

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
March 29, 2016

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.

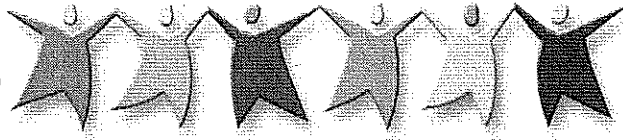
This meeting may be taped and televised by the media.

AGENDA

- | | | |
|----|---|---------|
| 1. | <u>STUDENT PERFORMANCE AND RECOGNITION</u> | 6:00 pm |
| 2. | <u>STUDENT TESTIMONY</u> | 6:15 pm |
| 3. | <u>STUDENT REPRESENTATIVE'S REPORT</u> | 6:30 pm |
| 4. | <u>PUBLIC COMMENT</u> | 6:40 pm |
| 5. | <u>SUPERINTENDENT'S BUDGET MESSAGE</u> | 7:00 pm |
| 6. | <u>SUPERINTENDENT'S BOUNDARY RECOMMENDATIONS</u> | 8:00 pm |
| 7. | <u>BUSINESS / CONSENT AGENDA</u> | 9:00 pm |
| 8. | <u>ADJOURN</u> | 9:15 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.



HEAD START
Deborah Berry, Director
4800 NE 74th
Portland, Oregon 97218
503-916-5724

March 4, 2016

Head Start Directors met with Policy Council members and parents to determine program budget priorities to begin planning for next school year. Attached you will find budget considerations discussed during the meeting. Based upon the conversation, you will also find attached an official request to The Office of Head Start to reduce 40 slots next year (2 classroom). The program will maintain its current budget allocation but serve 40 less children. This will allow the program to increase its Cost per Child which will have a positive impact upon the program budget. Head Start mandates comprehensive services for children which are costly. If not approved the Program will not meet its financial obligations and or Federal Head Start Performance Standards.

The attached letter details the rationale for the reduction. We anticipate a Federal grant opportunity this spring to increase Duration and Dosage for children (transition Double Session classrooms to Extended Day). This will continue programs alignment with the Federal priority of increasing **D**uration and **D**osage (DAD). If our request is approved the expanded DAD funding will be at the higher rate.

Board approval is needed to move forward on the request. If additional information is needed, please feel free to contact me at your earliest convenience. 503 916 5724(w) or 503 381 1577©.



Head Start **HEAD START PROGRAM**

Applegate, Clarendon, Creston Annex
Grout, Kelly Center, Lane, Sacajawea, Sitton, The Ramona
www.headstart.pps.k12.or.us

Portland Public Schools
Head Start Program

4800 NE 74th Avenue –
Portland, OR 97218
503-916-5724

Deborah Berry/Eileen Isham
Directors

March 9, 2016

TO: Julianne Crevatin, Regional Manager
Laura Bocchetti, Program Specialist

FROM: Deborah Berry/Eileen Isham
Portland Public Schools Head Start Directors

RE: Reduction of Slots

This letter is an official application from the Portland Public Schools, Head Start Program to eliminate 10% (40 slots) of its current funded allotment. The PPS Program currently serves 396 children with the proposed elimination of slots the program will serve 356 children. The annual base funding of \$3,796,050.00 will remain unchanged.

The Cost per Child for the 2016 FY is \$9,586. The reduction of slots will increase the Cost per Child to \$10,663 resulting in an increase of \$1077 per slot. This proposal to reduce funded enrollment is based upon the fact that the appropriation is not sufficient to allow the current level of services. The repercussions to the program if the reduction is not approved will include but not limited to the following: converting three Extended Day classrooms back to Double Session. The same number of children would be served but during a shorter day. This counters our beliefs as well as the priority of our program to increase the **D**ose and **D**uration for children. Children need more time in class not less.

Portland Public Schools Head Start Program serves children in Multnomah County along with two other programs in the Metropolitan Area. Although, we provide service to the same population, our cost per child is significantly lower than the other grantees ranging from a difference of \$2000-3000 between the Albina and Mt. Hood Head Start Programs.

PPS Head Start opened its doors in 1965, as one of the original Head Start Summer School Programs. When the original grant was written, the Cost per Child reflected the economy. Other Head Start Programs applying for grants after the initial award in 1965 requested and received a higher cost per child. Since these original grants were funded at a higher level, the disparity between the Costs per Child within each program has widened over the years.

Currently, our funding sources include: Federal Head Start, State of Oregon Prekindergarten, and Title 1 and City of Portland funds for a combined yearly budget of \$8,983,985. Portland Public Schools supports the program by providing nine building sites and other resources. This in-kind contribution from the district allows the program to focus fiscal resources on staff salaries rather than facilities rent/maintenance.

For a number of years, PPS Head Start offered two program models, Double Session and Extended Day. The majority of the classrooms were Double Session, the Extended Day model was intended for parents who were working and or attending school. In response to our 2014-2015 Community Needs Assessment and our Self-Assessment, and in collaboration with Policy Council and Governing Board it was determined a program priority to increase the **Dose** and **Duration** of our double session classrooms (currently serving children 3 hours per day). The priority aligns with the Office of Head Start to increase quality services to children and their families by increasing the **Dosage** and **Duration** for each session.

Last year, PPS Head Start had 18 Double Session Classrooms and 13 Extended Day Classrooms. Support from the District and the City allowed the conversion of 4 Double session classrooms to Extended Day. We currently have 20 Extended Day Classrooms an increase from 13 last year.

Due to a lack of adequate funding over the past few years, PPS Head Start with support from the Policy Council and the Governing Board, has had to make many program adjustments to maintain quality services for children and their families. In the interest of children and their families the program chose to expand services (slots) to our community. These choices have compromised quality services for children and their families. The loss of the program's infrastructure and direct support to classrooms includes but is not limited to the following:

- Loss of 1.0 Education Support Teacher
- Loss of .5 Disability Manager
- Loss of 1.0 Secretary
- During the past 5-6 years the program has significantly increased the number of slots without increasing infrastructure support (Health, Mental Health, Disability and Nutrition).
- Delaying the purchase of equipment including computers and printers.
- Delaying minor building renovations.
- Delaying the purchase of program van.
- Delaying the replacement of classroom materials.
- Delaying replacing and/or purchasing outdoor play equipment.
- Cutting field trip and classroom budgets.

Our grantee is a public school system which allows us to employ highly qualified staff to provide needed services to children and families. All classroom teachers, managers and administrators are licensed/certified through the State of Oregon. In

addition we must abide by union contracts for all employees. Included in the contracts are the limited number of days employees may work, the number of hours employees may work, set employee salaries and benefits. Due to these constraints our budgetary options are limited. Each year all staff receives a **Cost of Living Adjustment** and/or a step increase on the pay scale for experience and education that is set by the district and the union. According to job title the increases may range from 3-10% depending if staff in a given category are given a step increase.

All currently enrolled students will be guaranteed a slot for the 2016-2017 school year. The approximate 250 children returning to the program next year will be guaranteed a slot.

PPS Head Start has a large staff with movement each year in each job category. A number of staff has formally indicated they will not return next year in each job category. Due to attrition no current staff will be displaced and or laid off with the decreased number of slots.

This proposal will have significant impact upon our budget for next year. PPS Head Start is unable to submit accurate grant proposals to the Oregon State Department of Education, PPS Title, 1 and the Office of Head Start. Therefore, we are requesting a budget decision from your office prior to June 1, 2016. Thank you for your support, we look forward to hearing from you in the near future. If additional information is needed, please feel free to contact Deborah Berry (503 916-5724).

Sincerely,

Deborah Berry/Eileen Isham

Current funded slots	Change in slots	Change in program options/sites/# classes	Proposed new funded
396	Decrease by 40 (10% reduction)	Decrease by 2 classrooms	0
Current base funding: Change in funding:			
3,796,050.00	0	3,796,050.00	Current cost per child: 9,586.00
			Proposed cost per child: 10,663.00
<p>Budget:</p> <p>\$ Savings from reducing enrollment by 40 children (10,663 x 40) 426,520.00</p> <p>Salaries & benefits - step and cost of living increases (366,000.00)</p> <p>6% increase in bus ticket prices (3,520.00)</p> <p>Hire part time education support for ed director (45,000.00)</p> <p>Increase in contracted nursing and mental health services (12,000.00)</p> <p>\$ -</p>			

Policy Council Budget Planning Meeting

Federal 16, 2016

Applegate Head Start

Agenda:

Purpose of meeting:

Budget Considerations/2017 FY

PPS currently has the lowest Cost per Child in Multnomah County
Federal

Cost Per Child

Federal = \$9,688

State = \$8,766

Federal

- Received 1.8% COLA for 2015-16 school year
 - New teacher increase 4.6%
 - New teacher with step increase 10.8%
 - A new EA in 2014 has increased by 10.8%
- Increase **D**uration and **D**ose amount of time children are in class.
- Head Start will allow programs to decrease the number of children served to increase cost per child.
 - Will not allow programs to apply for State expansion in the future if they decrease the number of children served.

State

- Money available for expansion money next school year.
- Currently does not have a system and or allow programs to decrease slots to increase Cost per Child.

Next Steps



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date:

Executive Committee Lead: Sean L. Murray

Department: Human Resources

Presenter/Staff Lead: Sean L. Murray

Agenda Action: Resolution Policy

SUBJECT: Stipend authorization for safety shoes
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BRIEF SUMMARY AND RECOMMENDATION

The District has determined that safety-toe work shoes are appropriate and will identify and advise the employees impacted.

The work group is represented by the District Council of Unions (DCU). The DCU and the District have engaged in bargaining as required by law (through the Human Resources/Labor & Employee Relations Division) and reached a tentative agreement on an annual stipend for purchase of safety shoes subject to Board approval. The District recommends the Board authorize the stipend set forth in the resolution.

BACKGROUND

In an effort to reduce the potential for workplace injury within the labor group that has exposure to risk in the workplace, the District considers it necessary that the maintenance workforce use safety shoes on the job. Many work activities regularly performed by maintenance employees require the use of safety shoes under Oregon Occupational Safety and Health Administration (OSHA) rules.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Requiring the use of safety-toe shoes for maintenance staff aligns with board policy, 5.10.110-P Occupational Safety and Health Program by establishing and enforcing Occupational Safety and Health Administration (OSHA) rules to reduce the number of workplace injuries.

