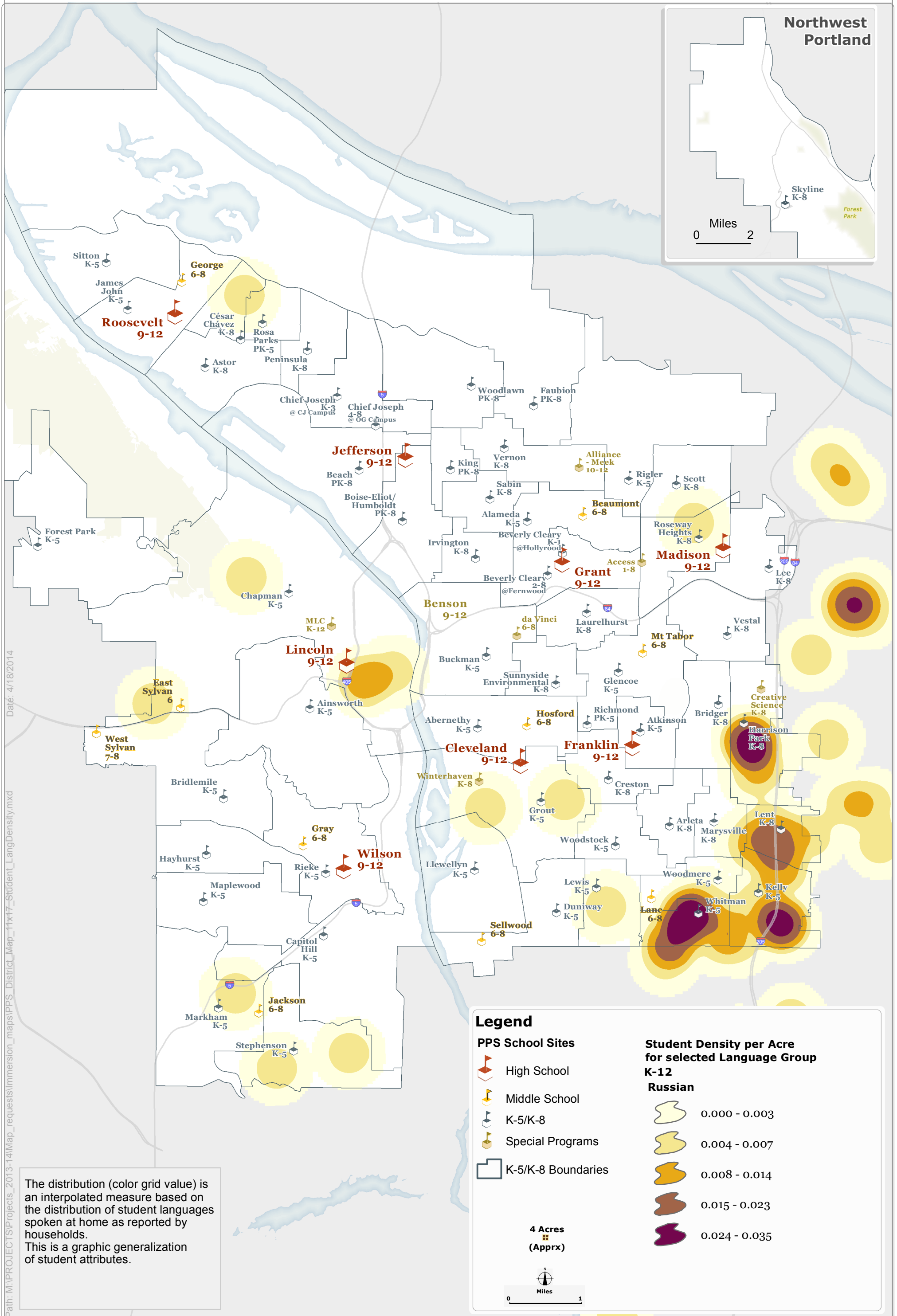




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