

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
October 10, 2016

**Board Auditorium**

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

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***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.*

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**AGENDA**

- |    |  |         |
|----|--|---------|
| 1. | <b><u>STUDENT TESTIMONY</u></b>  | 6:00 pm |
| 2. | <b><u>PUBLIC COMMENT</u></b>   | 6:15 pm |
| 3. | <b><u>STUDENT PRESENTATIONS:</u></b>   |         |
|    | • <b>INTERNATIONAL YOUTH LEADERSHIP COUNCIL</b>                                | 6:35 pm |
|    | • <b>GRANT HIGH SCHOOL'S RACE FORWARD</b>                                      | 6:50 pm |
| 4. | <b><u>WORK SESSION: DISTRICT-WIDE BOUNDARY REVIEW 2016-17</u></b>              | 7:05 pm |
| 5. | <b><u>FIRST READING: AMENDED ADMISSION OF NON-RESIDENT STUDENTS POLICY</u></b> | 8:00 pm |
| 6. | <b><u>PRESENTATION: OPERATIONS ALIGNMENT</u></b>                               | 8:15 pm |
| 7. | <b><u>BUSINESS AGENDA</u></b>  | 8:45 pm |
| 8. | <b><u>ADJOURN</u></b>  | 9:00 pm |

**Portland Public Schools Nondiscrimination Statement**

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



# Board of Education Informational Report

## MEMORANDUM

**Date:** October 7, 2016  
**To:** Members of the Board of Education  
**From:** Robert McKean, Interim Superintendent  
**Subject:** Work flow recommendations for 2016-2019

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The PPS administrative team is committed to completing quality project work in a timely manner and improving ongoing service to our schools that will support student achievement and build community trust. This document is designed to outline the numerous projects that the district must accomplish against the back drop of current financial and capacity limitations as well as ongoing effort to improve service to schools. It provides an initial recommendation regarding a prioritized timeline around enrollment balancing given the commitment to quality and the aforementioned financial and capacity limitations. Further discussion of these priorities and the capacity to complete them under current timelines will be a part of the November 1 Board of Education retreat.

### Context:

Over the summer of 2016, four issues arose that have affected the priorities previously established by the Board of Education for the 2016-17 school year:

- 1) As a number of environmental health and safety concerns were identified, staff and resources have been hired and deployed to address lead in the water, lead paint, radon and other factors. When the Board of Education developed and passed the budget in June, these remediation efforts and the staffing to support them, were not included. Staff is currently working to have kitchens open and running with safe, clean water in the beginning of October. A number of assessments will be taking place over the school year, but the goal will be to have a number of water fountains open with safe, clean water in schools in time for the 2017-18 school year.
- 2) In response to the environmental health and safety concerns, the Board of Education decided to delay putting the school modernization bond onto the November ballot. This provides staff with additional time, but also means that much of the due diligence to refine the scope of a future bond will be taking place this fall and into 2017.
- 3) In June, the Board of Education announced that they would be engaging in a nation-wide superintendent search for a new Superintendent in time for the 2017-18 school year. Under current timelines, a search firm will be working with the Board of Education

and PPS community this fall to identify the skill set and traits that are needed for the next Superintendent. Interviews and decision-making will occur in Spring 2017.

- 4) When the District began Interest Based Bargaining (IBB) as our vehicle for negotiating with the Portland Association of Teachers, it was with the goal of settling the contract by June 2016. This process has been more intensive both in terms of time and staff resources than previously anticipated. IBB will be continuing, at a minimum, through the Fall and into Spring 2017.

### **Scope of Work Superintendent Recommendation March 2016:**

The July resolution expressed an intent to follow through on the scope of work described by the Superintendent in March 2016. Below are additional details from that report.

#### ***Recommendation: Harriet Tubman Middle School***

*Open Harriet Tubman as a middle school in fall of 2017. Boise-Eliot/Humboldt, King, Sabin, & Irvington would convert to K-5s, with students attending Tubman Middle School.*

#### ***Implementation considerations***

- An implementation and planning team, led by the newly designated principal, would consider whether Tubman should apply to be an International Baccalaureate Middle Years Program, providing continuity for King and Sabin, which currently offer an IB program, and for Vernon students who wish to opt in to continue with an IB program instead of attending Beaumont.*
- Consider a middle grades Mandarin program to provide continuity for King.*

#### ***Recommendation: Roseway Heights Middle School and Rose City Park***

- Open Roseway Heights as a middle school in Fall 2017. Scott, Lee and Vestal would convert to K-5s, with students attending Roseway Heights. Rose City Park would open as a K-5 neighborhood school in 2017.*

#### ***Implementation considerations***

- The Vietnamese Dual Language Immersion program, currently located at Roseway Heights K-8, would be located at one of the feeder schools, still to be determined.*
- Consider a middle grades Spanish Immersion program to provide continuity for Scott.*