PROCESS / COMMUNITY ENGAGEMENT

The Maintenance department met with multiple labor unions within the District Council of Unions (DCU) to bargain the impacts of the decision to require safety toe shoes. The Employee and Labor Relations department reviewed market rate and benchmarked with comparable organizations with the Portland-Metro area to determine appropriate stipend amounts. The

stipend amount has been reviewed by the District Council of Unions (DCU) and the union has agreed to the proposed stipend amount.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

As is the case with all PPS positions and compensation practices, the application of the new stipend for maintenance employees will be subject to the PPS Racial Equity Policy, part C, and support retention and recruitment of qualified applicants. *The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement.*

BUDGET / RESOURCE IMPLICATIONS

The maintenance department will fund the stipend payments within their general fund budget.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Memorialize the agreement with the District Council of Unions (DCU) to establish the stipend amount for safety-toe shoes in a letter of agreement.

ATTACHMENTS

Letter of Agreement



**LETTER OF AGREEMENT
between
Portland Public Schools
and
District Council of Unions**

The District has determined that safety toe work shoes are appropriate and will identify and advise the employees impacted. The following represents the terms of an agreement between Portland Public Schools (“District”) and the District Council of Unions (“Union”) regarding the terms and conditions related to the District’s requirement for maintenance workers to wear safety toe shoes.

Agreement

1. Employees so advised will be required to obtain and wear suitable safety toe shoes within thirty (30) calendar days from the date of such notice. The District will pay an allowance of \$135.00 per fiscal year to each employee who is required to wear safety toe shoes as provided herein. Failure to obtain and wear safety toe shoes on the job as required may be cause for disciplinary action up to and including discharge.
2. For the first year of implementation of this letter of agreement (fiscal year 2016-17), employees will be paid the annual stipend no less than thirty (30) calendar days prior to implementing the requirement to wear safety toes shoes as provided herein.
3. Newly hired regular maintenance employees required to obtain and wear suitable safety toe shoes will receive a pro-rata amount determined by the date of hire. For example, if an employee is hired on January 1, they will receive 50% of the annual stipend.
4. For the purpose of this agreement, safety toe work shoes shall mean: Safety shoes and boots which meet the most current ASTM standard that provide both impact and compression protection (currently ASTM F2413-11 I/75, C/75).

FOR THE DISTRICT

By: _____
Sean L. Murray Date
Chief Human Resources Officer

FOR THE UNION

By: Pat Christensen 3/8/2016
Pat Christensen Date
President

By: _____
Emily Courtnage Date
Deputy Clerk



PORTLAND PUBLIC SCHOOLS

501 N Dixon Street • Portland, OR 97227

www.pps.net | facebook.com/PortlandPublic

Portland Public Schools is an equal opportunity educator and employer.

By: _____ Date _____
Stephanie Harper OSB #952091
Labor & Employment Legal Counsel

Dated this _____ day of _____, 2016



PORTLAND PUBLIC SCHOOLS

Human Resources

501 N Dixon Street • Portland, OR 97227

503-916-3544 • Fax: 503-916-3107

www.pps.net | facebook.com/PortlandPublic

Portland Public Schools is an equal opportunity educator and employer.

MEMORANDUM

TO: BOARD OF DIRECTORS, PORTLAND PUBLIC SCHOOLS
CAROLE SMITH, SUPERINTENDENT

FROM: SEAN L. MURRAY, CHIEF HUMAN RESOURCE OFFICER

SUBJECT: MEMORANDUM OF AGREEMENT
ARTICLE 6: STUDENT DISCIPLINE/SAFETY

DATE: MARCH 29, 2016

Introduction:

Pursuant to ORS 332.075(3) and the Public Employee Collective Bargaining Agreement Act, the following Memorandum of Agreement (MOA) to the 2013-2016 Collective Bargaining Agreement (CBA) between Multnomah County School District #1J (PPS) and Portland Association of Teachers (PAT) is presented to the Board of Education for their consideration and approval.

Background:

In August 2015, PPS notified PAT of proposed changes to the Student Discipline Handbook and its Administrative Directives concerning student discipline. Such changes were related, in part, to a change in Oregon law under Senate Bill 553 which limits the use of out-of-school suspension or expulsion for Grades 5 and below. Pursuant to ORS 243.698(3) PAT presented to PPS a demand to bargain related to the impact of the proposed changes. The parties subsequently agreed to use a facilitated interest based bargaining (IBB) process to address these issues.

On March 28, 2016, PAT notified PPS that its membership ratified the terms of the tentative agreement reached between the parties.

Overview of Terms:

Pending approval of the Board of Education, the parties have agreed to a series of consensus decisions; the details of which are outlined in the attached MOA.

March 15, 2016

**Memorandum of Agreement
between
Multnomah County School district #1J (District)
And
Portland Association of Teachers (PAT)**

The following represents the terms of the agreement between Multnomah county School District #1J (“District”) and the Portland Association of Teachers (“PAT”) regarding the interim bargaining issue over Article 6: Student Discipline/Safety.

Background

In August 2015, the District notified PAT of proposed changes to the Student Handbook and its administrative directives concerning student discipline. Such changes were related, in part, to a change in Oregon law under Senate Bill 553 which limits the use of out-of-school suspension or expulsion for Grades 5 and below. PAT presented a demand to bargain over the decision and impact of the proposed changes. The parties subsequently agreed to use a facilitated interest-based bargaining (IBB) process to address these issues. That process resulted in a series of consensus decisions, the details of which are outlined below.

Agreement

Consistent with the consensus decisions reached by the parties during the IBB process, the parties have agreed to the following:

1.) Article 6/ Administrative Directives/ Student Discipline Handbook & Guide

- A. Article 6 of the District/PAT Collective Bargaining agreement as reflected in the attached Exhibit 1.
- B. The District and PAT will meet to review changes to the District’s Administrative Directives and make any necessary modifications.
- C. The District and PAT will meet to review language in the chart contained in the Student Discipline Guide/Handbook and make any necessary modifications.

2.) Interim Discipline Plan

- A. The District shall direct all schools to communicate its current discipline plan with staff and community immediately, if it has not already been communicated. The plan shall also be posted on the school website.
- B. The District shall direct all schools whose discipline plan is incomplete to create an interim discipline plan immediately in collaboration with Sr. Director and support from its School Climate TOSA. The plan shall also be posted on the school website.

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03/16/16

- C. The District shall ensure that all School Climate Plans and/or Interim Plans are in accordance with the District/PAT Collective Bargaining Agreement, District policy, and State and Federal laws.

3.) Communicating Options for Interventions

The District through its Office of Equity & Partnerships, in collaboration with PAT, shall develop a list of available interventions in the school but outside of the classroom that can be considered by the educators.

4.) Rapid Response Team

- A. The Office of Equity & Partnerships in collaboration with the Special Education and Student Services Departments shall within thirty (30) days from the completion of the PAT ratification and School Board approval processes of the terms of this Memorandum of Agreement formulate a team tasked with overseeing and assessing the support needs of the District with a special focus on students, teachers, and buildings as a whole.

The responsibilities of this team include but are not limited to:

1. Stabilizing crisis situations for student and teachers;
 2. Assessing the needs of the whole school;
 - a. Audit Tier 1 supports in place at the school; and/or
 - b. If there are no Tier 1 supports in place, develop plan for rapid implementation
 3. Determine what existing personnel in the District and in the building can do to meet the support needs identified by the team; and
 4. Determine when additional personnel are needed to meet the support needs identified by the team
 - a. Additional personnel selected from pool of candidates including personnel such as Student Management Specialists (SMS), Qualified Mental Health Professionals (QMHP), and Counselors.
- B. The District shall allocate a total of one-hundred and fifty thousand dollars (\$150,000) with an additional one-hundred and fifty thousand dollars (\$150,000) from the Workload Committee budget (pending approval of the Workload Committee) for the purpose of hiring therapeutic intervention coaches or other coaches whose focus is on providing supports to "high needs" schools.
 - C. The District Human Resources Department will create a packet of materials for professional educators who experience a physical a physical attack/harm at work. Items in this packet will include but not be limited to information about workers compensation, the collective bargaining agreement, leaves of absence, insurance benefits, and the employee assistance program.

Handwritten signature and date:
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03/16/16

5.) Pre-Inclusion Classrooms

- A. The District shall create two pre-inclusion classrooms (K-2 (10 students per classroom)) by the start of the 2016-2017 school year to serve as the interim step to establishing a sustainable program and/or process for meeting the transitional needs of students.

The pre-inclusion classrooms created must:

1. Have a dedicated space/classroom;
2. Not be located in highly impacted schools;
3. Have instructional, academic, and curriculum materials available in classroom
4. Have materials and curriculum for social/emotional skill needs of the students available in the classroom;
5. Have supplies (fidgets, furniture, etc.) available in the classroom.

- B. The Administrator of the Pioneer Program shall oversee the operation of these pre-inclusion classrooms.

- B. Staffing of each classroom shall be comprised of:

1. One fulltime Certified Teacher (1.0 FTE)
2. Two fulltime Para-educators (2.0 FTE)
3. One half-time (0.5FTE) licensed mental health provider (e.g., QMHP, School Psychologist).

- C. District shall allocate an additional TOSA to the Pioneer Program to help provide support for all of the other K-8 programs.

- D. The District shall endeavor to hire during the 2015-2016 school year the individuals necessary to staff the two pre-inclusion classrooms. The hiring of para-educators shall be prioritized.

- E. The District shall include funding in the budget for 2016-2017 school year for these two pre-inclusion classrooms.