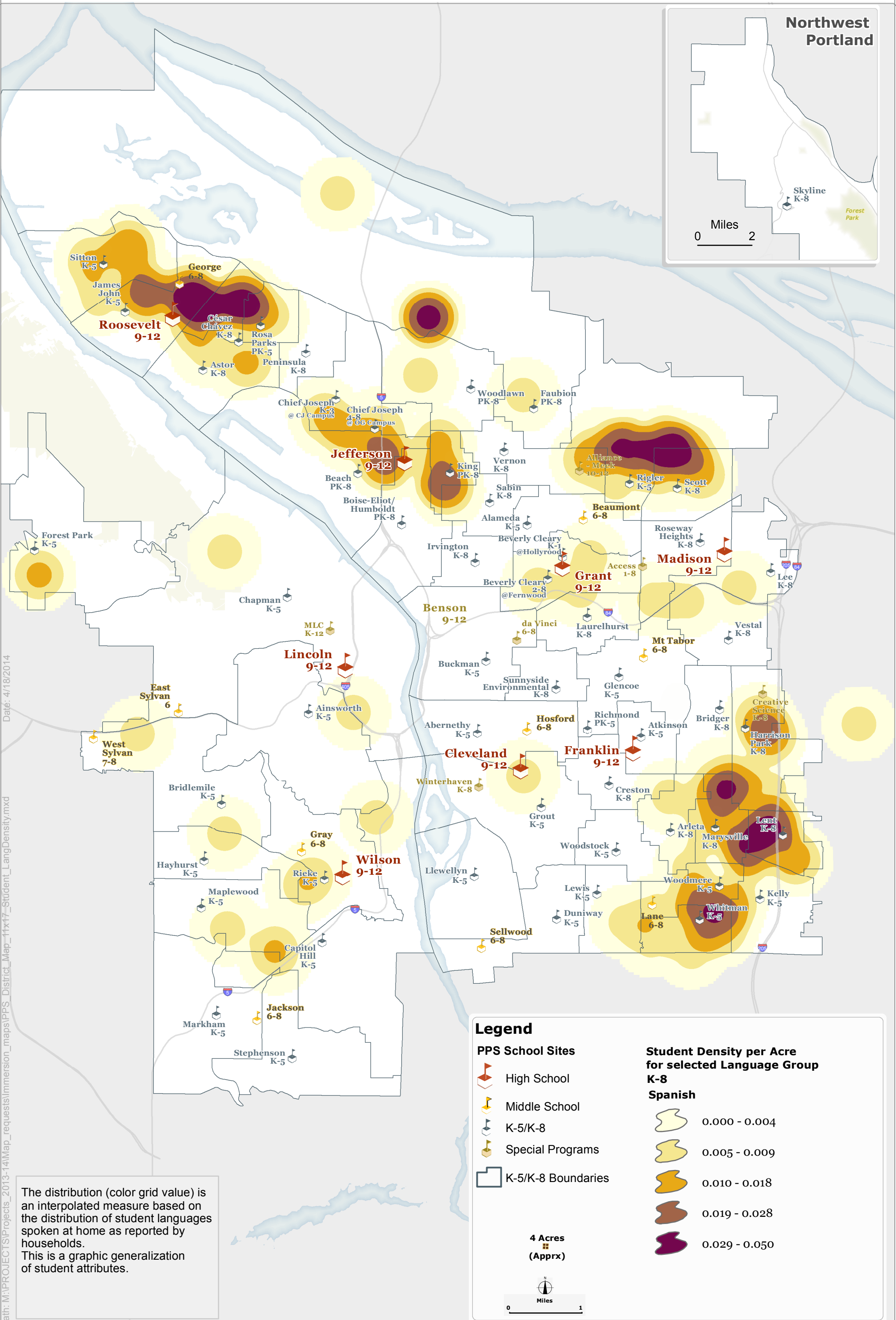
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Legend