#### ***Recommendation: ACCESS***

*ACCESS Academy (now at Rose City Park) would move to Humboldt School.*

#### ***Implementation considerations***

- Consider opportunity for future increased enrollment.*
- Consider a high school feeder pattern.*

#### ***Recommendation: Vernon***

*Vernon K-8 would be converted to a K-5 and students would then attend Beaumont Middle School in Fall 2017.*

#### ***Implementation considerations***

- Vernon would remain a K-8 school for 2016-17, but become a feeder school to Beaumont beginning in 2017.*

- *If an IB Middle Years Program (MYP) is implemented at Tubman, Vernon students would have the ability to opt in to Tubman Middle School.*
- *Rigler K-5 and Alameda K-5 would continue to feed to Beaumont.*
- *Alameda K-5 and Beaumont Middle School will be included in a D-BRAC process this spring to recommend the new boundary for Rose City Park School and create feeder patterns for Roseway Heights Middle School. Decisions on these changes should be finalized no later than January 2017.*

In addition to the above scope of work, there is also a need to do a boundary review for the Ockley Green Middle School feeders.

### **Challenges:**

The challenges of completing all projects associated with the recommendations in the current time frame can be broken into the following categories: financial, capacity, priorities, and community trust.

### **Resources:**

- As with the start of any biennium, this is a time of budget uncertainty. The Legislative Fiscal Office released their preliminary number of \$7.975 billion for the next biennium. The seven largest school districts in Oregon estimated that if Measure 97 passes, the education resources could increase to \$9.964 billion. However, PPS is estimating that we will need the state budget to be about \$10.03 billion in order to address environmental health and safety needs.
- PPS has already approved \$5M in borrowing for environmental health and safety this summer and approved a resolution for additional resources on September 26, 2016.
- In order to implement the two middle school conversions, PPS is anticipating needing additional staffing and resources. The Ockley Green conversion cost the district approximately \$1.5M not including the DBRAC process, repurposed staff (e.g. the project manager), and the opportunity costs of not completing other prioritized work. A budget of \$5M would need to be budgeted to convert the two schools as well as staff the process adequately without having to repurpose other staff. At this point, there has not been a facilities cost-estimate of Tubman or Roseway Heights, so there may be additional costs.

### **Implementation Capacity:**

- In the above reconfiguration recommendations, we would be converting nine K-8 schools to K-5 schools, creating two middle schools, and moving a K-8 program. These conversions will require classroom moves, staffing considerations, IT support, facility upgrades, and communication/community engagement support. At the same time, the district will be:
  - Moving Faubion out of Tubman and into the new Faubion PK-8
  - Moving Franklin out of the Marshall Campus and into the new Franklin High School
  - Opening Phase II of Roosevelt High School
  - Moving Grant High School into Marshall
  - Moving the PISA program out of Benson High School

These are resource intensive moves. This past summer when we moved Odyssey, the three Ockley Green feeders and opened Ockley Green and the first phase of Roosevelt,, staff and contractors were stretched thin and were working around the clock to get the facilities finished in time for the first day of school. This summer we have scheduled exponentially more moves and openings and will also be trying to address many of our environmental health and safety issues at the same time such as getting drinking fountains opened in time for school to start.

- There are also a number of current vacancies in the organization. For example, there are currently five vacancies in Finance, eight vacancies in IT, and 16 vacancies in Operations (including the Chief Operating Officer). In many of these cases, current employees have taken on additional responsibilities in order to backfill these positions. Additional vacancies that will be key to this implementation are: Senior Director of System Planning and Performance, and the Deputy Chief of Human Resources. These positions played key roles in the planning and implementation of last year's DBRAC process and this summer's transition. Even with resources to staff adequately for this project, recruiting and training for these positions is a serious concern.

### **Competing Priorities:**

As mentioned above, this summer, the Board of Education had four additional priorities that have begun or continued into this school year:

- Environmental health and safety
- Future Bond Planning
- Superintendent Search
- IBB

In addition to these priorities, the following priorities are also being implemented:

- 2012 School Bond Improvement Projects
  - 4 schools plus Summer IP work
- Curriculum Adoption (this year is a pilot, and will be expanding next year)
- Budget Improvement Process
- Response to the Risk Assessment
- Review of Central Office Departments and Structure
- Internal Control Assessment and Improvement
- Successful Schools Survey
- Tech Smart

Attached please find two heat maps that identify the timelines for these key priorities. These maps indicate that there is a lot of overlap in both the implementation timelines and community engagement timelines for these key initiatives.

Even with additional staff and resources, there are simply too many priorities to manage in order for them all to be completed successfully by the fall of 2017.

### **Community Trust:**

There are two elements to the community trust concerns. First, PPS has acknowledged the challenges of providing robust programming to our smaller K-8 schools, and middle grades

programs in particular. The recommendations and resolution from the Board of Education to move quickly on opening the middle schools acknowledge the urgency to remedy these inequities. There will be serious community concerns about not moving forward with this work. On the other hand, with so many priorities, and in particular priorities focused around environmental health and safety, PPS needs to ensure that we are producing quality results for the community. We will lose further community trust around these issues if we are not able to complete the environmental health and safety projects well, or complete the moves associated with the 2012 School Improvement Bond.

