

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
December 16, 2014

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. **SUPERINTENDENT'S REPORT** 6:00 pm
2. **STUDENT TESTIMONY** 6:20 pm
3. **STUDENT REPRESENTATIVE REPORT** 6:35 pm
4. **PUBLIC COMMENT** 6:45 pm
5. **MALES OF COLOR PLEDGE** 7:05 pm
-Action Item
6. **FIRST READING: ENROLLMENT AND TRANSFER POLICY** 7:20 pm
7. **BUDGET UPDATE** 8:15 pm
8. **BUSINESS AGENDA** 8:45pm
- 9.. **ADJOURN** 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.

Student Representative's Report

Dear Members of the Board,

Superintendent Smith and the public, thank you for letting me speak tonight. Two weeks ago, SuperSAC hosted a Leadership Forum in which students involved in their respective schools' leadership, came together to discuss effective leadership skills. Students got to discuss the ways in which they planned school events, promoted events through social media, and the student government structure. It was a great event, which also included a Promise of Oregon photo booth, as these students are very much the ones who will be the leaders of Oregon's future. I'd like to take a few moments to share some photos with you.

As you may have noticed, there are some awesome t-shirts which were designed by a student at Madison. This event was a great start to the networking that SuperSAC hopes to bring to all student **governments** in PPS. There is now a Facebook group in which student leaders at all high schools can ask each other questions.

SuperSAC has some other events planned, which we are very excited about and can't wait to tell you more as they happen.

Thank you.

Minna Jayaswal
December 16, 2014



Council of the Great City Schools
1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004
<http://www.cgcs.org>

FOR RELEASE
December 3, 2014

CONTACT: Henry Duvall
(202) 393-2427

**Statement by Michael Casserly
Executive Director
Council of the Great City Schools**

Reaffirming Pledge on Males of Color in the Wake of the Ferguson Tragedy

WASHINGTON -- The Council of the Great City Schools, the nation's premier coalition of large urban public school systems, stands in solidarity with President Obama and his call for action, fairness, and understanding in the wake of the recent Ferguson grand jury ruling.

On the surface, the tragic events in Ferguson concerned the police and the local community. But ultimately, this is a case about how America's institutions, including our schools, respect the rights, well-being and futures of all our young people. This broader reading of Ferguson extends to how our schools define and mete out justice and ensure that all students have access to the highest standards and opportunities.

Therefore, the Council and its member urban school systems recommit themselves to the pledge on males of color we took alongside the president earlier this summer to boost academic outcomes, reduce disproportionate suspensions and expulsions, and improve graduation rates for all our urban children.

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News...News...



News...News...

Council of the Great City Schools

1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004

EMBARGOED FOR RELEASE

July 21, 2014 (12:30 p.m., Eastern)

CONTACT: Henry Duvall

(202) 393-2427 or hduvall@cgcs.org

Urban Schools Announce Unprecedented Commitment to Improve Achievement of Young Men of Color

Great City Schools Back White House My Brother's Keeper Initiative

WASHINGTON, July 21 – Leaders of 60 of the largest urban school systems in the country have joined in a first-ever collective commitment to improve educational outcomes for boys and young men of color by implementing a set of evidence-based strategies that range from early childhood to graduation, the Council of the Great City Schools announced today at a White House event with President Obama. Collectively, the school systems educate a third or more of America's African American and Latino students and nearly forty percent of low-income boys and young men of color.

In a call to action by the Council of the Great City Schools, the primary coalition of the nation's urban schools, each of the school systems support boosting efforts to prepare males of color for college and careers, to reduce the disproportionate number who drop out of school or who are suspended, and to help them succeed.

With such a large portion of the country's school-age African American males and Hispanic males enrolled in big-city public schools, urban-school leaders agree that they have an obligation to teach all students to the highest academic standards and prepare them for today's global society.

