

**BOARD OF EDUCATION**

Portland Public Schools  
**STUDY SESSION**  
January 13, 2015

**Board Auditorium**

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. **PUBLIC COMMENT** 6:00 pm
  
2. **SECOND READING: AMENDED ENROLLMENT AND TRANSFER POLICY** - action item 6:20 pm
  
3. **BUDGET PRIORITIZATION** 7:15 pm
  
4. **DIVISION 22 REPORT AND FIRST READING: ANTI-HARASSMENT POLICY** 8:15 pm
  
5. **ADJOURN** 8:45 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:** December 12, 2014

**To:** Members of the Board of Education

**From:** Superintendent Carole Smith

**Subject:** Revised policy 4.01.051-P for first reading

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In 2013, the Board adopted the Jefferson PK-8 Cluster Enrollment Balancing Resolution # 4718 which outlined the following related to the PPS enrollment and transfer system and policies:

*"The Board directs staff to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level."*

*"The superintendent directs staff to: Engage the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) to review student assignment and transfer policies, identify opportunities to address broader city-wide demographic shifts and boundaries and expand possible solutions to present enrollment challenges and align with the Racial Educational Equity Policy."*

On November 10, 2014, SACET shared the policy recommendations that they made to me with the Board of Education.

On November 25, 2014, I made my policy recommendations to the Board. The Board of Education has hosted a town hall and two public hearings on the proposed policy. The Board has also discussed the proposed policy changes at two Board work sessions.

The purpose of this memo is to convey revisions to policy 4.10.051-P that will be included in policy for first reading.

- 1) **Building an equitable neighborhood-to-neighborhood transfer system:** this policy ends the neighborhood-to-neighborhood lottery system supporting the strengthening of our neighborhood schools.

- 2) **Provides a preference for students eligible for free and reduced meals and Head Start programs in the admission lottery for focus option schools:** creating this preference will provide greater access for historically underserved students.
- 3) **Allow special education students who have been required to transfer to a school, other than their neighborhood school, to stay there until the highest grade.**

In addition to the above outlined policy changes, the following implementation components are necessary to align with the Racial Educational Equity Policy:

- 1) **Strengthening of the petition transfer process:** adding staff and additional training to support the expected increase in petitions as well as an improved tracking system.
- 2) **Initiating reviews of focus option programs:** conducting the reviews called for in our Educational Options Policy - "The district shall collaborate with educational options to assess their ongoing assistance needs and determine their future status, including renewal, modification, termination, replication, or transition from program to school."
- 3) **Increase the percentage of admission slots set-aside for native language speakers in both the Richmond Japanese immersion & Ainsworth Spanish immersion programs.**

Based on the Board's discussion at the December 9<sup>th</sup> work session, the attached policy places the preference for co-enrolled siblings above preference for students who qualify for free or reduced-price meals or who qualify for Head Start pre-kindergarten for applicants to focus option school and programs. The revisions also include a description of a process for reviewing the results of lottery preferences and clarification regarding when the preference for low-income students would take effect.

The Board is scheduled to hold a first reading of the revised policy December 16, 2014. If no substantive changes to the policy language occur, adoption of the policy will take place January 13, 2015.

Please let me know if you have questions.

Attachments:

Policy 4.10.051-P with new changes

## 4.10.051-P Student Enrollment and Transfers (Changes from Superintendent recommendation)

### I. Policy Purpose

The purpose of this policy is to provide equal access to educational options for all resident students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's ~~policy to eliminate barriers to educational attainment~~ Racial Educational Equity Policy (2.10.010-P), and other district policies and state and federal requirements.

### II. General Policy Statement

~~All Portland Public School students have the right to attend their neighborhood school.~~ All Portland Public School students ~~also~~ have the right to request a transfer to attend any grade- appropriate school or program in the district. The Board is committed to families and students ~~as the primary decision-makers for their choice of~~ having equitable access to a broad portfolio of educational options. The district has the responsibility, through its centralized coordination of information, outreach, and support services, to provide families and students with information and advice that will enable families and students to make informed decisions about their choice of educational options.

### III. Definitions

#### (1) School and student terms

- (a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P .
- (b) Focus option. A separate school or program structured around a unique curriculum or particular theme and as defined in 6.10.022-P.
- (c) Transfer school. The school to which a student has transferred.
- (d) Transfer student. A district student attending a school other than his/her neighborhood school.
- (e) Resident student. A student who is a resident of the Portland Public School district.
- (f) Nonresident. A student from another district attending a PPS district school on inter-district transfer.

## 4.10.051-P Student Enrollment and Transfers (Changes from Superintendent recommendation)

(g) Sibling. Children with the same parent or supervising adult living together at the same address.

### (2) Admission and transfer terms

(a) Transfer: A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. There are two types of transfers:

(A) ~~On-time Lottery~~ transfers: a request to transfer ~~by a designated deadline to a focus option school.~~ ~~On-time Lottery~~ transfers are based on space availability and preferences.

(B) Petition transfers: a request to transfer ~~after the designated deadline.~~ ~~Petition transfer requests require extraordinary circumstances to be granted to a different neighborhood school, or to a focus option school after the lottery transfer process has closed.~~

~~(b) Extraordinary circumstances: The documented basis for school reassignments after the transfer deadline.~~

(~~eb~~) Enrollment: The process for accounting for students in schools.

(~~dc~~) Feeder pattern: A designated path for students to advance from one school grade grouping to another.

### IV. Policy Scope

This policy does not apply to nonresident students, alternative education placements, pre-kindergarten admissions, or charter school admissions. In order to meet the educational needs of students with disabilities, those students may be assigned to specialized program services outside of their neighborhood school. -The district also shall be in compliance with all federal and state laws and regulations regarding student enrollment and transfers.

### V. Admission

(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult, except as provided in Section IV. This right

#### 4.10.051-P Student Enrollment and Transfers (Changes from Superintendent recommendation)

extends to students returning to their neighborhood school with an on-time petition transfer request and to families with students new to the district.

- (2) By transfer. All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.
- (a) Transfers to a different neighborhood school: requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school. A transfer request to a different neighborhood school is granted based on an on-time transfer request, space availability and preferences.
  - (b) Transfers to a focus option school: requests to transfer to a focus option school shall be considered through a lottery process and a petition process after the lottery transfer process has closed. A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria if any and preferences.
  - ~~(c) Petition transfers are granted based on extraordinary circumstances.~~
- (3) Admission criteria for focus option schools or programs
- (a) Admission criteria to any District school or program shall be the same for neighborhood and transfer students.
  - (b) Admission criteria shall be clear, objective and directly related to the educational goals of the focus option and the district. A school or program may require the family and student to indicate an understanding of program expectations prior to enrollment.
  - (c) Middle and high school focus options may have admission criteria as specified in the operations plan required in 6.10.022-P.
  - (d) Elementary focus options shall have no admission criteria except for language criteria for dual language immersion and late entry for language immersion options.

## 4.10.051-P Student Enrollment and Transfers (Changes from Superintendent recommendation)

### VI. Enrollment

- (1) Students shall remain in the same program or school in which they are enrolled for the school year, except in cases of extraordinary circumstances. Schools shall collaborate with families, students and staff to meet the needs of students for that school year.
- (2) Students enrolled in a transfer school do not have to reapply until completion of all grades in that school.
- (3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.
- (4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.
- (5) Students enrolled in a curriculum that includes different school grade groupings may enroll in the school with the higher grade grouping after completion of the previous grade grouping.

### VII. Preferences

- ~~(1) Students who are residents of the district shall be given preference for admission to all district schools and programs.~~
- (21) If For focus option schools and programs, if lottery on-time transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:
- (a) ~~For neighborhood schools, neighborhood students. For focus options, students~~ Students continuing from their previous school grade grouping if required by the focus option plan of operations.
  - (b) Students required by state or federal law or other district policy to receive priority.
  - (c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high

#### 4.10.051-P Student Enrollment and Transfers (Changes from Superintendent recommendation)

school or program that includes other school grade groupings.

(d) Students who qualify to receive free and reduced-price meals, or qualify for enrollment in a Head Start Program, in a proportion corresponding to a district-wide average. The preference will occur at schools where the rate of enrolled students who qualify for free and reduced-price meals is lower than the district-wide average.

~~(c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.~~

~~(d)~~ Resident students who have submitted an on-time lottery transfer request.

~~(e) Nonresident students who have submitted an on-time transfer request, with those currently enrolled in Portland Public Schools having priority over students new to the District.~~

(2) If, after the lottery, staff identifies that there were applicants eligible for free and reduced meals, up to the district average, not approved due to the number of sibling applicants, the Board will review the order of preferences.

(3) A focus option may make special provision in its Board-approved plan of operations for admitting students from particular attendance areas.

#### VIII. Student Transfer Process

(1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.

(2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for on-time lottery and petition transfers and for inter district transfers.

(3) The superintendent shall establish a process for determining if space is available in a particular school or program.



#### 4.10.051-P Student Enrollment and Transfers (Changes from Superintendent recommendation)

(4) For focus options, ~~the~~ superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time lottery transfer request and meet admission criteria, if any, and there are more applicants than available space.

(5) For transfers to a different neighborhood school, or for transfers to a focus option after the lottery has closed, the petition transfer process will provide review of applications on an individualized basis. The superintendent shall establish clear, flexible, culturally relevant protocols and standards to the petition transfer process. In addition, the superintendent shall establish a process to collect and monitor data from petition transfer requests to ensure equitable processes and decision-making and to identify areas of improvement in neighborhood schools.

~~(56)~~ To support overall district goals and equal educational opportunities for all students, the lottery-transfer process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's ~~policy to eliminate barriers to educational attainment~~ Racial Educational Equity Policy (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.

~~(67)~~ The wait list established for a District focus option school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

#### IX. Non-Discrimination

(1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors provided for by state and federal laws and regulations and as provided in 1.80.020-P.

#### X. Policy Implementation and Effective Dates

(1) The superintendent shall develop administrative directives to implement this policy and a plan to transition to the new policy.

~~(2) The superintendent's transition plan shall include:~~

## 4.10.051-P Student Enrollment and Transfers (Changes from Superintendent recommendation)

~~(a) allowing a preference for siblings of children of those families with children currently or formerly enrolled in a focus option that has had a written policy that explicitly provides for a preference for all past and present siblings. This exception to Section VII (2)(c) shall apply only to those families with a written commitment for this sibling preference prior to August 26, 2002 and shall end for admissions to said focus options for the 2008-2009 school year.~~

~~(b) allowing a one-year transition for currently enrolled transfer students continuing to the next school grade grouping in their transfer feeder pattern for the 2004-05 school year, with full implementation of this policy for these students in school year 2005-06.~~

~~(32) With the exception of Section X (2)(a) and (b), this~~ This policy shall be implemented for the school year ~~2004-05~~2015-16.

Legal References:

History: Approved 5/12/03 BA 2646; Amended 1/24/2005 BA 3197

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## 4.10.051-P Student Enrollment and Transfers

### I. Policy Purpose

The purpose of this policy is to provide equal access to educational options for all resident students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's Racial Educational Equity Policy (2.10.010-P), and other district policies and state and federal requirements.

### II. General Policy Statement

All Portland Public School students have the right to request a transfer to attend any grade- appropriate school or program in the district. The Board is committed to families and students having equitable access to a broad portfolio of educational options. The district has the responsibility, through its centralized coordination of information, outreach, and support services, to provide families and students with information and advice that will enable families and students to make informed decisions about their choice of educational options.

### III. Definitions

#### (1) School and student terms

- (a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P .
- (b) Focus option. A separate school or program structured around a unique curriculum or particular theme and as defined in 6.10.022-P.
- (c) Transfer school. The school to which a student has transferred.
- (d) Transfer student. A district student attending a school other than his/her neighborhood school.
- (e) Resident student. A student who is a resident of the Portland Public School district.
- (f) Nonresident. A student from another district attending a PPS district school on inter-district transfer.
- (g) Sibling. Children with the same parent or supervising adult living together at the same address.

## 4.10.051-P Student Enrollment and Transfers

### (2) Admission and transfer terms

(a) Transfer: A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. There are two types of transfers:

(A) Lottery transfers: a request to transfer to a focus option school. Lottery transfers are based on space availability and preferences.

(B) Petition transfers: a request to transfer to a different neighborhood school, or to a focus option school after the lottery transfer process has closed.

(b) Enrollment: The process for accounting for students in schools.

(c) Feeder pattern: A designated path for students to advance from one school grade grouping to another.

### IV. Policy Scope

This policy does not apply to nonresident students, alternative education placements, pre-kindergarten admissions, or charter school admissions. In order to meet the educational needs of students with disabilities, those students may be assigned to specialized program services outside of their neighborhood school. The district also shall be in compliance with all federal and state laws and regulations regarding student enrollment and transfers.

### V. Admission

(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult, except as provided in Section IV. This right extends to students returning to their neighborhood school with a petition transfer request and to families with students new to the district.

(2) By transfer. All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.

(a) Transfers to a different neighborhood school: requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be

## 4.10.051-P Student Enrollment and Transfers

considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school.

(b) Transfers to a focus option school: requests to transfer to a focus option school shall be considered through a lottery process and a petition process after the lottery transfer process has closed. A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria if any and preferences.

(3) Admission criteria for focus option schools or programs

(a) Admission criteria to any District school or program shall be the same for neighborhood and transfer students.

(b) Admission criteria shall be clear, objective and directly related to the educational goals of the focus option and the district. A school or program may require the family and student to indicate an understanding of program expectations prior to enrollment.

(c) Middle and high school focus options may have admission criteria as specified in the operations plan required in 6.10.022-P.

(d) Elementary focus options shall have no admission criteria except for language criteria for dual language immersion and late entry for language immersion options.

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(1) Students shall remain in the same program or school in which they are enrolled for the school year, except in cases of extraordinary circumstances. Schools shall collaborate with families, students and staff to meet the needs of students for that school year.

(2) Students enrolled in a transfer school do not have to reapply until completion of all grades in that school.

(3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.

## 4.10.051-P Student Enrollment and Transfers

- (4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.
- (5) Students enrolled in a curriculum that includes different school grade groupings may enroll in the school with the higher grade grouping after completion of the previous grade grouping.

### VII. Preferences

- (1) For focus option schools and programs, if lottery transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:
  - (a) Students continuing from their previous school grade grouping if required by the focus option plan of operations.
  - (b) Students required by state or federal law or other district policy to receive priority.
  - (c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.
  - (d) Students who qualify to receive free and reduced-price meals, or qualify for enrollment in a Head Start Program, in a proportion corresponding to a district-wide average. The preference will occur at schools where the rate of enrolled students who qualify for free and reduced-price meals is lower than the district-wide average.
  - (e) Resident students who have submitted an on-time lottery transfer request.
- (2) If, after the lottery, staff identifies that there were applicants eligible for free and reduced meals, up to the district average, not approved due to the number of sibling applicants, the Board will review the order of preferences.
- (3) A focus option may make special provision in its Board-approved plan of operations for admitting students from particular attendance areas.

