

Teaching and Learning Committee Meeting  
February 8, 2017  
4:30 pm  
Mazama Conference Room

1. ACCESS

- Admission Process
- Location
- Program

2. Ed Options Moves

- PISA
- ACCESS
- Alliance

3. Update on Rights of Undocumented Students and Protocols ICE  
Access to Schools Resolution


4. DLI Expansion Committee Recommendations

**February 8, 2017**

## **2017-18 ACCESS ENTRY PROCESS**



# Goals for ACCESS Entry Process

- Promote equitable process to reach broad section of highly gifted kids
  - Ensure students with disabilities are given equal consideration through the eligibility and admission stages of the process
  - Integrate process into central system
  - Take the burden off of the school
  - Make the system more transparent
  - Clarify the continuum of TAG services, and the role ACCESS plays in that system
  - Implement the new process for the 2017-18 entry cycle
  - To make ACCESS look, overtime, like the overall population of highly gifted PPS students
- 

# Workgroup Members

Karl Logan, Senior Director, Grant/Jefferson K-8

Andrew Johnson, TAG Director

David Wood, Principal, ACCESS

Carla Gay, Director, Early Warning Systems


Melissa Niiya, Analyst, System Planning & Performance

Judy Brennan, Director, Enrollment & Transfer


Executive Sponsor: Chris Russo

Workgroup advisers: Brian Baker, Mary Pearson, Stephanie Harper,


Antonio Lopez



## Recent ACCESS entry process


- Pre-2016: Students who tested at the 99<sup>th</sup> percentile received a program introduction directly from ACCESS
  - May violate State rules for impermissible “recruiting”
  - Parent initiated application process
  - Application included questions about Special Ed, 504 status
  - Teacher/Administrator recommendations required
  - ACCESS team collected and reviewed applications, decided results and notified families
  - Rubric in place to assess eligibility, but not to select from eligible students
  - Many students waitlisted, but not in a ranked order
- 

# Goals for Future ACCESS Eligibility & Admission Criteria


- Aligned with Alternative Ed statute & Board directive
  - Informed by best practices and research on socio-emotional needs of highly gifted students
  - Easy to explain to parents
  - Helps to guard against institutional bias
- 

## **Alignment with State Statute: OAR 581-22-1350:**

Students placed in alternative education programs are those whose educational needs and interests are best served by participation in such programs:


- Have been or may be suspended or expelled
  - Have erratic attendance patterns
  - Do not meet state standards or who exceed all standards at any benchmark level
  - Whose parents apply for exemption from compulsory attendance
  - Other reasons consistent with district policy
- 

# Statutory guidance on informing families about alternative programs

- Districts are obligated to generally publicize the availability of alternative programs
  - Districts may not recruit specific students for alternative programs
  - Team suggestion: shift communication to families as a function coming from TAG department, not from ACCESS
- 




# Proposed Eligibility Criteria

- Student has scored on the **99th percentile or above** on a nationally-normed assessment of Reading, Math , or cognitive ability ; OR SBAC English Language Arts or Math (2016 or later).AND ONE OF THE FOLLOWING:
  - Student has experienced significant **attendance and/or disciplinary issues**, AND evidence suggests student's attendance/disciplinary challenges are **related to his/her giftedness** and would benefit from placement at ACCESS.
  - Evidence provided by parents, teachers and administrations suggests difficulty meeting the student's **academic/cognitive rate and level** in his/her current school setting
  - Evidence provided by parents, teachers and administrations suggests difficulty meeting student's **social-emotional needs** in his/her current school setting, **due to the student's giftedness**
- 