6.) Culturally Responsive Tiered Fidelity Inventory (CR-TFI)

- A. 2015-2016 School Year

1. The District shall ensure that no later than June 2016, all schools complete the following components from the CR-TFI
 - a. 1.1 – Team Composition
 - b. 1.2 – Team Operating Procedures.
2. The District shall ensure that no later than June 2016 all schools shall:
 - a. Establish a School Climate Team

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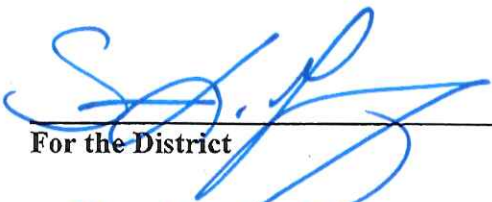
- i. Each member of the School Climate Team will complete training provided by School Climate and Discipline Department on the District's "Learning Campus"; and
 1. District shall provide substitutes as necessary when this training is taking place
 - ii. Complete Tier 1 (Assessment) of CR-TFI with the School Climate Team
 - b. Create action/implementation plan
 - i. Communicate the action/implementation plan created to staff and building community.
 3. The District shall ensure that no later than June 2016, all schools develop a process to identify school wide expectations (as contemplated by the CR-TFI) with students, teachers, and families using the following components of the CR-TFI as a guide:
 - a. 1.3 – Behavioral Expectations
 - b. 1.10 – Faculty Involvement
 - c. 1.11 – Student/Family/Community Involvement
 4. The District shall direct Sr. Directors to seek monthly updates of school process implementing Tier 1 of the CR-TFI as described above to ensure that buildings are on target for the June deadline.
 5. The District shall facilitate in-depth training for Central Office staff on CR-TFI and the expectations for building administrators.
 6. The District shall facilitate having Rob Horner (U of O Chair of the National Technical Center for PBIS) address District Sr. Leadership and School Board on the components of CD-TFI.
 7. The District shall ensure that supports are available to facilitate this work including but not limited to:
 - a. Scheduled trainings on the Learning Campus (required)
 - b. Funds available to provide site based trainings and provide sub coverage for staff as well as extended hours
 - c. School Climate TOSA for development and follow-up
 - d. Possible meeting times to do this work
 - e. Staff meetings and late openings
- B. 2016-2017 School Year
1. The District shall create a workgroup to establish a timeline and make recommendations for Tier 2 and 3 implementations given an inventory of MTSS (e.g.: CR-TFI)
 - a. This workgroup will begin its work immediately with the goal of presenting recommendations to PAT, District and School Board by August 1, 2016

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March 15, 2016

- b. Members of this workgroup shall include all stakeholders:
 - i. School Psychologist (1)
 - ii. General Education Educator from each level (3)
 - iii. Principal from each level (3)
 - iv. Sr. Leadership from OTL/OSS (2)
 - v. School Climate Coach/SMS (2 total)
 - vi. District Leadership (2)
 - vii. Representative from PAT (up to 2)
 - c. Individuals representing the interests of PAT and the District shall be selected by each respective party.
 - d. The Chairperson of this workgroup shall be approved by the Superintendent and PAT.
 - e. This Workgroup shall meet after the contractual workday.
 - f. Participants on this workgroup who are members of the PAT bargaining union shall be paid extended hours for their participation on this workgroup.
2. Using 1.10 (Faculty Involvement) and 1.11 (Student/family/Community Involvement) of CR-TFI, the District shall direct all schools to continue to "Fidelity" in their Tier 1 work.
 3. To that end, the District shall direct that by the end of the 2016-2017 school year, all schools complete the following components from CR-TFI:
 - a. 1.5 – Problem Behavior Definitions
 - b. 1.6 – Discipline Policies
 - c. 1.9 – Feedback and Acknowledgement
 - d. 1.7 – Professional Development
 - e. 1.4 – Teaching Expectations
 - f. 1.8 – Classroom Procedures
 - g. 1.12 – Discipline Data
 - h. 1.13 – Data-based Decision Making
 - i. 1.14 – Fidelity Data
 - j. 1.15 – Annual Evaluation

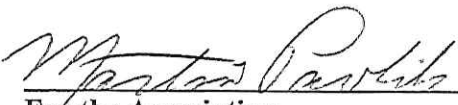
This Memorandum of Agreement is subject to ratification by PAT and the separate and subsequent approval of the District's Board of Education.



For the District

3-16-16

Date



For the Association

03/16/16

Date

EXHIBIT 1

ARTICLE 6
STUDENT DISCIPLINE / SAFETY

A. Professional Educator Authority and Protection

The following sources for determining professional educator authority and protection shall be provided for an Association representative in each building:

1. Oregon Statutes on Discipline, Attendance and Exclusion of Students, Chapter 339 Oregon Revised Statutes.
2. Current Disciplinary Procedures in the Portland Public Schools.
3. All administrative directives which are for the general knowledge of professional educators including building handbooks/rules;
4. "Policies and Regulations"

It is recognized that there may be normal delays between the time of adoptions and delivery of such materials to the building.

B. Definitions

For the purposes of this Article 6, the following definitions shall apply:

1. Physical Attack/Harm: Intentionally touching (e.g.: poking, pinching, pushing) or striking of another person against his or her will or intentionally causing bodily harm to an individual.
2. Threat/Causing Fear of Harm: Physical, verbal, written or electronic action which immediately creates a fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.

B.C. Student Discipline

1. The principal, supervisor or professional staff designee with input from the staff shall include the following minimum procedures in developing a written student discipline plan. Such procedures shall exist in each building or program. The process must be in conformance with District policies and regulations and State law.
 - a. Use by the professional educator of individual independent in-class expectations, rules, and plans for student management, in conformance with the building's discipline plan.
 - b. That a professional educator may remove a student from class who is disrupting the educational program in a manner requiring immediate action by the professional educator, or who has exhibited a pattern of disruptive behavior, and send the student to a location designated by the principal.
 - c. That the principal, supervisor or his/her designee shall, at the professional educator's request, confer with the professional educator without disrupting the professional educator's classes. Such conference generally shall take place prior to returning the student to class unless the principal, supervisor or his/her professional designee is not available, in which case the conference shall take place when the principal, supervisor or professional designee becomes available.

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- d. That a procedure shall exist for handling students removed from class when the principal, supervisor or professional designee is out of the building and, therefore, not available for a conference required by the professional educator. Such procedure shall provide that only professional personnel shall have a decision making role in the handling of such students.
- e. That if unacceptable student behavior continues, at either's request, the principal, or supervisor, and the professional educator shall develop and implement a mutually acceptable behavior correction plan involving, as appropriate, the principal, supervisor, professional educator, student and parent(s) and other resource staff. The plan could include, but would not be limited to, behavior contracts, special education referral, involvement of appropriate community agencies, use of time-out rooms or other activities. The plan shall include the specific areas of concern to be addressed, a timeline for completion, and the responsibilities of the student, professional educator, administrator and others.
- f. If the plan does not result in a change in the disruptive behavior, the administrator in conference with the professional educator will take additional steps as may be appropriate which are consistent with and guided by the Students' Rights and Responsibilities Handbook.
- g. An allegation that a student has committed ~~assault~~ Threat/Causing Fear of Harm or battery Physical Attack/Harm upon a professional educator shall result in the removal of the student from the responsibility of the professional educator pending administrative investigation of the incident. The administrator shall exercise appropriate progressive discipline as set forth above. If the investigation shows battery Physical Attack/Harm did occur and the professional educator so recommends, the student shall not be returned to the affected professional educator's responsibility.
- h. In accordance with the Students' Rights and Responsibilities Handbook, any student who has been involved in a violation of state or federal law regarding weapons at school shall be immediately suspended pending administrative investigation. If the investigation confirms that the student was in violation of state or federal law regarding weapons at school, the student shall be reported to the appropriate law enforcement agency. The student shall be expelled from school for a period of not less than one calendar year. The Superintendent may modify the disciplinary consequences on a case-by-case basis.
- i. Student behavioral records shall be accessible to the receiving professional educator. School officials shall set up procedures so that information about students with records of violence including weapon violations shall be available, in accordance with the law, to members who "need to know" as a result of an assignment to teach or supervise the student.
- j. Any student found to have committed ~~assault~~ Threat/Causing Fear of Harm or battery Physical Attack/Harm upon a professional educator shall be immediately subject to appropriate discipline in accordance with the Students' Rights and Responsibilities Handbook. However, there shall be a minimum of five (5) days suspension for a threat (~~assault~~) Threat/Causing Fear of Harm and mandatory expulsion for the remainder of the year for battery Physical Attack/Harm. The Superintendent may modify the disciplinary consequences on a case-by-case basis.

For PK-5 students, the minimum five (5) day suspension for Threat/Causing Fear of Harm shall not apply; however, an intervention shall occur and the Threat/Causing Fear of Harm will be documented. If the Threat/Causing Fear of Harm rises to the standard in law, a suspension may be allowed.

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- k. Any student making a serious or menacing threat of harm to the person, property or family members of a professional educator shall be immediately subject to appropriate discipline in accordance with the Students' Rights and Responsibilities Handbook.
2. ~~The building discipline procedure shall be reviewed by the staff by June 1st~~ is under continuous review in a process as outlined in a District approved Inventory of Multi-Tiered System of Supports (e.g.: Tiered Fidelity Inventory (TIF)). ~~The staff's suggested changes shall be carefully reviewed by the principal. If the changes are rejected it shall be only for substantial reasons including staffing, and funding.~~ Printed eCopies of these the specific building procedures shall be clearly communicated to all staff during Professional Development (PD) before the start of each school year. Copies of the specific building procedures shall be distributed to parents and building staff members students and families by the end of the second student first week of each year and shall be filed in the appropriate Central Office school. Copies shall also be posted online on the school's website.
3. In the exercise of authority by a professional educator to control and maintain order and discipline, the professional educator may use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and/or federal and state laws or regulations.

C D. Personal Injury Benefits and Property Loss

1. Any case of ~~assault/battery~~ Physical Attack/Harm or Threat/Causing Fear of Harm upon a professional educator while acting within the scope of his/her duties shall be promptly reported in writing to the immediate supervisor who shall forward a copy to the appropriate Central Office Administrator and the Superintendent for investigation and resolution.
2. The District shall reimburse professional educator for loss of or damage to personal property excluding the professional educator's automobile under the following circumstances:
 - a. when the loss is a result of any ~~assault/battery~~ Physical Attack/Harm or Threat/Causing Fear of Harm on the professional educator's person suffered during the course of employment.
 - b. property stolen or damaged by the use of forcible entry on a locked container. Every school shall provide a secure and lockable location for professional educator's to use for such storage.
 - c. loss of the professional educator's work related equipment when the use of that equipment has been approved in writing by the principal/supervisor providing that the equipment was stored in a locked container when otherwise not in use.
3. Reimbursement shall be at replacement cost (not exceeding actual cost) less any insurance or worker's compensation reimbursement. Reimbursement shall not be made for losses of less than Five dollars (\$5.00) or that portion in excess of one thousand dollars (\$1,000) and shall not be made when carelessness or negligence on the part of the professional educator was evident.
4. Professional educators shall cooperate and support the District in its investigation and resolution of any reported loss. The District shall provide assistance in attempting to investigate and/or reclaim other stolen or damaged personal property including automobiles.

- D E. The District shall provide a legal defense and indemnification to professional educators arising out of tort claims for any alleged act or omission occurring in the performance of the professional educator's duty in accordance with, but subject to, the limitations provided in ORS 30.285 and

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30.287. Professional educators shall cooperate with the Board and counsel in connection therewith as provided in ORS 30.287(2).