**Recommendation:**

The recommended prioritized timeline of work flow for 2016-2019 below is based upon current capacity and projected financial limitations. While recognizing the urgency of opening the two new middle schools, when weighing the work that has already begun on the environmental health and safety and development of the bond, the recommendation is to delay their opening by one year. However, attached is a memo from staff recommending implementation steps for middle grade program improvement for the 2017-18 school year.

2016-1017 (needs to be reviewed at upcoming Board retreat)

- Environmental health and safety
- Future Bond Planning
- Superintendent Search
- IBB
- 2012 School Bond Improvement Projects
  - o 4 schools opening/moves plus Summer IP work
- Curriculum Adoption (this year is a pilot, and will be expanding next year)
- Budget Improvement Process
- Response to the Risk Assessment
- Review of Central Office Departments and Structure
- Internal Control Assessment and Improvement
- Successful Schools Survey
- Completion of projects at Ockley Green Middle School
- Middle school programming planning
- Boundary changes for Ockley Green feeders
- Begin reorganization of District Office
- Build staff capacity
- Review of complaint process

2017-2018

- Environmental health and safety
- 2017 Bond Improvement Projects
- Implementation of Curriculum Adoption
- Response to Risk Assessment
- Implementation of Ockley Green feeder school and Westside middle and high school boundary change
- Complete planning for opening of Roseway Heights Middle School
- Completer planning for Tubman Middle School
- Complete reorganization of District Office under the new superintendent

2018-2019

- 2017 Bond Improvement Projects
- Opening of Roseway Heights Middle School
- Opening of Tubman Middle School



# Board of Education Informational Report

## MEMORANDUM

**Date:** October 7, 2016  
**To:** Members of the Board of Education  
**From:** Robert McKean, Interim Superintendent  
**Subject:** Implementation Options for Enrollment Balancing and Middle Grade Program Improvement 2017-28 School Year

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This memo provides enrollment balancing strategies and middle grade program improvement modifications that should be implemented for the 2017-18 school year in order to continue to support students and the development of stronger schools. Staff is recommending exploring the following options:

- 1) **Completion of Ockley Green Implementation.** In order to complete the transition to Ockley Green Middle School, DBRAC should move forward with making boundary recommendations for Ockley Green feeders. Chief Joseph should serve grades K-5 next year and Ockley Green should host grades 6-8, only. The Chief Joseph boundary will need to be made smaller and Peninsula and Woodlawn both will need additional students within their catchment areas to maintain strong programs.
- 2) **Support for small middle grades programs.**
  - a. The Martin Luther King School middle grades only have approximately 60 students:
    - i. Middle grades students from King could attend Ockley Green middle school until Tubman opens (may require facility enhancements).
    - ii. Middle grades students from King could attend Beaumont middle school until Tubman opens (may require facility enhancements).
    - iii. Middle grades from King could be combined with another smaller middle grades program from a nearby school at one of the buildings.
    - iv. Additional FTE could be available to enhance the King middle grades program (options b & c).
  - b. Add literacy teacher supports at K-8s with small middle grade programs:
    - i. Proposed Tubman Feeders:
      1. King: Two FTE, one literacy teacher and one teacher to increase elective offerings
      2. Boise-Eliot/Humboldt, Irvington, Sabin each receive one FTE for literacy teachers
    - ii. Proposed Roseway Heights Feeders:
      1. Scott, Lee and Vestal each receive one FTE for literacy teachers



c. Elective support: FTE could be added to each feeder school in the interim to ensure that there are additional elective opportunities. Alternatively, preferred programmatic school size for K-8s was identified as 3 sections per grade in middle grades. If we were to staff each of the feeder schools as though they had 150 students in the middle grades, we would need to add approximately 12.5 FTE (see below):

	2016 Preliminary Enrollment				6-8 Difference (from 150)	FTE Needed	FTE Needed (Rounded)
	PK	K5	6-8	Total			
Boise-Eliot/Humboldt	20	390	144	554	6	0.3	0.5
Martin Luther King	19	327	61	407	89	3.7	4
Irvington		256	134	390	16	0.7	1
Sabin		441	94	535	56	2.3	2.5
Lee		341	114	455	36	1.5	1.5
Roseway Heights		445	205	650			
Scott		393	128	521	22	0.9	1
Vestal		287	104	391	46	1.9	2
<b>TOTAL</b>							<b>12.5</b>

Note: there are other schools that are not a part of these two feeder patterns that have less than 150 students in the middle grades that are not included in this calculation.