## 4.10.051-P Student Enrollment and Transfers

### VIII. Student Transfer Process

- (1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.
- (2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for lottery and petition transfers and for inter district transfers.
- (3) The superintendent shall establish a process for determining if space is available in a particular school or program.
- (4) For focus options, the superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time lottery transfer request and meet admission criteria, if any, and there are more applicants than available space.
- (5) For transfers to a different neighborhood school, or for transfers to a focus option after the lottery has closed, the petition transfer process will provide review of applications on an individualized basis. The superintendent shall establish clear, flexible, culturally relevant protocols and standards to the petition transfer process. In addition, the superintendent shall establish a process to collect and monitor data from petition transfer requests to ensure equitable processes and decision-making and to identify areas of improvement in neighborhood schools.
- (6) To support overall district goals and equal educational opportunities for all students, the transfer process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's Racial Educational Equity Policy (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.
- (7) The wait list established for a focus option school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

### IX. Non-Discrimination

- (1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors

## 4.10.051-P Student Enrollment and Transfers

provided for by state and federal laws and regulations and as provided in 1.80.020-P.

### X. Policy Implementation and Effective Dates

- (1) The superintendent shall develop administrative directives to implement this policy and a plan to transition to the new policy.
- (2) This policy shall be implemented for the school year 2015-16.

History: Approved 5/12/03 BA 2646; Amended 1/24/2005 BA 3197



## **RESOLUTION No. 5009**

### Revisions to Policy 4.10.051-P, Student Enrollment and Transfers

#### **RECITALS**

- A. In February 2013, the PPS Board of Education unanimously approved resolution 4718, the PK-8 Jefferson Enrollment Balancing Resolution, directing staff to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.
- B. The Superintendent charged the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) with recommending revisions to enrollment and transfer policies to improve alignment with Portland Public Schools' strategic framework and Racial Educational Equity Policy. Over an 18 month period SACET met more than forty times and provided three status updates to the Board. It issued final recommendations to the Superintendent in October 2014.
- C. The Superintendent presented her recommendations to the Board in November 2014, including proposals for revisions to policy 4.10.051-P, Student Enrollment and Transfers. A first reading was presented on December 16, 2014.
- D. The policy reflects the following changes to align with the Racial Educational Equity Policy:
  - I. Builds an equitable neighborhood-to-neighborhood transfer system: this policy ends the neighborhood-to-neighborhood lottery system supporting the strengthening of our neighborhood schools
  - II. Provides a preference for students eligible for free and reduced meals and Head Start programs in the admission lottery for focus option schools and programs: creating this preference will provide greater access for historically underserved students.
  - III. Allows special education students who have been required to transfer to a school other than their neighborhood school, to stay there until the highest grade.
- E. In addition to the regular public comment at Board meetings, there were 3 additional opportunities for comment dedicated to this topic, as well as a public survey and a written comment period.
- F. An administrative directive will be developed and information about the transfer changes will be distributed in multiple languages through the district website, schools and community partners in time for the upcoming transfer cycle.
- G. Additional resources will be requested to support procedural changes, and semi-annual reports will be provided to the School Board showing summary results of the petition process.

#### **RESOLUTION**

1. The Board of Education hereby adopts the revised Student Enrollment and Transfers Policy Policy 4.10.051-P.
2. The Board acknowledges and appreciates SACET for developing transfer policy and procedural recommendations.
3. The Board directs the Superintendent to brief Board members on the outcome of the new procedures prior to the 2016 transfer cycle.



# Board of Education Informational Report

## MEMORANDUM

**Date:** January 9, 2015  
**To:** Members of the Board of Education  
**From:** Yousef Awwad, CPA - Chief Financial Officer  
**Subject:** Priorities for investment in PPS 2015-16 Budget

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At the District's Board of Education Meeting on January 13, 2015 the members of the board will have a work session on budget priorities for the coming year. Superintendent Smith is scheduled to present the school staffing plan and framework for her budget proposal to the board in the week of March 9, 2015 and to formally propose the budget for 2015-16 on March 31, 2015.

The purpose of the discussion on January 13 is to provide board members the opportunity to provide guidance to staff as to priorities for the budget for the coming year, to identify areas that board members wish to see addressed, and to provide overall direction for budget development.

There are several variables that affect the budget for next fiscal year. Those variables include student enrollment, local levies, and the most critical one is the state appropriation for K-12 education. Because this is the first year of the biennium and we do not know the legislative appropriation for K-12 education yet, there is great uncertainty regarding revenue projections for FY2015-2016. Our first priority is to maintain the current service level and sustain existing programs and services. However, we are hoping to be able to build upon this current service level. The budget exercise on January 13 is designed to get the board's input and direction to prioritize any investments the district is able to make if funding allows.

The three strategic priorities for PPS are:

- Ensuring that all students are reading at benchmark by the end of third grade.
- Improving high school graduation and completion rates.
- Eliminating disproportionality in out of school discipline between white students and students of color and reducing out-of-school discipline for all students by 50 percent.

Budget development for 2015-16 will be designed to support these three priorities and will be undertaken in alignment with the PPS Racial Educational Equity Policy, which explicitly calls for the differentiation of resources in order to accomplish the goals of "raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories" ..... "even when this means differentiating resources to accomplish this goal."

We have incorporated ideas submitted by board members such as adding library/media specialists (Director Buel), student technology (Director Koehler), expanding CTE offerings (Directors Regan and Koehler), wrap-around service (Director Morton) and project-based hands-on learning opportunities for students (Director Regan), for example.

Staff will use the three priorities established by the board through this exercise to inform and guide the work of developing the superintendent's proposed budget.

Disclaimer: This is an exercise. The opportunities described are not formal budget proposals and this is not an exhaustive list of ideas under consideration. A number of these topics are still the subject of continuing work. The options are to be representative of program focus not specific activity. The values are artificial and are likely to be different in any final proposals presented during the budget development process.

### **Directions**

For the purposes of this exercise, staff has identified a number of potential investment opportunities, most of which have been given a points value representing three prioritization levels. We are asking Board members to review the summary descriptions of the various opportunities and select options that add up to 20 points.

The details for the exercise are set out in the Excel spreadsheet [sent with this note].

The first tab "Priority Summary Sheet" lists the various programs and priority options, and includes the total points available (20) and the balance remaining. Once you make a choice, that amount will change.

For each program and priority option there is a tab with a brief summary and a description of the options. Please make your choices on the tabs and not on the summary page. Enter the value of the option you choose, not the number of the option (For example, if option 1 costs 3 points enter "3" not "1"). For your convenience the balance remaining is also shown on each tab.

This information will also be sent to you via email so that you have the spreadsheet available electronically to work on prior to the meeting. There will be a brief review of the exercise at the start of the work session and then we will move straight into board discussion. We would ask that board members review the material and make their preliminary choices before the board meeting. We will have the spreadsheet loaded on a computer at the work session to assist in facilitating the discussion.

### **Questions for the board**

1. How would you allocate 20 points among these options?
2. What are the underlying values or interests that informed your choices and priorities among all these opportunities?
3. Are there other general concepts missing from this list that you want to ensure are reviewed in the budget development process?
4. Are there any things that are currently being funded (not on this list) that you would cut or reduce funding for, in order to increase investment in programs to improve outcomes for our students?

### **Attachments:**

- Budget Prioritization Exercise – copy of Excel worksheet
- PPS Milestones
- PPS Successful Schools Framework

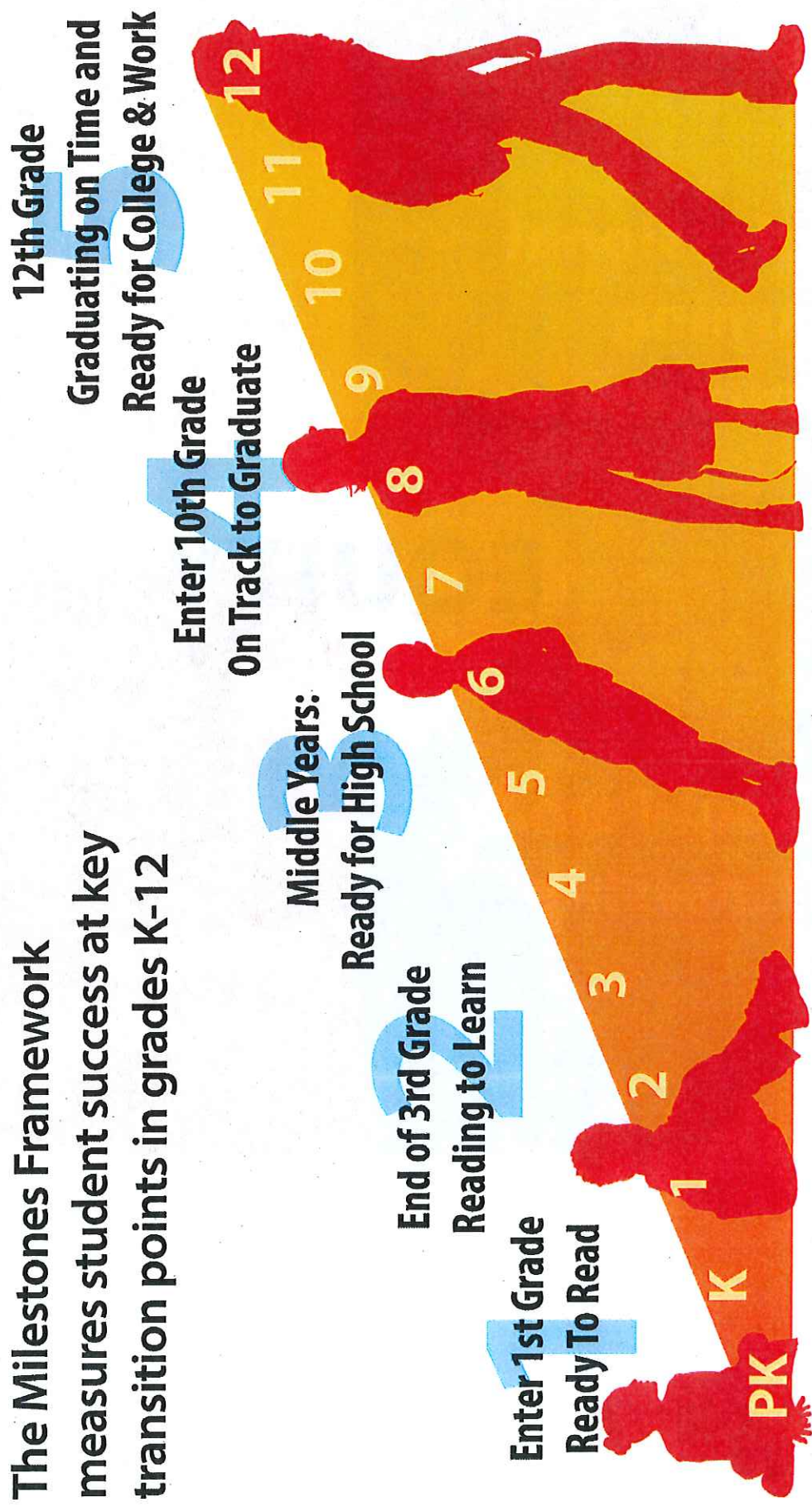
- PPS Racial Equity Tool

Note: This material has also been sent to you via email so that you can have the Excel file to work with electronically.

Measuring results:

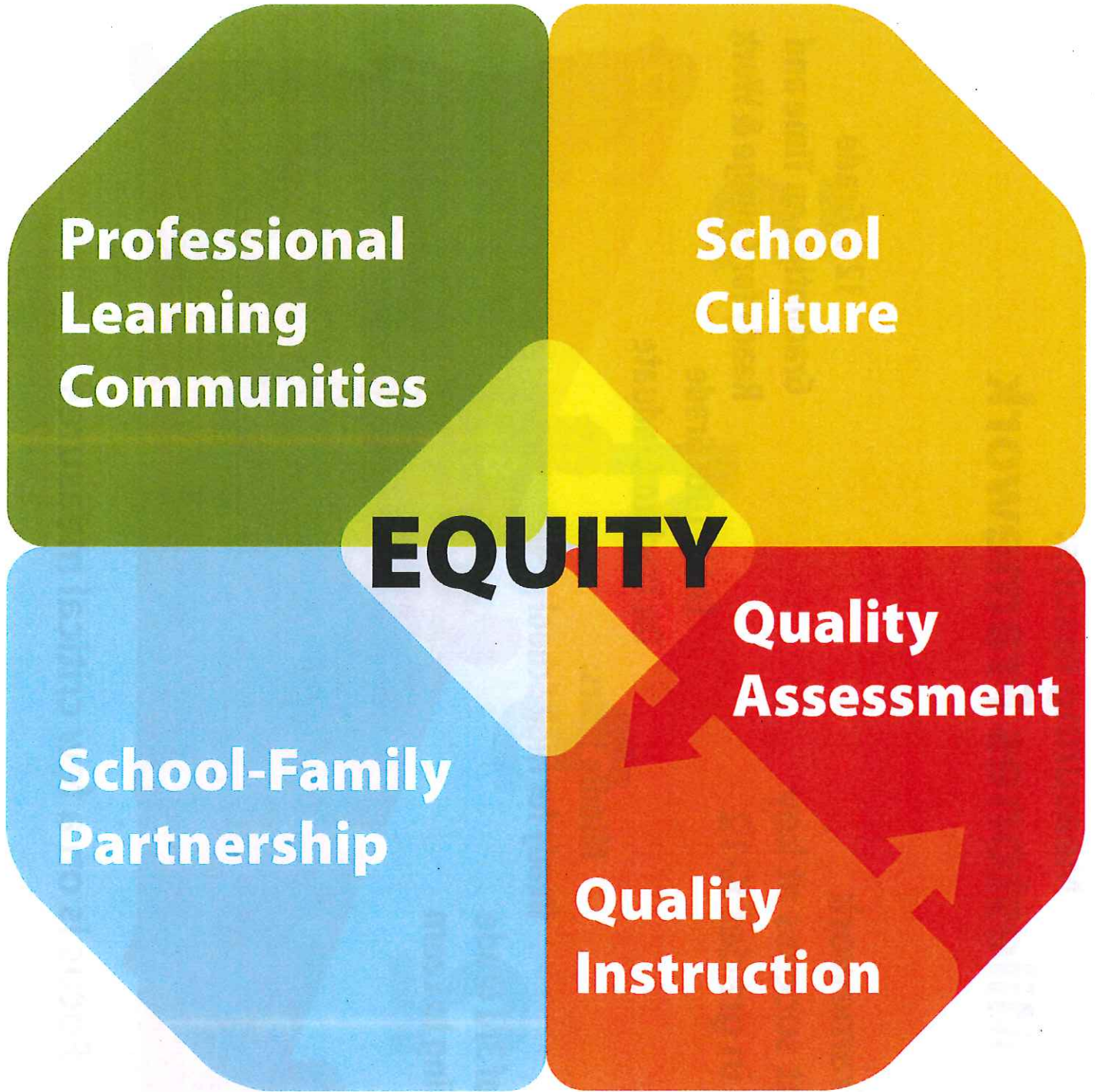
# Milestones Framework

The Milestones Framework  
measures student success at key  
transition points in grades K-12



Focus is on a few critical measures







What is the policy, program, practice or decision in question?