☒ F. Safety

1. A professional educator shall have the right to refuse to expose himself/herself to immediate danger created by an unsafe working condition when such danger threatens substantial bodily injury or would be a significant health hazard to the professional educator. The professional educator shall give notice of the condition to his/her supervisor and shall be subject to assignment to another location or duty while the condition is being investigated and/or corrected. The District recognizes the responsibility to make every reasonable effort to enhance the security of buildings and grounds as may be required through the use of necessary lighting and other safety precautions. The District shall comply with all state and federal OSHA requirements to post notice when non-routine cleaners, paints, sealants, and other chemicals are to be used at the worksite and shall take all reasonable steps, in good faith, to post such notices even where not required by state or federal OSHA.
2. The District shall furnish employment and places of employment which are safe and healthful for professional educators, and shall furnish and use such devices and safeguards, and shall adopt and use such practices, means, methods, operations and processes as are reasonably necessary to render such employment and places of employment safe and healthful and shall do every other thing reasonably necessary to protect the life, safety and health of such professional educators.
3. The District shall assure that there are emergency protocols at all worksites (including non-district worksites where professional educators work. These protocols shall include procedures for supporting professional educators who are ~~assaulted and/or battered~~ experience Physical Attack/Harm and/or Threat/Causing Fear of Harm.
4. Reports from county/state/city law enforcement/courts concerning student information that may inform professional educators about potential safety issues shall be shared on a need to know basis. The District shall maintain a system to distribute these alerts on an ongoing basis.

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

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March 29, 2016

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Resolutions 5232 through 5235

RESOLUTION No. 5232

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

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as a First-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2015-16 the following persons, 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
Jacqueline	Foreman	025650
Salaad	O'Barrow	014102
Ellen	Rainey	025478
Collin	Reinking	025464

S. Murray

RESOLUTION No. 5233

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

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as First-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2015-16 the following persons, 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
Julianne	Hiefield	025425
Sharon	Mitchell	025473

S. Murray

RESOLUTION No. 5234

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

RECITAL

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

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Third-year Probationary Teacher for the school year 2015-16 the following person, 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
Kathryn	Bailey	022096

S. Murray

RESOLUTION No. 5235

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
Scott	Aronson	020853	1/4/2016	6/9/2016
Jason	Bensley	023554	11/21/2015	6/9/2016
Marisa	Bevington	004307	1/11/2016	3/18/2016
Duane	Bickford	023713	1/4/2016	3/30/2016
Kristina	Blanton	019945	1/29/2016	1/3/2016
Ashlee	Brooks	025462	1/26/2016	6/9/2016
Laura	Bullard	016905	12/19/2015	6/9/2016
Schuyler	Campbell	025249	11/16/2015	6/9/2016
Adam	Carchedi	025737	1/25/2016	6/9/2016
Tara	Carmichael	025412	11/9/2015	6/9/2016
Jenica	Castillo-Harden	025263	11/16/2015	6/9/2016
Jeremy	Da Rosa	025452	11/16/2015	6/9/2016
Alexis	Daley	024883	1/20/2016	6/9/2016
Nichole	Dewson	023566	10/22/2015	2/20/2016
Mai	Duong	022071	1/4/2016	3/25/2016
Elizabeth	Dwan	025533	12/9/2015	6/9/2016
Catherine	Eastman	022418	1/4/2016	3/18/2016
Katia	Fleischman	022447	10/19/2015	5/13/2016
Amanda	Freund	023616	8/24/2015	11/29/2015
Amanda	Freund	023616	12/10/2015	6/9/2016
Sara	Fuller	024990	1/28/2016	6/16/2016
Sarah	Gassner	014255	12/7/2015	6/9/2016
Dana	Hoffer	002741	1/21/2016	6/9/2016
Janelle	Hutchinson	014554	9/3/2015	11/29/2015
Janelle	Hutchinson	014554	1/19/2016	3/27/2016
Kyle	Kertay	023886	1/13/2016	6/9/2016
Christine	Knab	007868	1/11/2016	6/9/2016
Tracy	Kozil	025778	1/28/2016	6/9/2016
Daina	Kuzmickas	024214	1/4/2016	3/18/2016
Adrienne	LeMay	022202	1/4/2016	6/9/2016
Eve	Liebman	000191	1/21/2016	6/9/2016
Suntara	Loba	021249	2/1/2016	6/9/2016

Kristina	Machell	019870	11/2/2015	6/9/2016
Marcia	McCubbin	015760	11/1/2015	6/9/2016
Brian	McIntyre	023667	1/25/2016	6/9/2016
Jacob	McKinney	025641	2/1/2016	6/9/2016
Mark	McQuilling	025296	11/23/2015	6/9/2016
Robert	Melton	008961	1/4/2016	6/7/2016
Antonia	Mete	025682	1/25/2016	6/9/2016
Elizabeth	Mick	024884	12/19/2015	6/5/2016
Elisabeth	Murphy	024262	11/9/2015	6/9/2016
Kathleen	Orton	025428	1/4/2016	6/9/2016
Natalia	Preussler	025061	12/18/2015	6/9/2016
Kathleen	Redmond-Davenport	024210	1/4/2016	3/26/2016
Gina	Rentz	023897	1/6/2016	3/17/2016
Mark	Reynolds	015839	12/10/2015	5/23/2016
Sarah	Roberti	025276	1/19/2016	6/9/2016
Rodrigo	Ruiz Corona	025670	1/19/2016	6/9/2016
Laura	Sandgren	024389	11/28/2015	6/9/2016
Lluis	Soldevila	025675	1/19/2016	6/9/2016
Susan	Stahl	003419	12/16/2015	4/3/2016
Sally	Sterling	000754	1/6/2016	3/27/2016
Carolyn	Strong	025581	1/4/2016	6/9/2016
Adam	Swackhamer	025202	2/1/2016	6/9/2016
Haley	Thompson	024680	1/4/2016	2/27/2016
Heather	Thompson	025429	1/13/2016	6/9/2016
Barbara	Tillman	002723	12/16/2015	4/3/2016
Marie	Tsukamoto	020342	1/27/2016	6/9/2016
Susan	Verheyleweghen	002490	11/17/2015	6/9/2016
Rosheil	Viajar	025742	1/28/2016	6/9/2016
Annie	Walsh	001984	2/1/2016	6/16/2016
Jenny	Withycombe	025661	1/6/2016	6/9/2016
Frederick	Wong	004610	1/6/2016	4/1/2016

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Resolutions 5236

RESOLUTION No. 5236

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
Corporate Travel Management	7/1/2016 through 10/15/2022	Cooperative Agreement COA 62765	Provide booking services for travel and lodging on an as-needed basis.	Not-to-exceed \$180,000	Y. Awwad Varies by use
My Payment Network, Inc. DBA SchoolPay	4/1/2016 through 6/30/2018 Option to renew for up to three two-year terms through 6/30/2024.	Software SW 62824	Provide a Payment Card Industry (PCI) standards compliant software application system to process, track, report and account for charges or payments of items including fees, activities, athletics, purchases, and others both onsite and through an online web store payment system. RFP 2015-1922	Original Term \$485,000 \$1,500,000 over maximum contract term.	Y. Awwad Fund 101 Depts. 5528 & 5520
Radio Cab Co.	3/31/2016 through 6/30/2017 Option to renew annually through 6/30/2021.	Services S 62768	Provide taxi-like or secured transportation services to District students who are unable to be served by a school bus. Maximum contract term through 6/30/2021. RFP 2015-1887	Original Term \$380,000 \$1,750,000 over maximum contract term.	T. Magliano Fund 101 Dept. 5560
Mili’s Transit, Inc.	4/30/2016 through 6/30/2017 Option to renew annually through 6/30/2021.	Services S 62807	Provide taxi-like or secured transportation services to District students who are unable to be served by a school bus. RFP 2015-1887	Original Term \$100,000 \$500,000 over maximum contract term.	T. Magliano Fund 101 Dept. 5560
Broadway Cab	3/31/2016 through 6/30/2017 Option to renew annually through 6/30/2021.	Services S 62823	Provide taxi-like or secured transportation services to District students who are unable to be served by a school bus. RFP 2015-1887	Original Term \$65,000 \$325,000 over maximum contract term.	T. Magliano Fund 101 Dept. 5560

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Resolutions 5237 through 5240

RESOLUTION No. 5237

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program (Program).
- C. In response to the Program's 2014-2015 Community Needs Assessment and Self-Assessment, and in collaboration with the Head Start Parent Policy Council, a program priority change was determined to increase the Dose and Duration of the Head Start classrooms double session classrooms (i.e. offer full day classrooms instead of two half-day classrooms). This program slot conversion aligns with the updated Federal Office of Head Start Program Standards as well as state and city grant funding shifts to increase quality services to children and their families by increasing the Dosage and Duration for each session.
- D. In order to determine its program budget for 2016-2017, the PPS Head Start Policy Council recommended a reduction of 40 slots for the 2016-2017 fiscal year. The proposal to reduce funded enrollment is based upon the fact that the current level of appropriations are insufficient to allow for an increase in the Dose and Duration services as outlined in the new Federal Head Start Performance Standards.
- E. The change will positively impact the program budget, supports for teachers and families, and the instructional program delivery.
- F. For fiscal year 2016-17, the Program will maintain its current Head Start budget allocation. Even though the Program will have 40 less Head Start slots, more Head Start eligible students will be enrolled in a full day program versus a half-day program.
- G. The change will result in a permanent increase in the Federal Cost per Child allocation, which will positively impact the level of future fiscal year program budgets. The change in the number of slots will not decrease the amount of the 2016-17 Federal budget allocation.
- H. If not approved, the Program will not meet its financial obligations and/or Federal Head Start Performance Standards.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendation to reduce 40 slots for the 2016-2017 fiscal year.

H. Adair

RESOLUTION No. 5238

Safety Shoe Requirement for Maintenance Staff

RESOLUTION

The District has determined that safety toe work shoes are appropriate within the maintenance department and will implement a requirement for maintenance workers to wear safety toe shoes. The Human Resources Department - Employee and Labor Relations Division - has engaged in collective bargaining with the labor organizations that represent maintenance workers regarding the terms and conditions related to the District's requirement for maintenance workers to wear safety toe shoes. The Board authorizes the District to pay an annual stipend of \$135.00 per year for each maintenance employee required to wear safety toe shoes.

S. Murray / C. Cusimano

RESOLUTION No. 5239

Memorandum of Agreement between Portland Public Schools and the Portland Association of Teachers (PAT) regarding Interim Bargaining related to Article 6: Student Discipline/Safety

RECITALS

- A. In August 2015, the District notified PAT of proposed changes to the Student Handbook and its administrative directives concerning student discipline. Such changes were related, in part, to a change in Oregon law under Senate Bill 553 which limits the use of out-of-school suspension or expulsion for Grades 5 and below. PAT presented a demand to bargain concerning impact of the proposed changes.
- B. The District and PAT agreed to use a facilitated interest-based bargaining (IBB) process to address these issues. That process resulted in a series of consensus decisions between the parties. The details of those consensus decisions were reflected in a Memorandum of Agreement (MOA) that was presented to PAT membership for ratification.
- C. On March 28, 2016, PAT notified the District that its members ratified the terms of this MOA.