3) **Continue with proposed ACCESS move.** Beverly Cleary enrollment continues to grow and capacity is short across the three campuses, including shared space with ACCESS at Rose City Park. Discussions regarding the growth of ACCESS and the Humboldt site limitations will be coming to the Teaching and Learning Committee later this month. Beverly Cleary would continue to operate as a K-8 across three campuses in 2017-18, with boundary changes determined as part of the Roseway Heights Middle School process for implementation in 2018.

4) We are working with the Multnomah Education Service District to align the two proposed middle school feeder schools' Outdoor School weeks in order to begin community-building across the feeders.

5) As work continues around the development of the middle school programming, community partners (e.g. SEI, SUN) will be included in planning to ensure that supports are in place for students.

Priority Community Engagement

2016 2017

	Oct	Nov.	Dec.	Jan.	Feb.	Mar.	April.	May	June	July	August	Sept.
1 Opening Tubman MS												
2 Opening RHW MS												
3 2017 Capital Improvement Projects (IP17)												
4 Modernization - Grant												
5 Modernization - Franklin												
6 Modernization - Roosevelt Phase 2												
7 Modernization Faubion												
8 General School Transition												
9 Successful School Survey (parent)												
10 Education Options Review												
11 Budget Improvement Process												
12 Health & Safety Remediation												
13 Bond 2017 planning												
14 Middle School Planning												
15 DBRAC Process												
16 Superintendent Search												
17 Boundary Changes												
18 PISA move												
19 Access/Humboldt move												

Notes:



**Non-Represented Employee Vacancies**

<b>Department</b>	<b>Position</b>
Community Involvement and Public Affairs	Chief
Community Involvement and Public Affairs	Manager
Community Involvement and Public Affairs	Senior Manager: Public Information Officer
Community Involvement and Public Affairs	Senior Manager: Communications Officer
College and Career Readiness	CTE Strategic Partnership Manager
Curriculum and Instruction	Learning Management System Curriculum Curator
Early Childhood Programs	School Family Partnership Coordinator
Finance	Deputy Chief
Finance	Grant Writer
Budget Office	Director
Budget Office	Assistant Director
Operations	Confidential Executive Assistant
General Counsel	General Counsel
Human Resources	Deputy Chief HR Officer
Human Resources	Senior Director- Employee and Labor Relations
Human Resources	Specialist- Labor Relations
Human Resources	Recruiter
Human Resources	Senior Specialist Talent Management

School Operational Support PK-12	Academic Programs Associate
Student Services	Academic Program Associate
Funded Programs	Coordinator
Systems Planning and Performance	Senior Director
Systems Planning and Performance	District Testing Coordinator
Systems Planning and Performance	Data Warehouse Functional Lead
Equity and Partnerships	Student Assistance Coordinator
Equity and Partnerships	Assistant Director
Office of Teaching and Learning	Director of Multi-Tiered System of Supports and SWIFT
Records Management	Manager
Office of School Performance	Senior Director
Office of School Modernization	Coordinator of Capital Projects
Office of School Modernization	Coordinator of Capital Projects
Office of School Modernization	Director of Capital Projects
Office of School Modernization	Project Manager
Office of School Modernization	Senior Director
Nutrition Services	Coordinator
Nutrition Services	Program Manager
Nutrition Services	Specialist- Procurement
Student Transportation	Assistant Director
Student Transportation	Specialist-GIS

Information Technology	Application Developer-Senior
Information Technology	Program Director- IT Finance & Administration
Information Technology	Manager- Information Security
Information Technology	Senior Manager- Client Services
Information Technology	Program Director- Systems Development & Integration
Information Technology	IT Project Manager- Senior
Information Technology	IT Project Manager- Senior
Information Technology	Specialist- IT Procurement
Facilities and Asset Management	Project Manager
Facilities and Asset Management	Project Manager
Facilities and Asset Management	Project Manager
Facilities and Asset Management	Senior Project Manager
Maintenance Services	Manager
Maintenance Services	Senior Manager- Electrical
Property Management	Program Manager- Capital Planning
Property Management	Project Manager



# Board of Education

## Staff Report to the Board

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**Board Meeting Date:** October 10, 2016

**Executive Committee Lead:** Courtney Wilton

**Department:** Enrollment and Transfer

**Presenter/Staff Lead:** Judy Brennan

**SUBJECT: Amendments to policy 4.10.040-P Admission of Nonresident Students**

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### BACKGROUND

PPS has a long standing policy regarding the admission of students from other district. Much of the language in the current policy is now obsolete due to recent state legislation. The attached revision is intended to be compliant with state laws and to better reflect district transfer values.

Significant amendments have also been drafted to Administrative Directive 4.10.090-AD, Interdistrict Agreements and Transfer of State School Funds, to provide detailed guidance to staff and families regarding PPS interdistrict transfer procedures. The administrative directive will be finalized based on the outcome of the final policy hearing, and will be updated as needed in the event of additional legislative actions.

