

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
 January 23, 2018

BENSON HIGH SCHOOL CAFETERIA

546 NE 12th Avenue
 Portland, Oregon 97232

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>BENSON WELCOME</u> | 7:00 pm |
| 2. | <u>OPENING / RECOGNITION: JIM PIRO</u> | 7:15 pm |
| 3. | <u>OVERVIEW OF PORTLAND ASSOCIATION OF TEACHERS AND PORTLAND PUBLIC SCHOOLS CONTRACT RATIFICATION PROCESS</u> | 7:30 pm |
| 4. | <u>REAFFIRM SUPPORT FOR DEFERED ACTION FOR CHILDHOOD ARRIVALS (DACA) RESOLUTION</u> | 7:45 pm |
| 5. | <u>SUPERINTENDENT'S REPORT</u> | 7:55 pm |
| 6. | <u>GENERAL PUBLIC COMMENT</u> | 8:05 pm |
| 7. | <u>ENROLLMENT BALANCING</u> | |
| | a. Rigler Immersion Program and Attendance Area Update - <i>vote (public comment accepted)</i> | 8:25 pm |
| 8. | <u>REPORTS TO THE BOARD</u> | |
| | a. Division 22 Report to the Community | 9:00 pm |
| 9. | <u>BOARD COMMITTEE AND CONFERENCE REPORTS; STUDENT REPRESENTATIVE REPORT</u> | 9:30 pm |
| 10. | <u>OTHER BUSINESS / COMMITTEE REFERRALS</u> | 9:40 pm |
| 11. | <u>BUSINESS AGENDA</u> - <i>vote (public comment accepted)</i> | 9:45 pm |
| 12. | <u>STUDENT DISCIPLINE</u> | 9:55 pm |
| 13. | <u>ADJOURN</u> | 10:15 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.

Chinese, Russian, Somali, Spanish and Vietnamese Interpreters available at meeting.

RESOLUTION No. 5509
(Adopted 9/12/17)

Resolution in Support of DACA's "Dreamers"

RECITALS

- A. A RESOLUTION urging Congress and the State of Oregon to protect DACA recipients and affirming support for all students, regardless of citizen status and immigration status.
- B. WHEREAS, the mission of public schools is to educate future generations of informed, engaged citizens and build a common foundation for a robust democratic polity and a vital economy; and
- C. WHEREAS, students living within the boundaries of and attending Portland Public Schools currently come from around the world, all of whom deserve opportunities to thrive and prepare themselves for a prosperous and fulfilling future; and
- D. WHEREAS, the U.S. Supreme Court's decision in Plyler v. Doe (1982) held all resident children are entitled to education in the public schools and it is unconstitutional to deny a free public education to children who are not legally admitted into the United States; and
- E. WHEREAS, Portland Public Schools' policy, state law, and federal law provide that a child's enrollment in public school may not be conditioned on the child's citizen status or immigration status; and
- F. WHEREAS, public schools cannot and should not inquire regarding the immigration status of a student or the student's parent(s)/guardian(s) as part of the admissions process; and
- G. WHEREAS, on June 15, 2012, the U.S. Department of Homeland Security (DHS) announced that it would not deport certain undocumented youth who came to the United States as children under the Deferred Action for Childhood Arrivals (DACA) program; and
- H. WHEREAS, over 11,000 Oregonians are enrolled in DACA; and
- I. WHEREAS, studies show that DACA recipients are making significant, positive contributions to their communities and economies by increasing tax revenue for states and localities, starting their own businesses, earning higher wages, participating more fully in the workforce and pursuing educational opportunities that they previously could not access; and
- J. WHEREAS, the Dream Act, a bi-partisan bill that would grant conditional permanent residency status has been introduced in the U.S. Senate and U.S. House; and
- K. WHEREAS, on September 5, 2017, the U.S. Department of Homeland Security issued a Memorandum ending the DACA program;

RESOLUTION

The Board of Directors of the Portland Public Schools:

- 1. Expects District staff to treat all students in a loving, respectful, and equitable manner without regard for race, color, ethnicity, religion, citizenship, immigration status, national origin, ability, gender, or sexual orientation;
- 2. Pledges to students and families that neither Portland Public Schools nor any of its employees will cooperate with immigration authorities and, in conformance with the Family Education Rights and Privacy Act, will maintain the confidentiality of student information;

3. Supports the State of Oregon in acting to protect and cherish all resident students and their families without regard for race, ethnicity, citizenship, immigration status, or national origin by joining the lawsuit to prevent the termination of the DACA program; and
4. Respectfully requests that Oregon's Congressional delegation protect young Oregonians by supporting the Dream Act that will create a pathway for conditional permanent residency so that our students' promise is not limited by their immigration status.

Board of Education

Staff Report to the Board

Board Meeting Date: 1.23.2018

Executive Committee Lead: Yvonne Curtis

Department: Dual Language

Presenter/Staff Lead: Michael Bacon

SUBJECT: Recommendation to convert Rigler Elementary to a neighborhood-based Spanish Dual Language Immersion (DLI) only school in Fall 2018.

BACKGROUND

In Fall of 2016 the Department of Dual Language (DDL) facilitated a DLI Expansion Committee consisting of parents, community organization representatives, school teachers and administrators, and district staff in reviewing data and priorities to identify opportunities to expand program and improve equity of access to DLI programs. As a result of this committee's work, one of the four recommendations made was to convert Rigler Elementary to a Spanish DLI only school. In implementing this recommendation PPS staff agreed finding a better educational setting for the dwindling English neighborhood program population at Rigler would be a priority. This recommendation was shared with the PPS School Board in a Teaching and Learning Committee in February and then again in September 2017.

In Fall 2017 the DDL in collaboration with the Office of School Performance (OSP), Systems Planning and Performance (SPP), and Enrolment and Transfer Center (ETC) began conducting an analysis of enrollment data, space capacity, average distances, etc. to determine the feasibility of offering Rigler families not choosing or unable to choose Spanish DLI the option to attend a nearby school. (See [technical analysis](#) for more details). The decision to transition Scott from a K-8 school back to an elementary school in Fall 2017 generates the space capacity to take Scott into consideration. Furthermore with Scott's need for a more balanced co-located program (currently 2 sections of Spanish DLI and 1 section of English at each grade level), similar demographics, school-based supports and the close proximity to Rigler, staff determined that Scott is the best option to serve the Rigler students and families not entering Spanish DLI.

DDL with OSP then conducted a series of parent, community and staff input sessions (See Timeline below) to solicit feedback on the proposal along with several written communications both electronically and in hard copy. Staff also conducted a specific survey with families in 4th grade at Rigler based on feedback that there may be a significant need to lessen transitions for the current 4th graders. A number of these students have experienced multiple school changes in their elementary school experience to date. Through that process staff carefully weighed the various pros and cons for both the option to keep current Rigler 4th grader English program students at Rigler for 5th grade vs. the option to have all K-4th grade students transition in Fall 2018. (See further discussion below in Process/Community Engagement) As a result of the

process, staff recommends that all current K-4 Rigler English program families move in Fall 2018 to Scott as a part of the overall recommendation.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

Updates on this recommendation have been provided to the Teaching and Learning Committee on February 8th and September 13th, 2017 and the Enrollment and Forecasting Committee on January 16, 2018. At the conclusion of the Enrollment and Forecasting Committee meeting all three board members agreed to recommend the conversion of Rigler to a Spanish DLI only school with the development of a detailed transition plan by staff and approved by the Superintendent.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

DLI is a proven strategy for increasing academic outcomes for emergent bilingual students as well as English speakers (Thomas & Collier 2002; Steele, et al 2015). PPS as a district, and DDL specifically, set the primary goal of the DLI program as closing the opportunity gap for emergent bilinguals. One key step to meeting this goal is through expanding program to meet the need and improve equity of access to historically underserved students. The PPS School Board also gave direction to expand programming to meet the needs of these high needs students.

However, with expansion come challenges: staffing and co-location being at the top of the list. Addressing issues arising from co-location of programs is frequently raised by board and the committees over the past several years. In particular, the inability of DLI and English program to comingle students often prevents principals from staffing adequately when numbers in either program do not generate adequate FTE in the staffing allocation formula. With DLI programs being high demand and programs of choice, controlling enrollment numbers is easier. In high poverty schools, the concentration of need can fall into the English neighborhood-based program. Small enrollment, such as is the current situation in both neighborhood-based English programs at Scott and Rigler. This recommendation addresses many of the concerns raised by allowing Rigler staff to focus on one program (Spanish DLI) and Scott to gain enrollment in the English neighborhood-based program moving it closer to a more balanced co-located program. In doing so students in both program models from both neighborhoods are better served.

PROCESS / COMMUNITY ENGAGEMENT

Timeline for Decision Making Process:

August 2016: Informational Report provided to PPS Board regarding DLI Expansion to include addressing the issues of co-location.

September - December 2016: Department of Dual Language (DDL) facilitates DLI Expansion Committee consisting of parents, community organization representation, school teachers and administrators, and district staff to identify recommendations for expansion of program and addressing co-location issues including transition of Rigler to Spanish DLI.

October 24, 2016: DDL presents challenges of co-located programs to Teaching and Learning Committee.

February 8, 2017: DDL provides DLI Expansion committee recommendation update to Teaching and Learning Committee

September 13, 2017: DDL provides update to T&L Committee on DLI Expansion Recommendations with data indicating enrollment in Rigler Neighborhood-based English program significantly dropping and intent to conduct feasibility study on best options for Rigler English program students.