RESOLUTION

It is agreed that the District will accept the MOA as ratified by the PAT membership and will implement the terms of such MOA.

S. Murray / C. Cusimano

RESOLUTION No. 5240

Minutes

The following minutes are offered for adoption:

March 8, 2016



Board of Education Informational Report

MEMORANDUM

Date: March 3, 2016
To: Board of Education
From: Judy Brennan, Enrollment and Transfer Director
Subject: Update on impact of 2015 enrollment and transfer policy revisions

Last year the Board of Education approved a set of changes to the PPS enrollment and transfer policy. An initial analysis of the effects of those changes was provided in June 2015. This report provides additional information on the demographic impact of new lottery transfer policies at select schools, and the volume and demographic make-up of petition transfer requests.

Lottery Results Update

One of the key features of last year's policy changes was the creation of admission preferences for students eligible for free and reduced meals and Head Start programs. The new income-eligible preference is more robust than the prior lottery weight and applies only at focus options where the rate of students who qualify for free meals is lower than the district average, as shown in figure 1.

Figure 1: List of Focus Options Where Income Eligibility Preference Was Applied

Focus Option	2014-15 Rate of Enrolled Students Who Qualify for Free/Reduced Price Meals
Ainsworth Spanish Immersion	1.7%
Atkinson Spanish Immersion	26.4%
Buckman Arts	22.1%
Creative Science School	16.4%
daVinci Arts	16.3%
Odyssey @ Hayhurst	18.8%
Richmond Japanese Immersion	5.9%
Sunnyside Environmental School	17.9%
Winterhaven Math & Science	6.4%
Woodstock Mandarin Immersion	20.1%

Note: District average for free/reduced-price meals in 2014-15 was 48.9%

The income eligibility preference for the 2015-16 lottery resulted in a set aside of up to 45% of slots at each program and grade level. The slots were filled after all co-enrolled siblings were approved. Income eligible slots were not filled at all the programs listed above because there were not enough income eligible applicants. However, at some schools the number of income

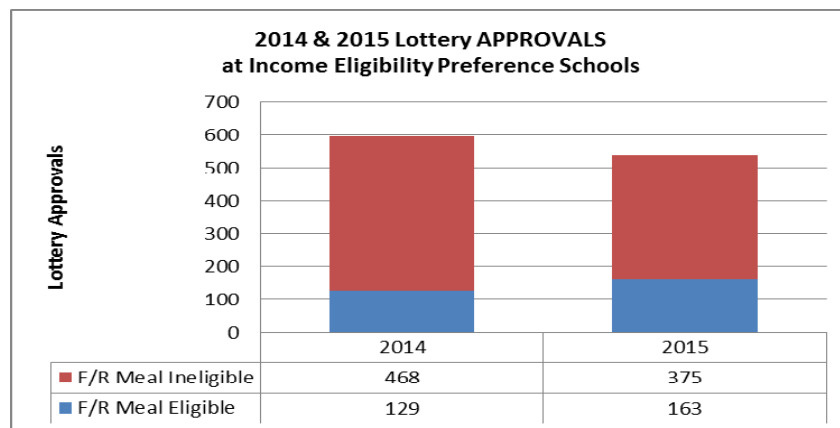
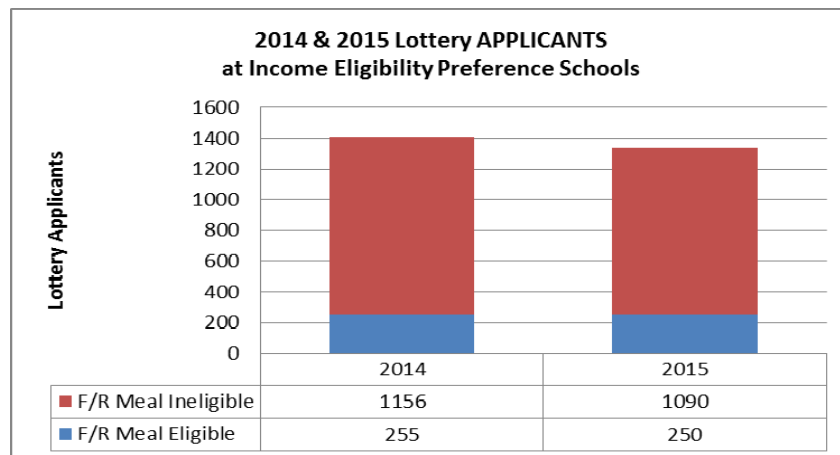
eligible applicants exceeded the number of set-aside slots. In those instances a random number was used to determine lottery winners. Remaining income eligible students were given a second chance at approval based solely on their random number.

Demographic data for currently enrolled students, including race, ethnicity and eligibility for free meals, was released in January 2016. Attached charts show:

- The number of lottery applicants and approved students by “sending” neighborhood school and “receiving” focus option school/program
- The race, ethnicity and program eligibility status for all focus option lottery applicants and approved students
- Comparative analysis of the 2014-15 and 2015-16 lottery results for qualifying income eligibility schools and programs

Analysis of results for the eleven sites impacted by the income eligibility preferences revealed that the applicant pool was very similar for both years. However, approvals differed from applicants in several ways:

- 30% of approvals into the eleven programs qualified for free meals in 2015, an increase from 22% in 2014.



- While we did not use race as a factor in lottery approvals, the increase in number of income eligible students resulted in a corresponding increase in students of color approved to schools with income eligible preference. Some highlights:
 - 11% of approvals were Hispanic students in 2015 vs 9% in 2014
 - 3% of approvals were African-American students in 2015 vs 1% in 2014
 - 63% of approvals were White students in 2015 vs 69% in 2014

- 8% of 2015 approvals were emerging bilingual students vs 4% in 2014. The increase in slots for native speakers at Dual Language Immersion programs contributed to this change.

While the income eligibility preference improved somewhat the income and racial balance of approved students in this set of schools, it was not able to fully offset the continued effect of the overall applicant pool, which does not yet reflect the full diversity of our school district.

Petition Results Update

As reported in June 2015, the volume of petitions has increased dramatically due to the policy revision approved last year to limit lottery transfers to focus options, requiring petitions for all transfers into neighborhood schools. Attached are charts showing the number of petition requests and approvals by requested school, and the race, ethnicity and program eligibility for those students, as well as a comparison to the prior year's petition pool. Please note that, while petitions are accepted year round, the charts show petition requests and result received between February and October each year, the peak time for transfer requests.

Report highlights:

- Petition volume rose by 58% from 2014 to 2015.
- One reason for higher numbers of petitions was the offer of transfer preference to address overcrowding: Students in the Bridlemile neighborhood have guaranteed enrollment to Gray MS and Wilson HS, Chapman neighborhood students had transfer preference to Ainsworth ES and Beverly Cleary neighborhood student had transfer preference to Irvington K-8.
- The rate of approvals changed from 75% of requests received in 2014 to 66% of requests received in 2015.
- As expected, a higher proportion of petition transfer requests were from white families, the racial group that dominated the neighborhood school lottery prior to 2015. The percentage of approved petitions remained the same for white students in 2015 as in 2014, 43% of all approved petitions.
- The number of petition requests from Hispanic families nearly doubled between 2014 and 2015, rising from 166 requests to 330. This is partly due to two changes in practice for immersion programs: Applications to all grades above K now go through petition and not lottery processing, and applicants to neighborhood-only programs (James John, Rigler, Scott and Sitton) now complete district applications (petition or lottery) rather than applications that are processed at the school-level. Applications from Hispanic students comprised 25% of all 2015 petition approvals.

Next Steps

As the 2015 transfer policy changes impacted primarily incoming grades only, it is too soon to assess the broader impact on total school populations—both receiving and sending schools. We will continue to compile information annually, and expect that school-level results should be visible within three years.

Attachments: June 10 2015 transfer policy impact memo
 2015-16 Elementary/Middle School Focus Option Lottery Charts:
 1st choice applicants with student demographics
 Approvals with student demographics
 1st choice applicants by neighborhood and requested school
 Approvals by neighborhood and requested school
 Two Year Comparison—Lottery Applicants and Approvals from Income Eligible Preference Schools
 Petition Decisions by School Comparison
 Petition Decisions and Demographic Comparison



Board of Education Informational Report

MEMORANDUM

Date: June 10, 2015
To: Board of Education
From: Judy Brennan, Enrollment and Transfer Director
Subject: Preliminary impact of 2015 enrollment and transfer policy revisions

In January 2015 the School Board approved a set of changes to the PPS enrollment and transfer policy. This report provides an analysis of the effects of those changes to date. The recent changes were driven by the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) who worked on revisions for eighteen months before forwarding recommendations to Superintendent Smith in November 2014. The primary outcomes expected from the revised system include:

- Strengthening neighborhood schools by ending the neighborhood-to-neighborhood lottery option. Transfers into neighborhood schools are now made exclusively through the petition transfer process.
- Creating more equity in access to focus options by creating an admission preference for students eligible for free and reduced meals and Head Start programs (aka, income eligible). The preference applies only at focus options where the rate of students who qualify for free and reduced-price meals is lower than the district average.

The Enrollment and Transfer Center began accepting lottery applications and petition requests for the 2015-16 school year just weeks after the policy changes were approved. This report covers applications and petitions received between January-March 2015 for transfer beginning in September 2015. It is a preliminary report, as much of the full impact of enrollment and transfer changes will not be known until after students begin attending school in the fall. A full report, including transfer student demographics and impact on "sending" schools will be available before the end of 2015.

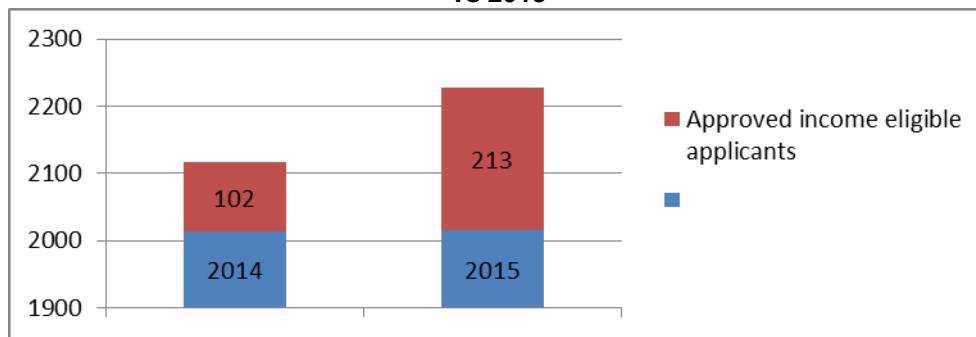
This analysis focuses on results from K-5, K-8 and middle schools. The transfer policy changes had virtually no impact at the high school level because past decisions had limited transfers between comprehensive high schools and the new income eligibility preference did not apply to high school focus options, Benson and Jefferson, because the rates of students who qualify for free and reduced price Meals at those schools exceeds the district average.