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### BOARD COMMITTEE REVIEW (IF APPLICABLE)

Business and Operations Committee, May 2016

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### RELATED POLICIES / BOARD GOALS AND PRIORITIES

Administrative Directive 4.10.090-AD, Interdistrict Agreements and Transfer of State School Funds (Revision draft attached, pending first reading of revised policy 4.10.040-P)

Policy 4.10-051-P Student Transfers

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### PROCESS / COMMUNITY ENGAGEMENT

Oregon Administrative Regulations and staff in the Oregon Department of Education and Oregon School Board Associations were consulted as part of the policy amendment process. Families who move out of PPS are informed of interdistrict transfer application procedures on an annual basis.

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### ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

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While there are no specific equity implementation plan strategies that reference interdistrict students, it is notable that 35% of current non-resident students are of historically underserved races.

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### **BUDGET / RESOURCE IMPLICATIONS**

State school funding follows students across district lines in most cases. PPS has long maintained a positive ratio of interdistrict student coming into PPS vs going out.

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### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

The 2016 standard interdistrict transfer process will commence in June 2016.

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### **QUESTIONS FOR BOARD DISCUSSION**

Is the draft policy clear and concise?

### **ATTACHMENTS**

Attachment 1: Policy 4.10.040-P Admission of Nonresident Students

Attachment 2: Policy 4.10.040-P *amended*, Interdistrict Transfers

Attachment 3: Administrative Directive 4.10.090-AD, Interdistrict Agreements and Transfer of State School Funds

Attachment 4: Administrative Directive 4.10.090-AD, *amended-draft*, Interdistrict Transfer Procedures

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

DATE: October 10, 2016

## Public Comment for: REVISED POICY 4.10.040-P: ADMISSION OF NON-RESIDENT STUDENTS

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

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

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**1<sup>st</sup> Reading by: Tom Koehler, Chair**, Portland Public School Board  
**Summary:** Revised Policy 4.10.040-P: Admission of Non-Resident Students

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

**Recommended for 1st Reading by:** Board of Education  
**Policy Contact:** Rosanne Powell, Senior Board Office Manager  
**Last Date for Comment:** October 31, 2016  
**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: October 31, 2016**

#### **4.10.040-P Inter-District Transfers**

**AMENDED**

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. Our primary mission is to educate students who live within our district boundary. When feasible, Portland Public Schools will also consider enrolling nonresident students and allowing residents students to enroll in other district.

The district has a responsibility to provide families and students with timely and accurate information so that they can make informed inter-district transfer decisions, and to work cooperatively with other school districts to support families in the decision-making process.

The district will be in compliance with all state laws governing interdistrict transfers when deciding whether to enroll non-resident students or release resident students to other districts. Criteria for determining inter-district transfer priorities will be aligned, as well, with Portland Public schools policies and administrative directives governing transfers between district schools.

The Board of Education directs the superintendent to create administrative directives procedures and notifications to support this policy.

Legal references: ORS 339.133, ORS 326.051

History: Adopted 6/71, Amended 10/83, Amended 9/02, Amended 5/16

#### ~~4.10.040-P Admission Of Nonresident Students Portland Public Schools~~

~~As facilities and personnel permit, the Board may authorize the admission of students whose parents or guardians live outside the boundaries of the district and who are not otherwise emancipated\* provided that such students:~~

- ~~(1) Have reasons regarded by the offices of the superintendent as sufficient and valid to so enroll;~~
- ~~(2) Have records of discipline and performance in their former schools which indicate their enrollment would not be inimical to the educational interests of students in this district;~~
- ~~(3) Be required to attend any school the offices of the superintendent may designate;~~
- ~~(4) Pay tuition fees that the Board may determine or receive an inter-district transfer whereby the student's resident district and the Portland school district mutually agree to a transfer;~~
- ~~(5) Are not too young to be admitted in the schools of their own district, and are between the ages of 6 and 21;~~
- ~~(6) Are not seeking to enroll in kindergarten;~~
- ~~(7) Are not under expulsion from another school district;~~
- ~~(8) Meet such other rules and procedures as may be specified by the superintendent to assure the functioning of these arrangements and the programs of education for students of this district.~~

~~\*See subsequent Administrative Regulation, 4.10.045, Minors Not Living with Parents or Guardians, for details.~~

~~Legal References: ORS 109.056; ORS 339.141; ORS 294.100; ORS 339.250; ORS 327.006; ORS 343.221; ORS 335.090; ORS 433.267; ORS 339.115 – 339.133 Letter Opinions, Office of the Attorney General (March, April, June 1988) Oregon Department of Education, Memos #23-1988-89, #42-1994-95. History: Adpt 6/71; Amd 10/83 ed.; Amd 9/9/02; BA 2420~~

#### 4.10.040-P Admission Of Nonresident Students Portland Public Schools

As facilities and personnel permit, the Board may authorize the admission of students whose parents or guardians live outside the boundaries of the district and who are not otherwise emancipated\* provided that such students:

- (1) Have reasons regarded by the offices of the superintendent as sufficient and valid to so enroll;
- (2) Have records of discipline and performance in their former schools which indicate their enrollment would not be inimical to the educational interests of students in this district;
- (3) Be required to attend any school the offices of the superintendent may designate;
- (4) Pay tuition fees that the Board may determine or receive an inter-district transfer whereby the student's resident district and the Portland school district mutually agree to a transfer;
- (5) Are not too young to be admitted in the schools of their own district, and are between the ages of 6 and 21;
- (6) Are not seeking to enroll in kindergarten;
- (7) Are not under expulsion from another school district;
- (8) Meet such other rules and procedures as may be specified by the superintendent to assure the functioning of these arrangements and the programs of education for students of this district.