- 1) Who are the racial/ethnic groups affected by this policy, program, practice or decision? And what are the intended and perceived impacts on these groups?

| Group Impacted | Potential Positive Impacts | Potential Negative Impacts |
|----------------|----------------------------|----------------------------|
|                |                            |                            |
|                |                            |                            |
|                |                            |                            |
|                |                            |                            |

- 2) Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?





**Budget Prioritization Exercise: January 13, 2015**

**Total Available:**

|           |
|-----------|
| <b>20</b> |
|-----------|

**Program Option (see tab for details)**

|  |   | Option 1 | Option 2 | Option 3 | Choice    |
|--|---|----------|----------|----------|-----------|
| <b><u>Third Grade Reading Priority:</u></b>                      |   |          |          |          |           |
| I  | Librarians                                | 4        | 8        | 8        | -         |
| L  | Student Technology                        | 2        | 4        | 5        | -         |
| O  | Emerging Bilingual Support                | 2        | 4        | 6        | -         |
| <b><u>High School Graduation/Completion Priority:</u></b>        |   |          |          |          |           |
| B  | College & Career Readiness                | 2        | 4        | 6        | -         |
| C  | K-8/Middle School Career Related Learning | 2        | 3        | 4        | -         |
| H  | High School School wide Supports          | 2        | 3        | 4        | -         |
| J  | Middle Level Support at K-8s              | 4        | 6        | 8        | -         |
| <b><u>Disproportionate Discipline Priority:</u></b>              |   |          |          |          |           |
| D  | Counselors                                | 2        | 3        | 4        | -         |
| M  | School Leadership                         | 2        | 4        | 6        | -         |
| N  | Wrap-Around Services                      | 2        | 3        | 5        | -         |
| <b><u>Stronger School Capacity to Address all Priorities</u></b> |   |          |          |          |           |
| A  | Arts - Expansion in K-5/K-8               | 2        | 4        | 9        | -         |
| E  | School Secretaries - K-8                  | 1        | 3        | 5        | -         |
| F  | Custodians                                | 2        | 3        | 5        | -         |
| G  | Deferred Maintenance                      | 1        | 2        | 3        | -         |
| K  | PE Teachers                               | 4        | 8        | 10       | -         |
|  |   | 34       | 62       | 88       | -         |
| <b>Balance Remaining:</b>  |   |          |          |          | <b>20</b> |

**A: Arts - Expansion in K-5/K-8**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 4        | 9        |        |

Balance Remaining 20

PPS receives funding from the City of Portland to pay for arts teachers (art, music, dance, drama) in schools serving students in grades K-5. After two decades of budget cuts arts education in these schools was almost non-existent. This City funding has allowed PPS to significantly increase arts education in these schools.

While this is a dramatic improvement 25 schools only receive funding for a half-time position, and the funds cannot be used to provide teachers for students in grades 6-8 in K-8 schools.

Option 1 increases the funding to ensure that every school has at least one full-time arts position.

Option 2 would increase the funding to ensure that every school has at least one full-time arts position, and also fund an additional half-time position in all of the K-8 schools to be used for students in 6-8

Option 3 would match the City arts income tax funding allocation to all schools serving schools in grades K-5, and would allow for use of these PPS funds for students in 6-8 at K-8 schools

**B: College & Career Readiness**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 4        | 6        |        |

Balance Remaining 20

PPS has begun to develop and invest in a variety of targeted strategies to support career-related learning and to engage all students in active preparation for college and career in their post-secondary experience. These include recent investments to provide equipment and materials for expanded CTE classes, funding to support additional dual credit classes, expansion of AVID to three high schools and a larger number of middle and K-8 schools, and the pilot of a specific college & career readiness classes for ninth grade students.

Possible investments in the coming year include expanding the pilot college & career readiness classes to all ninth grade students; expanding AVID to cover all nine comprehensive and focus option high schools, additional support for dual credit classes (including funds for textbooks), and adding more CTE classes.

Option 1 funds some continued limited expansion of these programs

Option 2 funds more significant expansion of these programs, and could cover several of the items listed

Option 3 might fund these ideas system-wide and would, for example, allow for AVID in all nine high schools, full rollout of the piloted college & career readiness class to all ninth grade students as well as additional support for dual credit classes (including funds for textbooks), and adding more CTE classes.

**C: K-8/Middle School Career Related Learning**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 3        | 4        |        |

Balance Remaining 20

We are looking to develop career awareness strategies explicitly for K-8/middle school students. The intent is to help students started on a successful path to high school and beyond that includes career learning activities both in and out of the classroom.

**All of the options below include expanding Outdoor School (for 6th graders) to a full-week (5-day/4-night) experience.**

Option 1 would also support a 1-day career-related field trip for every 7th grader.

Option 2 would also support a 3-day hands-on career related learning activity for every 7th grader from a menu of options

Option 3 would also support a 5-day hands-on career-related learning activity for every 7th grader from a menu of options

**D: Counselors**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 3        | 4        |        |

Balance Remaining 20

Students in PPS schools face a number of challenges in their overall life circumstances that can be mitigated with the support of a counselor. Staffing ratios for counselors in elementary schools are significantly lower than in high schools. 44 of the smaller schools have only a half-time position funded in the school support allocation.

Some of these schools may have a full-time counselor but that is only accomplished by using other staffing allocation to make the position full-time.

The following investment options use an equity lens to prioritize the increase in that allocation to a full-time position for schools based upon the % of historically underserved students in the school.

Option 1 increases funding to a full-time position in all schools where 80% or more of the students are historically underserved.

Option 2 increases funding to a full-time position in all schools where more than 40% of the students are historically underserved.

Option 3 increases funding to a full-time position in all 44 schools where the current allocation is only a half-time position.

This increased staffing would be reflected in the school wide support table for these schools.

**E: School Secretaries**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 1        | 3        | 5        |        |

Balance Remaining 20

Staff in elementary school offices undertake a myriad of duties to support the operation of the school. Many times the school office is the first place that a visitor sees the school and the ability of office staff to be helpful and responsive is a key component of the school culture and school-family partnership components of the successful schools framework.

Despite recent increases in classified staffing in schools many schools have less than two full-time school secretaries funded in the school support allocation.

Option 1 increases the allocation to ensure that all schools serving students in grades k-8 have a minimum of two full-time secretaries.

Option 2 adds an additional half-time secretary to all schools serving students in grades K-8.

Option 3 adds an additional full-time secretary to all schools serving students in grades K-8.

This increased staffing would be reflected in the school wide support table for these schools.

**F: Custodians**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 3        | 5        |        |

Balance Remaining 20

PPS spends less on maintenance and operations than comparable large urban school districts nationally and less than the typical smaller Oregon district.

The Council of Great City Schools, a consortium of the largest urban school districts in the country, researched and benchmarked key performance indicators for non-instructional operations.

To bring custodial staffing in line with the national average would require an additional 47 custodians (an increase of 16% over current workforce).

Option 1 funds 40% of the shortfall between PPS and the national average by adding 20 custodians to highest needs schools.

Option 2 funds about 60% of the shortfall between PPS and the national average by adding 30 custodians to schools.

Option 3 funds the shortfall between PPS and the national average.

**H: Deferred Maintenance**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 1        | 2        | 3        |        |

Balance Remaining 20

PPS has cut spending on maintenance of its buildings over the past two decades in response to the challenges due to reduced state funding for K-12 education. PPS voters recently approved a capital bond that provides for a number of major capital projects including roof replacement and seismic and accessibility improvements at many schools. The Construction Excise Tax will also contribute resources that can be used to improve and maintain schools.

Funds for maintenance have been flat for the last several years while the cost of doing business continues to rise. Some one-time investment has been made this year to address some of the backlog, focused on lead paint and stage rigging concerns. This an investment in FTE and materials and supplies as well.

The Council of Great City Schools, a consortium of the largest urban school districts in the country, researched and benchmarked key performance indicators for non-instructional operations. To bring maintenance staffing in line with the national average would require an additional 22 employees (an increase of 29% over current staffing).

Option 1 funds 1/3 of the shortfall between PPS and the national average.

Option 2 funds 2/3 of the shortfall between PPS and the national average.

Option 3 funds the shortfall between PPS and the national average.



**H: High School Support**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 3        | 4        |        |

Balance Remaining 20

In the high school support tables we allocate staffing for a number of purposes including principals, vice principals, school secretaries, half-time bookkeeper, half-time athletic director, counselors etc.

Schools are also allocated a discretionary amount of staffing (based upon number of students) that can be used at the principal's discretion. This allocation was increased in the current school year budget.

There has been interest in making ADs and bookkeepers full-time, and to provide for additional staffing for school libraries, to fund a school business manager and a number of other needs. Some positions (secretary, bookkeeper for example) are classified staff and count as half-weighted in the staffing allocation process.

Option 1 would add funding for one additional licensed-equivalent FTE at each high school

Option 2 would add funding for one and one-half additional licensed-equivalent FTE at each high school

Option 3 would add funding for two additional licensed-equivalent FTE at each high school

This increased staffing would be reflected in the school wide support table for these schools.

**I: Librarians**

|       | Option 1 | Option 2 |  | Choice |
|-------|----------|----------|--|--------|
| Cost: | 4        | 8        |  |        |

Balance Remaining

20

Improving student literacy as indicated by the number of students who are "reading to learn" as measured by number of students meeting or exceeding third grade reading benchmark, is a top priority for PPS and one of the milestones by which we measure our progress. One of the investments that can support this priority is culturally responsive library/media specialists.

For the purposes of this exercise two investment options are presented.

Option 1 would fund a half-time certified library media/specialist in all schools serving students in grades K-3

Option 2 would fund a full-time certified library media/specialist in all schools serving students in grades K-3

This increased staffing would be reflected in the school wide support table for these schools.

**J: Middle Level Support at K-8s**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 4        | 6        | 8        |        |

Balance Remaining 20

The size of many 6-8 programs within our K-8's limits the number of differentiated supports we are able to provide outside of the core program. This resource would support more robust programming at the 6-8 level in K-8's, more commensurate with that offered at our larger middle schools. Programming may include expanded arts, world language, and/or differentiated reading and math instruction.

Option 1 would provide an additional teacher at each K-8 school in support of a differentiated core program, for example in areas of world language and mathematics

Option 2 would fund an additional one and a half-time positions at each K-8 school, which might support more robust world language offerings at middle grades

Option 3 would bring the additional funding to two FTE at each K-8 school, which might also support broader elective offerings at middle grades

**K: PE Teachers**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 4        | 8        | 10       |        |

Balance Remaining 20

Beginning in 2017-18 all schools across Oregon will have to provide students in kindergarten through grade 5 with at least 150 minutes of physical education during each school week and to provide students in grades 6 through 8 with at least 225 minutes of physical education during each school week.

Three investment options are presented for consideration:

Option 1 funds a half-time PE teacher in all schools serving students in grades K-5 , i.e. including K-8 schools

Option 2 funds a full-time PE teacher in all schools serving students in grades K-5 , i.e. including K-8 schools

Option 3 funds a half-time PE teacher in all schools serving students in grades K-8 , i.e. including middle schools

**L: Student Technology**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 4        | 5        |        |

Balance Remaining 20

Student technology supports quality instruction and quality assessment by providing students with access to digital curriculum; enables Google apps for education which provides access to personalized learning, individual instruction and faster feedback from teachers.

The following options are indicative of possible funding ideas:

Option 1 funds a 4:1 student:device ratio for grades K-2 to support third grade reading instruction.

Option 2 funds option 1 and improves the student:device ratio across all other grades to 7:1

Option 3 funds option 1 and improves the student:device ratio across all other grades to 6:1

**M: School Leadership**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 4        | 6        |        |

Balance Remaining 20

In 26 of our smaller elementary schools (both K-5 and K-8) the school support funding allocation only provides for a single school administrator (i.e. a principal). These schools do not receive funding for an assistant principal. Many of these schools also (because of small size) only get funding for a half-time counselor.

Having a second administrator in a school allows for more support for teachers including effective support for improvements in early literacy instruction, more equitable discipline practice and improved grade level achievement ultimately leading to better graduation rates.

The following investment options use an equity lens to prioritize the addition of funding for an assistant principal based upon the % of historically underserved students in the school.

Option 1 provides funding for an AP in all schools where 80% or more of the students are historically underserved.

Option 2 provides funding for an AP in all schools where more than 40% of the students are historically underserved.

Option 3 provides funding for an AP in all schools.

This increased staffing would be reflected in the school wide support table for these schools.

**N: Wrap-Around Services**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 3        | 5        |        |

Balance Remaining 20

In many places people have called out the need for resources to support students with mental health needs, social service crises, and other socio-emotional needs that interrupt and disrupt the students ability to take advantage of educational programs, especially in high school.

PPS is working with Multnomah County to improve and increase the range of services available to students. The options presented here are illustrative of various levels of service.

Option 1 funds a full-time social worker/mental health professional at each high school. This resource can be leveraged to access additional staffing through supervision of MSW students from PSU.

Option 2 includes Option 1 and funds a full-time secretary to each high school counseling office to undertake clerical and administrative work so that counselors can focus time and energy on direct service to students.

Option 3 includes Option 2 and adds 10 FTE for support to K-5, K-8 and middle schools.

This increased staffing would be reflected in the school wide support table for these schools.

**O: Emerging Bilingual Students**

|       | Option 1 | Option 2 | Option 3 | Choice |
|-------|----------|----------|----------|--------|
| Cost: | 2        | 4        | 6        |        |

Balance Remaining 20

In the recent past PPS strategy for emerging bilingual students has included piloting content-based english language language development programs (CBELD), expansion of dual language immersion programs, and introduction of native literacy programs.

Budget proposals in the coming years might include further rollout of CBELD, continued expansion and support for dual language immersion programs, expansion of native language literacy, world language programs, assistance for targeted recruitment of bilingual teachers and transportation access to programs.

Option 1 funds some of these expansion plans on a selective basis next year

Option 2 funds a more substantial expansion of these programs and services

Option 3 funds most of the ideas listed and could allow for more district-wide rollout of CBELD and native literacy programs, for example.





# Board of Education Informational Report

## **MEMORANDUM**

**Date:** January 9, 2015

**To:** Members of the Board of Education

**From:** Amanda Whalen, Chief of Staff

**Subject:** Division 22 Report to the Community

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School districts are required to provide annual reports to the community regarding compliance with Division 22 standards by January 15 and then submit assurances to the Oregon Department of Education by February 13, 2015.

Attached please find:

- 1) the Division 22 Assurance Form
- 2) the Division 22 Report to the Community Check List

As part of our Division 22 report last year, PPS was out of compliance in 6 areas. In my report to the Board at the meeting on the 13<sup>th</sup>, I will explain how we have come into compliance in each of those areas for the 2014-15 school year.

### **2014-15 Division 22 Reporting**

We are currently out of compliance in one area: a board adopted policy in accordance with ORS 339.356 prohibiting harassment, intimidation or bullying and prohibiting cyberbullying.