September - November 2017: DDL, OSP, SPP and ETC analyze enrollment data and building capacity to determine feasibility of offering Rigler families not choosing or unable to choose Spanish DLI the option to attend Scott. Technical analysis (attached) developed by SPP to show enrollment projections for proposed transition.

October - December 2017: DDL and OSP in collaboration with principals solicit input from staff and community on proposal. Feedback analyzed and utilized to inform decisions in final recommendations. First community meeting happens on October 26th at combined Scott and Rigler Title I Night followed by staff meetings on October 30th and 31st. Additional community meetings happen November 29 and 30th at the two sites.

December 12th: Presentation to Teaching and Learning Committee regarding recommendation and update on community input process.

January 4th to Present: In response to DDL staff with support of principal surveys 4th grade families at Rigler regarding interest in staying at Rigler or transitioning to Scott.

January 5th: Updates sent to all families in both Scott and Rigler with invitation to attend January 11th meeting.

January 11th: Final community meeting present updated proposal with transition plan and receive input prior to submitting to superintendent.

January 16th: Presentation to Enrollment and Forecasting committee regarding recommendation and update on community input process. All three board members recommend converting Rigler to a Spanish DLI only program with a detailed transition plan to follow. 4th grade family survey incomplete at this meeting so staff was not ready to present specific 4th grade transition plan at this meeting.

Staff Recommendation for 4th Grade Transition: After receiving significant feedback and concerns from several current 4th grade families in the Rigler neighborhood based English program, staff conducted a specific survey with these families with background about the proposal and [FAQ](#) to provide context to determine interest in staying at Rigler for 5th grade or transitioning to Scott for 5th grade. Based on the survey results at this point in time 11 families are interested in staying at Rigler for 5th grade, 5 are interested in moving to Scott, 1 is undecided, and 4 have not responded.

Recommendation: Based on feedback from families and the Enrollment and Forecasting Committee, survey results, additional review of the data and consideration of the two options to transition Rigler 4th graders, ***staff recommends transitioning the 4th grade class from Rigler to Scott along with the K-3 students in Fall 2018.***

Rationale for 4th Grade Transition Recommendation: Staff recognize that allowing the 4th graders to stay at Rigler would be responsive to the interests of these specific families, reduce the number of transitions that have for some students and families plagued their elementary experience, and allow them to stay in a school with trusted staff of the Spanish DLI program, administrators and support staff. However, staff also recognize that part of making this move in program is to create a more robust program at Scott for the English program students from both schools that is only possible with larger enrollment numbers. The forecasted numbers for Scott 5th grade with the addition of Rigler students would be between 38 to 45. Taking out the Rigler students would potentially set up one very large 5th grade class at Scott (30-34) and one small and isolated 5th grade class at Rigler (11-15). The opportunities to serve high needs students in either site is diminished and also impacts Rigler's ability to focus the anticipated reduced resources, as a result of the smaller enrollment overall, on one instructional program. One possibility would be for the district to be prepared to offer an additional FTE to Scott in order to ensure two 5th grade classes at Scott, but the cost is significant, especially in a year when budget cuts are anticipated.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

DLI as an educational program is a research-based program with proven results in closing the opportunity gap for historically underserved students. Reducing the tensions of a co-located program and providing a more balanced co-located program at Scott is also critical to meeting the needs of historically underserved students in both communities. Combining the two neighborhood-based English programs provides better opportunities to group students to better meet learner needs, balance needs between two classes, avoid blended grade classrooms, increase onsite services generated by larger numbers, and focus professional, curriculum and instructional supports for teachers.

BUDGET / RESOURCE IMPLICATIONS

Fundamentally implementation of this recommendation will not require additional FTE for next school year. However, in order to make this transition successful OSP and DDL will commit existing resources, both staff and financial, to facilitate this process with school leaders. Busing for students will need to be part of the transportation services offered to students living more than one mile from the school in accordance with current policy.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

January 17th: Final recommendation submitted to superintendent.

January 23rd: Recommendation resolution presentation to PPS School Board.

January 31st: Communication shared with all Rigler and Scott families about the decision and if applicable request parent and staff involvement in developing transition plan.

February – June: Development of a transition plan that supports students and families, especially those with high needs. Plan will be developed by a committee of parents and staff from both schools and be facilitated and supported by DDL and OSP staff.

QUESTIONS FOR BOARD DISCUSSION

- What are important considerations for supporting students and families in integrating two learning communities into one?
- How do we best allocate FTE for co-located programs in a way that helps address the inability to co-mingle students?
- How do we best mitigate the negative impacts of gentrification affecting many of our families and communities of color, and the schools that serve them?

ATTACHMENTS

[Informational Report](#) for Enrollment and Forecasting January 16, 2018

[Technical Analysis of Enrollment](#)

[FAQ](#) for Parents, Staff and Community

[PPT](#) for Enrollment and Forecasting January 17, 2018



Board of Education Informational Report

MEMORANDUM

Date: January 16, 2018
To: Members of the Board of Education
From: Michael Bacon, Director, Dual Language Programs
Subject: Rigler Program Update

This Memorandum provides an update on efforts to convert Rigler to a Neighborhood-Based Spanish Dual Language Immersion-only school.

Recommendation:

- Transition Rigler E.S. into a Spanish Dual Language Immersion (DLI) program only school in Fall 2018 with English Program students K-3 in the current Rigler Neighborhood based English Program moving to Scott and matriculate to Roseway Heights for middle school.
- Current 4th grade students at Rigler will complete 5th grade at Rigler in 2018-2019 and matriculate to Beaumont for middle school.

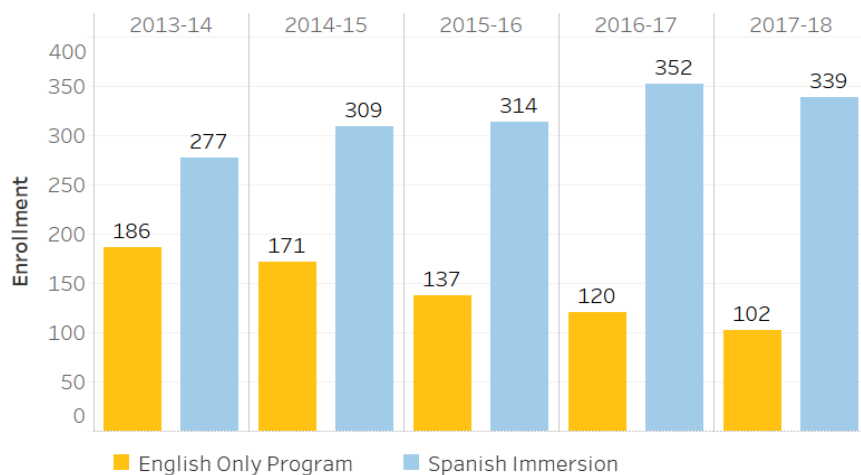
Rationale:

- Dual Language Immersion is a proven strategy for increasing academic outcomes for emerging bilingual students as well as English speakers (Thomas & Collier 2002; Steele, et al 2015).
- In recent years, more and more families in the Rigler neighborhood have selected DLI which has led to a sustainable enrollment of three DLI classrooms at each grade level. However, this DLI program growth has also resulted in a very small number of families selecting the Neighborhood-Based English Program.

2017-2018 Rigler Enrollment

| Grade Level | DLI Students- Spanish Speakers | DLI Students- English/Other Language Speakers | Students in English Program | Total |
|-------------|--------------------------------|---|-----------------------------|-------|
| K | 21 | 42 | 3 | 66 |
| 1st | 32 | 34 | 14 | 80 |
| 2nd | 32 | 27 | 12 | 71 |
| 3rd | 36 | 24 | 24 | 84 |
| 4th | 28 | 20 | 20 | 68 |
| 5th | 25 | 18 | 29 | 72 |

Rigler Enrollment by Program 2013-14 to 2017-18



- To better serve Rigler families who do not choose DLI or cannot enter the program as late entry, placement would be offered to the Scott Neighborhood-Based English program, instead.
- This change will ensure resources at Rigler are better targeted to student needs, and contribute to a more balanced colocation program at Scott (2 full classes of each English and DLI) over time that ensures students experience a strong Neighborhood-Based English program as well.
- Scott School will convert from K-8 to K-5 beginning next school year. Additionally, Scott will receive new students from portions of the Roseway Heights beginning with Kindergarten. These boundary changes, combined with the addition of Rigler neighborhood students, may result in overcrowding at Scott in future years.

Timeline for Decision Making Process:

August 2016: Informational Report provided to PPS Board regarding DLI Expansion

September - December 2016: Department of Dual Language (DDL) facilitates DLI Expansion Committee identifying four recommendations including transition of Rigler

October 24, 2016: DDL presents challenges of co-located programs to T&L Committee

February 8, 2017: DDL provides DLI Expansion update to T&L Committee

September 13, 2017: DDL provides update to T&L Committee on DLI Expansion Recommendations with data indicating enrollment in Rigler Neighborhood-based English program significantly dropping

September - November 2017: DDL, OSP, SPP and ETC analyze enrollment data and building capacity to determine feasibility of offering Rigler families not choosing or unable to choose Spanish DLI the option to attend Scott. Technical analysis (attached) developed by SPP to show enrollment projections for proposed transition.