Preliminary results of ending lottery transfers into neighborhood schools

When comparing transfer requests into neighborhood schools from 2014 to 2015, we found that the overall number of requests received during the lottery period (January-March) fell sharply in 2015, but the number of petition requests was nearly three times higher than the prior year. Between January and March 2014 PPS received 588 transfer requests into neighborhood schools, either through lottery applications or through petitions for schools closed to lottery due

to limited space. 77% of the applications were approved. Between January and March 2015, 297 petition transfer requests were received for neighborhood schools. 65% of those applications were approved.

Figure 1: Comparison of Jan-March Neighborhood Schools Transfer Requests & Approvals: 2014 vs 2015



The attached chart describes in greater detail the number and results of transfer requests into neighborhood schools during the lottery application timeframe (January-March) in 2014 and 2015. The Enrollment and Transfer Center has experienced a sharp rise in the volume of post lottery (ie, April-June) petition requests, so the year-to-year distinction may be smaller once all petitions through September are counted.

The number of approved transfers shrank by more than 50%, from 451 to 193, after the new policy went into effect. This is due, in part, to the fact that petition approval requires a verified reason for transfer as well as space availability while lottery transfers were approved based on random number and space availability. About half of the requests to transfer into neighborhood schools this year have reasons that receive high priority: Co-enrolled siblings, guarantees provided through School Board resolutions and preference due to overcrowding at a neighborhood school. There are some cases this year where, due to class-size constraints, we have wait listed some co-enrolled siblings and students requesting transfer to relieve overcrowding at their neighborhood school. We are working closely with principals to monitor enrollment in hopes of finding space for all high priority transfers before the start of the school year.

Other common transfer reasons have included interest in remaining with a current cohort, attending a school closer to a parent’s work or childcare provider or enrolling in an academic or enrichment program at a specific school. In most cases (85 of 148 requests, or 57%), we have denied these requests, encouraging families to try and resolve the issue at their neighborhood school before resorting to transfer.

Preliminary results of increasing preference into focus options for income eligible students

Increased income eligibility preference was applied to requests into eleven focus option programs where the rate of students who qualified for free and reduced price meals in 2013-14 was lower than the district average of 45%¹.

¹ Rates shown are for whole schools, including neighborhood program students. Note that PPS is now using a different measure of economic disadvantage, based on the rate of students who qualify for free meals through direct certification with state or federal agencies. In future lottery cycles the income eligibility rates will be based on direct certification counts.

Figure 2: List of Focus Options Where Income Eligibility Preference Was Applied

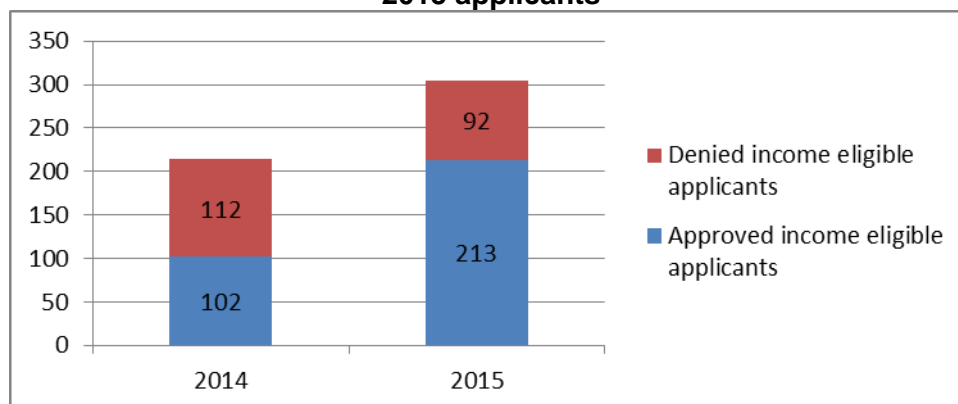
Focus Option	2014-15 Rate of Students Who Qualify for Free-Reduced Price Meals
Ainsworth Spanish Immersion	1.7%
Atkinson Spanish Immersion	26.4%
Buckman Arts	22.1%
Creative Science School	16.4%
daVinci Arts	16.3%
Odyssey @ Hayhurst	18.8%
Richmond Japanese Immersion	5.9%
Sunnyside Environmental School	17.9%
Winterhaven Math & Science	6.4%
Woodstock Mandarin Immersion	20.1%

At these programs the income eligibility factor changed from a small weight added to each applicant's random number up to a preference, meaning a number of slots set aside for income eligible students that are filled before slots for non-income eligible student. The income eligibility preference equals 45% of slots at each program and grade level, and is applied after all co-enrolled siblings have been approved. If the number of income eligible applicants exceeded 45% of remaining slots, random number was used to determine lottery winners. Remaining income eligible students were given a second chance at approval based solely on their random number.

A second prong in the effort to increase equitable access to focus options was to use an income eligibility form included with the lottery application instead of the free and reduced-price meals application available through the State of Oregon's website. Free and reduced meal status can only be used to influence the lottery if parents gave explicit permission to do so. In past years many students did not benefit from lottery weighting because families did not provide explicit permission. The income eligibility form simplified the process and allowed students enrolled in Head Start to receive preference without completing additional income information.

These two measures combined to increase both the number of income eligible students applying to focus options and, more importantly, the number who were approved.

Figure 3: Impact of increased income eligibility preference at focus options: 2014 vs 2015 applicants



The number of income eligible applicants at eleven focus option programs increased from 214 in 2014 (18% of all applicants to those programs) to 305 applicants in 2015 (26% of all applicants to those programs). The number of income eligible students approved to those programs rose from 102 (19% of approvals) to 213 (36% of approvals) between 2014 and 2015.

The attached chart shows applicants and approvals at the eleven programs where income eligibility was increased. The dramatic change in income eligible applicants and approvals was most visible at Creative Science, daVinci and Winterhaven, but less impactful at Odyssey and Richmond.

An area of concern during the policy change discussion was whether the preference for income eligible students would result in fewer approvals of co-enrolled siblings. The School Board voted to maintain co-enrolled sibling preference as the highest lottery approval factor, modifying the recommendation of SACET and the Superintendent, in order to ensure that co-enrolled siblings would not be impacted by the increase of income eligible approvals. The order of preference would not have had an impact on the results of the 2015 lottery. At each program and grade level the combined number of co-enrolled sibling applicants and the maximum allowable number of income eligible applicants (45% of all slots) did not exceed the number of number of slots.

Next Steps

This report provides an overview of the immediately known impact of two significant transfer policy changes. However, there are still many outstanding questions that will not be answered until after the school year has begun. We will continue to collect, analyze and share information about these and other policy revisions prior to the next transfer cycle:

- What changes to focus option and neighborhood school enrollment and demographics can be attributed to the transfer policy changes?
- How will the total number and type of petitions compare with past years?
- What efforts have and will be made to increase outreach to income eligible students at programs where the applicant pool remains disproportionate to the demographics in the region?
- What supports have and will be put in place at focus options to welcome and serve rising numbers of income eligible students?
- How many students remained in the Special Education continuum schools instead of moving to their neighborhood schools, per change to the transfer administrative directive?

SACET will return from hiatus later this year and continue to serve as advisors on the implementation of enrollment and transfer changes. We would be pleased to continue to have Board of Education liaisons as part of the SACET structure.

Attachments: Neighborhood school transfer request comparison: 2014-15 and 2015-16
Focus option lottery transfer request comparison: 2014-15 and 2015-16

PETITION DECISIONS AND DEMOGRAPHIC COMPARISON (Feb. 1 - Oct. 1)

	Approved	Denied	K-8 Petition
2014-15	653	255	908
2015-16	1000	551	1551
Year to Year Difference	347	296	643
% Change			58.5%

APPLICANTS															
	Hispanic	Not Hispanic Ethnicity and						LEP		F/R Meals		TAG		SP ED	
	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	Y	N	Y	N	Y	N	Y	N
2014-15	166	153	61	5	4	326	72	83	704	433	354	83	704	138	649
	21%	19%	8%	1%	1%	41%	9%	11%	89%	55%	45%	11%	89%	18%	82%
2015-16	330	195	95	12	10	697	139	150	1328	572	906	118	1360	113	1365
	22%	13%	6%	1%	1%	47%	9%	10%	90%	39%	61%	8%	92%	8%	92%

APPROVALS															
	Hispanic	Not Hispanic Ethnicity and						LEP		F/R Meals		TAG		SP ED	
	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	Y	N	Y	N	Y	N	Y	N
2014-15	123	111	45	4	3	253	53	62	530	327	265	63	529	101	491
	21%	19%	8%	1%	1%	43%	9%	10%	90%	55%	45%	11%	89%	17%	83%
2015-16	249	129	67	10	9	420	101	124	861	418	567	60	925	74	911
	25%	13%	7%	1%	1%	43%	10%	13%	87%	42%	58%	6%	94%	8%	92%

NOTE:

2014-15	Demographics available for 787 applicants. There were an additional 121 applicants Demographics available for 592 approvals. There were an additional 61 approvals
2015-16	Demographics available for 1478 applicants. There were an additional 73 applicants Demographics available for 985 approvals. There were an additional 15 approvals

PETITION DECISIONS BY SCHOOL COMPARISON (Feb. 1 - Oct. 1)