PPS School Sites

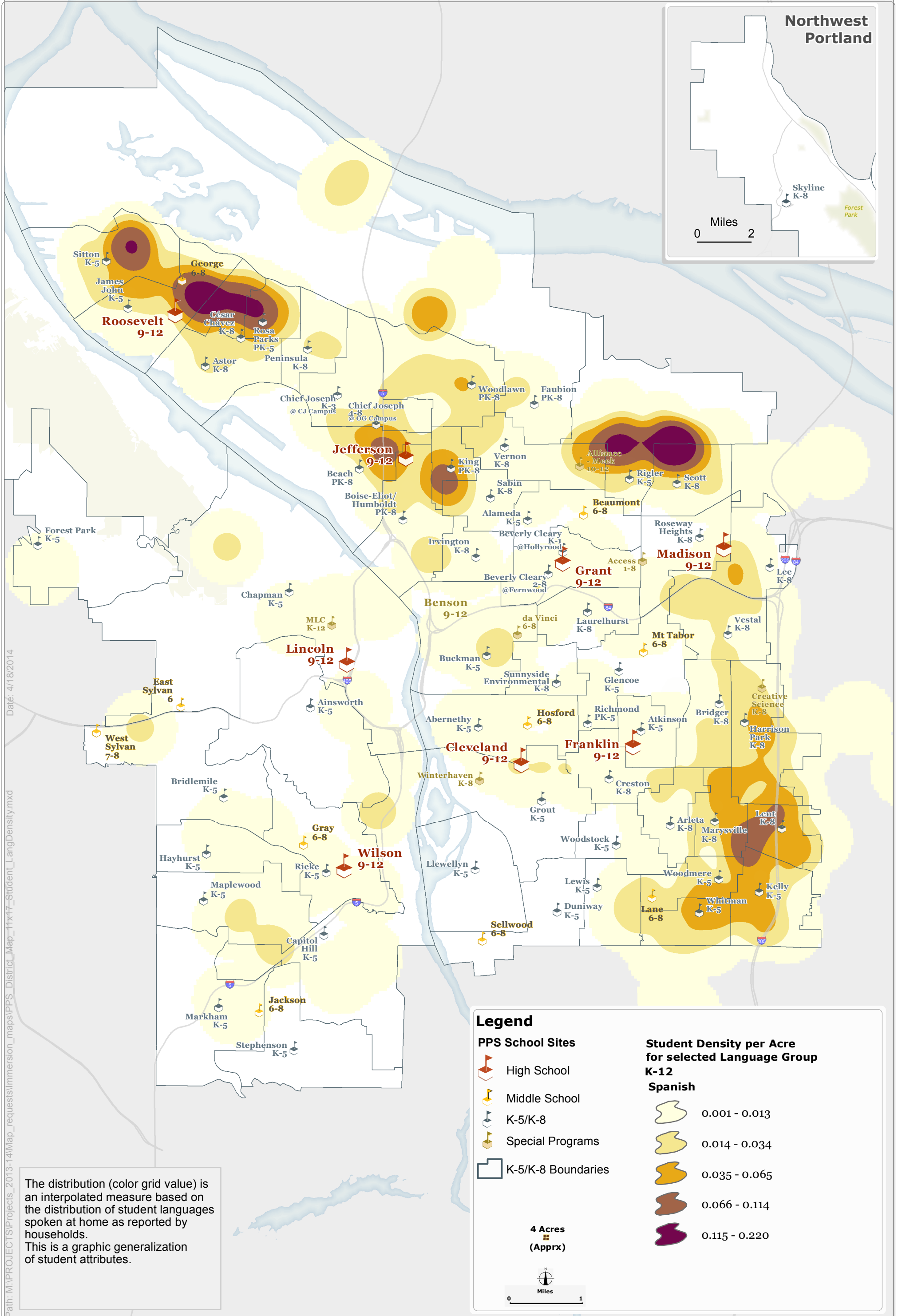
- High School
- Middle School
- K-5/K-8
- Special Programs
- K-5/K-8 Boundaries