PPS currently has a board-adopted policy prohibiting bullying and harassment but does not specifically call out a prohibition on cyberbullying. In 2010, we revised our administrative directive to meet the requirements of the statute and are recommending that the Board adopt the administrative directive as the board-adopted policy for the district. It is attached to this memo and will be presented on January 13<sup>th</sup> for first reading. Adopting this proposed policy would bring us into compliance with OAR 581-022-1140.

## Instructional Hours

The instructional hours and parent teacher conference hours that are indicated on the assurance form are the median for each grade across the schools with all schools meeting the minimum hours requirement.

Additionally, the ODE assurance page reflects a rule change that has been proposed by ODE around instructional hours. Currently school districts are required to offer students the minimal number of instructional hours, but every student is not required to take the minimal number of hours. For example, our high schools offer 1040 instructional hours (above the 990 hours required by statute) but students taking 7 courses are not enrolled for 990 instructional hours under the current definition.

The change would require that 90% of students across grade levels K-12 are scheduled in a full day of school. PPS currently has 87.5% of all students enrolled in the minimal instructional hours (i.e. a full day). The assurance page asks districts for that information by grade level although the proposed rule calculates by overall enrollment, not by grade level. Attached for your reference is also the data broken down by high school that we provided the Oregon Department of Education for 2014-15 school year and the data we provided for the 2013-14 school year that show course enrollment changes over time. Attached is also a cover memo to the 2014-15 data that describes the data definitions and challenges to capturing student course loads. We are currently working with our high school leadership to further identify other opportunities that meet the proposed instructional hours definition as well as technical/collecting challenges that we face.

Under the instructional hours rule, school districts can include up to 30 hours of professional development in their calculations of instructional time. For our calculations, PPS is only including the 2-hour late start professional development time. While professional development during staff meetings, professional learning communities and the state in-service days are all important professional development opportunities to improve instruction, PPS will not be including them in our calculations of "instructional time."

Please let me know if you have any questions.

### Attachments:

- 1) Division 22 Assurance Form
- 2) Division 22 Report to the Community Check List
- 3) Proposed Revised Anti-Harassment Policy for First Reading
- 4) Data Memo and Course Enrollment by High School for 2014-15
- 5) Course Enrollment by High School 2010-11 through 2013-14



## Division 22 Standards for Public Elementary and Secondary Schools 2014-2015 Assurances

### Instructions for Completing Form

In response to requests to lessen the reporting burden of districts, the 2014-2015 Assurances submission will include responses to questions about five Oregon Administrative Rules.

- a. OAR 581-022-1134 Modified Diploma
- b. OAR 581-022-1140 Equal Educational Opportunities
- c. OAR 581-022-1620 Instructional Hours
- d. OAR 581-022-1723 Teacher and Administrator Evaluation and Support
- e. OAR 581-022-1941 Complaint Policy

Districts are still expected to report to their communities regarding compliance to ALL Division 22 standards by **January 15, 2015**, as required by OAR 581-022-1610. Districts should complete this form and upload it to the Indistar system by **February 13, 2015**.

1. Determine your district's compliance with the five Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review in ODE's 2015 Quick Reference guide or on the Secretary of State's webpage at [http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_581/581\\_022.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_022.html).
2. Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below.
3. Create a plan that details how your district will correct the identified areas of non-compliance. Provide the plan in the expandable text box.
4. Complete the questions related to the five OARs.
5. Certify that your district's annual report was presented to the community, as required by the Department of Education. Please include evidence (such as school board minutes or a newspaper article) with this completed assurance form. This evidence should document that the report was made to the community.
6. Obtain your District Superintendent's signature on this Assurance Form.
7. Upload the completed (and signed) Assurance Form with any necessary attachments to the Indistar system, <http://www.indistar.org> by **February 13, 2015**. Directions for uploading the document(s) are provided at the end of this form.

Please note: The Oregon Department of Education does not require that districts submit evidence of compliance at this time. Any files, documents, or artifacts collected during the assurances process are at the discretion of the local district.

If you have questions or need further assistance, please email Andrea Morgan, Education Specialist, at [andrea.morgan@state.or.us](mailto:andrea.morgan@state.or.us) or call (503) 947-5772.

\_\_\_\_\_  
School District

\_\_\_\_\_  
County



**Division 22  
Standards for Public  
Elementary and Secondary Schools  
2014-2015 Assurance Form**

I hereby certify that \_\_\_\_\_ has completed and presented its annual report to the community and is in compliance with and implementing as required, **all** of the applicable Standards for Public Elementary and Secondary Schools as set out in OAR Chapter 581, Division 22.

**581-022-1134 Modified Diploma**

The district  is  is not fully compliant with OAR 581-022-1134.

| Yes                                 | No                       |  |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Is this school district meeting the requirements of OAR 581-022-1134 relating to the modified diploma?                              |
| <input type="checkbox"/>            | <input type="checkbox"/> | 2. Is the school district granting eligibility for a modified diploma only to those students who have:                                 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | b. A documented history of a medical condition that creates a barrier to achievement.  |

**581-022-1140 Equal Educational Opportunities**

The district  is  is not fully compliant with OAR 581-022-1140.

| Yes                                 | No                                  |  |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 3. Has your district school board adopted a policy in accordance with ORS 339.356 prohibiting harassment, intimidation or bullying and prohibiting cyberbullying?  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 4. Does your district have a clear statement prohibiting discrimination against any person in the public schools and programs of the district. "Discrimination" means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex or sexual orientation. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 5. Is this statement visible on your district's web page and included in all student, parent and employee handbooks?   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 6. Has your district developed and implemented a plan for identifying students whose primary language is other than English and provided such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities?   |

**581-022-1620 Instructional Hours**

The district  is  is not fully compliant with OAR 581-022-1620.

7. Based on your school calendar, how many instructional hours are you currently offering for:

|              |     |  |     |          |      |
|--------------|-----|--|-----|----------|------|
| Kindergarten | 919 | Grade 5  | 964 | Grade 9  | 1066 |
| Grade 1      | 964 | Grade 6  | 975 | Grade 10 | 1066 |
| Grade 2      | 964 | Grade 7  | 975 | Grade 11 | 1066 |
| Grade 3      | 964 | Grade 8  | 975 | Grade 12 | 1041 |
| Grade 4      | 964 | Click to copy Grade 1 to all grades → Copy Entries |     |          |      |

8. How many hours of Parent Teacher Conferences are you including in your current calculation of instructional time for:

|              |    |  |    |          |    |
|--------------|----|--|----|----------|----|
| Kindergarten | 16 | Grade 5  | 16 | Grade 9  | 12 |
| Grade 1      | 16 | Grade 6  | 16 | Grade 10 | 12 |
| Grade 2      | 16 | Grade 7  | 16 | Grade 11 | 12 |
| Grade 3      | 16 | Grade 8  | 16 | Grade 12 | 12 |
| Grade 4      | 16 | Click to copy Grade 1 to all grades → Copy Entries |    |          |    |

9. How many hours of professional development are you including in your current calculation of instructional time for:

|              |    |  |    |          |    |
|--------------|----|--|----|----------|----|
| Kindergarten | 16 | Grade 5  | 16 | Grade 9  | 14 |
| Grade 1      | 16 | Grade 6  | 16 | Grade 10 | 14 |
| Grade 2      | 16 | Grade 7  | 16 | Grade 11 | 14 |
| Grade 3      | 16 | Grade 8  | 16 | Grade 12 | 14 |
| Grade 4      | 16 | Click to copy Grade 1 to all grades → Copy Entries |    |          |    |

10. Has your local school board authorized the district to include professional development in the calculation of instructional time?

Yes       No

11. Has your local school board authorized the district to reduce instructional time for twelfth grade students?

Yes       No

12. What percentage of the district's students are enrolled in a full day of school for:

NOTE REGARDING QUESTION 12—ODE has proposed a rule change that would require districts to ensure 90% of students are scheduled in a full day of school. While the proposed rule will require 90% at the district level, ODE requests information here at grade level. Question 12 is included to gather information and get a clearer understanding of where districts currently stand in relation to the proposed revision. Districts responding to question 12 with an answer that is less than 90% will not be out of compliance for purposes of the 2014-15 Division 22 Assurances.

|              |     |  |     |          |    |
|--------------|-----|--|-----|----------|----|
| Kindergarten | 98  | Grade 5  | 100 | Grade 9  | 75 |
| Grade 1      | 100 | Grade 6  | 100 | Grade 10 | 64 |
| Grade 2      | 100 | Grade 7  | 100 | Grade 11 | 41 |
| Grade 3      | 100 | Grade 8  | 100 | Grade 12 | 19 |
| Grade 4      | 100 | Click to copy Grade 1 to all grades → Copy Entries |     |          |    |

**581-022-1723 Teacher and Administrator Evaluation and Support**

The district  is  is not fully compliant with OAR 581-022-1723.

| Yes                                 | No                       |   |
|-------------------------------------|--------------------------|---|
| <input type="checkbox"/>            | <input type="checkbox"/> | 13. The district evaluation and support system is aligned with the five elements of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems and includes: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Standards of Professional Practice   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | b. Differentiated Performance Levels  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. Multiple Measures  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. Evaluation and Professional Growth Cycle   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | e. Aligned Professional Learning  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 14. The district has a plan to monitor progress and refine the local evaluation and support system.   |

**581-022-1941 Complaint Policy**

The district  is  is not fully compliant with OAR 581-022-1941.

| Yes                                 | No                       |   |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 15. Has your district adopted and implemented a process for resolving complaints by a person who resides in the district or by any parent or guardian of a student who attends school in the school district? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 16. Is the process in writing and can it be found by parents and community members?   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 17. Does the process clearly state who is responsible for responding to the complaint at each level of the complaint process?   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 18. Does the process clearly establish the time frame for the district to complete each step of the process?  |
|                                     |                          | 19. For complaints that may be appealed to ODE pursuant OAR 581-022-1940, does the district's complaint process:  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Clearly state at what step the district's decision is final?   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | b. Require the final decision be in writing and clearly establish the legal basis for the decision, findings of fact and conclusions of law?  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. Require the complainant be given notice of the right to appeal the final decision to ODE under OAR 581-022-1940?   |



**Please list any of the five Division 22 rule(s) included in this 2014-2015 report, including the OAR number and title, with which the district is not in compliance and detailed plans to correct. Attach a separate document if necessary.**

OAR 581-022-1140: Board will revise and adopt policy in accordance with ORS 339.356. First reading will be January 13, 2014 and second reading is scheduled for February 3rd.

**SIGNED ASSURANCES**

**I certify that any Division 22 rules with which the district does not yet comply are noted. An explanation of why the district is not in compliance and a plan for correcting the deficiency (or deficiencies) is attached.**

**I hereby certify that the district's annual report was presented to the community on \_\_\_\_\_, as required by OAR 581-022-0807. Evidence (school board minutes or a newspaper article) is attached.**

**I further certify that all representations in this Assurance Form are true and correct to the best of my knowledge.**

\_\_\_\_\_  
Name of District Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of person completing form

\_\_\_\_\_  
Date

**Please return the 2014-2015 Assurance Form by February 15, 2015 to:  
<http://www.indistar.org>**



**Division 22**  
**Standards for Public Elementary and Secondary Schools**  
**2014-2015 Assurances**  
**REPORT TO COMMUNITY**

**This list is provided to assist you in your report to your community as required by OAR 581-022-1610.  
 Please do not submit this form to the Oregon Department of Education.**

- ✓ Determine your district's compliance with the Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review in ODE's 2014 Quick Reference guide or on the Secretary of State's webpage at [Quick Reference Guide](#)
- ✓ Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below. Districts should report to their communities on each of the standards listed below.
- ✓ Report your district's compliance or non-compliance to the Division 22 Standards for Public Elementary and Secondary Schools to your local district school board by **January 15, 2015.**

| OAR  | Title  | Compliance Status                   |                          |
|------|--|-------------------------------------|--------------------------|
|      |  | Yes,<br>in compliance               | No,<br>not in compliance |
| 0405 | Career Education                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0413 | Prevention Education Programs in Drugs and Alcohol | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0416 | Anabolic Steroids and Performance Enhancing        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0421 | Safety of School Sports -- Concussions             | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0606 | District Improvement Plan                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0610 | Administration of State Assessments                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0612 | Exception of Students with Disabilities from State | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0615 | Assessment of Essential Skills                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0617 | Essential Skill Assessments for English Language   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0705 | Health Services                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0711 | Policies on Reporting Child Abuse                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 0807 | Standardization                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1030 | Local District Goals                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1060 | School and District Performance Report Criteria    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1130 | Diploma Requirements                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| OAR  | Title  | Compliance Status                   |                                     |
|------|--|-------------------------------------|-------------------------------------|
|      |  | Yes,<br>in compliance               | No,<br>not in compliance            |
| 1131 | Credit Options   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1133 | Extended Diploma   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1134 | Modified Diploma   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1135 | Alternative Certificate  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1140 | Equal Education Opportunity  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 1210 | District Curriculum  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1215 | Literacy Instruction   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1310 | Identification of Academically Talented and and Intellectually Gifted Students   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1320 | Rights of Parents of Talented and Gifted   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1330 | Programs and Services for Talented and Gifted  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1340 | Special Education for Children with Disabilities   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1350 | Alternative Education Programs   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1361 | Expanded Options Program Annual Credit Hour Cap  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1364 | Expanded Options - Requirements for Oregon Public  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1420 | Emergency Plans and Safety Programs  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1430 | Asbestos Management Plans  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1440 | Human Sexuality Education  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1510 | Comprehensive Guidance and Counseling  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1512 | Child Development Specialist Programs  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1520 | Media Programs   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1530 | Auxiliary Services   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1610 | Operating Policies and Procedures  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1620 | Required Instructional Time  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1622 | Independent Adoptions of Instructional Materials   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1630 | Daily Class Size   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1640 | Instructional Materials Adoption   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1650 | Postponement of Purchase of State-Adopted Instructional Materials  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1660 | Records and Reports  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1661 | Report on Physical Education Data  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1670 | Individual Student Assessment, Recordkeeping, and  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1710 | Personnel  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1720 | Personnel Policies   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1723 | Teacher and Administrator Evaluation and Support Evaluation and Support  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1724 | Core Teaching Standards  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1725 | Educational Leadership—Administrator Standards   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1730 | Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1910 | Exemptions   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 1941 | Complaint Procedures   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2130 | Kindergarten Assessment  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

**Districts must report their status with regards to the Division 22 Standards to their communities**  
**by**  
**January 15, 2015**

# Portland Public School District 1<sup>st</sup> Reading

**DATE:** January 13, 2015

## **Public Comment for: Revision of Policy 4.30.060-P (Anti-Harassment)**

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

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

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**1<sup>st</sup> Reading by: Pam Knowles, Co-Chair**, Portland Public School Board  
**Summary:** Proposed Revision of Policy 4.30.060-P (Anti-Harassment)

**Draft Policy Web Site:**

<http://www.pps.k12.or.us/departments/board/872.htm>

(click on draft policy link).