October - December 2017: DDL and OSP in collaboration with principals solicit input from staff and community on option. Feedback currently being analyzed and utilized to inform decisions. Final community meetings to happen *November 29 and 30th*.

December 12th: Presentation to Teaching and Learning committee regarding recommendation and update on community input process. In alignment with board policy, notification to all Rigler and Scott neighborhood households about proposed boundary changes and opportunities to provide comment sent.

December 18th: Presentation to Enrollment and Forecasting committee regarding recommendation and update on community input process.

January 11th: Final community meeting present updated proposal with transition plan and receive input prior to submitting to superintendent.

January 12th: Final recommendation submitted to superintendent.

January 16th: Presentation to Enrollment and Forecasting committee regarding recommendation and update on community input process.

End of January: Final decision announced

**Recommendations for Program Changes Starting in 2018-2019
Rigler and Scott Neighborhood-Based English and
Spanish Dual Language Immersion (DLI) Program
Frequently Asked Questions
January 2018**

***The following questions were compiled from staff, parents and community members from both Scott and Rigler Schools October through December 2017.**

Definition of Terms:

Neighborhood-Based English Program: Classrooms where instruction occurs in English.

Neighborhood-Based Spanish DLI Program: Classrooms where instruction occurs in Spanish and English.

What is the timeline and process for this transition?

We welcome your involvement in the continuing process

.

Staff is working with current 4th grade families in Rigler's Neighborhood-Based English program to determine whether to allow that grade level to remain at Rigler next year, or to move students to Scott, along with grades K-3.

We will provide an update on the revised proposal and plan for final decision at a community meeting Thursday, January 11th at Rigler from 7-8PM.

Why is Scott the best location for Rigler's Neighborhood-Based students and not other nearby schools?

Staff analyzed program similarities, school capacity and travel distance to Alameda, Faubion and Scott schools. Scott school had the most similar program, is closest to more Rigler families and will have space for Rigler students. See [Link to enrollment analysis](#) report for details.

What is the impact of the proposed decision on new Rigler neighborhood families with children in multiple grade levels?

All Rigler neighborhood kindergarteners would be admitted to the Spanish Dual Language Immersion program, including non-native Spanish speakers. Older siblings who are not native speakers and don't have grade-level mastery of Spanish, would enroll in the Scott Neighborhood-Based English program. Families could also petition to have their children both enroll at Scott School, depending on available space in the Scott Spanish Dual Language program.

How would transportation on school buses be affected?

Transportation will be provided to Scott for students living one mile or more from the school. Route information will be available in the summer as they are for all schools. Also, many students may choose to walk to school. The average walking distance to Rigler for Neighborhood-Based English program students is 1.3 miles. The average walk distance to Scott for the same students is 1.6 miles.

Where do students in Rigler’s neighborhood-based English program go for middle school after the program moves to Scott?

Children who complete 5th grade in the Rigler neighborhood-based English program will be allowed to enroll at Beaumont for 6th grade, and children who complete 5th grade in the combined English program at Scott will go on together to Roseway Heights for middle school.

How will staff and families at both schools be included in the decision making and planning process?

Families have participated in meetings at both schools in November 2017, and are invited to a meeting on January 11, where staff will share their final proposal. Parents, teachers and students have helped shape the plan for change. If the proposal is approved, staff and families from both communities will be involved in a planning process to integrate the Rigler and Scott neighborhood-based English programs.

How will Scott School make sure that students coming from Rigler are able to integrate well into their new community?

A committee formed with staff and community members from both schools will be convened this winter to draft a transition plan for students in Rigler’s neighborhood-based English program to going to Scott.

What is the impact on future programs and services at Rigler?

As an all Dual Language Immersion school, Rigler will be able to concentrate programs and services, even as the program change at Rigler impacts the number of teachers, administrators, and support staff provided to the school and the school’s options for services, such as Special Education, reading specialists, counselors. Specific staffing decisions to meet the needs of students will be part of the regular staffing process led by the principal and approved by the senior director in alignment with district requirements.

What would be the impact on current programs and services for Rigler neighborhood-based English program students who move to Scott?

Currently the enrollment in Rigler’s neighborhood-based English programs is particularly low and has steadily decreased over the years. Combining this program with Scott’s neighborhood-

based English program would ensure more robust offerings than are possible at current levels at both schools. Class lists can be mixed between school years, offering students expanded circles of friends.

With children from both neighborhood-based English programs located at Scott, there is no impact to the location of Scott's Life Skills classroom. We factored in this classroom when considering whether Scott has space for additional students from boundary change and from the Rigler neighborhood program. Additional classrooms for the neighborhood-based English program could increase options for students in the Life Skills classroom to integrate into mainstream classrooms more regularly.

The influx of more students to Scott's total enrollment at K-5 can have an impact on the Full Time Employee allotment and the school's options for services, such as Special Education, reading specialists, counselors as it would for any PPS school. Specific staffing decisions to meet the needs of students will be part of the regular staffing process led by the principal and approved by the senior director in alignment with district requirements.

What is the impact on current programs and services provided through Title 1 funding for Scott?

A school qualifies for Title I status based on whether at least 40% of its students qualify for free meals via Direct Certification. More information about "Direct Certification" and receiving free meals can be found on the PPS website: <https://www.pps.net/Page/2464>

Based on the boundary changes made by the Board on November 14, 2017, Scott will likely maintain its Title I status in 2018-19 -- we believe this because 42% of students in the new boundary (including those attending Scott and those attending other schools) qualify for free meals, compared to 45% in the current boundary. This percentage is even higher for students who actually enroll in Scott (about 47% this year).

In 2016-17, 62.5% of students in the Rigler neighborhood-based English program qualified for free meals via Direct Certification. Adding these students to Scott will help ensure Title I supports remain in place at this school for the near term. However, we also know that this neighborhood has experienced changes. In the past few years, the percentage of students qualifying for free meals has decreased by more than ten percentage points (from 59% of enrolled students in 2014-15 to 47% in 2017-18). Given this trend, it is possible that Scott will lose its Title I status in the future regardless of boundary changes.

What will happen to the staff serving students in Rigler's neighborhood-based English program, such as classroom teachers, specialists, etc.?

There is a Portland Association of Teachers (PAT- teachers' union) and district Memorandum Of Understanding (MOU) that establishes the process and contractual rights for relocating staff when students they would serve are relocated to a different building as part of a merger. By this

MOA generally speaking Rigler neighborhood-based English program teachers will have priority in moving to Scott to meet the increased need. However, because the number of students moving from Rigler to Scott would be considerably less than 40% of the Scott population Scott teachers would retain their contractual rights to a position at Scott. Rigler teachers would then have priority to filling the additional teaching positions generated at Rigler based on seniority. After that transfer rights will follow the established contract policy. ([see Section 9, Page 60 of PAT contract](#)).

Staffing in the Dual Language Immersion program is impacted by enrollment in changes in that program and are not part of this proposal. The district’s alternative licensure program for bilingual teacher fellows is helping increase the number of bilingual teachers in our Dual Language classrooms across the district.

Will Rigler get to keep its Assistant Principal (AP) if enrollment declines as a result of this move?

The enrollment threshold for an AP is 600 students. Rigler was forecasted to have 476 students (and actually enrolled 441 students this year). Rigler is able to have an AP because it receives non-formula FTE (full time employees) due to its focus/priority status. Whether Rigler continues to have an AP will depend on funding and staffing decisions next year (whether Rigler maintains its focus/priority status, whether the district allocates additional FTE to focus/priority schools, and whether the principal decides to use that FTE for an AP), not its enrollment.

Does Scott have space to adequately house all potential students within proposed boundary changes for both Scott and Rigler Neighborhood-Based English program students?

Scott is currently a K-8 school, but will convert to a K-5 next year. That change will free up about six classrooms, which will be used to expand the Scott English program. Scott now enrolls 535 students in grades K-8 in a total of 29 classrooms. With the addition of Rigler’s Neighborhood-Based English Program along with a boundary change from Rose City Park, enrollment at Scott is not anticipated to go above 475 students in the next five years. Additional boundary changes may be considered to boost enrollment in the Scott English program.

How do we prevent or reverse decreasing enrollment in Rigler’s Neighborhood-Based English program?