"Our job as urban educators is not to reflect or perpetuate the inequities that too many of our males of color face; our job is to eliminate those inequities—and that is what we pledge to do," stressed Council Executive Director Michael Casserly. "We are pleased to join forces today with the White House, the U.S. Department of Education, and our other partners in an unprecedented shared commitment to improve the educational and social opportunities of our young men of color," he added.

In "A Pledge by America's Great City Schools," each of the 60 urban school systems committed to carrying out 11 specific actions, which include:

- Ensuring that pre-school efforts better serve males of color and their academic and social development;
- Adopting and implementing elementary and middle school efforts to increase "the pipeline" of males of color who are on track to succeed in high school, and increasing the numbers participating in advanced placement, honors, and gifted and talented programs;
- Keeping data and establishing protocols to monitor the progress of males of color and intervene at the earliest warning signs of problems;

- Reducing the disproportionate number of males of color who are absent, suspended, expelled, or placed inappropriately in special education classes; and
- Working to transform high schools with low graduation rates among males of color and striving to increase the numbers of males of color and others who complete the FAFSA forms for college aid.

The Council is also announcing a partnership with the College Board to work jointly to increase the numbers of males of color participating and succeeding in Advanced Placement (AP) classes in our urban public schools.

In late 2010, the Council of the Great City Schools sounded an alarm with the release of an eye-opening report indicating that young black males in America are in a state of crisis.

The widely publicized report – *A Call for Change: The Social and Educational Factors Contributing to the Outcomes of Black Males in Urban Schools* – led to Council testimony before the U.S. Senate Subcommittee on Children and Families, and prompted the organization to release a companion analysis of Hispanic students.

The *Call for Change* study called for a White House initiative, noting that the education, social, and employment outcomes of African American males are equivalent to a “national catastrophe” requiring coordinated national attention.

Since the release of the reports, the Council established internal and external advisory committees to guide the urban school coalition on its work with males of color. It commissioned a series of papers by the nation’s leading authorities to propose strategies for improving urban school efforts on behalf of African American males. And in August 2012, the authors of the papers converged at a summit with the U.S. Department of Education and the White House to discuss strategies to improve outcomes for African American males.

The work of the authors has culminated in the development of a Council e-book titled *A Call for Change: Providing Solutions for Black Male Achievement*, which is available at no cost through Amazon and other outlets.

Other Council activities to improve the outcomes of males of color include:

- A national town hall meeting late last year on race, language, and culture, moderated by noted Harvard law professor Charles Ogletree, taped and televised on PBS
- A study titled *Today’s Promise, Tomorrow’s Future: The Social and Educational Factors Contributing to the Outcomes of Hispanics in Urban Schools*, as well as reports on English language learners; and
- Student and urban school-district surveys to gauge the challenges and possible interventions needed to improve the outcomes of males of color.

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A Pledge by America's Great City Schools

- Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and
- Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and
- Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and
- Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers; and
- Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:
- Be It Therefore Resolved that, the Great City Schools pledge to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and
- That the Great City Schools will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and
- That the Great City Schools will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and
- That the Great City Schools will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and
- That the Great City Schools will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and

- That the Great City Schools will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FAFSA, and
- That the Great City Schools will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and
- That the Great City Schools will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents.
- That the Great City Schools will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district.

Council of the Great City Schools

Albuquerque Public Schools	Anchorage School District
Atlanta Public Schools	Austin Public Schools
Baltimore City Public Schools	Birmingham Public Schools
Boston Public Schools	Bridgeport Public Schools
Broward County Public Schools	Buffalo Public Schools
Charlotte-Mecklenburg Public Schools	Chicago Public Schools
Cincinnati Public Schools	Clark County (Las Vegas) Public Schools
Cleveland Metropolitan School District	Columbus City School District
Dallas Independent School District	Dayton Public Schools
Denver Public Schools	Des Moines Public Schools
Detroit Public Schools	District of Columbia Public Schools
Duval County (Jacksonville) Public Schools	East Baton Rouge Parish School System
El Paso Independent School District	Fort Worth Independent School District
Fresno Unified School District	Guilford County (Greensboro) Public Schools
Hillsborough County (Tampa) Public Schools	Houston Independent School District
Indianapolis Public Schools	Jackson Public Schools
Jefferson County (Louisville) Public Schools	Kansas City (MO) Public Schools