\*See subsequent Administrative Regulation, 4.10.045, Minors Not Living with Parents or Guardians, for details.

Legal References: ORS 109.056; ORS 339.141; ORS 294.100; ORS 339.250; ORS 327.006; ORS 343.221; ORS 335.090; ORS 433.267; ORS 339.115 - 339.133 Letter Opinions, Office of the Attorney General (March, April, June 1988) Oregon Department of Education, Memos #23-1988-89, #42-1994-95. History: Adpt 6/71; Amd 10/83 ed.; Amd 9/9/02; BA 2420

# **Administrative Directive 4.10.090-AD *AMENDED-DRAFT***

## **4.10.090-AD Interdistrict Transfer Procedures**

### **I. Purpose**

This Administrative Directive supports Policy 4.10.040-P, Inter-district Transfers, which states that (t)he district has a responsibility to provide families and students with timely and accurate information so that they can make informed inter-district transfer decisions, and to work cooperatively with other school districts to support families in the decision-making process.

This administrative directive does not apply to Charter Schools, Community-Based Alternatives or other inter-agency agreements to provide educational services.

### **II. Definitions**

Non-Resident Student: A student whose home residence is outside the Portland Public Schools boundary.

Inter-district transfer agreement: A written contract between PPS and another Oregon district giving permission for state funds associated with a non-resident student to be transferred to PPS.

Inter-district transfer release: A written contract between PPS and another Oregon district giving permission for state funds associated with a PPS student to be transferred to the district in which the student is enrolled.

Open enrollment: A method for student transfers between districts authorized by the Oregon legislature in 2011.

### **III. Options for non-resident student enrollment**

#### **A. Open Enrollment**

In accordance with HB 3681 approved by the state legislature in 2011, a school district may accept non-resident students through an annual open enrollment process.

1. The School Board must declare the number of open enrollment seats by March 1. Applications are received through April 1 and decisions made and resident districts notified of results by May 1.

2. If there are more applicants than seats, the district must use a random lottery to decide results. Priority can be given for siblings, and for students from particular geographic areas, but the district may not deny consent or give priority

based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, terms of any individualized education program, income level, proficiency in the English language or athletic ability.

3. Resident districts do not have authority to approve or deny students approved to attend PPS through open enrollment..

4. Students approved through open enrollment may attend PPS schools through 12<sup>th</sup> grade, unless they decide to return to their resident district. PPS cannot revoke an open enrollment transfer.

5. Information about open enrollment seats and lottery process will be communicated, at a minimum, through the District's website, flyers at schools and the Enrollment and Transfer Center.

## **B. Inter-district Agreement Process**

In accordance with HB 2747 (2013) HB 4007 (2014) and SB 709 (2015), PPS may allow non-resident students to enroll in PPS schools through the following annual process:

1. The School Board will decide each year the number of new non-resident students to accept through the standard inter-district transfer process.

2. Students who move out of the PPS district boundary during the school year may remain in their PPS school to complete the year, but must receive permission from their new resident district and from PPS in order to remain enrolled in PPS the following school year.

3. Students who move out of PPS between school years may remain enrolled in PPS for the coming school year, but must receive permission from the new resident district and from PPS in order to remain enrolled in PPS the following school year.

4. Non-resident students approved to transfer into PPS through the standard inter-district process must also receive permission from their resident district prior to enrolling for the following school year.

5. Students who received permission from their resident district to enroll in one school do not need to seek permission again to change to a different school.

6. Non-resident students attending PPS schools through standard inter-district transfers retain the same rights as resident students for educational matters such as evaluation for special education services and the right to request transfer to a different PPS school.

7. An application for standard inter-district transfer into Portland Public Schools will be available each Spring through the district's website and the Enrollment and Transfer Center. Students who are enrolled in PPS schools and who have moved out of the PPS boundary will be notified in writing about the application process.

8. The Enrollment and Transfer Center will work with school leaders to determine seats available to enroll non-resident students. Some schools may be closed to non-resident transfer students.

9. PPS may request only the following information from standard inter-district transfer applicants: name, contact information, date of birth, grade level, and information related to expulsions. Families may provide optional information about a child's current school and sibling status. Other information that families volunteer to provide will not be used during the standard inter-district transfer process, unless the transfer request qualifies as an emergency as described in section C.