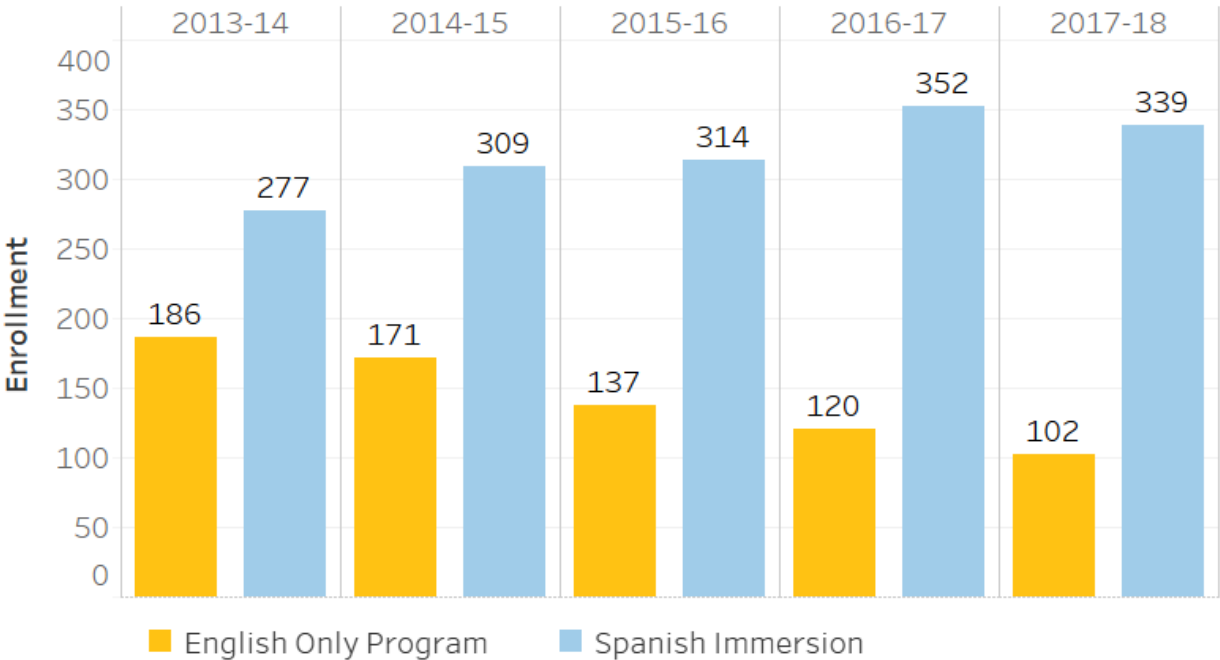
PPS continues to strive to offer robust programming at all schools across the district to serve the needs of all students.

Currently 182 K-5 students chose not to attend Rigler. Here are the choices they made:

| School or Program Type | Number of Students |
|----------------------------|--------------------|
| Other Neighborhood Program | 77 |

| | |
|---------------------------|----|
| PPS Charter | 34 |
| Thematic Focus Option | 27 |
| Other Spanish Immersion | 25 |
| Other Immersion Program | 12 |
| PPS Alternative | 4 |
| Special Education Program | 3 |

These are the program choices made by families who attend Rigler.



If most Rigler neighborhood families continue to choose Spanish Dual Language, the number of Rigler neighborhood students in an English language program will continue to be small. Adding these students to the Scott English program will ensure they have robust educational opportunities.

What are the current and future enrollment projections in Rigler’s Neighborhood-Based English program?

Currently there are 101 students enrolled in Rigler’s Neighborhood-Based English program, with 27 enrolled in K-2 grade. The upper grades are significantly larger than the lower grades. Kinder has 3 students. There are 74 students in grades 3-5. These numbers have steadily declined over the last few years. It is expected that this trend will continue.

Both schools have capture rates close to the district elementary school average (70%). Rigler's 2017-18 capture rate is 68%. Scott's K-5 capture rate is 67%. The forecasts we use for school planning already had Scott's capture rate increasing to 72-73% over the next few years. Rigler's capture rate is forecast as about 70% over the next three years.

Of Scott neighborhood students who chose a school other than Scott, over half (55%) identified as White. In contrast, of the Rigler neighborhood students who chose a school other than Rigler, just 36% identified as White.

Will Rigler get another strand of DLI or just 3?

The number of classrooms at Rigler will depend on how many neighborhood students enroll in DLI. Opening DLI to non-native speakers from other neighborhoods or from around the district through the lottery is not part of the current plan for opening Rigler as an all-immersion school.

Could this move make Rigler more attractive as a DLI-only school and cause the loss of DLI students at Scott to Rigler?

PPS currently has one other DLI-only school, Richmond, which provides instruction in Japanese and English. As such, that is a school open to transfers from students from throughout the district.

Rigler and Scott remain neighborhood-based programs, regardless of language of instruction. Students enroll in either Scott or Rigler Dual Language programs based on their school boundary. Scott DLI students don't have the option of transferring to Rigler's DLI program or vice versa.

Program Change Proposal: Rigler and Scott Schools' English Neighborhood-Based Programs



Update for Rigler and Scott Communities

1.11.2017

Update Overview

1. Review history of the proposal
2. Current Proposal
3. Next Steps and Timeline
4. Additional data for review
5. Questions

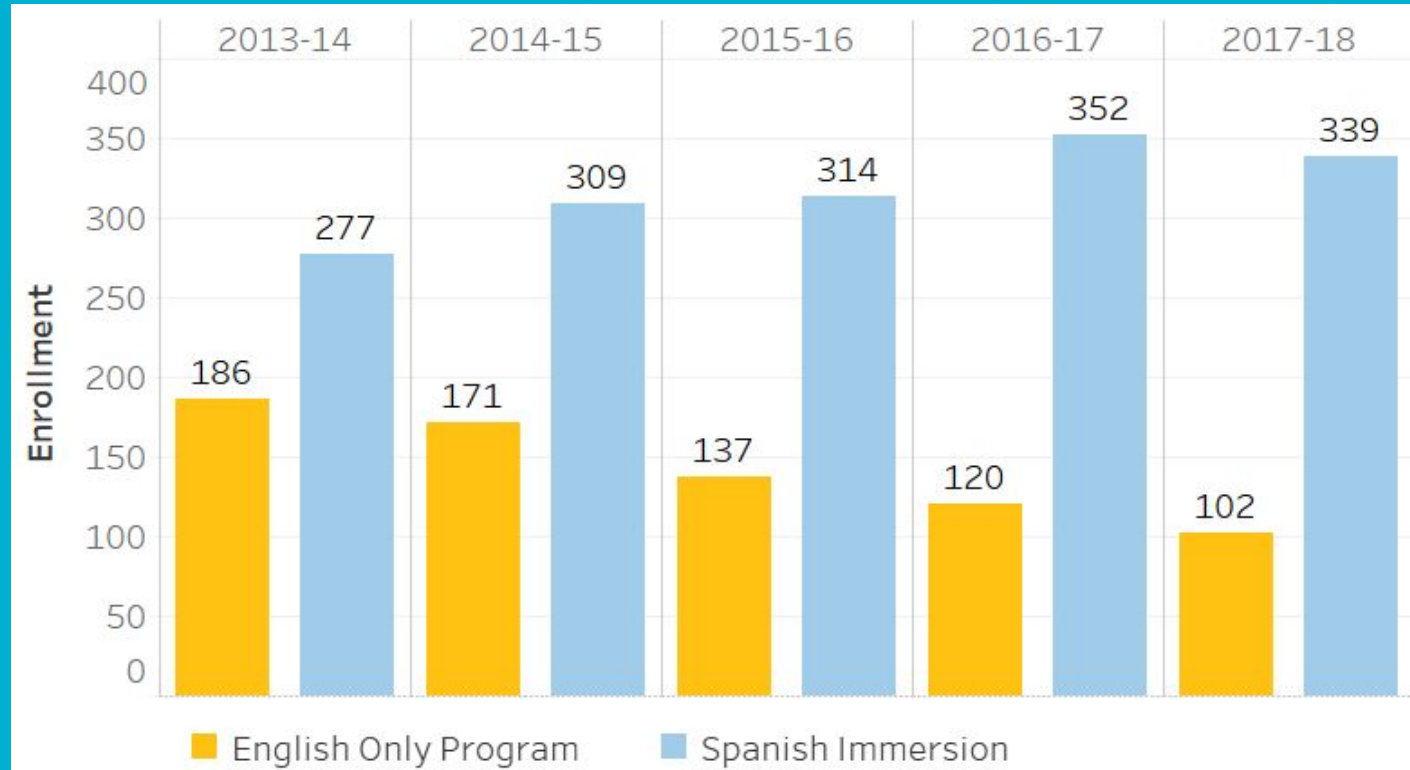
Historia de la propuesta

The proposal's history

2017-2018 Rigler Enrollment

| Grade Level | DLI Students-Spanish Speakers | DLI Students-English/Other Language Speakers | Students in Neighborhood-based English Program | Total |
|--------------------|--------------------------------------|---|---|--------------|
| K | 21 | 42 | 3 | 66 |
| 1st | 32 | 34 | 13 | 80 |
| 2nd | 32 | 27 | 13 | 71 |
| 3rd | 36 | 24 | 26 | 84 |
| 4th | 28 | 20 | 21 | 68 |
| 5th | 25 | 18 | 31 | 72 |

Rigler Enrollment by Program 2013-2017



Proposal: Relocate Rigler English Program

Staff looked at all adjacent schools, details included in this presentation.

Scott School is the best choice for relocation.