Long Beach Unified School District	Los Angeles Unified School District
Miami-Dade County Public Schools	Milwaukee Public Schools
Minneapolis Public Schools	Nashville Public Schools
Newark Public Schools	Norfolk Public Schools
Oakland Unified School District	Oklahoma City Public Schools
Omaha Public Schools	Orange County (Orlando) Public Schools
Palm Beach School District	Philadelphia School District
Pittsburgh Public Schools	Portland Public Schools
Providence Public Schools	Richmond Public Schools
Rochester City School District	Sacramento City Unified School District
Saint Paul Public Schools	San Diego Unified School District
San Francisco Public Schools	Seattle Public Schools
Shelby County (Memphis) Public Schools	Toledo Public Schools



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

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 9th 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

Portland Public School District 1st Reading

DATE: December 16, 2014

Public Comment for: Revision of Policy 4.10.051-P (Student Enrollment and Transfers)

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.

1st Reading by: Pam Knowles, Co-Chair, Portland Public School Board
Summary: Proposed Revision of Policy 4.10.051-P (Student Enrollment and Transfers)

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: Judy Brennan, Director of Enrollment and Transfer

Last Date for Comment: January 6, 2015

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

Telephone: 503-916-3218

E-mail: jbrennan@pps.net

Last Date for Comment: January 6, 2015

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.~~

~~(de)~~ 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.

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.

4.10.051-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

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Board of Education Informational Report

MEMORANDUM

Date: 12/10/2014
To: Members of the Board of Education
From: Amanda Whalen
Subject: Instructional Hours for Seniors and Calendar Update

OAR 581-022-1620, allows school boards to reduce the number of instructional hours for twelfth graders by up to 30 hours from 990 to 960.

Last Spring when the Board of Education approved the school calendars for 2014-15 and 2015-16, this provision was not included as part of the resolution although it has been the practice in Portland Public Schools for years.

Attached please find a revised resolution clarifying that instructional hours for seniors may be reduced by up to 30 hours.

When the Board approved the calendar, you directed staff to provide you with information on student and staff attendance on the week of Thanksgiving (previously, these had been the dates for parent/teacher conferences). These data are attached as well as comparator data from other weeks.

**Portland Public Schools
District-Wide Summary of Thanksgiving Week Attendance (2013-14 and 2014-15)**

Thanksgiving Week 2014

Staff			Students		
Weekday	Day	Absences	ADA	HU ADA	Non-HU ADA
Wed	11/26/2014	350	86.9%	88.1%	86.4%
Tue	11/25/2014	328	91.0%	90.9%	91.1%
Mon	11/24/2014	287	90.9%	90.3%	91.1%
Total for the three days		965	89.6%	89.8%	89.5%

Week prior to Thanksgiving 2014

Weekday	Day	Absences	ADA	HU ADA	Non-HU ADA
Wed	11/19/2014	310	94.2%	92.9%	94.7%
Tue	11/18/2014	265	94.1%	92.9%	94.6%
Mon	11/17/2014	324	93.7%	92.5%	94.2%
Total for the three days		899	94.0%	92.7%	94.5%

Week prior to Thanksgiving 2013

Weekday	Day	Absences	ADA	HU ADA	Non-HU ADA
Wed	11/20/2013	349	94.7%	93.9%	95.0%
Tue	11/19/2013	260	94.2%	93.2%	94.6%
Mon	11/18/2013	283	93.5%	92.5%	93.9%
Total for the three days		892	94.1%	93.2%	94.5%

Notes:

- ADA is the Average Daily Attendance rate that is calculated by dividing the total days of attendance (all days each student is present) by the total days of enrollment (all days students are present or absent) offered by each school to students over the days listed in the report.

- Historically underserved (HU) represents students who have identified as either Black, Hispanic, Native American, or Pacific Islander. Students who identify with one or more race/ethnicity are not included in this subgroup. Non-historically underserved (Non-HU) represents students who have identified as Asian, Multiple, or White.