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Senior Board Office Manager

**Last Date for Comment:** February 3, 2015

**Address:** P.O. Box 3107, Portland, OR 97208-3107

**Telephone:** 503-916-3741

**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

**Last Date for Comment: February 3, 2015**

## 4.30.060-P Harassment and Bullying Policy

- (1) Portland Public Schools is committed to maintaining a learning environment that is free of harassment and bullying. Harassing or bullying, as defined in (3), is strictly prohibited. Students shall avoid any conduct or action that could be characterized as harassment or bullying.
- (2) Students violating this policy shall be subject to disciplinary action, up to and including expulsion (Administrative Directive 4.30.021-AD)
- (3) "Harassment intimidating, threatening or bullying" includes intimidating, coercing, threatening or any other any act that is repeated or severe; substantially interferes with a student's educational benefits, opportunities, or performance; takes place at school, on the way to or from school, on or immediately adjacent to school grounds, at any school-sponsored activity, or on school-provided transportation; and has the effect of one or more of the following:
  - (a) Threatening, insulting, demeaning or systematically excluding any student or group of students in such a way as to disrupt or interfere with the District's mission or the education of any student.
  - (b) Inciting or creating a hostile educational environment.
  - (c) Placing a student in reasonable fear of physical or social/emotional harm or damage to the student's property.
  - (d) Physically harming a student or damaging a student's property.
- (4) The Superintendent shall develop an administrative directive that provides a prompt and confidential system for receiving, investigating, and resolving complaints of harassment or bullying.
- (5) Students who believe they have been harassed or bullied are encouraged to immediately inform a teacher, counselor, administrator, or other school staff.
- (6) Staff, students, or volunteers who witness or have reliable information that a student has been harassed or bullied shall be strongly encouraged to report the matter to a teacher, counselor, administrator, or other school staff immediately.

## 4.30.060-P Harassment and Bullying Policy

- (7) Reports of harassment intimidation or bullying may be made anonymously, although disciplinary action based solely on an anonymous report is not permitted.
- (8) Retaliation against students who report harassment intimidation or bullying is prohibited. Retaliation against those who participate in an investigation of harassment intimidation or bullying is prohibited. All incidents of retaliation shall be immediately reported to the principal and are subject to disciplinary action up to and including expulsion.
- (9) Students making false accusations of harassment or bullying as a means of reprisal, retaliation, or harassment are subject to disciplinary action up to and including expulsion.

Legal References: ORS 163.190; ORS 166.065; ORS 166.155; ORS 166.165; ORS 332.072; ORS 332.107; ORS 339.240; ORS 339.250; OAR 581-021-0045; OAR 581-021-0046; OAR 581-021-0055; OAR 581-022-1140

History: Adopted 2/10/2003 BA 2559



# PROPOSED

|   |  |                   |
|---|--|-------------------|
|  | BOARD POLICY<br><b>Anti-Harassment</b> | <b>4.30.060-P</b> |
|---|--|-------------------|

## I. Overview and Scope

- A. Portland Public Schools is committed to providing a safe, positive, and productive learning and working environment. Harassment, including intimidation or bullying, acts of cyberbullying, and sexual harassment are strictly prohibited and shall not be tolerated in the District.
- B. This directive applies:
  - 1. To student behavior on school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, and in all instances that student discipline applies as provided in Student Discipline Procedures 4.30.020-AD.
  - 2. To conduct by all district employees that is between adults, or between adults and students when the student is the victim.
- C. Retaliation against any person who in good faith reports, is thought to have reported, files a complaint, or otherwise participates in an investigation of harassment is strictly prohibited. This prohibition is independent of whether a complaint is substantiated. False reports shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. The good faith initiation of any complaint of harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff complainant. The good faith initiation of any complaint of harassment by a student will not adversely affect a student's school placement or educational learning environment.
- D. The district shall investigate all complaints of harassment and retaliation.
- E. Instances of harassment may also be referred to law enforcement.

## II. Definitions

- A. "Harassment" means all forms of harassment, intimidation or bullying, acts of cyberbullying, and sexual harassment.
  - 1. Harassment, intimidation, or bullying of students is any act that substantially interferes with a student's educational benefits, opportunities or performance and has the effect of physically harming a student or damaging a student's property, knowingly placing a student in reasonable fear of physical harm to the student or damage



# PROPOSED

|   |  |                   |
|---|--|-------------------|
|  | BOARD POLICY<br><br><b>Anti-Harassment</b> | <b>4.30.060-P</b> |
|---|--|-------------------|

to the student's property, or creating a hostile educational environment, including interfering with the psychological well-being of a student and may be based on, but not limited to, the protected class status of a person.

2. Harassment, intimidation, or bullying of staff is conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
  3. Cyberbullying is the use of any electronic communication device to harass, intimidate, or bully.
  4. Sexual harassment of students includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational performance or that creates an intimidating, offensive or hostile educational environment.
  5. Sexual harassment of employees includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an employee's performance or that creates and an intimidating, hostile, or offensive work environment.
- B. "Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability.
- C. "Retaliation" means experiencing an adverse impact after making or supporting a claim of harassment if the impact would deter a reasonable person from making such a claim.
- D. "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or gender identity.
- E. "Gender identity" means a person's sense of being male or female regardless of whether the individual's appearance, expression, or behavior differs from that traditionally associated with the individual's sex at birth.
- III. All schools shall use evidenced-based strategies to maintain school-wide and classroom environments that are safe, promote learning and**

# PROPOSED

|  |  |                   |
|--|--|-------------------|
|  The logo for the Portland Public Schools (PPS) district, featuring a stylized torch with a flame, a caduceus (a staff with two snakes entwined around it), and the letters 'PPS' in a bold, sans-serif font. | BOARD POLICY<br><br><b>Anti-Harassment</b> | <b>4.30.060-P</b> |
|--|--|-------------------|

## free of harassment.


- A. Notice: Signs, in age appropriate language, explaining the prohibition against harassment, intimidation or bullying, acts of cyberbullying, and retaliation shall be posted in all schools below grade 6. Signs posted in all grade 6 through 12 schools shall include the prohibition against sexual harassment on a sign at least 8.5 by 11 inches in size. It shall also be included annually in the *Guide*, readily available from the district office, and posted on the district website.
- B. School-Wide Student Notification: Students shall be informed of the definition of, consequences for, and obligation to report harassment and retaliation. This can be accomplished in the form of class discussion or activity.
- C. Students who believe they have been subjected to harassment or retaliation are encouraged to immediately inform a teacher, counselor, administrator, or other district employee.
  1. District employees, or students who witness or have reliable knowledge of harassment or retaliation against any student shall immediately report their concerns to a teacher, counselor, administrator, or other district employee.
  2. Any district employee who receives such a report shall report the conduct to the principal or designee.

## IV. Consequences

- A. Students who are found in violation of this directive are subject to disciplinary action ranging from a Level One conference to a Level Four expulsion/delayed expulsion/reassignment or referral. Disciplinary action depends on the number of occurrences and the severity of the offense and as provided in the *Guide to Procedures on Student Responsibilities, Rights and Discipline (Guide)*.
- B. District employees found in violation of this directive are subject to discipline, up to and including dismissal. Licensed employees shall be reported to the Teacher Standards and Practices Commission as provided in OAR 584-020-0041.

## V. Procedures

# PROPOSED


|   |   |                          |
|---|---|--------------------------|
|  | <p>BOARD POLICY</p> <p><b>Anti-Harassment</b></p> | <p><b>4.30.060-P</b></p> |
|---|---|--------------------------|

- A. If a student is the alleged perpetrator of the harassment, the following procedures shall apply:
  - 1. The principal or designee is responsible for investigating claims of student harassment.
  - 2. Upon a report, or knowledge of, an incident of harassment or retaliation, the principal or designee shall assure it is promptly investigated.
  - 3. A student may report harassment anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.
  - 4. Complainants not satisfied with the decision at the school level may request a review of the decision by following the appropriate step in the Complaint Procedure in 4.50.030-P and 4.50.031-AD
  - 5. If the complaint involves sexual harassment of a student, the District shall notify both the student who initiated the complaint and the student's parents when the investigation is concluded.
- B. District employees who have reliable knowledge of prohibited conduct by an adult against any student, or other employee shall immediately report their concerns to the appropriate designated school district official. Reports of conduct violating this directive may be made anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.
- C. If a district employee is the perpetrator of the alleged harassment, the complaint will be resolved through the appropriate Complaint Procedure. Employees not satisfied with the decision regarding their complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure otherwise generally applicable.

## **VI. Confidentiality**

- A. Confidentiality of complainant: All complaints shall be handled so that the identity of the complainant and any information obtained as part of the investigation shall be kept confidential to the extent that confidentiality is compatible with a thorough investigation of the complaint and is permitted under the law. This protects the identity of the person who files a complaint, encourages the reporting of any violations under this directive,

# PROPOSED

|   |   |                          |
|---|---|--------------------------|
|  | <p>BOARD POLICY</p> <p><b>Anti-Harassment</b></p> | <p><b>4.30.060-P</b></p> |
|---|---|--------------------------|

and protects the privacy of all employees.

- B. Confidentiality of student records: Any disciplinary action taken against a student shall be kept confidential to comply with federal requirements for confidentiality of student records.

History: Replaces Harassment & Bulling Policy (4.30.060-P) and Anti-Harassment (4.30.061-AD) Amended 12/10; 1/15



## **PORTLAND PUBLIC SCHOOLS**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3200 / Fax: (503) 916-3110  
Mailing Address: P. O. Box 3107/97208-3107

### Cover Memo for 2014-15 Student Course Enrollment

Attached please find the data metrics identified by the Oregon Department of Education on October 8, 2014. I wanted to provide a bit of context to these data and where PPS is still identifying areas to improve our data collection so that it better reflects the work our students are doing outside of the “typical” 8 period day.

#### Definitions:

- We are only providing data for students on free meals instead of free and reduced. This is because three of our schools (Jefferson, Madison and Roosevelt) are using the Community Eligibility Provision to provide meals to students so that we are not tracking reduced-priced meal eligibility in those schools. In order to provide the same data for all schools, we are only providing free meal data.
- Historically Underserved (HU) students are defined as American Indian/Alaskan Native, or Black, or Hispanic, or Native Hawaiian/Pacific Islander.
- While ODE requested that we exclude teaching assistant data from these metrics, PPS is also including this information as a separate data draw because students receive a credit for their TA positions and each one has a job description and provides career learning opportunities.

#### Data Challenges to Capturing “True” Course Loads:

- These data still include a small number of students who are not enrolled in classes but are still showing up in Synergy. This is a data clean up that is still in process.
- These data also include a handful of students who are taking more than 8 courses because of Virtual Scholars (online) or Evening Scholars (night school). These students show up in the data provided as taking 8 courses.
- Jefferson’s data do not include student enrollment at Portland Community College as part of the Middle College Program.
- In some cases, courses taken at other institutions are not yet entered into Synergy (e.g. approximately 20 Lincoln freshman are taking a French course in partnership with another school that does not show up as a course;

students who take courses online through BYU or take courses through the PSU Link Program or Reed College Young Scholars Program).

Report excludes Lunch, Early Release, Late Arrival, Study Hall, and TA.

| school    | SY        | Group          | # of periods that students are signed up for as a percentage of total students in Group |    |    |     |     |     |     |     | Average |
|-----------|-----------|----------------|---|----|----|-----|-----|-----|-----|-----|---------|
|           |           |                | 1   | 2  | 3  | 4   | 5   | 6   | 7   | 8   |         |
| Benson    | 2014-2015 | 9              |   |    |    |     | 0%  | 21% | 79% | 7.8 |         |
| Benson    | 2014-2015 | 10             |   |    |    |     | 13% | 47% | 41% | 7.3 |         |
| Benson    | 2014-2015 | 11             |   |    |    | 1%  | 5%  | 23% | 41% | 7.0 |         |
| Benson    | 2014-2015 | 12             |   |    |    | 4%  | 26% | 31% | 23% | 6.2 |         |
| Benson    | 2014-2015 | HU             |   |    |    | 1%  | 8%  | 17% | 37% | 7.0 |         |
| Benson    | 2014-2015 | Free           |   |    |    | 0%  | 8%  | 17% | 31% | 7.1 |         |
| Benson    | 2014-2015 | <b>Overall</b> |   |    |    | 1%  | 7%  | 15% | 32% | 7.1 |         |
| Cleveland | 2014-2015 | 9              |   |    |    |     | 1%  | 57% | 42% | 7.4 |         |
| Cleveland | 2014-2015 | 10             |   | 0% |    |     | 9%  | 41% | 48% | 7.4 |         |
| Cleveland | 2014-2015 | 11             |   | 0% |    | 1%  | 4%  | 26% | 44% | 6.8 |         |
| Cleveland | 2014-2015 | 12             |   | 0% | 1% | 10% | 19% | 34% | 26% | 6.1 |         |
| Cleveland | 2014-2015 | HU             |   | 0% |    | 3%  | 6%  | 17% | 38% | 7.0 |         |
| Cleveland | 2014-2015 | Free           |   | 0% | 0% | 2%  | 4%  | 16% | 39% | 7.0 |         |
| Cleveland | 2014-2015 | <b>Overall</b> |   | 0% | 0% | 3%  | 6%  | 16% | 43% | 7.0 |         |
| Franklin  | 2014-2015 | 9              |   |    |    |     | 0%  | 17% | 83% | 7.8 |         |
| Franklin  | 2014-2015 | 10             |   |    |    |     | 0%  | 1%  | 33% | 7.6 |         |
| Franklin  | 2014-2015 | 11             |   |    |    |     | 0%  | 1%  | 12% | 7.3 |         |
| Franklin  | 2014-2015 | 12             |   | 1% | 2% | 8%  | 18% | 31% | 27% | 6.1 |         |
| Franklin  | 2014-2015 | HU             |   |    |    | 0%  | 1%  | 4%  | 10% | 7.4 |         |
| Franklin  | 2014-2015 | Free           |   | 1% | 3% | 3%  | 10% | 25% | 58% | 7.3 |         |
| Franklin  | 2014-2015 | <b>Overall</b> |   | 0% | 1% | 2%  | 5%  | 11% | 28% | 7.3 |         |
| Grant     | 2014-2015 | 9              |   |    |    |     |     | 7%  | 93% | 7.9 |         |
| Grant     | 2014-2015 | 10             |   |    |    |     |     | 4%  | 36% | 7.6 |         |
| Grant     | 2014-2015 | 11             |   |    |    | 1%  | 6%  | 28% | 44% | 6.8 |         |
| Grant     | 2014-2015 | 12             |   | 0% | 1% | 2%  | 10% | 35% | 29% | 5.7 |         |
| Grant     | 2014-2015 | HU             |   |    |    | 0%  | 3%  | 11% | 13% | 7.0 |         |
| Grant     | 2014-2015 | Free           |   | 1% | 2% | 9%  | 13% | 23% | 51% | 7.1 |         |
| Grant     | 2014-2015 | <b>Overall</b> |   | 0% | 0% | 3%  | 10% | 15% | 26% | 7.0 |         |