- DLI and English program co-location issue

- Enrollment demographics

- School-based supports

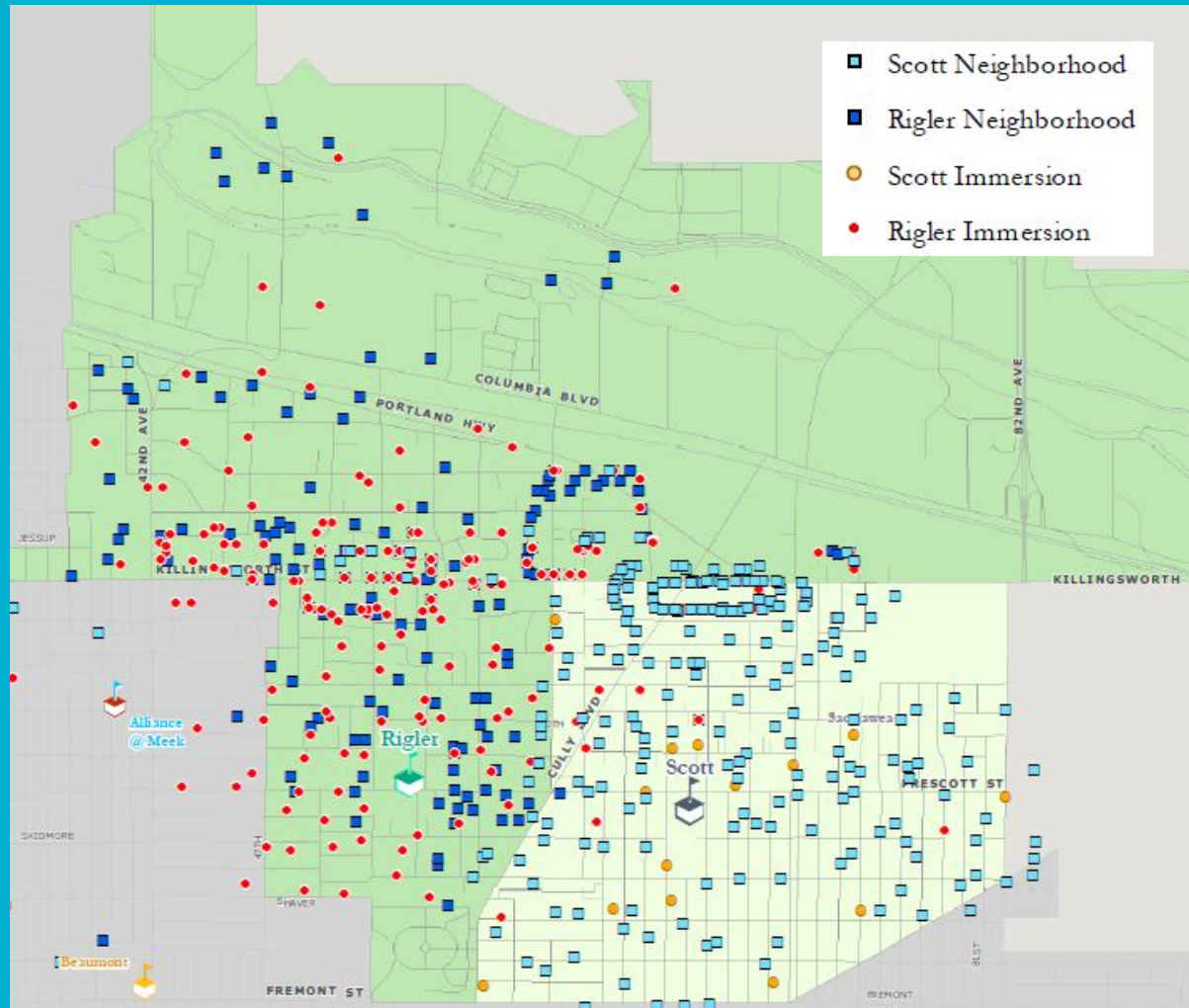
- Average distance

Transition for K-3 Rigler English Program students to Scott happens Fall 2018

Rigler & Scott Enrollment in 2013

About equal numbers of Rigler students enrolled in DLI (red) and English (dark blue) programs

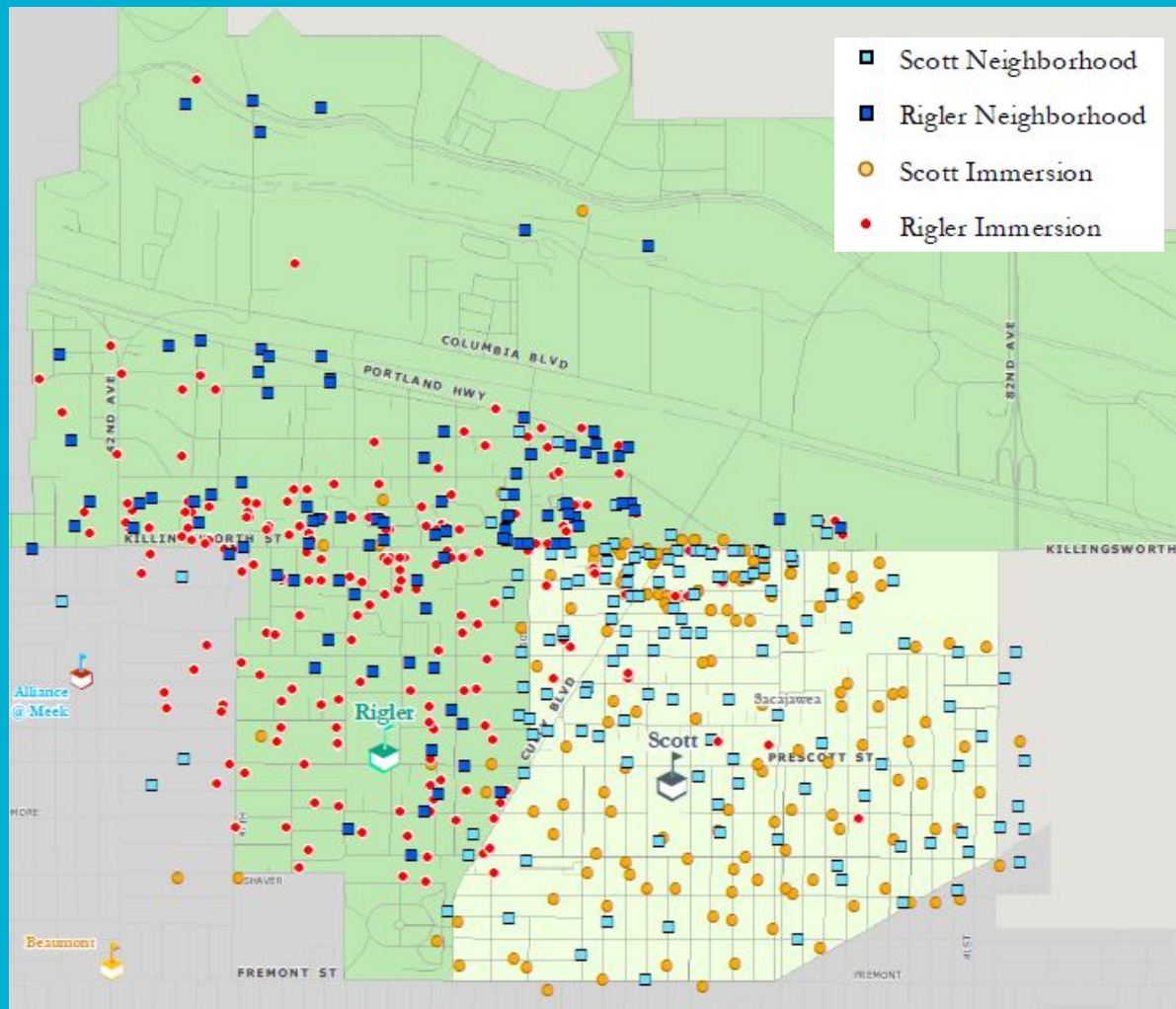
Scott DLI (yellow) just started, most Scott students enrolled in English program (light blue)



Rigler & Scott Enrollment in 2017

Most Rigler students
enrolled in DLI (red)

More than half of Scott
students enrolled in DLI
(yellow)