Student Density per Acre for selected Language Group K-8 Spanish

- 0.000 - 0.004
- 0.005 - 0.009
- 0.010 - 0.018
- 0.019 - 0.028
- 0.029 - 0.050

4 Acres (Apprx)

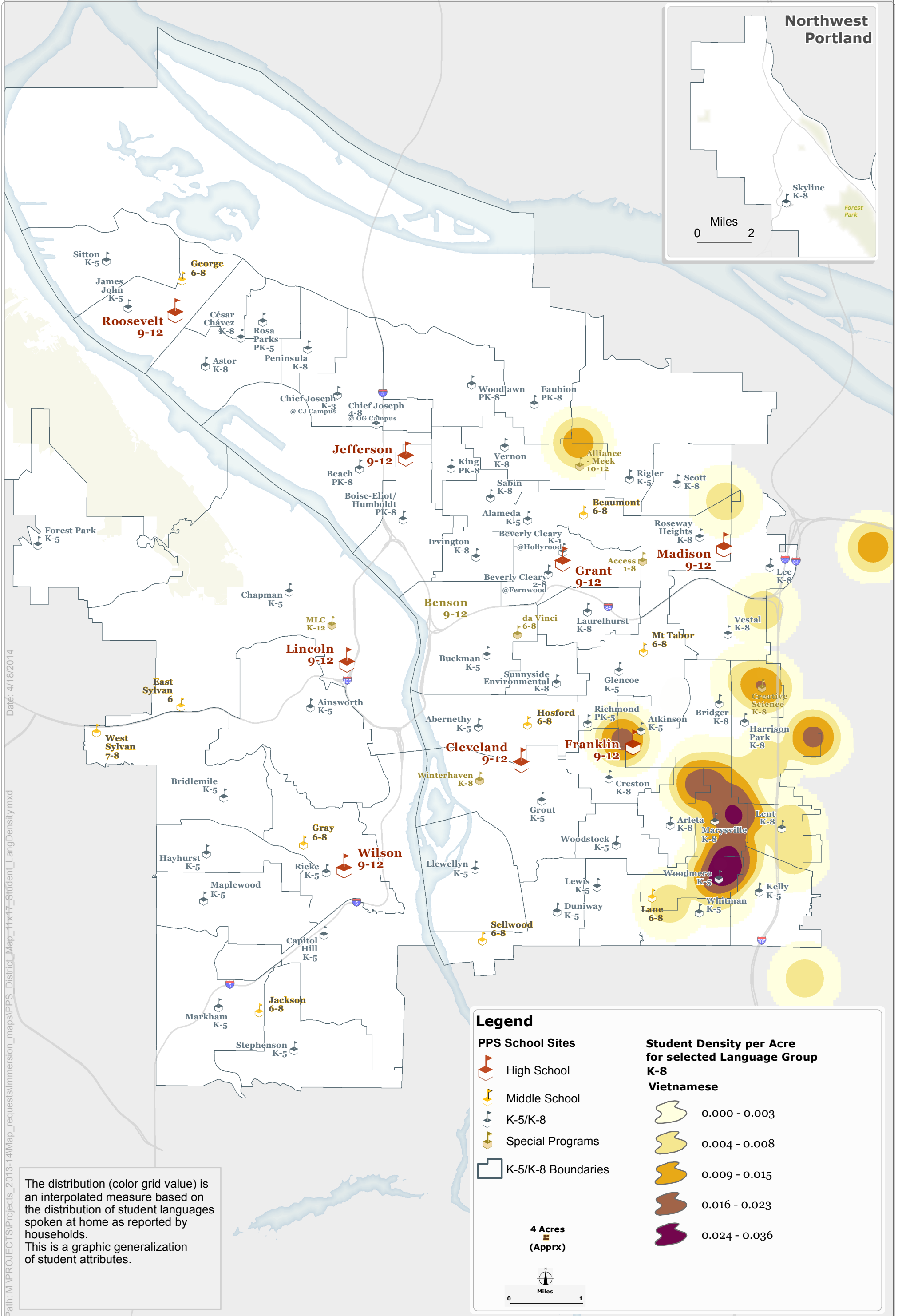
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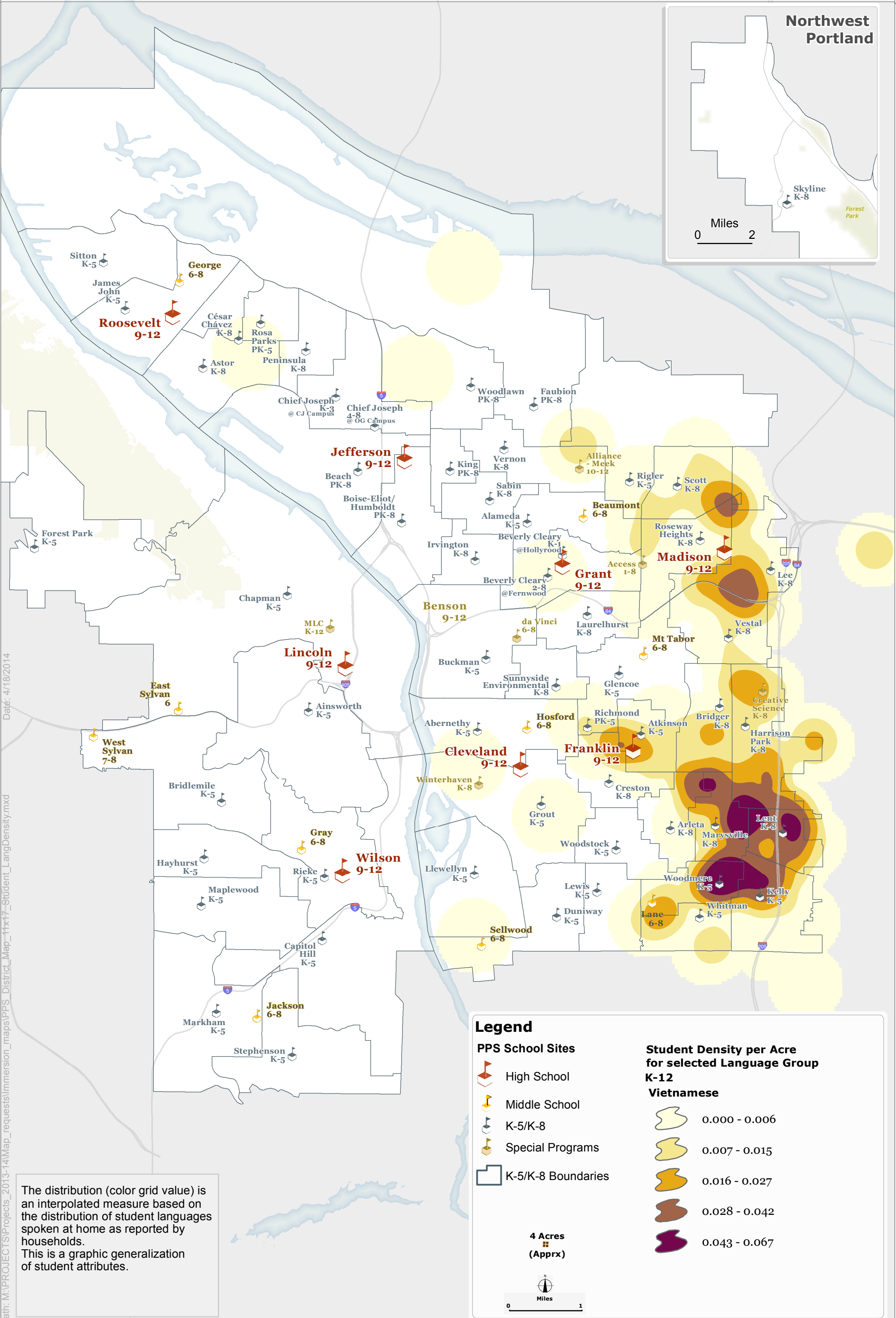
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