SCHOOL	1ST CHOICE REQUESTS			APPROVED SCHOOL (All Choices)		
	2014-15	2015-16	Net Change	2014-15	2015-16	Net Change
Abernethy E.S.	3	7	4	2	6	4
Ainsworth E.S.	15	76	61	15	43	28
Alameda E.S.	3	9	6	6	3	-3
Arleta K-8 School	10	7	-3	2	5	3
Astor K-8 School	15	21	6	4	11	7
Atkinson E.S.	18	25	7	12	15	3
Beach K-8 School	12	38	26	14	29	15
Beaumont M.S.	16	46	30	8	12	4
Benson H.S.	85	74	-11	41	26	-15
Beverly Cleary K-8 School	4	11	7	5	5	0
Boise-Eliot/Humboldt PK-8 School	16	14	-2	17	13	-4
Bridger K-8 School	8	37	29	9	23	14
Bridlemile E.S.	3	6	3	1	6	5
Buckman E.S.	6	20	14	6	9	3
Capitol Hill E.S.	3	11	8	0	10	10
César Chávez K-8 School	20	53	33	15	45	30
Chapman E.S.	5	5	0	2	1	-1
Chief Joseph/Ockley Green School	24	35	11	16	16	0
Cleveland H.S.	26	47	21	16	24	8
Creative Science School	9	21	12	6	11	5
Creston K-8 School	4	16	12	4	9	5
DaVinci Arts M.S.	44	76	32	23	16	-7
Duniway E.S.	2	6	4	2	4	2
Faubion PK-8 School	7	10	3	10	7	-3
Forest Park E.S.	1	1	0	1	2	1
Franklin H.S.	47	43	-4	26	18	-8
George M.S.	4	7	3	4	6	2
Glencoe E.S.	4	4	0	4	6	2
Grant H.S.	53	42	-11	27	22	-5
Gray M.S.	12	39	27	10	38	28
Grout E.S.	6	2	-4	5	2	-3
Harrison Park K-8 School	2	11	9	2	9	7
Hayhurst E.S.	2	5	3	1	5	4
Hosford M.S.	3	16	13	3	9	6
Irvington K-8 School	5	40	35	4	35	31
Jackson M.S.	6	6	0	4	2	-2
James John E.S.	13	20	7	11	13	2
Jefferson H.S.	37	25	-12	29	22	-7
Kelly E.S.	9	28	19	10	24	14
King PK-8 School	21	23	2	20	21	1
Lane M.S.	1	5	4	3	5	2
Laurelhurst K-8 School	3	7	4	3	4	1
Lee K-8 School	2	1	-1	3	2	-1
Lent K-8 School	13	25	12	9	26	17
Lewis E.S.	4	13	9	4	11	7
Lincoln H.S.	15	31	16	9	12	3
Llewellyn E.S.	6	14	8	6	12	6

SCHOOL	1ST CHOICE REQUESTS			APPROVED SCHOOL (All Choices)		
	2014-15	2015-16	Net Change	2014-15	2015-16	Net Change
Madison H.S.	30	23	-7	24	23	-1
Maplewood E.S.	6	4	-2	4	3	-1
Markham E.S.	4	5	1	3	5	2
Marysville K-8 School	1	14	13	0	11	11
Mt. Tabor M.S.	8	36	28	6	18	12
Peninsula K-8 School	22	30	8	18	30	12
Richmond School	6	18	12	0	10	10
Rieke E.S.	15	10	-5	6	5	-1
Rigler E.S.	0	19	19	12	14	2
Roosevelt H.S.	19	20	1	14	18	4
Rosa Parks E.S.	5	0	-5	9	1	-8
Roseway Heights K-8 School	25	45	20	22	40	18
Sabin K-8 School	13	23	10	8	12	4
Scott K-8 School	7	24	17	8	25	17
Sellwood M.S.	12	17	5	3	5	2
Sitton E.S.	7	16	9	3	16	13
Skyline K-8 School	4	7	3	4	5	1
Stephenson E.S.	7	1	-6	6	1	-5
Sunnyside Environmental School	8	15	7	5	13	8
Vernon K-8 School	14	14	0	7	8	1
Vestal K-8 School	3	9	6	4	8	4
West Sylvan M.S.	10	16	6	10	14	4
Whitman E.S.	3	8	5	1	7	6
Wilson H.S.	17	30	13	17	24	7
Winterhaven School	10	26	16	8	8	0
Woodlawn PK-8 School	10	11	1	7	9	2
Woodmere E.S.	0	4	4	0	2	2
Woodstock E.S.	15	27	12	10	10	0
Total	908	1551	643	653	1000	347

2015-16 ELEMENTARY/MIDDLE SCHOOL - SPRING FOCUS OPTION/IMMERSION LOTTERY

1ST CHOICE APPLICANTS

1ST CHOICE SCHOOL/PROGRAM	Focus Option/Immersion Transfers																Total					
	Imm-S Ainsworth	Imm-S Atkinson	Imm-S Beach	Imm-S Bridger	Foc Buckman	Imm-S César Chávez	Foc Creative Sc	Foc DaVinci Arts	Foc Hayhurst	Imm-S James John	Imm-R Kelly	Imm-M King	Imm-S Lent	Imm-J Richmond	Imm-S Rigler	Imm-V Roseway Hts		Imm-S Scott	Imm-S Sitton	Foc Sunnyside	Foc Winterhaven	Imm-M Woodstock
Abernethy		1			9		1							11		1				15	1	39
Ainsworth	52							1						1						1		55
Alameda				1	1		1					1		3						1	2	10
Arleta	1	2	1	1	4		12	11						3					1	7	1	44
Astor			2		2	2		3				3		3						3		18
Atkinson		27		1			6		1		1			6						1		43
Beach	1		46		3			8						2						4		64
Beaumont								31											1	5		37
Beverly Cleary	1	1	2		1		6	34						1					1	4		51
Boise-Eliot/Humboldt		1	2		3		6	8	4					5		1				7	1	38
Bridger				22	4		13	3						2		1				1	2	48
Bridlemile	8								3													11
Buckman	1													1						5	1	8
Capitol Hill	11								7					3						2	1	24
César Chávez			3		2	12	1	1						1								20
Chapman	18	1		1			4		1					2						10	1	38
Chief Joseph/Ockley Gr			8		4	2		20	3					3					1	5		46
Creston			5		5		6	4						5						6		31
Duniway		1		2	1		4		2											14	2	26
Faubion			1		2		2	5	1			3								5		19
Forest Park	4																				1	5
George								14												2		16
Glencoe	1	11		2	6		20							10						8	2	60
Gray								3	3											3		9
Grout				1	3		1							4						29	3	41
Harrison Park		1	1	5			37	2			1		1	2		2					12	64
Hayhurst	6								45											6		57
Hosford								57												28		85
Irvington		1			4		1	26	1			1		2						3		39
Jackson							3	4												3		10
James John			3		1	3	2			20		2		2						2		35
Kelly		1	1	2	1		12						1	2							5	25
King			6		5		1	5			1	19								1		38
Lane							1	9												7		17
Laurelhurst		2			3		2	13						3						4		27
Lee			2	2			3	4				2			2					2		17
Lent	1	1		1			5	2	2		1		7							1	2	23
Lewis		1	1	1	2	1	2													3	3	14
Llewellyn		1		1	3		2							1						17		25
Maplewood	8				1			21														30
Markham	8				1			14													1	24
Marysville		2		2	4		6	6					2							5	2	29
Mt. Tabor							3	26	1										1	7		38
Peninsula			3		1	4	1	3				1								1		14
Rieke	7				3		2		12					1						2		27
Rigler		1			6		6					1		2	39					1		56
Rosa Parks			2			6	1					2										11
Roseway Heights		3		1	3		4	15						2		5				2	1	36
Sabin			2		2		1	13						2						3		23
Scott					1		9	6						3		2	36				1	58
Sellwood								22												37		59
Sitton						3														22	2	27
Skyline	1							4														5
Stephenson	2						1		1					1								5
Sunnyside		1			5		1	9	1					2						6		25
Vernon		1	4		7	1	7	15	1			4		2						9		51
Vestal	2			2	5		23	9			1	1	1	2		2				1	1	50
West Sylvan							1	20	5										2	10		38
Whitman		2		1			5				2					1				3		14
Woodlawn			7	1	3		3	12	4			7		2						1		40
Woodmere				2			8						3			2				5	5	25
Woodstock		4			4		4							4						3	31	50
Grand Total	133	72	97	52	115	34	237	426	138	20	7	47	15	101	39	19	36	22	7	313	82	2012

Foc = Special Focus Option School/Program Imm = Language Immersion School/Program (J=Japanese, M=Mandarin, R=Russian, S=Spanish, V=Vietnamese)
 Red numbers indicate students who applied to focus option or immersion program at the neighborhood school

2015-16 ELEMENTARY/MIDDLE SCHOOL - SPRING FOCUS OPTION/IMMERSION LOTTERY

1ST CHOICE APPLICANTS

1st Choice School	Hispanic	Not Hispanic Ethnicity and						LEP		F/R Meals		TAG		SP ED	
	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	Y	N	Y	N	Y	N	Y	N
Ainsworth	22		5	1		63	12	4	99	7	96		103	3	100
Atkinson	23	2	1			33	3	3	59	12	50		62	3	59
Beach	17	8	1			47	2	1	74	17	58		75	5	70
Bridger	18		2			20	2	6	36	10	32		42	3	39
Buckman	5	1	1	1		81	8	1	96	15	82	5	92	8	89
César Chávez	14	2				14		12	18	12	18		30		30
Creative Science	19	8	8			118	11	5	159	44	120	16	148	15	149
DaVinci Arts	38	12	6	5	1	284	30		376	87	289	82	294	28	348
Hayhurst	3		3			87	16		109	8	101	19	90	4	105
James John	5	1				7	1	4	10	6	8		14	1	13
Kelly		1				4		3	2	3	2		5		5
King	7	10	1			19	4	3	38	21	20		41	2	39
Lent	6	1	1			2	1	1	10	6	5		11		11
Richmond	4	1	2			45	30	2	80	6	76	2	80	2	80
Rigler	17	3				8	1	13	16	16	13		29	3	26
Roseway Heights	1		13			2	2	11	7	11	7		18	2	16
Scott	17	4				12	1	17	17	22	12		34	4	30
Sitton	7	1	1			6		7	8	9	6		15	2	13
Sunnyside						4	1		5	1	4		5	3	2
Winterhaven	10	1	8	1		211	23	1	253	31	223	64	190	12	242
Woodstock	1	2	31			24	12	21	49	28	42		70	4	66
Total	234	58	84	8	1	1091	160	115	1521	372	1264	188	1448	104	1532
% 1st Choice Applicants	14%	4%	5%	0%	0%	67%	10%	7%	93%	23%	77%	11%	89%	6%	94%

Note: This table contains demographics for 1636 1st choice applicants with available demographics. There were 376 additional students without demographics.