| INCLUSTATA Group | # of periods that students are signed up for as a percentage of total students in Group |    |    |    |     |     |     |     | Average |     |
|------------------|---|----|----|----|-----|-----|-----|-----|---------|-----|
|                  | 1   | 2  | 3  | 4  | 5   | 6   | 7   | 8   |         |     |
| 9                |   |    |    |    |     | 0%  | 19% | 80% | 7.8     |     |
| 10               |   |    |    |    |     | 7%  | 45% | 48% | 7.4     |     |
| 11               |   |    |    | 1% | 4%  | 24% | 36% | 36% | 7.0     |     |
| 12               |   |    |    | 4% | 18% | 35% | 26% | 17% | 6.3     |     |
| HU               |   |    |    | 1% | 6%  | 18% | 36% | 40% | 7.1     |     |
| Free             |   |    |    | 0% | 6%  | 16% | 30% | 47% | 7.2     |     |
| <b>Overall</b>   |   |    |    | 1% | 5%  | 15% | 31% | 49% | 7.2     |     |
| 9                |   |    |    |    |     | 1%  | 57% | 42% | 7.4     |     |
| 10               |   | 0% |    |    |     | 7%  | 38% | 54% | 7.4     |     |
| 11               |   | 0% |    | 1% | 3%  | 21% | 46% | 29% | 7.0     |     |
| 12               |   | 0% | 1% | 6% | 18% | 33% | 29% | 13% | 6.2     |     |
| HU               |   | 0% |    | 2% | 6%  | 13% | 39% | 39% | 7.1     |     |
| Free             |   | 0% | 0% | 1% | 4%  | 14% | 40% | 41% | 7.1     |     |
| <b>Overall</b>   |   | 0% | 0% | 1% | 5%  | 15% | 43% | 36% | 7.1     |     |
| 9                |   |    |    |    |     |     | 16% | 84% | 7.8     |     |
| 10               |   |    |    |    |     |     | 32% | 67% | 7.7     |     |
| 11               |   |    |    |    |     | 1%  | 11% | 38% | 7.3     |     |
| 12               |   | 1% | 2% | 7% | 15% | 30% | 29% | 17% | 6.3     |     |
| HU               |   | 0% | 0% | 1% | 4%  | 8%  | 27% | 60% | 7.4     |     |
| Free             |   | 1% | 1% | 2% | 3%  | 10% | 25% | 60% | 7.4     |     |
| <b>Overall</b>   |   | 0% | 0% | 2% | 4%  | 10% | 28% | 56% | 7.3     |     |
| 9                |   |    |    |    |     |     | 7%  | 93% | 7.9     |     |
| 10               |   |    |    |    |     | 2%  | 34% | 64% | 7.6     |     |
| 11               |   |    |    |    |     | 0%  | 4%  | 23% | 24%     | 6.9 |
| 12               |   | 0% | 1% | 4% | 24% | 37% | 24% | 9%  | 6.1     |     |
| HU               |   |    |    | 1% | 8%  | 13% | 28% | 51% | 7.2     |     |
| Free             |   |    | 0% | 1% | 7%  | 13% | 26% | 52% | 7.2     |     |
| <b>Overall</b>   |   | 0% | 0% | 1% | 7%  | 16% | 28% | 48% | 7.1     |     |



| school    | SY        | Report excludes Lunch, Early Release, Late Arrival, Study Hall, and TA | # of periods that students are signed up for as a percentage of total students in Group |           |           |           |           |            |            |            | Average    |            |
|-----------|-----------|--|---|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|
|           |           |  | 1   | 2         | 3         | 4         | 5         | 6          | 7          | 8          |            |            |
| Jefferson | 2014-2015 |  | 9   | 1%        | 3%        | 97%       | 8.0       |            |            |            |            |            |
| Jefferson | 2014-2015 |  | 10  | 3%        | 29%       | 68%       | 7.7       |            |            |            |            |            |
| Jefferson | 2014-2015 |  | 11  | 1%        | 1%        | 15%       | 28%       | 27%        | 24%        | 6.4        |            |            |
| Jefferson | 2014-2015 |  | 12  | 1%        | 1%        | 7%        | 15%       | 18%        | 22%        | 17%        | 18%        | 5.8        |
| Jefferson | 2014-2015 |  | HU  | 0%        | 1%        | 4%        | 8%        | 13%        | 21%        | 52%        | 7.0        |            |
| Jefferson | 2014-2015 |  | Free  | 0%        | 0%        | 1%        | 3%        | 7%         | 12%        | 23%        | 54%        | 7.1        |
| Jefferson | 2014-2015 |  | <b>Overall</b>  | <b>0%</b> | <b>0%</b> | <b>2%</b> | <b>4%</b> | <b>8%</b>  | <b>13%</b> | <b>20%</b> | <b>54%</b> | <b>7.0</b> |
| Lincoln   | 2014-2015 |  | 9   | 0%        | 3%        | 64%       | 33%       | 7.3        |            |            |            |            |
| Lincoln   | 2014-2015 |  | 10  | 1%        | 4%        | 52%       | 43%       | 7.4        |            |            |            |            |
| Lincoln   | 2014-2015 |  | 11  | 1%        | 5%        | 21%       | 53%       | 21%        | 6.9        |            |            |            |
| Lincoln   | 2014-2015 |  | 12  | 0%        | 1%        | 6%        | 19%       | 37%        | 29%        | 8%         | 6.1        |            |
| Lincoln   | 2014-2015 |  | HU  | 1%        | 2%        | 4%        | 15%       | 45%        | 34%        | 7.0        |            |            |
| Lincoln   | 2014-2015 |  | Free  | 2%        | 4%        | 10%       | 39%       | 45%        | 7.2        |            |            |            |
| Lincoln   | 2014-2015 |  | <b>Overall</b>  | <b>0%</b> | <b>0%</b> | <b>2%</b> | <b>6%</b> | <b>16%</b> | <b>50%</b> | <b>27%</b> | <b>6.9</b> |            |
| Madison   | 2014-2015 |  | 9   | 0%        | 1%        | 99%       | 8.0       |            |            |            |            |            |
| Madison   | 2014-2015 |  | 10  | 0%        | 8%        | 91%       | 7.9       |            |            |            |            |            |
| Madison   | 2014-2015 |  | 11  | 0%        | 0%        | 6%        | 25%       | 68%        | 7.6        |            |            |            |
| Madison   | 2014-2015 |  | 12  | 1%        | 1%        | 2%        | 11%       | 21%        | 30%        | 34%        | 6.8        |            |
| Madison   | 2014-2015 |  | HU  | 0%        | 0%        | 2%        | 5%        | 12%        | 81%        | 7.7        |            |            |
| Madison   | 2014-2015 |  | Free  | 0%        | 0%        | 1%        | 2%        | 5%         | 12%        | 80%        | 7.7        |            |
| Madison   | 2014-2015 |  | <b>Overall</b>  | <b>0%</b> | <b>0%</b> | <b>1%</b> | <b>3%</b> | <b>6%</b>  | <b>15%</b> | <b>75%</b> | <b>7.6</b> |            |
| Roosevelt | 2014-2015 |  | 9   | 100%      | 8.0       |           |           |            |            |            |            |            |
| Roosevelt | 2014-2015 |  | 10  | 3%        | 97%       | 8.0       |           |            |            |            |            |            |
| Roosevelt | 2014-2015 |  | 11  | 2%        | 22%       | 76%       | 7.7       |            |            |            |            |            |
| Roosevelt | 2014-2015 |  | 12  | 0%        | 1%        | 8%        | 17%       | 24%        | 47%        | 7.0        |            |            |
| Roosevelt | 2014-2015 |  | HU  | 0%        | 0%        | 2%        | 4%        | 10%        | 83%        | 7.7        |            |            |
| Roosevelt | 2014-2015 |  | Free  | 0%        | 0%        | 2%        | 3%        | 10%        | 85%        | 7.8        |            |            |
| Roosevelt | 2014-2015 |  | <b>Overall</b>  | <b>0%</b> | <b>0%</b> | <b>2%</b> | <b>4%</b> | <b>12%</b> | <b>81%</b> | <b>7.7</b> |            |            |

| INCLUDES TA Group | # of periods that students are signed up for as a percentage of total students in Group |           |           |           |           |            |            |            | Average    |            |     |     |
|-------------------|---|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|-----|-----|
|                   | 1   | 2         | 3         | 4         | 5         | 6          | 7          | 8          |            |            |     |     |
| 9                 | 0%  | 0%        | 1%        | 4%        | 12%       | 17%        | 24%        | 21%        | 20%        | 6.0        |     |     |
| 10                | 0%  | 0%        | 1%        | 3%        | 9%        | 27%        | 30%        | 30%        | 30%        | 6.8        |     |     |
| 11                | 0%  | 0%        | 0%        | 3%        | 9%        | 27%        | 30%        | 30%        | 30%        | 6.8        |     |     |
| 12                | 0%  | 0%        | 0%        | 1%        | 1%        | 4%         | 12%        | 17%        | 24%        | 21%        | 20% | 6.0 |
| HU                | 0%  | 0%        | 1%        | 2%        | 7%        | 13%        | 22%        | 22%        | 55%        | 7.2        |     |     |
| Free              | 0%  | 0%        | 0%        | 1%        | 6%        | 11%        | 24%        | 24%        | 56%        | 7.2        |     |     |
| <b>Overall</b>    | <b>0%</b>   | <b>0%</b> | <b>1%</b> | <b>3%</b> | <b>6%</b> | <b>13%</b> | <b>21%</b> | <b>21%</b> | <b>56%</b> | <b>7.2</b> |     |     |
| 9                 |   |           |           | 3%        | 62%       | 35%        | 7.3        |            |            |            |     |     |
| 10                |   |           |           | 1%        | 4%        | 48%        | 7.4        |            |            |            |     |     |
| 11                |   |           |           | 1%        | 3%        | 20%        | 53%        | 24%        | 7.0        |            |     |     |
| 12                |   |           |           | 0%        | 1%        | 5%         | 15%        | 39%        | 32%        | 8%         | 6.2 |     |
| HU                |   |           |           | 2%        | 2%        | 15%        | 42%        | 40%        | 7.2        |            |     |     |
| Free              |   |           |           | 2%        | 2%        | 9%         | 37%        | 51%        | 7.3        |            |     |     |
| <b>Overall</b>    | <b>0%</b>   | <b>0%</b> | <b>0%</b> | <b>1%</b> | <b>4%</b> | <b>15%</b> | <b>49%</b> | <b>30%</b> | <b>7.0</b> |            |     |     |
| 9                 |   |           |           | 0%        | 1%        | 99%        | 8.0        |            |            |            |     |     |
| 10                |   |           |           | 7%        | 93%       | 7.9        |            |            |            |            |     |     |
| 11                |   |           |           | 0%        | 0%        | 4%         | 26%        | 69%        | 7.6        |            |     |     |
| 12                |   |           |           | 1%        | 1%        | 2%         | 11%        | 21%        | 29%        | 36%        | 6.8 |     |
| HU                |   |           |           | 0%        | 0%        | 2%         | 4%         | 12%        | 82%        | 7.7        |     |     |
| Free              |   |           |           | 0%        | 0%        | 1%         | 2%         | 4%         | 12%        | 80%        | 7.7 |     |
| <b>Overall</b>    | <b>0%</b>   | <b>0%</b> | <b>0%</b> | <b>1%</b> | <b>3%</b> | <b>6%</b>  | <b>14%</b> | <b>76%</b> | <b>7.6</b> |            |     |     |
| 9                 |   |           |           | 100%      | 8.0       |            |            |            |            |            |     |     |
| 10                |   |           |           | 1%        | 99%       | 8.0        |            |            |            |            |     |     |
| 11                |   |           |           | 1%        | 18%       | 81%        | 7.8        |            |            |            |     |     |
| 12                |   |           |           | 1%        | 2%        | 4%         | 17%        | 25%        | 50%        | 7.1        |     |     |
| HU                |   |           |           | 0%        | 0%        | 1%         | 3%         | 9%         | 86%        | 7.8        |     |     |
| Free              |   |           |           | 0%        | 0%        | 1%         | 2%         | 9%         | 87%        | 7.8        |     |     |
| <b>Overall</b>    | <b>0%</b>   | <b>0%</b> | <b>0%</b> | <b>0%</b> | <b>1%</b> | <b>4%</b>  | <b>11%</b> | <b>83%</b> | <b>7.7</b> |            |     |     |



| school  | SY        | Group   | # of periods that students are signed up for as a percentage of total students in Group |    |    |    |     |     |     |     | Average |     |     |     |
|---------|-----------|---------|---|----|----|----|-----|-----|-----|-----|---------|-----|-----|-----|
|         |           |         | 1   | 2  | 3  | 4  | 5   | 6   | 7   | 8   |         |     |     |     |
| Wilson  | 2014-2015 | 9       |   |    |    | 1% |     |     |     |     |         | 22% | 78% | 7.8 |
| Wilson  | 2014-2015 | 10      |   |    |    | 1% | 0%  | 8%  | 44% | 47% | 7.4     |     |     |     |
| Wilson  | 2014-2015 | 11      |   | 0% |    | 1% | 5%  | 24% | 46% | 24% | 6.8     |     |     |     |
| Wilson  | 2014-2015 | 12      | 0%  | 1% | 3% | 9% | 26% | 29% | 25% | 7%  | 5.8     |     |     |     |
| Wilson  | 2014-2015 | HU      |   |    |    | 1% | 4%  | 7%  | 13% | 30% | 44%     | 7.0 |     |     |
| Wilson  | 2014-2015 | Free    |   | 0% | 1% | 4% | 7%  | 10% | 32% | 45% | 7.0     |     |     |     |
| Wilson  | 2014-2015 | Overall | 0%  | 0% | 1% | 3% | 7%  | 14% | 34% | 41% | 7.0     |     |     |     |
| Overall | 2014-2015 | 9       |   |    |    | 0% | 0%  | 1%  | 25% | 74% | 7.7     |     |     |     |
| Overall | 2014-2015 | 10      | 0%  |    |    | 0% | 0%  | 5%  | 35% | 60% | 7.5     |     |     |     |
| Overall | 2014-2015 | 11      |   | 0% | 0% | 1% | 4%  | 19% | 40% | 36% | 7.1     |     |     |     |
| Overall | 2014-2015 | 12      | 0%  | 0% | 2% | 7% | 21% | 29% | 25% | 16% | 6.1     |     |     |     |
| Overall | 2014-2015 | HU      |   | 0% | 0% | 2% | 5%  | 11% | 24% | 58% | 7.3     |     |     |     |
| Overall | 2014-2015 | Free    |   | 0% | 0% | 2% | 5%  | 10% | 24% | 59% | 7.3     |     |     |     |
| Overall | 2014-2015 | Overall | 0%  | 0% | 0% | 2% | 6%  | 13% | 31% | 48% | 7.15    |     |     |     |

| INCLUDES TA | Group | # of periods that students are signed up for as a percentage of total students in Group |    |    |    |     |     |     |     | Average |     |     |     |
|-------------|-------|---|----|----|----|-----|-----|-----|-----|---------|-----|-----|-----|
|             |       | 1   | 2  | 3  | 4  | 5   | 6   | 7   | 8   |         |     |     |     |
| 9           |       |   |    |    | 1% |     |     |     |     |         | 21% | 78% | 7.8 |
| 10          |       |   |    |    | 1% | 0%  | 5%  | 38% | 56% | 7.5     |     |     |     |
| 11          |       |   | 0% |    | 0% | 2%  | 16% | 44% | 37% | 7.1     |     |     |     |
| 12          |       | 0%  | 0% | 2% | 6% | 15% | 33% | 28% | 15% | 6.2     |     |     |     |
| HU          |       |   |    |    | 4% | 4%  | 11% | 30% | 51% | 7.2     |     |     |     |
| Free        |       |   | 0% | 0% | 3% | 4%  | 11% | 28% | 53% | 7.2     |     |     |     |
| Overall     |       | 0%  | 0% | 0% | 2% | 4%  | 13% | 33% | 48% | 7.2     |     |     |     |
| 9           |       |   |    |    | 0% |     | 1%  | 24% | 75% | 7.7     |     |     |     |
| 10          |       | 0%  |    |    | 0% | 0%  | 3%  | 32% | 64% | 7.6     |     |     |     |
| 11          |       |   | 0% | 0% | 0% | 3%  | 16% | 40% | 41% | 7.2     |     |     |     |
| 12          |       | 0%  | 0% | 1% | 5% | 16% | 31% | 28% | 19% | 6.3     |     |     |     |
| HU          |       |   | 0% | 0% | 1% | 4%  | 10% | 24% | 61% | 7.4     |     |     |     |
| Free        |       |   | 0% | 0% | 1% | 4%  | 10% | 24% | 61% | 7.4     |     |     |     |
| Overall     |       | 0%  | 0% | 0% | 1% | 4%  | 12% | 31% | 51% | 7.25    |     |     |     |

NOTES: PRELIMINARY DATA, as Schedule corrections and 10 Day drops will effect data.