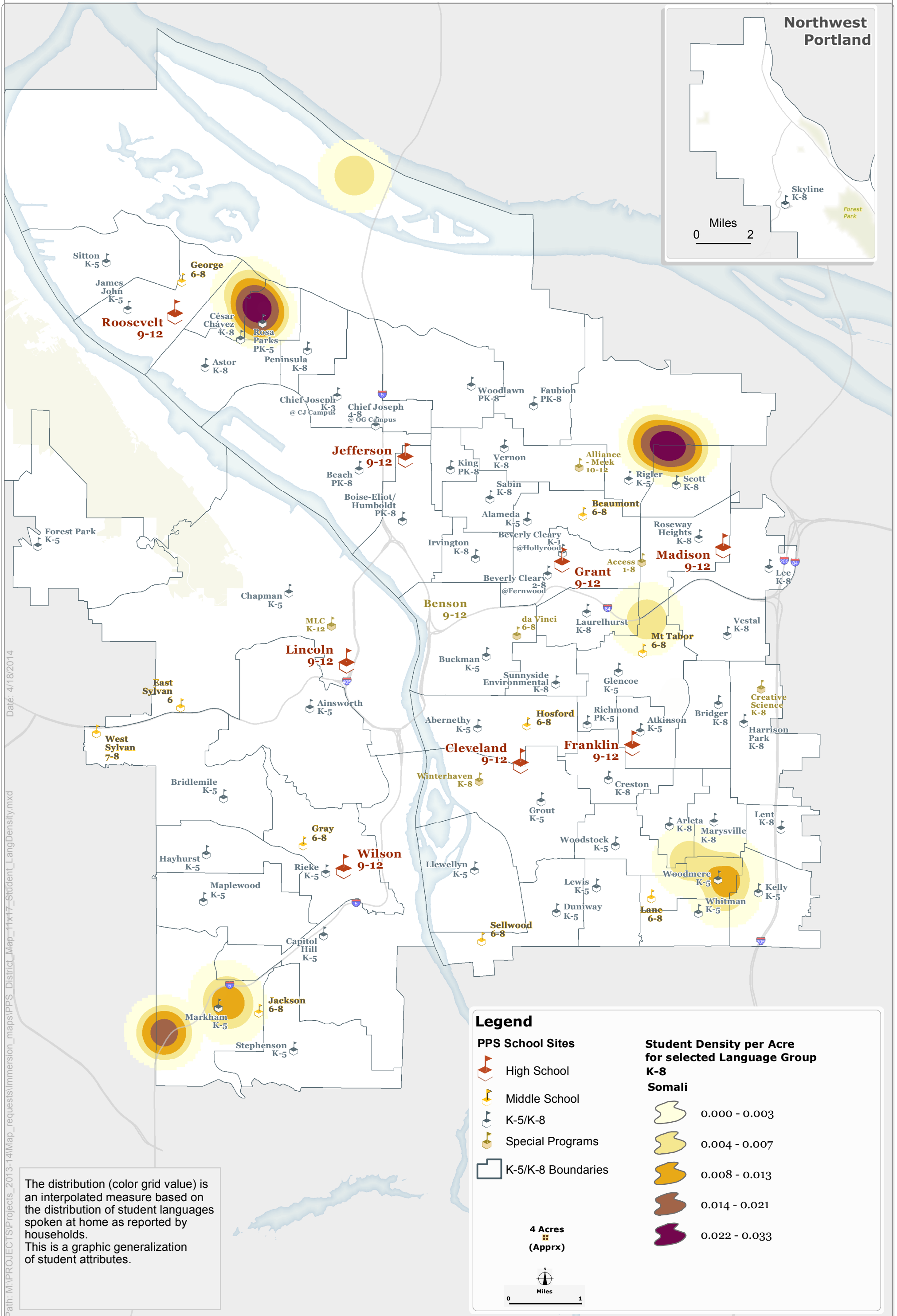
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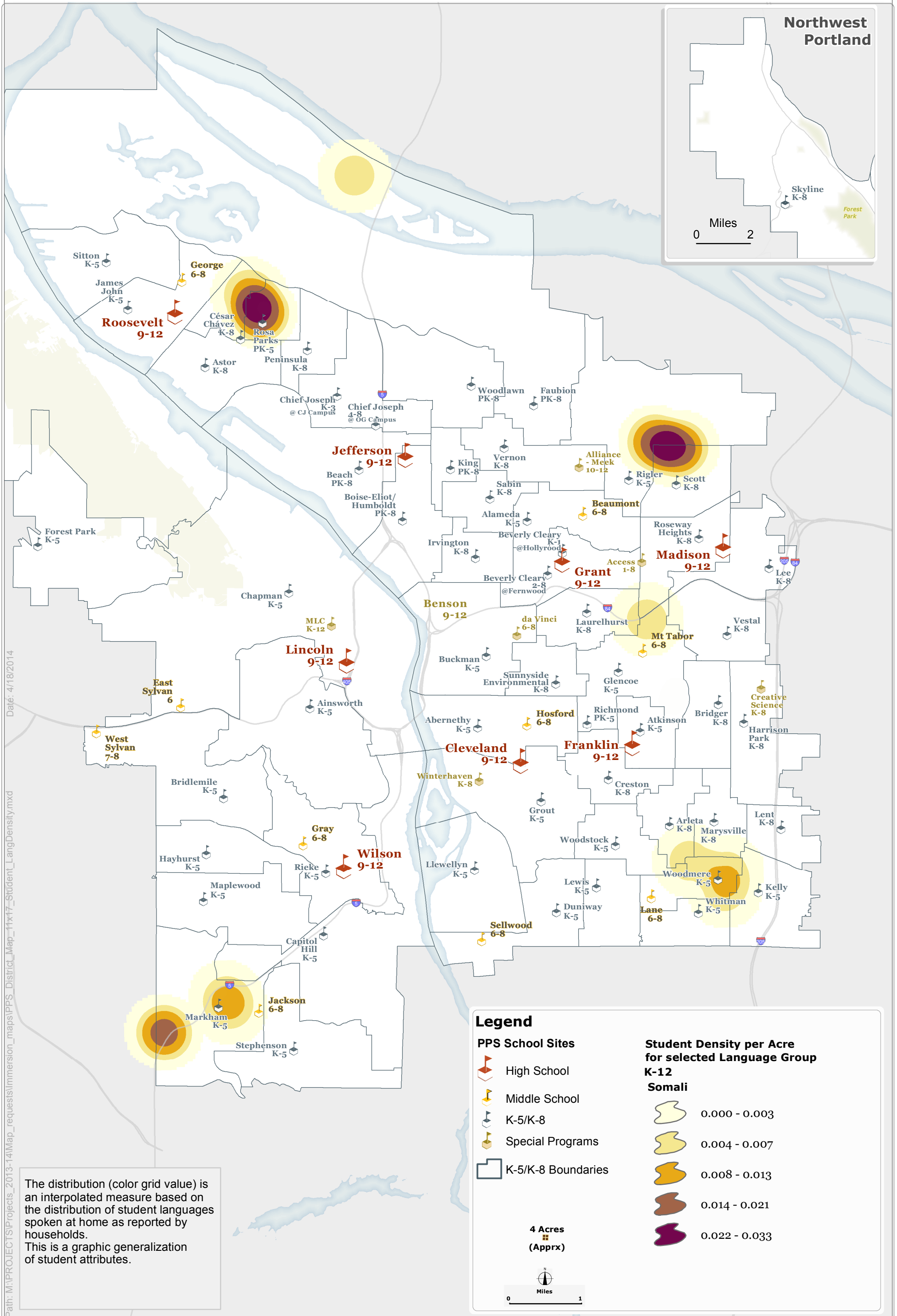
Legend