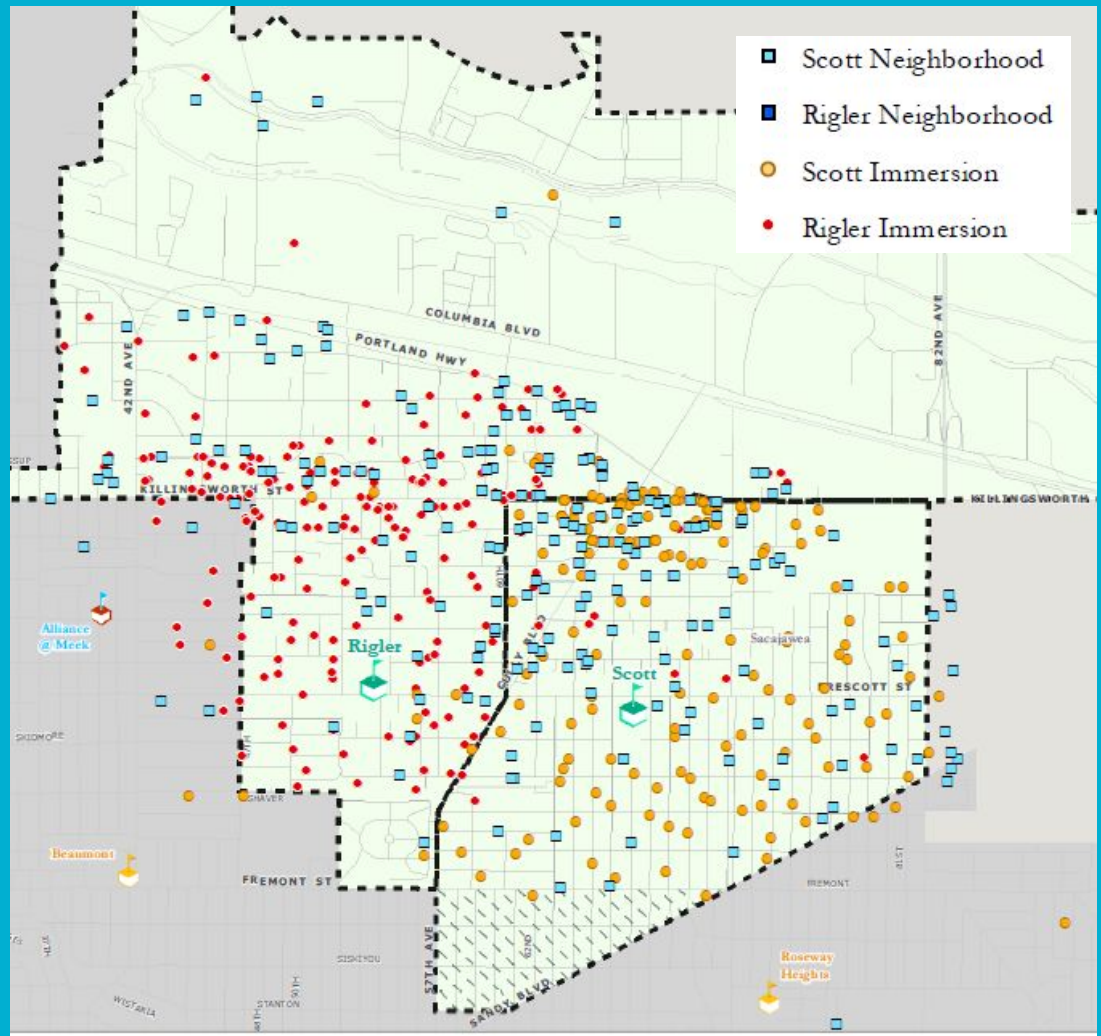


Proposal: Combine Rigler & Scott English Programs at Scott

Rigler DLI program (red) remains 3 strands per grade

Scott DLI (yellow) remains 2 strands per grade

Combined English program (light blue) grows to 2 strands per grade



Implementation Options: Phase-In

Move all grades of Rigler English program to Scott next year

OR

Phase-in program change by allowing current 4th grade English program to remain at Rigler next year, remaining grades move to Scott

Pro: Responsive to community request for stability

Con: More time to complete transition

4th Grade Family Survey Results

| Responses | # |
|---------------------------|----|
| Stay at Rigler for 5th | 11 |
| Move to Scott for 5th | 5 |
| Undecided/Need more info | 1 |
| Contacted/Messages Left | 3 |
| Unable to reach via phone | 1 |

[Comments](#)

Next Steps for Proposal

Update community on proposal (Tonight)

Submit final recommendation to Superintendent (1.12)

Update Board Enrollment and Forecasting Committee (1.16)

Final decision announced by end of January.

Develop a transition plan that supports students and families, especially those with high needs

Options Considered – Space Utilization

| School | Utilization | Has Space? |
|---------|--|----------------------------|
| Rigler | Has sufficient space for current enrollment/co-location. | ✓ <input type="checkbox"/> |
| Faubion | After rebuild, Faubion experienced growth (120 students more than forecasted -- 36 more in Kindergarten alone). Given this growth, adding Rigler Neighborhood-Based English program students may lead to overcrowding in the future. | ✗ |
| Scott | Currently overcrowded as a K-8. When converted to a K-5 feeding to Roseway Heights, Scott (also a co-located Spanish Immersion/English Only program school) should have additional space for Neighborhood-Based English program students, which would also boost their smaller Neighborhood-Based English program enrollment. See next section for caveat. | ✓ <input type="checkbox"/> |
| Vernon | As a K-8, Vernon is currently at capacity. Vernon would need to be converted to a K-5 to accommodate students from the Rigler Neighborhood-Based English program. | ✗ |

Scott Projected 6 Yr. Enrollment Projections

| Program | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| Scott Spanish Immersion | 242 | 242 | 246 | 248 | 253 | 258 |
| <i>Scott Neighborhood-Based English Program</i> | <i>151</i> | <i>152</i> | <i>154</i> | <i>155</i> | <i>158</i> | <i>161</i> |
| <i>Rigler Neighborhood-Based English Program</i> | <i>78-83</i> | <i>63-73</i> | <i>44-59</i> | <i>37-57</i> | <i>39-64</i> | <i>33-63</i> |
| Total Scott Neighborhood- Based English Program | 229-234 | 215-225 | 198-213 | 192-212 | 197-222 | 194-224 |
| Total Scott Enrollment | 471-476 | 457-467 | 444-459 | 440-460 | 450-475 | 452-482 |

Scott Neighborhood- Based English Program Projections

| | 2018-2019 Enrollment | <p>The above table shows by grade are rough estimates. Assumptions include:</p> <ul style="list-style-type: none"> - Current Rigler Neighborhood-based English students all opt into Scott Neighborhood-based English program. - 5-10 incoming KG students from Rigler neighborhood. - Incoming KG includes students from boundary change from Roseway Heights/Rose City Park; assumes current rate of Scott students opting into DLI continues with these new students (about 62% opt into DLI). |
|---|----------------------|---|
| K | 34-39 | |
| 1 | 28 | |
| 2 | 38 | |
| 3 | 36 | |
| 4 | 47 | |
| 5 | 45 | |
| Total Scott Neighborhood - Based English Program | 229-234 | |

Walking Distance to School for Rigler students

| School | Average Walking Distance for Current Rigler Neighborhood English Program Students (2017-18) |
|---------|---|
| Rigler | 1.3 mi |
| Alameda | 2.7 mi |
| Faubion | 2.4 mi |
| Scott | 1.6 mi |
| Vernon | 2.6 mi |

Demographics Comparison by School 16-17

| School | % Combined Underserved | % Direct Certification (Measure of Poverty) | % Special Education | % English Language Learners | % Historically Underserved Race |
|---------------------------|------------------------|---|---------------------|-----------------------------|---------------------------------|
| Rigler NB English Program | 86.7% | 62.5% | 15% | 30.8% | 66.7% |
| Alameda | 21.6% | 4% | 11.8% | 0.5% | 9.5% |
| Faubion | 81.8% | 46.2% | 16.5% | 13.2% | 68% |
| Scott | 79.1% | 52% | 17% | 40% | 69.7% |
| Vernon | 52.2% | 28.5% | 7.6% | 6.4% | 44.4% |

Respuestas & Preguntas

[Preguntas Frecuentes PDF](#)

Questions & Answers

[FAQs PDF](#)

¡Gracias!

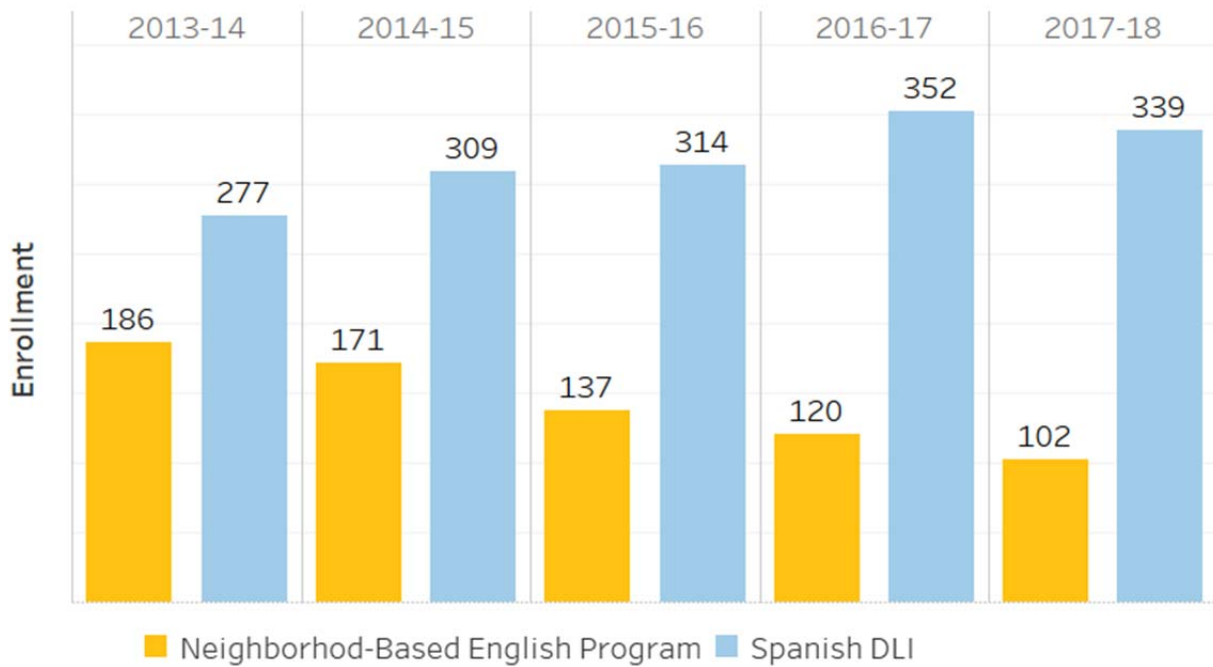
Thank you!

**Rigler Enrollment Analysis
December 2017**

Rigler Elementary has two co-located programs, both serving the neighborhood population: 1) a Spanish dual language immersion (DLI) program, and 2) an Neighborhood-Based English program serving students who do not opt into the Spanish dual language program. Prompted by trends in enrollment at Rigler Elementary, PPS conducted an analysis of the school’s enrollment and the feasibility of remaining an Neighborhood-Based English program co-located with the Spanish DLI program at Rigler. Additionally, staff developed enrollment options for Scott School, if the program is moved there. The following summarizes the key findings of this analysis.