APPROVED TRANSFERS (ALL CHOICES)

APPROVED SCHOOL/PROGRAM	Focus Option/Immersion Transfers																							Total
	Imm-S Ainsworth	Imm-S Atkinson	Imm-S Beach	Imm-S Bridger	Foc Buckman	Imm-S César Chávez	Foc Creative Sc	Foc DaVinci	Foc Hayhurst	Imm-S James John	Imm-R Kelly	Imm-M King	Imm-S Lent	Imm-J Richmond	Imm-S Rigler	Imm-V Roseway Hts	Imm-S Scott	Imm-S Sitton	Foc Sunnyside	Foc Winterhaven	Imm-M Woodstock			
Abernethy					5		1							7		1					4	1	19	
Ainsworth	23										1			1									25	
Alameda					1									2									3	
Arleta		1		1	4		2	5												2			15	
Astor			1		1	2		1				3		2								1	11	
Atkinson		10		1							1			4									16	
Beach			23						2					1							1		27	
Beaumont								11												1	2		14	
Beverly Cleary			2				2	14												2			20	
Boise-Eliot/Humboldt					2		1	1	1					4		1				1	2		13	
Bridger				20	2		5							1		1					1	2	32	
Bridlemile	2								1														3	
Buckman														1							1		2	
Capitol Hill	4								2					3								1	10	
César Chávez			2			14		1						1									18	
Chapman	3								1					2								1	7	
Chief Joseph/Ockley Gr			3		2	1		11	1					2						1	2		23	
Creston		1		1	3		3	1						3									12	
Duniway				1	1																2	2	6	
Faubion			1		3		1	2				2									2		11	
Forest Park	3																					1	4	
George								6													2		8	
Glencoe		2		2	2		4							7							1		18	
Gray								2													1		3	
Grout				1	2									3							4	2	12	
Harrison Park		1		5			13				1			2		2						8	32	
Hayhurst	1								12		1												14	
Hosford								24													11		35	
Irvington							1	13				1		2							1		18	
Jackson									2												1		3	
James John			2			3				18		2		1									26	
Kelly		1		2			5						1	1								3	13	
King			1				1	4			1	17											24	
Lane								4													4		8	
Laurelhurst					2		1	2						2							1		8	
Lee								1				2				3							6	
Lent		1		1			1	2	2		1		8									2	18	
Lewis		1			1	1															1		4	
Llewellyn				1	2									1							1		5	
Maplewood	2				1				9														12	
Markham	5								2														7	
Marysville		1		3			2	1					2								2	2	13	
Mt. Tabor							1	6	1											1	2		11	
Peninsula						4		1				1											6	
Rieke	2								1					1									4	
Rigler		1			2		1					1		1	43								49	
Rosa Parks			2			5						2											9	
Roseway Heights		1		1	2		2	3						1		5						1	16	
Sabin					1			1						2							1		5	
Scott							5	2						3		2	37						49	
Sellwood								4													9		13	
Sitton			1			3															23		27	
Skyline								1															1	
Stephenson														1									1	
Sunnyside		1			1		1	4															7	
Vernon			4				2	6				4		2							2		20	
Vestal				2	2		12	5			1	1	1			2					1	1	28	
West Sylvan								11	2												2	1	16	
Whitman		1		1			2				2					1							7	
Woodlawn			4					5				5		1									15	
Woodmere				2			3				1		2			2					1	2	13	
Woodstock		1			2		1							3									26	33
Grand Total	45	24	46	45	44	33	73	157	37	18	10	41	14	68	43	20	37	23	10	65	55	908		
Grand Total 1st Choice Apps	133	72	97	52	115	34	237	426	138	20	7	47	15	101	39	19	36	22	7	313	82	2012		
% of Approvals	34%	33%	47%	87%	38%	97%	31%	37%	27%	90%	143%	87%	93%	67%	110%	105%	103%	105%	143%	21%	67%	45%		

Foc = Special Focus Option School/Program Imm = Language Immersion School/Program (J=Japanese, M=Mandarin, R=Russian, S=Spanish, V=Vietnamese)

Red numbers indicate students approved to focus option or immersion program at the neighborhood school

Note: % of Approvals may exceed 100% because approved transfers include all 3 choices.

2015-16 ELEMENTARY/MIDDLE SCHOOL - SPRING FOCUS OPTION/IMMERSION LOTTERY

APPROVED TRANSFERS (ALL CHOICES)

Approved School	Hispanic	Not Hispanic Ethnicity and						LEP		F/R Meals		TAG		SP ED	
	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	Y	N	Y	N	Y	N	Y	N
Ainsworth	14		1			20	5	4	36	5	35		40	1	39
Atkinson	12					8	1	3	18	8	13		21	2	19
Beach	16	1	1			19	1	1	37	12	26		38	3	35
Bridger	18	1	1			17	2	6	33	8	31		39	3	36
Buckman	2				1	31	5		39	13	26	2	37	6	33
César Chávez	14	2				13		12	17	10	19		29		29
Creative Science	7	3	5			44	5	4	60	25	39	3	61	3	61
DaVinci	18	9	2	3		108	8		148	54	94	29	119	12	136
Hayhurst Ody						27	6		33	7	26	4	29	2	31
James John	5	1				7	1	4	10	6	8		14	1	13
Kelly		1				6		3	4	3	4		7		7
King	7	10	1			14	3	3	32	21	14		35	1	34
Lent	6	1	1			2	2	1	11	6	6		12		12
Richmond	3	1	1			31	24	2	58	5	55		60	2	58
Rigler	17	3				10	1	13	18	16	15		31	4	27
Roseway Heights	1		13			3	2	11	8	11	8		19	2	17
Scott	17	4				12	1	17	17	22	12		34	4	30
Sitton	7	1	1			7		7	9	9	7		16	2	14
Sunnyside						7	1		8	2	6		8	3	5
Winterhaven	2		2			48	4		56	13	43	13	43	4	52
Woodstock			22			19	9	16	34	20	30		50	4	46
Total	166	38	51	4	0	453	81	107	686	276	517	51	742	59	734
% Approvals	21%	5%	6%	1%	0%	57%	10%	13%	87%	35%	65%	6%	94%	7%	93%

Note: This table contains demographics for 793 approved students with available demographics. There were 115 additional students without demographics.

**ELEMENTARY/MIDDLE SCHOOL - SPRING FOCUS OPTION/IMMERSION LOTTERY
INCOME ELIGIBLE PREFERENCE SCHOOLS ONLY-TWO YEAR COMPARISON**

		1ST CHOICE APPLICANTS																APPROVALS (ALL CHOICES)															
School	School Year	Hispanic	Not Hispanic Ethnicity and					LEP		F/R Meals		TAG		SP ED		K-8 Total	Hispanic	Not Hispanic Ethnicity and					LEP		F/R Meals		TAG		SP ED		K-8 Total		
		Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	Y	N	Y	N	Y	N	Y		N	Y	N	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	Y	N	Y	N		Y	N
Ainsworth	2014-15	17	1	6			78	8	3	107	8	102	1	109	2	108	110	8		3			28	4	1	42	3	40		43		43	43
		15%	1%	5%			71%	7%	3%	97%	7%	93%	1%	99%	2%	98%		19%		7%			65%	9%	2%	98%	7%	93%		100%		100%	
Atkinson	2014-15	13			1		33	1	3	45	9	39	1	47	1	47	48	9			1		11		1	20	4	17	1	20	1	20	21
		27%			2%		69%	2%	6%	94%	19%	81%	2%	98%	2%	98%		43%			5%		52%		5%	95%	19%	81%	5%	95%	5%	95%	
Buckman	2014-15		1				61	5		67	18	49		67	4	63	67		1				18	2		21	3	18		21	3	18	21
			1%				91%	7%		100%	27%	73%		100%	6%	94%			5%				86%	9%		100%	14%	86%		100%	14%	86%	
Creative Sc	2014-15	19	6	9	2	1	147	18	8	194	46	156	14	188	27	175	202	4	1	1	2	1	47	6	1	61	17	45	1	61	14	48	62
		9%	3%	4%	1%		73%	9%	4%	96%	23%	77%	7%	93%	13%	87%		6%	2%	2%	3%	2%	76%	10%	2%	98%	27%	73%	2%	98%	23%	77%	
DaVinci Arts	2014-15	34	11	8	2		286	38		379	73	306	83	296	33	346	379	14	3	1	1		115	16		150	37	113	30	120	11	139	150
		9%	3%	2%	1%		75%	10%		100%	19%	81%	22%	78%	9%	91%		9%	2%	1%	1%		77%	11%		100%	25%	75%	20%	80%	7%	93%	
Hayhurst Ody	2014-15	5		9			96	8	1	117	11	107	24	94	5	113	118	1		2			38	2	1	42	5	38	5	38	2	41	43
		4%		8%			81%	7%	1%	99%	9%	91%	20%	80%	4%	96%		2%		5%			88%	5%	2%	98%	12%	88%	12%	88%	5%	95%	
Richmond	2014-15	6	2	10	1		107	28	1	153	24	130	3	151	6	148	154	3	2	7			70	25	1	106	17	90		107	3	104	107
		4%	1%	6%	1%		69%	18%	1%	99%	16%	84%	2%	98%	4%	96%		3%	2%	7%			65%	23%	1%	99%	16%	84%		100%	3%	97%	
Roseway Hts	2014-15			15			2		12	5	13	4		17	2	15	17	1		17			4		13	9	14	8		22	3	19	22
				88%			12%		71%	29%	76%	24%		100%	12%	88%		5%		77%			18%		59%	41%	64%	36%		100%	14%	86%	
Sunnyside	2014-15						12		12	3	9	1	11		12	12						10			10	2	8	1	9		10	10	
							100%		100%	25%	75%	8%	92%		100%							100%			100%	20%	80%	10%	90%		100%		
Winterhaven	2014-15	11	5	12		1	162	22		213	16	197	51	162	15	198	213			3		1	49	9		62	6	56	21	41	3	59	62
		5%	2%	6%			76%	10%		100%	8%	92%	24%	76%	7%	93%				5%		2%	79%	15%		100%	10%	90%	34%	66%	5%	95%	
Woodstock	2014-15	6		43			35	7	30	61	34	57		91	5	86	91	2		2			48	4		56	13	43	13	43	4	52	56
		7%		47%			38%	8%	33%	67%	37%	63%		100%	5%	95%		4%		4%			86%	7%		100%	23%	77%	23%	77%	7%	93%	
Total	2014-15	111	26	112	6	2	1019	135	58	1353	255	1156	178	1233	100	1311	1411	44	7	59	4	2	414	67	34	563	129	468	59	538	45	552	597
	Percentage	8%	2%	8%			72%	10%	4%	96%	18%	82%	13%	87%	7%	93%		7%	1%	10%	1%		69%	11%	6%	94%	22%	78%	10%	90%	8%	92%	
Total	2015-16	126	27	78	8	1	952	148	48	1292	250	1090	188	1152	84	1256	1340	59	13	46	4		346	70	40	498	163	375	51	487	41	497	538
	Percentage	9%	2%	6%	1%		71%	11%	4%	96%	19%	81%	14%	86%	6%	94%		11%	2%	9%	1%		64%	13%	7%	93%	30%	70%	9%	91%	8%	92%	

For 2014-15, demographics were available for 597 approved students. There were an additional 32 approved students without demographics.

For 2015-16, demographics were available for 538 approved students. There were an additional 60 approved students without demographics.