PPS School Sites	Student Density per Acre for selected Language Group K-12 Vietnamese
High School	0.000 - 0.006
Middle School	0.007 - 0.015
K-5/K-8	0.016 - 0.027
Special Programs	0.028 - 0.042
K-5/K-8 Boundaries	0.043 - 0.067
4 Acres (Apprx)	



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The distribution (color grid value) is an interpolated measure based on the distribution of student languages spoken at home as reported by households. This is a graphic generalization of student attributes.



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The distribution (color grid value) is an interpolated measure based on the distribution of student languages spoken at home as reported by households. This is a graphic generalization of student attributes.

Feasibility Study

Guiding Questions for Assessing the Feasibility of the Interim Recommendations

Objective: to measure the feasibility of the recommendations for increasing opportunities in DLI for the purpose of closing the achievement gap

Questions for feasibility study:

- What is the level of community support for the new dual language program from native speakers of the partner language in the surrounding area and from English speakers in the school?
- What configurations are possible? Single strand/two strand? One way/two way?
- How will slots be filled? Neighborhood only? Outside neighborhood? What would be the impact on enrollment to the school that would house the program? Schools in the feeder pattern? Schools in surrounding area?
- What instructional materials are available and which ones would need to be developed?
- What models exist throughout the country?
- What will be the most successful approaches to filling teacher vacancies? What will be our challenges?
- What facility has the space to hold this program now and through its development? Will the program be articulated K-12? Do schools in the feeder pattern have space to continue the program?
- What current resources can be leveraged? How can additional resources be secured?



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: September 9, 2014 **Executive Committee Lead:** Harriet Adair

Department: Enrollment & Transfer **Presenter/Staff Lead:** Judy Brennan

Agenda Action: Resolution Policy

SUBJECT: 2014-15 Interdistrict Transfer Slots

BRIEF SUMMARY AND RECOMMENDATION

In May 2014, PPS Board of Directors approved transfers slots for students seeking to enroll in schools outside of their resident district, in accordance with new state laws for interdistrict transfers. 800 slots were provided for students wishing to transfer in to PPS schools from other districts, and 30 slots were provided for students who reside in PPS but wish to attend schools elsewhere. The board also agreed to give priority to those who were already enrolled in their requested school or those with siblings attending their requested school.

Over 1,000 requests for transfer in and out of PPS have been received since May. Initial lotteries in June filled all slots. Since then many students who were approved to attend PPS schools have either moved into the PPS boundary or had their request denied by their resident district. Forfeited slots have been and will continue to be offered to students seeking placement in PPS, based on space availability. We do not anticipate a need for additional transfer slots into PPS for non-resident students.

We have also received more than 70 requests for transfer out of PPS. Many of the requests have come from students who qualify for board approved priority. Few students approved to transfer out of PPS have released their slots, and we continue to hear from families of students who attended non-PPS school and would like to be granted the opportunity to remain at the school where they are known.

We are requesting ten additional slots for PPS resident students to transfer out to schools in other districts. If granted, we will invite families to apply again for transfer and will run a lottery within a two week period.

BACKGROUND

The school board received background information and held discussion on this topic at the May 12, 2014 work session. Additional materials are found in that packet.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Policy 4.10.040-P, Admission of Nonresident Students

Reviewed and Approved by

Superintendent

Handwritten signature of Carrie Smith in cursive script.

Policy 4.10.047-AD, Residency and Neighborhood School Assignment
Policy 4.10.051-P, Student Enrollment and Transfers
Administrative Directive 4.10.054-AD, Student Transfers
Policy 4.10.090-AD, Interdistrict Agreements and Transfer of State School Funds

PROCESS / COMMUNITY ENGAGEMENT

Information will be posted on the PPS website. Families who have asked to be contacted if additional slots are open will be notified by telephone and e-mail. Once a lottery is run, result letters will be sent to families and other districts.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Interdistrict transfers are not specifically address in the equity policy implementation plan. However, the Superintendent's Advisory Committee on Enrollment and Transfer is developing recommendations to align enrollment and transfer policies with the PPS racial educational equity policy, which may impact future decisions regarding interdistrict transfers.

The PPS racial equity lens tool was utilized by staff in developing initial recommendations and outreach plans.

BUDGET / RESOURCE IMPLICATIONS

Ten student transfers out of PPS equals less than ½ FTE, and that impact would be dispersed across several schools. It is likely that most of the students who would transfer out were not attending PPS schools last year, so the students are not expected at their neighborhood schools this year.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If approved by the Board on September 9, families will be contacted and online information will be available September 10-15. A lottery will be run and families notified of results by September 19, 2014.