10. Non-resident families will not be required to participate in school tours or sign statements of understanding, in order to be considered for inter-district transfer

11. If there are more applicants than seats, priority for approval will be given to the following categories of non-resident applicants:

a. Students currently enrolled in a PPS school who are requesting a standard inter-district transfer to remain in the same school for the coming school year.

b. Students currently enrolled in PPS who have reached the highest grade at their current schools and are requesting standard inter-district transfer to attend schools offering the next grade level for the coming school year.

c. Siblings of students currently enrolled in a PPS school who are requesting a standard inter-district transfer to enroll at the school attended by their sibling(s).

d. Students who are not currently enrolled in a PPS school who are requesting a standard interdistrict transfer to a school that has space.

12. When needed, random lottery numbers will be used as the final tie-breaker among standard inter-district transfer requests.



13. Students who are not approved because of limited seats may be offered a seat at a later time if an approved student forfeits his or her seat. The order by which students will be offered a seat at a later time will be determined first by the priorities listed above and then random lottery numbers.

14. Standard inter-district agreements may be revoked if students do not maintain minimal attendance or behavior standards.

a. Attendance conditions that could lead to a standard inter-district transfer being revoked include:

i. Absenteeism of greater than 10% in any two grading periods.

ii. Instances of late arrival on more than 15% of days in any two grading periods, and/or

iii. Absenteeism for ten or more consecutive days.

b. Behavioral incidents that could lead to a standard inter-district transfer being revoked include suspension, expulsion, or more than one instance of in-school suspension.

### **C. Emergency Inter-district transfer**

In accordance with HB 2747 (2013) HB 4007 (2014) and SB 709 (2015), PPS may request or obtain additional information and give consent to transfer without following the standard inter-district transfer process in the event of an emergency to protect the health, safety or welfare of the student.

1. A student qualifies for a hardship exemption if

a. The student is experiencing circumstances that are continuous or regularly occurring and significantly impact the student's emotional or physical well-being. Examples include domestic violence, bullying or housing instability;

b. The student's resident district has demonstrated attempts to address the circumstances through options within the district; and

c. The superintendents of the resident district and the nonresident district have conferred and agree that the needs of the student would be better served by the non-resident district.

### **D. Tuition agreements**

Non-resident students may enroll in PPS schools through tuition agreements.

1. Annual tuition rates will be set based on the Average Daily Membership rate that PPS receives from the State of Oregon.

2. The Enrollment and Transfer Center Director will decide all requests for enrollment through tuitions agreement, with input from principals at the requested schools.

#### **IV. Options for resident students to enroll in other districts**

A. Resident students who wish to enroll in other districts through open enrollment or tuition agreements do not need to seek consent from Portland Public Schools.

B. In accordance with HB 2747 (2013) HB 4007 (2014) and SB 709 (2015), PPS resident students may apply through the standard inter-district transfer process for permission to enroll in a different school district.

1. The School Board will determine the number of students who will be allowed to transfer to other districts through the standard inter-district transfer process each year. In setting that number, the Board will take into consideration the overall number of resident students who have transferred out of PPS through standard agreements as well as through Open Enrollment.

2. The application for transfer out of Portland Public Schools will be available on the District's website and at the Enrollment and Transfer Center.

3. PPS may request only the following information from standard inter-district transfer applicants: name, contact information, date of birth, grade level, and information related to expulsions. Families may provide optional information about a child's current school and sibling status. Other information that families volunteer to provide will not be used during the standard inter-district transfer process, unless the transfer request qualifies as an emergency as described in section C.

4. If there are more applicants for transfer to other districts than the number of releases approved by the Board, priority for approval will be given in the following order:

a. Students currently enrolled in the district in which they are requesting permission to remain through a standard inter-district transfer.

b. Siblings of students currently enrolled in different districts who are requesting standard inter-district transfer to enroll in the same district as their sibling(s).

c. Students who are not currently enrolled in a different district.

5. When needed, random lottery numbers will be used as the final tie-breaker among standard inter-district transfer requests.

6. Students who are not approved to transfer to a different district because of limited slots may be offered a slot at a later time if an approved student forfeits his or her slot. The order by which students will be offered seats at a later time will be determined first by the priorities listed above and then by random lottery numbers.

Legal references: ORS 339.133, ORS 326.051, HB 3681 (2011) HB 2747 (2013), HB 4007 (2014), SB 709 (2015)

History: Issued 11/4/1996, revised 5/27/2016



## Administrative Directive 4.10.090-AD

### 4.10.090-AD ~~Interdistrict Agreements and Transfer of State School Funds~~

~~(1) Because the Portland School District offers a wide variety of programs that can meet the educational needs of all Portland students, the District will not approve transfer of state school funds or interdistrict agreements which allow resident students to attend schools outside the Portland School District.~~

~~(2) The District may, at its discretion, grant one year only transfers to students who have extenuating family circumstances that prevent them from attending any Portland District school.~~

~~Legal Reference: ORS 327.006 History: Issued 11/4/1996; Online: 1/28/2005~~

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# Board of Education Informational Report

## MEMORANDUM

**Date:** October 7, 2016

**To:** PPS Board of Education and Interim Superintendent McKean

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

**Subject:** Denying the Application for ACE Charter School

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Portland Public Schools Charter Office received a charter school application from ACE Charter School on July 15, 2016. Upon initial review, the Portland Public Schools Charter Office found the application to be incomplete as per ORS 338.045(2) and (3), and ORS 338.055(1)(a).