This report excludes Lunch, Early Release, Late Arrival, Study Hall. The difference between the right and left hand side of the report is that the left excludes Teaching Assistance Classes and the right side includes Teaching Assistance. Students taking over 8 classes counted in the 8 classes column.



Regular Periods Per Student

Extracted 11/15/2013

| Report Excludes: Lunch, Early Release, Late Arrival, Study Hall, TA.<br>Data effective October 1 each year. |                 |       |    | # of periods that students are signed up for as a percentage of total student in grade or total |    |     |     |     |     |     |     | Average |
|---|-----------------|-------|----|---|----|-----|-----|-----|-----|-----|-----|---------|
| school_name   | sy              | grade |    | 1   | 2  | 3   | 4   | 5   | 6   | 7   | 8   |         |
| Franklin  | 2010-2011       | 9     |    |   |    |     |     |     | 1%  | 99% |     | 7.0     |
| Franklin  | 2010-2011       | 10    | 0% |   |    |     |     |     | 11% | 88% |     | 6.9     |
| Franklin  | 2010-2011       | 11    |    |   |    |     |     | 4%  | 33% | 63% |     | 6.6     |
| Franklin  | 2010-2011       | 12    |    |   | 3% | 8%  | 25% | 25% | 40% |     |     | 5.9     |
| Franklin  | 2010-2011 Total |       |    | 0%  | 0% | 1%  | 6%  | 16% | 76% |     |     | 6.6     |
| Franklin  | 2011-2012       | 9     |    |   |    |     |     | 0%  | 5%  | 60% | 35% | 7.3     |
| Franklin  | 2011-2012       | 10    |    |   |    |     |     |     | 8%  | 68% | 23% | 7.2     |
| Franklin  | 2011-2012       | 11    |    |   | 0% | 1%  | 2%  | 18% | 56% | 23% |     | 7.0     |
| Franklin  | 2011-2012       | 12    | 1% |   | 5% | 12% | 19% | 26% | 26% | 11% |     | 5.9     |
| Franklin  | 2011-2012 Total |       |    | 0%  | 1% | 3%  | 5%  | 13% | 54% | 24% |     | 6.9     |
| Franklin  | 2012-2013       | 9     |    |   |    |     |     | 1%  | 5%  | 81% | 13% | 7.0     |
| Franklin  | 2012-2013       | 10    | 0% |   |    |     |     | 0%  | 6%  | 79% | 15% | 7.1     |
| Franklin  | 2012-2013       | 11    |    |   | 0% | 0%  | 10% | 53% | 27% | 9%  |     | 6.3     |
| Franklin  | 2012-2013       | 12    |    | 1%  | 5% | 13% | 25% | 34% | 13% | 9%  |     | 5.6     |
| Franklin  | 2012-2013 Total |       |    | 0%  | 0% | 1%  | 3%  | 8%  | 22% | 54% | 12% | 6.6     |
| Franklin  | 2013-2014       | 9     |    | 0%  |    |     |     |     | 1%  | 66% | 33% | 7.3     |
| Franklin  | 2013-2014       | 10    |    |   |    |     |     |     | 3%  | 66% | 30% | 7.3     |
| Franklin  | 2013-2014       | 11    |    |   | 0% |     | 1%  | 16% | 52% | 31% |     | 7.1     |
| Franklin  | 2013-2014       | 12    |    | 1%  | 2% | 11% | 18% | 25% | 27% | 17% |     | 6.1     |
| Franklin  | 2013-2014 Total |       |    | 0%  | 0% | 2%  | 4%  | 11% | 54% | 28% |     | 7.0     |
| Grant   | 2010-2011       | 9     |    | 1%  | 0% |     |     | 0%  | 10% | 88% |     | 6.8     |
| Grant   | 2010-2011       | 10    |    | 1%  | 0% |     | 1%  | 3%  | 34% | 61% |     | 6.5     |
| Grant   | 2010-2011       | 11    |    |   |    | 1%  | 1%  | 19% | 47% | 32% |     | 6.1     |
| Grant   | 2010-2011       | 12    |    | 1%  | 1% | 3%  | 21% | 39% | 26% | 9%  |     | 5.1     |
| Grant   | 2010-2011 Total |       |    | 1%  | 0% | 1%  | 5%  | 14% | 29% | 50% |     | 6.2     |
| Grant   | 2011-2012       | 9     |    |   |    |     | 0%  | 1%  | 3%  | 83% | 13% | 7.1     |
| Grant   | 2011-2012       | 10    |    |   |    |     | 0%  | 1%  | 14% | 68% | 17% | 7.0     |
| Grant   | 2011-2012       | 11    | 0% |   |    |     | 0%  | 11% | 34% | 44% | 11% | 6.5     |
| Grant   | 2011-2012       | 12    |    | 1%  | 7% | 20% | 32% | 27% | 10% | 4%  |     | 5.2     |
| Grant   | 2011-2012 Total |       |    | 0%  | 0% | 2%  | 5%  | 11% | 19% | 52% | 11% | 6.5     |
| Grant   | 2012-2013       | 9     |    |   |    | 0%  |     | 1%  | 3%  | 82% | 15% | 7.1     |
| Grant   | 2012-2013       | 10    | 0% |   |    |     | 1%  | 4%  | 22% | 64% | 10% | 6.8     |
| Grant   | 2012-2013       | 11    |    | 0%  |    | 2%  | 9%  | 27% | 42% | 17% | 2%  | 5.7     |
| Grant   | 2012-2013       | 12    |    | 1%  | 7% | 26% | 35% | 20% | 8%  | 1%  |     | 5.0     |
| Grant   | 2012-2013 Total |       |    | 0%  | 0% | 2%  | 9%  | 16% | 21% | 43% | 7%  | 6.1     |
| Grant   | 2013-2014       | 9     |    |   |    |     |     |     | 1%  | 38% | 62% | 7.6     |
| Grant   | 2013-2014       | 10    |    |   |    |     |     | 3%  | 25% | 49% | 23% | 6.9     |
| Grant   | 2013-2014       | 11    | 0% |   | 0% | 2%  | 15% | 38% | 37% | 7%  |     | 6.3     |
| Grant   | 2013-2014       | 12    | 0% | 1%  | 4% | 19% | 33% | 31% | 9%  | 2%  |     | 5.3     |
| Grant   | 2013-2014 Total |       |    | 0%  | 0% | 1%  | 5%  | 13% | 24% | 34% | 24% | 6.5     |



Regular Periods Per Student

Extracted 11/15/2013

| Report Excludes:Lunch, Early Release, Late Arrival, Study Hall, TA.<br>Data effective October 1 each year. |                 |       |    | # of periods that students are signed up for as a percentage of total student in grade or total |    |     |     |     |     |     |     | Average |     |
|--|-----------------|-------|----|---|----|-----|-----|-----|-----|-----|-----|---------|-----|
| school_name  | sy              | grade |    | 1   | 2  | 3   | 4   | 5   | 6   | 7   | 8   |         |     |
| Benson   | 2010-2011       | 9     |    |   |    |     |     |     | 79% | 21% |     | 6.2     |     |
| Benson   | 2010-2011       | 10    |    |   |    |     |     | 0%  | 28% | 71% |     | 6.7     |     |
| Benson   | 2010-2011       | 11    |    |   |    |     |     | 2%  | 20% | 77% |     | 6.8     |     |
| Benson   | 2010-2011       | 12    |    |   |    | 0%  | 6%  | 22% | 42% | 29% |     | 5.9     |     |
| Benson   | 2010-2011 Total |       |    |   |    | 0%  | 2%  | 6%  | 43% | 49% |     | 6.4     |     |
| Benson   | 2011-2012       | 9     |    |   |    |     |     |     | 44% | 53% | 3%  | 6.6     |     |
| Benson   | 2011-2012       | 10    |    |   |    |     |     |     | 48% | 48% | 5%  | 6.6     |     |
| Benson   | 2011-2012       | 11    |    |   |    |     | 0%  | 3%  | 29% | 52% | 16% | 6.8     |     |
| Benson   | 2011-2012       | 12    |    |   | 0% | 1%  | 15% | 27% | 31% | 22% | 3%  | 5.7     |     |
| Benson   | 2011-2012 Total |       |    |   | 0% | 0%  | 4%  | 7%  | 38% | 44% | 7%  | 6.4     |     |
| Benson   | 2012-2013       | 9     |    |   |    |     |     | 2%  | 6%  | 53% | 37% | 3%      | 6.3 |
| Benson   | 2012-2013       | 10    |    |   |    | 1%  | 5%  | 14% | 33% | 31% | 16% | 6.4     |     |
| Benson   | 2012-2013       | 11    |    |   |    |     | 1%  | 4%  | 25% | 54% | 17% | 6.8     |     |
| Benson   | 2012-2013       | 12    |    |   | 0% | 4%  | 12% | 27% | 31% | 18% | 8%  | 5.7     |     |
| Benson   | 2012-2013 Total |       |    |   | 0% | 1%  | 5%  | 13% | 36% | 34% | 11% | 6.3     |     |
| Benson   | 2013-2014       | 9     |    |   |    |     |     |     | 6%  | 63% | 31% | 7.3     |     |
| Benson   | 2013-2014       | 10    |    |   |    |     |     |     | 5%  | 44% | 51% | 7.5     |     |
| Benson   | 2013-2014       | 11    |    |   |    |     |     | 6%  | 26% | 35% | 33% | 7.0     |     |
| Benson   | 2013-2014       | 12    |    |   |    | 1%  | 6%  | 16% | 36% | 25% | 15% | 6.2     |     |
| Benson   | 2013-2014 Total |       |    |   |    | 0%  | 1%  | 5%  | 17% | 43% | 34% | 7.0     |     |
| Cleveland  | 2010-2011       | 9     | 0% | 0%  |    |     | 0%  | 1%  | 14% | 84% |     | 6.8     |     |
| Cleveland  | 2010-2011       | 10    |    |   |    |     | 1%  | 3%  | 21% | 75% |     | 6.7     |     |
| Cleveland  | 2010-2011       | 11    |    |   |    |     | 1%  | 17% | 55% | 27% |     | 6.1     |     |
| Cleveland  | 2010-2011       | 12    |    |   | 1% | 6%  | 11% | 32% | 35% | 17% |     | 5.4     |     |
| Cleveland  | 2010-2011 Total |       | 0% | 0%  | 1% | 3%  | 12% | 30% | 53% |     |     | 6.3     |     |
| Cleveland  | 2011-2012       | 9     | 0% | 0%  |    |     | 1%  | 2%  | 1%  | 72% | 24% | 7.1     |     |
| Cleveland  | 2011-2012       | 10    | 0% |   |    |     | 0%  | 2%  | 15% | 73% | 9%  | 6.9     |     |
| Cleveland  | 2011-2012       | 11    |    | 0%  | 1% | 3%  | 6%  | 31% | 56% | 4%  |     | 6.5     |     |
| Cleveland  | 2011-2012       | 12    | 1% | 1%  | 2% | 12% | 24% | 29% | 28% | 4%  |     | 5.7     |     |
| Cleveland  | 2011-2012 Total |       | 0% | 0%  | 1% | 3%  | 7%  | 18% | 59% | 10% |     | 6.6     |     |
| Cleveland  | 2012-2013       | 9     |    |   |    |     |     | 0%  | 2%  | 93% | 5%  | 7.0     |     |
| Cleveland  | 2012-2013       | 10    |    | 0%  |    |     | 1%  | 3%  | 23% | 68% | 4%  | 6.7     |     |
| Cleveland  | 2012-2013       | 11    |    |   |    |     | 1%  | 8%  | 36% | 50% | 5%  | 6.5     |     |
| Cleveland  | 2012-2013       | 12    | 1% | 1%  | 3% | 13% | 25% | 30% | 22% | 6%  |     | 5.7     |     |
| Cleveland  | 2012-2013 Total |       | 0% | 0%  | 1% | 3%  | 9%  | 23% | 59% | 5%  |     | 6.5     |     |
| Cleveland  | 2013-2014       | 9     |    |   |    |     |     |     | 1%  | 72% | 27% | 7.3     |     |
| Cleveland  | 2013-2014       | 10    |    |   |    |     | 0%  | 2%  | 15% | 62% | 20% | 7.0     |     |
| Cleveland  | 2013-2014       | 11    |    |   |    | 1%  | 1%  | 9%  | 33% | 49% | 8%  | 6.5     |     |
| Cleveland  | 2013-2014       | 12    | 0% | 1%  | 3% | 10% | 25% | 34% | 21% | 6%  |     | 5.7     |     |
| Cleveland  | 2013-2014 Total |       | 0% | 0%  | 1% | 3%  | 9%  | 20% | 51% | 15% |     | 6.6     |     |