The Rigler Neighborhood-Based English Program is Small--and Shrinking

Figure 1. Rigler Enrollment by Program and Year



Enrollment in the English Only program at Rigler has been shrinking as recruitment into the Spanish DLI program has increased. This trend is even more acute in the lower, incoming grades. Whereas neighborhood based English program kindergarten was a full section of students (25 students) in 2013 and 2014, the incoming KG class is only 3 students in 2017-18. At this rate of increasing capture to the Spanish DLI program, the neighborhood based English program is unsustainable.

Scott School Offers a Sustainable Home for the Rigler English Program

We explored several options for combining the Rigler neighborhood based English program with other neighborhood programs. After comparing factors including average travel distance, available student supports, and space, we found that Scott, which will become a K-5 feeding to Roseway Heights, would be the best option.

Student Supports and Demographics

Among neighboring schools, Scott has the most comparable demographics and student supports, with similar rates of students in poverty, SpEd, racially historically underserved students, and English language learners. Faubion was the next most similar school in terms of demographics; however, they have a much lower proportion of ELLs.

| <i>Comparison of School Demographics, 2016-17 Enrollment</i> | | | | | |
|---|-------------------------------|--|----------------------------|------------------------------------|--|
| School | % Combined Underserved | % Direct Certification (Measure of Poverty) | % Special Education | % English Language Learners | % Historically Underserved Race |
| Rigler NB English Program | 86.7% | 62.5% | 15% | 30.8% | 66.7% |
| Alameda | 21.6% | 4% | 11.8% | 0.5% | 9.5% |
| Faubion | 81.8% | 46.2% | 16.5% | 13.2% | 68% |
| Scott | 79.1% | 52% | 17% | 40% | 69.7% |
| Vernon | 52.2% | 28.5% | 7.6% | 6.4% | 44.4% |

Distance to Nearby Neighborhood Programs

Among neighboring schools, Scott had the next shortest average distance for neighborhood based English program students attending Rigler.

| School | Average Walking Distance for Current Rigler Neighborhood Based English Program Students (2017-18) |
|---------------|--|
| Rigler | 1.3 mi |

| | |
|---------|--------|
| Alameda | 2.7 mi |
| Faubion | 2.4 mi |
| Scott | 1.6 mi |
| Vernon | 2.6 mi |

Space

| School | Utilization |
|---------|--|
| Rigler | Has sufficient space for current enrollment/co-location. |
| Faubion | After rebuild, Faubion experienced growth (120 students more than forecasted -- 36 more in Kindergarten alone). Given this growth, adding Rigler Neighborhood-Based English program students may lead to overcrowding in the future. |
| Scott | Currently overcrowded as a K-8. When converted to a K-5 feeding to Roseway Heights, Scott (also a co-located Spanish Immersion/Neighborhood Based English program school) should have additional space for Neighborhood-Based English program students, which would also boost their smaller Neighborhood-Based English program enrollment. See next section for enrollment scenarios. |
| Vernon | As a K-8, Vernon is currently at capacity. Vernon would need to be converted to a K-5 to accommodate students from the Rigler Neighborhood-Based English program. |

Right-sizing the Combined Neighborhood-based English Program at Scott

The analysis summarized above suggests that Scott is the best fit for Rigler Neighborhood-Based English students in terms of student supports available, distance, and general classroom space conditions. Additionally, the combined neighborhood-based English program could be large enough for two sections per grade level. To better understand potential program size at Scott, three enrollment scenarios have been developed:

Scott Enrollment Potential A includes:

- Board approved boundary change from Roseway Heights
- Grades K-5 of Rigler Neighborhood-Based English Program

Scott Enrollment Potential A - Phase In includes:

- Board approved boundary change from Roseway Heights
- Grades K-5 of Rigler Neighborhood-Based English Program
- Phase in the changes, leaving 5th grade (this year’s 4th graders) to complete elementary at Rigler

Assumptions underlying these scenarios:

- Future Rigler neighborhood students will opt into the Scott Neighborhood-Based English program at rates similar to current grades K-3, or between 5 and 10 students per grade level
- Future proportion of Scott neighborhood students opting in to Scott Spanish DLI will be similar to the current rate. Boundary change areas from Roseway Heights have fewer Spanish native speakers, so it is possible that a distribution of future Scott neighborhood students between the two programs will be more even.
- The current staffing formula allocates FTE based primarily on student enrollment. Schools serving underserved populations often use other funding, such as Title I, Focus/Priority, and Equity allocations to decrease class size as a strategy for serving student needs. This analysis assumes similar staffing ratios and methodology in the future.

Scott will undergo numerous structural changes in the coming years: conversion to K-5, boundary expansion and, potentially, the addition of Rigler students in the Scott neighborhood English program. PSU enrollment forecasts used to develop these scenarios have not yet been updated to incorporate these changes. Therefore, we should anticipate a wider margin for error in modeling than would occur at a school experiencing less change.

Scott Enrollment Potential A

This scenario assumes the Roseway Heights boundary change begins at kindergarten in 2018 and that grades K-5 of the Rigler Neighborhood-Based English Program are held at Scott.

2018-19 Forecast: Rigler Neighborhood-Based English Program Moves to Scott Immediately

| Program | KG | 1 | 2 | 3 | 4 | 5 | Total Enrollment | Avg Grade Level Enrollment |
|---|-----------|-----------|-----------|-----------|-----------|-----------|------------------|----------------------------|
| Scott Spanish Immersion | 41 | 44 | 43 | 39 | 28 | 43 | 238 | 39.7 |
| Scott Neighborhood-Based English Program | 29 | 25 | 45 | 39 | 53 | 38 | 229 | 38.2 |
| Scott Total | 70 | 69 | 88 | 78 | 81 | 81 | 467 | 77.8 |
| Rigler Spanish Immersion | 63 | 62 | 60 | 55 | 59 | 47 | 346 | 57.7 |
| Rigler Neighborhood-Based English Program | -- | -- | -- | -- | -- | -- | -- | -- |
| Rigler Total | 63 | 62 | 60 | 55 | 59 | 47 | 346 | 57.7 |

This option allows ample room for growth in the neighborhood-based English program, but will likely require additional supplemental resources to fully staff two strands per grade level for DLI and neighborhood-based English programs.



Board of Education Informational Report

MEMORANDUM

Date: January 17, 2018

To: Members of the Board of Education

From: Dr. Yvonne Curtis, Deputy Superintendent of Instruction and School Communities

Subject: Division 22 Report to the Community

Summary: As part of compliance with Division 22 standards, Oregon school districts are required to make a report to the community by January 15th.

For the 2017-18 school year, PPS is in compliance with all Oregon Division 22 Administrative Rules except for six rules: 581-022-2045 Prevention Education Programs in Drugs and Alcohol. PPS has created a comprehensive plan to provide instruction on all mandated drugs and alcohol prevention topics and will be in compliance in the 2018-19 school year. 581-022-2050 Human Sexuality Education. PPS has created a comprehensive plan to provide instruction on all mandated human sexuality topics and will be in compliance in the 2018-19 school year. 581-022-2340 Media Programs. To be compliant in media programs, we need to complete the work of developing a vision, coordinated school library program and library collections that align with and supports the new instructional scope and sequence now under development. Additionally, we would need to move to a district staffing model rather than site-based to achieve equal staffing at each school in terms of staff certification recommendations. 581-022-2355 Instructional Materials Adoption. We are out of sequence in math, science, health, and PE. We are currently working to develop a guaranteed and viable curriculum. The scopes and sequences for every content area and grade level will be completed in June 2019. When this work is complete we will bring adoption of instructional materials in these content areas to the School Board. Regarding ESL: Our secondary adoptions are in compliance. The elementary adopted materials are outdated and a new adoption must be aligned with the new Instructional Framework and Scope and Sequence. We are asking the state for another year of extension. 581-022-2370 Complaint Procedures. Changes to OAR 581-022-2370 promulgated in the summer of 2017 and effective 1/1/2018 include one outstanding item that requires PPS to update 4.50.031-AD Complaint Resolution Process to implement a longer time line for filing a complaint. In practice, PPS is accepting complaints in accordance with the updated regulations; however, PPS' written procedures also need to be updated to comply. Board is currently working on the policy and staff will write a conforming AD within the next 6 months. 581-022-2500 Programs and Services for Talented and Intellectually Gifted Students. Currently PPS does not have a systemic instructional framework. The district is in progress of developing a guaranteed and viable curriculum. The

work will be completed in May of 2019. The differentiation to meet TAG student rate and level will be addressed as part of that work.

Our process for ensuring compliance with the administrative rules, included contacting individuals in the departments whose responsibilities include carrying out the requirements of a section of the Division 22 requirements. When any section overlapped departments, all of those were asked to respond regarding compliance. We also asked for confirmation by the supervisors.

Division 22
Standards for Public Elementary and Secondary Schools
2017-2018 Assurances
REPORT TO COMMUNITY

This list is provided to assist you in your report to your community as required by [OAR 581-022-2305](#).
Please **do not** submit this form to the Oregon Department of Education.