- Race/ethnicity designations are developed and used by the Oregon Department of Education in compliance with federal reporting standards.

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

INDEX TO THE AGENDA

December 16, 2014

Board Action Number	Page
---------------------------	------

Personnel

4997	Election of Probationary Administrators (Full-time).....	3
4998	Election of Temporary Administrators	3
4999	Election of First-year Probationary Teachers (Full-time)	4
5000	Election of First-year Probationary Teacher (Part-time)	4
5001	Appointment of Temporary Teachers and Notice of Non-renewal.....	5

Purchases, Bids, Contracts

5002	Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority	7
5003	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority.....	8

Other Items Requiring Board Action

5004	Portland Public Schools Males of Color Pledge.....	11
5005	Adoption of 2014-15 School Calendar and 2015-16 School Calendar Instructional Hours	12

Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4997 through 5001

RESOLUTION No. 4997

Election of Probationary Administrators (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the administrator(s) listed below be elected as (a) Probationary Administrator(s).

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as Probationary Administrator(s) for the school year 2014-15 the following person(s), subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last	ID
Serene	Bertram	012459

S. Murray

RESOLUTION No. 4998

Election of Temporary Administrators

RECITAL

The following person(s) have {has} served or will serve in administrative positions with the District, and the Superintendent recommends them to the Board of Education (“Board”) for election as Temporary Administrators.

RESOLUTION

The Board accepts the Superintendent’s recommendation and by this resolution hereby elects as Temporary Administrators for the school year 2014-15 the following person(s), according to the employment terms and conditions set out in the standard District contract, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

First	Last	ID
Kathleen	Gaitan	006761

S.. Murray

RESOLUTION No. 4999

Election of First-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher(s) listed below be elected as a First-year Probationary Teacher(s).

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teacher(s) for the school year 2014-15 the following person(s), subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last	ID
Dominique	Aubry	023811
Sunshine	McFaul-Amadoro	023845
Derek	Nichols	023756

S. Murray

RESOLUTION No. 5000

Election of First-year Probationary Teachers (Part-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher(s) listed below be elected as First-year Probationary Teacher(s).

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teacher(s) for the school year 2014-15 the following person(s), subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last	ID
Sean	Sterkel	023729
Cynthia	Tosh	023746
Joanna	Vausberg	023711

S. Murray

RESOLUTION No. 5001

Appointment of Temporary Teachers and Notice of Non-renewal

RESOLUTION

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

First	Last	ID	Eff. Date	Term Date
Sarah	Kastrup	000828	11/5/2014	6/15/2015
Jeremy	Lo	023899	11/21/2014	6/15/2015
Sean	Mailey	023754	10/20/2014	6/15/2015
Kayla	Matsuura	019307	12/1/2014	6/15/2015
Erin	McCracken Ferro	021714	10/28/2014	6/15/2015
Robert	Melton Jr	008961	10/9/2014	6/15/2015
Jordanne	Moore	023679	11/4/2014	1/29/2015
Sean	Pollock	021296	10/13/2014	12/19/2014
Kayla	Price	020684	9/2/2014	12/19/2014
Juliana	Quastler	018143	9/23/2014	6/15/2015
Mark	Reynolds	015839	10/13/2014	6/15/2015
Nozomi	Senga	019015	12/4/2014	6/15/2015
Shawn	Sloan	023688	10/6/2014	6/15/2015
Joshua	Stohl	022138	11/17/2014	6/15/2015
Alexa	Welle	022184	10/1/2014	4/15/2015
Cari	Woods	022420	12/4/2014	4/14/2015

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5002 and 5003

RESOLUTION No. 5002

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

No New IGA/Rs

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Multnomah County	7/1/2014 through 6/30/2017	Intergovernmental Agreement/Revenue IGA/R 57711 Amendment 2	Extend the contract terms for continued provision of network access for County health clinics in various schools.	\$25,200 \$58,800	J. Klein Fund 101 Dept. 5581