The application was returned to the applicant on August 12, 2016, with notification that it was incomplete, a checklist of incomplete items, and instructions to resubmit the completed application to the Portland Public Schools Charter Office within 30 days, by September 12, 2016 (as per ORS 338.055(1)(b)).

ACE did not submit a complete application by the deadline, and on September 13, 2016 the applicant was notified that the application deadline had passed and the window for submission was closed (as per ORS 338.055(1)(c)).

According to ORS338.055(1)(d), the school district board must formally vote to disapprove a charter school proposal that is denied based on non-receipt of a completed application as provided by ORS.338.055(1)(c).

This information was presented to the Charter Committee at the October 4, 2016 meeting and the recommendation to deny the application for ACE Charter School was unanimously approved to move forward to the full Board.

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

INDEX TO THE AGENDA

October 10, 2016

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Purchases, Bids, Contracts

The Interim Superintendent RECOMMENDS adoption of the following items:

Resolutions 5342

**RESOLUTION No. 5342**

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

**RECITAL**

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

**RESOLUTION**

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

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
ACT, Inc.	10/11/2016 through 8/31/2017	Licensing Agreement L 63727	License to use ACT assessments and services and provide ACT exam for up to 2,600 District students.  Copyrighted Materials and Creative Works PPS-47-0288(4)	\$152,100	Fund 101 Dept. 5404 A. Whalen

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Multnomah Education Service District	8/30/2016 through 6/30/2017	Intergovernmental Agreement IGA 63681	Provide a social emotional skills program to three District students.	\$159,238	Fund 101 Dept. 5414 C. Russo

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDS adoption of the following items:

Resolutions 5343 through 5345

## **RESOLUTION No. 5343**

### Resolution Denying the Application for ACE Charter School

#### **RECITALS**

- A. On July 15, 2016, ACE Charter School submitted an application for a public charter school.
- B. The Portland Public Schools Charter Office conducted an initial review and determined the application was incomplete in that it did not provide the information required by ORS 338.045 and 338.055 and District Policy 6.70.010-P.
- C. An application that does not address or leaves out any of the required components is not complete and will be returned to the applicant within 30 days of receipt.
- D. On August 12, 2016, district staff notified ACE Charter School that the application was incomplete and that they could re-submit the application within 30 days with a due date of September 12, 2016.
- E. ACE Charter School did not submit a complete application by the deadline of September 12, 2016 at 5:00 p.m.
- F. ORS.338.055 1(c) states, "A proposal may be disapproved if the applicant has received a reasonable opportunity to complete the proposal and the applicant does not provide a proposal that is complete."
- G. On September 13, 2016, ACE Charter School was notified by email of non-receipt of a complete application by the due date, and that the window for submission was closed.
- H. As per ORS 338.055 1(c), the Portland Public Schools Board of Education, following notification of non-receipt of a complete charter application from ACE Charter School, will formally deny the application due to incompleteness.
- I. On October 4, 2016, the Portland Public Schools Board Charter Committee voted unanimously, with Director Esparza Brown absent, to deny the proposal by ACE Charter School due to incompleteness.

#### **RESOLUTION**

The Board of Education for Portland Public Schools denies ACE Charter School's proposal due to incompleteness as per ORS 338.055 1(C).

*K. Wolfe / A. Lopez*

**RESOLUTION No. 5344**

Contract with Hazard, Young and Attea to Act as the Superintendent Search Firm

**RECITALS**

- A. After adopting Superintendent Selection Criteria on August 4, 2016, the Board of Education issued an Informal Request for Proposals for a Superintendent Search firm and received five proposals.
- B. On September 15, 2016, the Board held a public Retreat and reviewed all proposals received, selecting the top three firms to be interviewed.
- C. On September 28, 2016, the Board held a public meeting in which the top three selected firms made presentations and were interviewed by the Board of Education. The Board of Education also took public comment.
- D. On September 28, 2016, the Board directed staff to negotiate a contract with Hazard, Young and Attea to act as the search firm for the Superintendent.

**RESOLUTION**

- 1. The Portland Public Schools Board of Education approves the contract with Hazard, Young and Attea in the amount of up to \$75,000 to act as the search firm for the Superintendent.

*T. Koehler*

**RESOLUTION No. 5345**

Minutes

The following minutes are offered for adoption:

September 27, 2016