ATTACHMENTS

Reviewed and Approved by



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

INDEX TO THE AGENDA

September 9, 2014

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Number

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4956 and 4957

RESOLUTION No. 4956

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61086	Various: Funds to implement the Early Childhood and Schools PBIS Collaboration Project component of the Early Learning Multnomah Kindergarten Readiness Partnership and Innovation Program at Clarendon RELC, James John, and Cesar Chavez.	\$174,567	H. Adair Fund 205 Dept. 9999 Grant G1442
Portland Water Bureau	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61032	Various: Funds to remediate lead-based paint in various schools.	\$50,000	T. Magliano Fund 205 Dept. 9999 Grant G1408
Columbia Regional Programs	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 60983	District will provide 7.56 FTE Autism Consultant/Specialist to regionally eligible students from birth to age 21.	\$948,000	L. McConachie Fund 205 Dept. 5433 Grant G1342
Estacada School District	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61066	Columbia Regional Program will provide regionally eligible school-age children with deaf and hard of hearing classroom services.	\$37,225	L. McConachie Fund 299 Dept. 5422 Grant S0031
David Douglas School District, on behalf of MECP	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61067	Columbia Regional Program will provide regionally eligible children ages 3-5 with deaf and hard of hearing pre-school classroom services.	\$243,250	L. McConachie Fund 299 Dept. 5422 Grant S0031

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
The University of Oregon	6/1/2014 through 5/31/2015	Intergovernmental Agreement/Revenue IGA/R 59539 Amendment 2	Funding for year three of the three year K-12 Oregon Chinese Flagship grant project.	\$400,000 \$1,250,000	D. Armendariz Fund 205 Dept. 9999 Grant G1273

LIMITED SCOPE REAL PROPERTY REVENUE AGREEMENTS AND AMENDMENTS

No Limited Scope Real Property Revenue Agreements or Amendments

R. Dutcher

RESOLUTION No. 4957

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
CDW-G	9/10/2014	Purchase Order PO XXXXX	District-wide: Purchase of 202 tech bundles for Phase I of the Tech Bundle project.	Not-to-exceed \$500,000	J. Klein Fund 407 Dept. 5581 Project A1007
Open Meadow Alternative School, Inc.	8/1/2014 through 6/30/2015	Personal Services PS 61059	Various: Provide mentoring, tutoring, counseling and advocacy for 165 freshmen and 94 sophomores at Franklin, Madison, and Roosevelt for the 2014-2015 school year.	\$220,000	K. Duron Fund 205 Depts. 3215, 3218 & 3124 Grant G1188
J. C. Ehrlich Co., Inc. dba, Eden Advanced Pest Technologies	10/1/2014 through 1/13/2022	Cooperative COA 60945	District-wide: Provide integrated pest management service for all District buildings and properties per PPS Integrated Pest Management Program Manual.	\$500,000	T. Magliano Fund 101 Dept. 5593
Albina Head Start	9/1/2014 through 8/31/2015	Personal Services PS 61093	Roosevelt & Madison: Provide child care program for 28 infants and toddlers.	\$200,000	K. Wolfe Fund 101 Dept. 4306

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
North Clackamas School District	7/1/2014 through 6/30/2015	Intergovernmental Agreement IGA 60980	Provide 2.46 FTE Autism specialists for students eligible for low incidence Autism services.	\$308,400	L. McConachie Fund 205 Dept. 5433 Grant G1342

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Mojo's Transportation, Inc.	8/20/2014 through 6/30/2015	Services SR 58939 Amendment 3	District-wide: Provide specialized transportation services on a requirements basis. RFP 2011-1421	\$225,000 \$325,000	T. Brady Fund 101 Dept. 5560
Washington High School LLC	8/30/2014 through 10/31/2014	Services GS 60714 Amendment 1	Provide funds for the demolition of the heating plant building.	\$30,000 \$167,765	T. Magliano Fund 445 Dept. 5597 Project K0108

R. Dutcher

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following item:

Number 4958

RESOLUTION No. 4958

2014-15 Inter-District Student Transfer Slot Increase

RECITALS

- A. In May, 2014, the PPS Board of Directors authorized 800 slots for students to transfer into PPS from other districts and 30 slots for students who live in the PPS boundary to transfer to schools in other districts. The slots and lottery placement procedures were established in accordance with House Bill 2747 and House Bill 4007.
- B. An initial application and lottery process was held in June. While there have been enough transfer releases from students approved in to PPS to accommodate most new applicants, there have been few releases of transfers out of PPS. As a result there is still unmet interest in transfers out, particularly from families who recently moved into the PPS boundary but would like their students to remain at their former non-PPS schools.
- C. Superintendent Smith recommends ten additional transfer slots be available to students seeking transfer to schools outside of the PPS boundary.
- D. If approved, staff will accept applications for a limited period of time. If more than 10 applicants apply for the new slots, priority will be given to students applying to remain at the schools they attended in the 2013-14 school year, as well as siblings of students enrolled in the requested school. A random tie breaker will be used as needed.

RESOLUTION

- 1. The Board of Directors for Portland Public Schools accepts the Superintendent's recommendation to open 10 additional slots for PPS resident students to transfer out to other districts beginning in the 2014-15 school year.
- 2. The Board directs the Superintendent and staff to open an application process, conduct a lottery and provide results to families by September 19, 2014.

H.Adair