Y. Awwad

RESOLUTION No. 5003

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
MicroK12	12/16/2014	Purchase order PO XXXXX	Purchase up to 80 carts with 35 chrome books per cart, wireless access points, delivery, and setup. Purchase under cooperative agreement with OTEC (Organization for Educational Technology).	Not-to-exceed \$1,200,000	J. Klein Fund 101 Dept. 5581
CDW-G	12/22/2014	Purchase Order PO XXXXX	Purchase of 220 tech bundles for Phase III of the Tech Bundle project. Purchase under cooperative agreement with WSCA (Western States Contracting Alliance).	Not-to-exceed \$500,000	J. Klein Fund 407 Dept. 5581 Project A1007

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
David Douglas School District	7/1/2014 through 6/30/2015	Intergovernmental Agreement IGA 61331	Provide 1.46 FTE Autism specialists for students eligible for low incidence Autism services.	\$183,600	H. Adair Fund 205 Dept. 5433 Grant G1342

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Oregon Health and Science University	9/15/2014 through 9/15/2015	Personal Services PS 60279 Amendment 2	Provide athletics trainers 20 hours per week during fall, winter, and spring sports for all nine schools in the PIL.	\$250,000 \$270,000	A. Lopez Fund 101 Dept. 5423
Pacific Source Administrators	1/1/2015 through 12/31/2016	Personal Services PS 58010 Amendment 2	Two-year extension to contract for employee benefits plan administration.	\$60,000 \$220,000	S. Murray Fund 101 Dept. 5528

Y. Awwad

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5004 and 5005

RESOLUTION No. 5004

Portland Public Schools Males of Color Pledge

RECITALS

- A. In 2011, the Portland Public Schools Board of Education adopted a Racial Educational Equity Policy that states, "Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success."
- B. To operationalize the Racial Educational Equity Policy, the Board reviews and receives regular reports on annual action plans.
- C. The District has adopted three priorities to promote student achievement and success:
 - 1) All students will be reading at benchmark by the end of third grade.
 - 2) Reducing overall exclusionary discipline and eliminating disproportionality.
 - 3) Accelerating high school graduation and completion rates.
- D. The District is developing an action plan in support of the Council of Great City Schools' Males of Color Pledge which is a collective commitment to improve educational outcomes for boys and young men of color and is part of the President's My Brother's Keeper Initiative.
- E. The Board agrees with the Council of Great City Schools in its statement that, "On its face, the tragic events in Ferguson concerned the police and the local community. But ultimately, this is a case about how America's institutions, including our schools, respect the well-being, rights, and futures of all our young people. This broader reading of Ferguson extends to how our schools define and mete out justice and ensure that all students have access to the highest standards and opportunities."

RESOLUTION

- 1. The Board remains committed to the intent and purpose of the Racial Educational Equity Policy and its call for urgency to address the achievement gap in our schools and across the nation.
- 2. Portland Public Schools is one of 67 urban school districts nationwide to sign on to the Males of Color Pledge. We support the attached Pledge by America's Great City Schools around Males of Color.
- 3. The Board will continue to work with our city, county and community partners to support all students, specifically, to increase the Males of Color who are succeeding academically and socially in our schools, and who are on track to succeed in high school, college, career and as contributing members of our community.

RESOLUTION No. 5005

Adoption of 2014-15 School Calendar and 2015-2016 School Calendar
Instructional Hours

RECITALS

- A. By State regulation, the district must ensure that all schools have a minimum number of instructional hours each year in accordance with Oregon State requirements (Grades K: 405 hours; Grades 1-3: 810 hours; Grades 4-8: 900 hours; Grades 9-11: 990 hours; and Grades 12: 960 hours).

RESOLUTION

- 1. In accordance with OAR 581-022-1620, the Board of Education of School District No. 1J, Multnomah County, Oregon, agrees that instructional time for a twelfth grade student may be reduced by up to 30 instructional hours for 2014-15 and 2015-16 school calendars.

A. Whalen