- ✓ Determine your district’s compliance with the Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review via the [Secretary of State’s webpage](#).
- ✓ Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below. Districts should report to their communities on each of the standards listed below.
- ✓ Report your district’s compliance or non-compliance to the Division 22 Standards for Public Elementary and Secondary Schools to your local district school board by **February 1, 2018**.

| OAR Number | Title | Compliance Status | |
|------------------------------|---|-------------------------------------|-------------------------------------|
| | | Yes, in compliance | No, not in compliance |
| 581-022-0102 | Definitions | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-0620 | Test Development | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-1910 | Exemptions | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-1920 | Waivers and Permission | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2000 | Diploma Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2010 | Modified Diploma | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2015 | Extended Diploma | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2020 | Alternative Certificate | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2025 | Credit Options | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2030 | District Curriculum | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2045 | Prevention Education Programs in Drugs and Alcohol | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 581-022-2050 | Human Sexuality Education | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 581-022-2055 | Career Education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2060 | Comprehensive Guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2260 | Records and Reports | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2265 | Report on Physical Education Data | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2100 | Administration of State Assessments | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2110 | Exception of Students with Disabilities from State Assessment Testing | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2115 | Assessment of Essential Skills | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2120 | Essential Skills for English Language Learners | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2130 | Kindergarten Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| OAR Number | Title | Compliance Status | |
|------------------------------|--|-------------------------------------|-------------------------------------|
| | | Yes, in compliance | No, not in compliance |
| 581-022-2205 | Policies on Reporting of Child Abuse | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2210 | Anabolic Steroids and Performance Enhancing Substances | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2215 | Safety of School sports -- Concussions | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2220 | Health Services | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2223 | Healthy and Safe Schools Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2225 | Emergency Plans and Safety Programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2230 | Asbestos Management Plans | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2250 | District Continuous Improvement Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2255 | School and District Performance Report Criteria | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2270 | Individual Student Assessment, Recordkeeping, Grading, and Reporting | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2300 | Standardization | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2305 | Operating Policies and Procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2310 | Equal Educational Opportunities | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2315 | Special Education for Children with Disabilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2320 | Required Instructional Time | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2325 | Identification of Academically Talented and Intellectually Gifted Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2330 | Rights of Parents of Talented and Gifted Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2335 | Daily Class Size | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2340 | Media Programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 581-022-2345 | Auxiliary Services | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2350 | Independent Adoptions of Instructional Materials | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2355 | Instructional Materials Adoption | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 581-022-2360 | Postponements of Purchase of State-Adopted Instructional Materials | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2370 | Complaint Procedures | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 581-022-2400 | Personnel | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2405 | Personnel Policies | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2410 | Teacher and Administrator Evaluation and Support | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2415 | Core Teaching Standards | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2420 | Educational Leadership – Administrator Standards | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2430 | Fingerprinting of Subject Individuals in Positions Not Requiring Licensure | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 581-022-2500 | Programs and Services for Talented and Gifted Students | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Districts must report their status with regards to the Division 22 Standards to their communities by

February 1, 2018

Portland Public School District
Details Regarding Items Marked as Non-Compliant on Reporting Form

581-022-2045 Prevention Education Programs in Drugs and Alcohol

PPS has created a comprehensive plan to provide instruction on all mandated drugs and alcohol prevention topics. PPS will be in compliance in the 2018-19 school year. The plan allows for drugs and alcohol prevention instruction to be integrated within core instruction in grades K-5, covered in a quarter long health course each year at the middle grades, and to continue to be covered in the two semesters of Health, required for graduation, at the high school level.

581-022-2050 Human Sexuality Education

PPS has created a comprehensive plan to provide instruction on all mandated human sexuality topics. PPS will be in compliance in the 2018-19 school year. The plan allows for the integration of human sexuality instruction to be integrated within the core instruction in grades K-5, covered in a quarter long health course each year at the middle grades, and to continue to be covered in the two semesters of Health, required for graduation, at the high school level.

581-022-2340 Media Programs

To be compliant in the area of program goals for media instruction, Library Services is developing a vision for rebuilding coordinated school library programs in our buildings. We are using Oregon's School Library Standards and the associated K-14 learning goals to guide instruction. To expand library support services, we are looking for ways to advance principals' understandings and expectation for the impact and value-added a teacher librarian can serve in a school. Librarians are working to increase collaboration with content teachers and IT to better integrate library, research and educational technology strategies and tools with building curriculum.

While we now have minimums for professional staffing in our school libraries, and are working toward equity of service across all buildings at a given level (K5, K8, MS, HS), we are advocating for updated job descriptions to better articulate certified and classified library staff responsibilities. An updated evaluation tool for teacher-librarians has been drafted and is awaiting review and approval. Currently, the district directs that all libraries are to be open full time, and staffed with a certificated teacher-librarian at least half the time. 66% staff with a full time teacher-librarian. 24% of those have assistant support staff. Current site-based decisions regarding library hiring and staffing creates varying services, inconsistent collection development, uneven clerical task response and unreliable sub coverage. District guidance and consistency in staffing across grade level bands would allow for response to the criteria below.

To improve library collections and resources, we are working on an updated collection development guideline to submit for administrative policy. In the past two years, library funding has been determined at the district level, avoiding the inequities and disparities in collections that have resulted in very uneven collections across the district. Continuing the practice of district distribution that schools can augment as they see fit, has been helpful to rectifying the dis-equity.

581-022-2355 Instructional Materials Adoption

We are out of sequence in math, science, health, and PE. We are currently working to develop a guaranteed and viable curriculum. The first phase of this work is creating scopes and sequences for every content area and grade level. This work will be completed by June 2019. It would be unwise for us to adopt instructional materials until this work is complete.

Regarding ESL:

Secondary adoptions in compliance - PPS adopted National Geographic Edge for 9-12th grade and National Geographic Inside 6-8th grade. The two adopted resource materials are produced in accordance with the National Instructional Materials Accessibility Standards (NIMAS). The adoption process included input from various stakeholders. Both secondary adoptions are accompanied by NEWSELA. The first year of implementation was in the 2016-17 school year.

Elementary adoptions not in compliance - PPS adopted Avenues in 2004 for grades K-5. Due to budget restrictions, PPS was granted an adoption waiver in 2014. We are requesting another extension this school year as we anticipate two critical pieces of work that will help us determine whether PPS submits a K-5 independent adoption or moves towards a State approved adoption. We are anticipating completion of our PPS Instructional Framework and Scope and Sequence by content area by the summer of 2018. Our K-5 adoption decisions are highly dependent on this work and we ask the state for another year extension.

581-022-2370 Complaint Procedures

Changes to OAR 581-022-2370 promulgated in the summer of 2017 and effective 1/1/2018 include one outstanding item that requires PPS to update 4.50.031-AD Complaint Resolution Process to implement a longer time line for filing a complaint. In practice, PPS is accepting complaints in accordance with the updated regulations; however, PPS' written procedures also need to be updated to comply. The School Board convened a taskforce, in part to work on the Complaint Policy (4.50.030). Following the adoption of a new policy, PPS staff will update the Complaint AD (4.50.031). We anticipate the adoption of a new policy and conforming AD within the next 6 months.

581-022-2500 Programs and Services for Talented and Intellectually Gifted Students

Currently PPS does not have a systemic instructional framework. The district is in progress of developing a guaranteed and viable curriculum. The work will be completed in May of 2019. A component of the work is the development of units of study. The differentiation to meet TAG student rate and level will be addressed as part of that work.

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

INDEX TO THE AGENDA

January 23, 2018

Board
Action
Number

Page

Purchases, Bids, Contracts

| | | |
|------|--|---|
| 5564 | Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority..... | 3 |
| 5565 | Expenditure Contracts that Exceed \$150,000 Limit for Delegation of Authority..... | 4 |

Other Matters Requiring Board Approval

| | | |
|------|--------------------------------------|---|
| 5566 | HOLD: Rigler Elementary School..... | 6 |
| 5567 | Minutes..... | 6 |
| 5568 | HOLD: Possible Board Resolution..... | 7 |

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5564 and 5565

RESOLUTION No. 5564

Revenue Contracts that Exceed \$150,000 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 \$150,000 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 the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

| Contractor | Contract Term | Contract Type | Description of Services | Contract Amount | Responsible Administrator, Funding Source |
|------------------------------|------------------------|---|--|------------------------|--|
| Department of Human Services | 1/1/18 through 6/30/19 | Intergovernmental Agreement / Revenue IGA/R 65705 | To provide funding for Teen Parent Child Care. | \$287,946 | A. Lopez Fund 205 Grant G1706 |

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 5565

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

| Contractor | Contract Term | Contract Type | Description of Services | Contract Amount | Responsible Administrator, Funding Source |
|---------------------------|-------------------------|-----------------------------------|--|------------------------|---|
| School Specialty | 1/24/18 through 7/5/19 | Cooperative Contract COA 63831 | Purchase of FF&E for the Grant Modernization Project. Cooperative Procurement Group: National Joint Powers Association (NJPA) | \$5,000,000 | J. Vincent Fund 452 Dept. 3217 Project DA001 |
| Pacific Office Automation | 1/24/18 through 1/23/23 | Services S 65745 | Supply District with multi-function devices (copiers) and printers including support, maintenance, toner and staples. RFP 2017-2299 | \$5,000,000 | M. Lee Fund 101 Dept. 5471 |

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5566 through 5567

RESOLUTION No. 5566

HOLD: Rigler Elementary School

RESOLUTION No. 5567

Minutes

The following minutes are offered for adoption:

January 9, 2018