| Report Excludes:Lunch, Early Release, Late Arrival, Study Hall, TA.<br>Data effective October 1 each year. |                        |       |           | # of periods that students are signed up for as a percentage of total student in grade or total |           |           |            |            |            |            |     | Average    |
|--|------------------------|-------|-----------|---|-----------|-----------|------------|------------|------------|------------|-----|------------|
| school_name  | sy                     | grade |           | 1   | 2         | 3         | 4          | 5          | 6          | 7          | 8   |            |
| Jefferson H.S.   | 2010-2011              | 9     |           |   | 5%        |           | 1%         | 1%         | 24%        | 70%        |     | 6.5        |
| Jefferson H.S.   | 2010-2011              | 10    |           |   | 17%       |           |            |            | 8%         | 75%        |     | 6.1        |
| Jefferson H.S.   | 2010-2011              | 11    |           |   | 8%        |           |            | 4%         | 30%        | 58%        |     | 6.2        |
| Jefferson H.S.   | 2010-2011              | 12    |           |   | 6%        | 3%        | 7%         | 28%        | 23%        | 34%        |     | 5.6        |
| <b>Jefferson H.S.</b>  | <b>2010-2011 Total</b> |       |           |   | <b>9%</b> | <b>1%</b> | <b>2%</b>  | <b>8%</b>  | <b>21%</b> | <b>60%</b> |     | <b>6.1</b> |
| Jefferson H.S.   | 2011-2012              | 9     | 1%        | 6%  |           |           |            |            | 1%         | 36%        | 56% | 7.2        |
| Jefferson H.S.   | 2011-2012              | 10    |           | 10%   |           |           |            |            | 1%         | 30%        | 59% | 7.1        |
| Jefferson H.S.   | 2011-2012              | 11    |           | 17%   |           |           |            | 3%         | 18%        | 35%        | 27% | 6.2        |
| Jefferson H.S.   | 2011-2012              | 12    | 1%        | 9%  | 4%        | 16%       | 25%        | 16%        | 16%        | 16%        | 13% | 5.3        |
| <b>Jefferson H.S.</b>  | <b>2011-2012 Total</b> |       | <b>1%</b> | <b>10%</b>  | <b>1%</b> | <b>3%</b> | <b>5%</b>  | <b>8%</b>  | <b>31%</b> | <b>42%</b> |     | <b>6.6</b> |
| Jefferson H.S.   | 2012-2013              | 9     |           | 5%  |           |           |            | 1%         |            | 36%        | 59% | 7.3        |
| Jefferson H.S.   | 2012-2013              | 10    |           | 6%  | 1%        | 1%        |            |            | 7%         | 41%        | 44% | 7.0        |
| Jefferson H.S.   | 2012-2013              | 11    |           | 9%  |           |           | 2%         | 5%         | 23%        | 45%        | 15% | 6.3        |
| Jefferson H.S.   | 2012-2013              | 12    |           | 17%   | 2%        | 20%       | 20%        | 22%        | 8%         | 11%        |     | 5.0        |
| <b>Jefferson H.S.</b>  | <b>2012-2013 Total</b> |       |           | <b>9%</b>   | <b>1%</b> | <b>5%</b> | <b>6%</b>  | <b>12%</b> | <b>33%</b> | <b>35%</b> |     | <b>6.5</b> |
| Jefferson H.S.   | 2013-2014              | 9     |           |   |           |           |            |            |            | 31%        | 69% | 7.7        |
| Jefferson H.S.   | 2013-2014              | 10    |           |   |           |           |            |            | 2%         | 38%        | 61% | 7.6        |
| Jefferson H.S.   | 2013-2014              | 11    |           |   | 2%        | 1%        | 10%        | 22%        | 40%        | 24%        |     | 6.7        |
| Jefferson H.S.   | 2013-2014              | 12    | 1%        | 10%   | 10%       | 13%       | 18%        | 24%        | 9%         | 16%        |     | 5.3        |
| <b>Jefferson H.S.</b>  | <b>2013-2014 Total</b> |       | <b>0%</b> | <b>2%</b>   | <b>3%</b> | <b>3%</b> | <b>6%</b>  | <b>11%</b> | <b>31%</b> | <b>45%</b> |     | <b>6.9</b> |
| Lincoln  | 2010-2011              | 9     |           |   |           |           |            |            | 27%        | 73%        |     | 6.7        |
| Lincoln  | 2010-2011              | 10    |           |   |           |           | 1%         | 3%         | 35%        | 62%        |     | 6.6        |
| Lincoln  | 2010-2011              | 11    |           |   |           |           | 2%         | 6%         | 52%        | 40%        |     | 6.3        |
| Lincoln  | 2010-2011              | 12    | 0%        |   | 2%        | 4%        | 29%        | 51%        | 15%        |            |     | 5.7        |
| <b>Lincoln</b>   | <b>2010-2011 Total</b> |       | <b>0%</b> |   | <b>0%</b> | <b>1%</b> | <b>9%</b>  | <b>40%</b> | <b>49%</b> |            |     | <b>6.4</b> |
| Lincoln  | 2011-2012              | 9     | 1%        | 0%  |           |           |            | 1%         | 8%         | 80%        | 11% | 7.0        |
| Lincoln  | 2011-2012              | 10    |           |   |           |           | 0%         | 2%         | 23%        | 63%        | 12% | 6.9        |
| Lincoln  | 2011-2012              | 11    |           |   |           |           | 1%         | 7%         | 46%        | 41%        | 5%  | 6.4        |
| Lincoln  | 2011-2012              | 12    |           | 1%  | 2%        | 13%       | 24%        | 39%        | 18%        | 3%         |     | 5.7        |
| <b>Lincoln</b>   | <b>2011-2012 Total</b> |       | <b>0%</b> | <b>0%</b>   | <b>0%</b> | <b>3%</b> | <b>8%</b>  | <b>28%</b> | <b>52%</b> | <b>8%</b>  |     | <b>6.5</b> |
| Lincoln  | 2012-2013              | 9     |           |   |           |           | 1%         | 0%         | 8%         | 84%        | 7%  | 6.9        |
| Lincoln  | 2012-2013              | 10    |           |   |           |           | 0%         | 3%         | 21%        | 70%        | 5%  | 6.8        |
| Lincoln  | 2012-2013              | 11    | 0%        |   |           |           | 1%         | 12%        | 54%        | 29%        | 4%  | 6.2        |
| Lincoln  | 2012-2013              | 12    |           | 1%  | 2%        | 15%       | 33%        | 31%        | 16%        | 2%         |     | 5.5        |
| <b>Lincoln</b>   | <b>2012-2013 Total</b> |       | <b>0%</b> | <b>0%</b>   | <b>1%</b> | <b>4%</b> | <b>11%</b> | <b>29%</b> | <b>51%</b> | <b>4%</b>  |     | <b>6.4</b> |
| Lincoln  | 2013-2014              | 9     |           |   |           |           | 0%         | 0%         | 5%         | 84%        | 10% | 7.0        |
| Lincoln  | 2013-2014              | 10    |           |   |           |           | 1%         | 3%         | 26%        | 60%        | 10% | 6.8        |
| Lincoln  | 2013-2014              | 11    |           |   |           | 0%        | 2%         | 7%         | 35%        | 48%        | 7%  | 6.5        |
| Lincoln  | 2013-2014              | 12    | 0%        | 1%  | 3%        | 9%        | 28%        | 35%        | 21%        | 4%         |     | 5.7        |
| <b>Lincoln</b>   | <b>2013-2014 Total</b> |       | <b>0%</b> | <b>0%</b>   | <b>1%</b> | <b>3%</b> | <b>10%</b> | <b>25%</b> | <b>54%</b> | <b>8%</b>  |     | <b>6.5</b> |



Regular Periods Per Student

Extracted 11/15/2013

| Report Excludes:Lunch, Early Release, Late Arrival, Study Hall, TA.<br>Data effective October 1 each year. |                 |       |    | # of periods that students are signed up for as a percentage of total student in grade or total |    |     |     |     |     |     |     | Average |
|--|-----------------|-------|----|---|----|-----|-----|-----|-----|-----|-----|---------|
| school_name  | sy              | grade |    | 1   | 2  | 3   | 4   | 5   | 6   | 7   | 8   |         |
| Madison  | 2010-2011       | 9     |    |   |    |     |     | 1%  | 11% | 88% |     | 6.9     |
| Madison  | 2010-2011       | 10    |    |   |    |     |     | 1%  | 20% | 79% |     | 6.8     |
| Madison  | 2010-2011       | 11    |    | 0%  | 0% | 0%  | 7%  | 30% | 62% |     |     | 6.5     |
| Madison  | 2010-2011       | 12    |    |   | 1% | 5%  | 17% | 45% | 32% |     |     | 6.0     |
| Madison  | 2010-2011 Total |       |    | 0%  | 0% | 1%  | 5%  | 24% | 69% |     |     | 6.6     |
| Madison  | 2011-2012       | 9     |    |   |    |     | 0%  |     |     | 9%  | 91% | 7.9     |
| Madison  | 2011-2012       | 10    |    |   |    |     |     | 1%  | 7%  | 58% | 35% | 7.3     |
| Madison  | 2011-2012       | 11    |    |   |    | 0%  | 2%  | 16% | 51% | 31% |     | 7.1     |
| Madison  | 2011-2012       | 12    |    |   | 1% | 4%  | 13% | 28% | 38% | 16% |     | 6.5     |
| Madison  | 2011-2012 Total |       |    |   | 0% | 1%  | 3%  | 12% | 39% | 44% |     | 7.2     |
| Madison  | 2012-2013       | 9     |    |   |    |     | 0%  | 0%  | 30% | 69% |     | 7.7     |
| Madison  | 2012-2013       | 10    |    |   |    | 0%  | 1%  | 16% | 60% | 23% |     | 7.0     |
| Madison  | 2012-2013       | 11    |    |   | 0% |     | 3%  | 21% | 55% | 21% |     | 6.9     |
| Madison  | 2012-2013       | 12    |    |   | 3% | 7%  | 14% | 28% | 29% | 20% |     | 6.3     |
| Madison  | 2012-2013 Total |       |    |   | 1% | 2%  | 4%  | 16% | 44% | 34% |     | 7.0     |
| Madison  | 2013-2014       | 9     |    |   |    |     |     |     |     | 3%  | 97% | 8.0     |
| Madison  | 2013-2014       | 10    |    |   |    | 0%  |     | 6%  | 48% | 46% |     | 7.4     |
| Madison  | 2013-2014       | 11    |    |   | 0% |     | 2%  | 18% | 54% | 25% |     | 7.0     |
| Madison  | 2013-2014       | 12    |    | 1%  | 1% | 4%  | 14% | 32% | 30% | 18% |     | 6.4     |
| Madison  | 2013-2014 Total |       |    | 0%  | 0% | 1%  | 4%  | 14% | 34% | 46% |     | 7.2     |
| Wilson   | 2010-2011       | 9     | 0% |   |    |     |     | 1%  | 63% | 36% |     | 6.3     |
| Wilson   | 2010-2011       | 10    |    | 1%  | 0% | 1%  | 7%  | 43% | 48% |     |     | 6.4     |
| Wilson   | 2010-2011       | 11    |    |   | 1% | 1%  | 8%  | 43% | 48% |     |     | 6.4     |
| Wilson   | 2010-2011       | 12    | 0% | 2%  | 7% | 12% | 34% | 30% | 15% |     |     | 5.3     |
| Wilson   | 2010-2011 Total |       | 0% | 1%  | 2% | 3%  | 12% | 45% | 37% |     |     | 6.1     |
| Wilson   | 2011-2012       | 9     |    |   |    | 0%  |     | 5%  | 50% | 44% |     | 7.4     |
| Wilson   | 2011-2012       | 10    |    | 0%  |    | 1%  | 4%  | 29% | 53% | 13% |     | 6.7     |
| Wilson   | 2011-2012       | 11    |    |   | 1% | 1%  | 10% | 33% | 43% | 11% |     | 6.5     |
| Wilson   | 2011-2012       | 12    | 0% |   | 6% | 13% | 32% | 27% | 17% | 4%  |     | 5.5     |
| Wilson   | 2011-2012 Total |       | 0% | 0%  | 2% | 4%  | 11% | 24% | 41% | 18% |     | 6.5     |
| Wilson   | 2012-2013       | 9     | 1% | 1%  | 1% | 1%  | 0%  | 3%  | 28% | 64% |     | 7.4     |
| Wilson   | 2012-2013       | 10    | 1% | 4%  | 1% | 1%  | 5%  | 13% | 56% | 19% |     | 6.6     |
| Wilson   | 2012-2013       | 11    | 1% | 1%  | 2% | 2%  | 12% | 32% | 39% | 10% |     | 6.3     |
| Wilson   | 2012-2013       | 12    | 1% | 3%  | 6% | 14% | 29% | 28% | 14% | 6%  |     | 5.3     |
| Wilson   | 2012-2013 Total |       | 1% | 3%  | 2% | 5%  | 12% | 19% | 34% | 23% |     | 6.4     |
| Wilson   | 2013-2014       | 9     |    |   |    |     |     |     | 3%  | 52% | 45% | 7.4     |
| Wilson   | 2013-2014       | 10    |    |   |    |     | 1%  | 5%  | 46% | 48% |     | 7.4     |
| Wilson   | 2013-2014       | 11    |    |   |    | 3%  | 13% | 30% | 37% | 16% |     | 6.5     |
| Wilson   | 2013-2014       | 12    | 0% | 1%  | 5% | 16% | 21% | 27% | 19% | 11% |     | 5.7     |
| Wilson   | 2013-2014 Total |       | 0% | 0%  | 1% | 5%  | 9%  | 16% | 39% | 30% |     | 6.8     |

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

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The Superintendent RECOMMENDS adoption of the following item:

Number 5009

## RESOLUTION No. 5009

### Revisions to Policy 4.10.051-P, Student Enrollment and Transfers

#### RECITALS

- A. In February 2013, the PPS Board of Education unanimously approved resolution 4718, the PK-8 Jefferson Enrollment Balancing Resolution, directing staff to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.
- B. The Superintendent charged the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) with recommending revisions to enrollment and transfer policies to improve alignment with Portland Public Schools' strategic framework and Racial Educational Equity Policy. Over an 18 month period SACET met more than forty times and provided three status updates to the Board. It issued final recommendations to the Superintendent in October 2014.
- C. The Superintendent presented her recommendations to the Board in November 2014, including proposals for revisions to policy 4.10.051-P, Student Enrollment and Transfers. A first reading was presented on December 16, 2014.
- D. The policy reflects the following changes to align with the Racial Educational Equity Policy:
  - i. Builds an equitable neighborhood-to-neighborhood transfer system: this policy ends the neighborhood-to-neighborhood lottery system supporting the strengthening of our neighborhood schools.
  - ii. Provides a preference for students eligible for free and reduced meals and Head Start programs in the admission lottery for focus option schools and programs: creating this preference will provide greater access for historically underserved students.
  - iii. Allows special education students who have been required to transfer to a school other than their neighborhood school, to stay there until the highest grade.
- E. In addition to the regular public comment at Board meetings, there were 3 additional opportunities for comment dedicated to this topic, as well as a public survey and a written comment period.
- F. An administrative directive will be developed and information about the transfer changes will be distributed in multiple languages through the district website, schools and community partners in time for the upcoming transfer cycle.
- G. Additional resources will be requested to support procedural changes, and semi-annual reports will be provided to the School Board showing summary results of the petition process.

#### RESOLUTION

1. The Board of Education hereby adopts the revised Student Enrollment and Transfers Policy Policy 4.10.051-P.
2. The Board acknowledges and appreciates SACET for developing transfer policy and procedural recommendations.
3. The Board directs the Superintendent to brief Board members on the outcome of the new procedures prior to the 2016 transfer cycle.

*J. Isaacs*