## Proposed Order for ACCESS Lottery Preferences

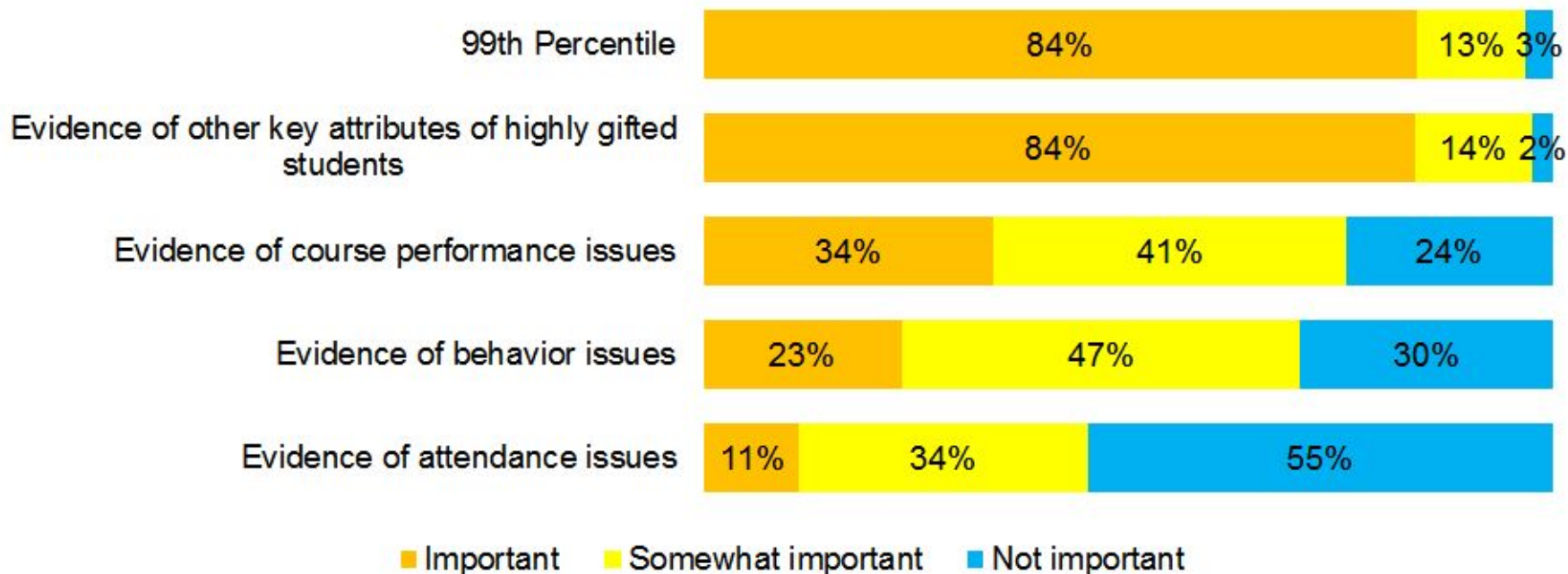
If there are more eligible applicants than spaces available at any grade level, a lottery will be run using random numbers and the following preferences :

- Numbers will be weighted to improve the chance that, over time, the schools will be made up of half girls and half boys. Last year girls made up 43% of ACCESS enrollment.
  - If girls make up less than 40% of any grade level, slots may be set aside by gender to improve balance more rapidly.
  - Students who qualify as income eligible will have preference to 44% of slots (district average for students who qualify for free meals).
  - Siblings will have preference over non-siblings.
- 


# Family Survey Feedback

- 124 respondents across 45+ school neighborhoods

How important are each of these eligibility criteria?



# Family Survey Feedback

- Other eligibility suggestions:
    - Expand access to all 99th percentile students
    - “Twice exceptionality” (students with disability and 99th percentile)
    - Socio-emotional needs
    - Evidence of students’ needs not being met in neighborhood school
    - General dislike of using legal definition of alternative school, alternative statute criteria
  - Admission suggestions:
    - Rank students in terms of need instead of conducting a lottery
    - Admit all students at 99th percentile/demonstrating giftedness
    - Prioritize admissions based on whether they are unable to be served at their neighborhood school
    - Some want to guarantee siblings, others to reduce/remove sibling preference
    - Racial/cultural/linguistic diversity
    - Prioritize students based on testimony of professional/parents
- 


# Family Survey Feedback

## Other themes:


- Parents expressed desire for a more transparent admissions process
- About  $\frac{1}{3}$  of respondents wanted to expand ACCESS either at current site, at multiple standalone sites, and/or embedded in neighborhood schools
- Parents wanted improved TAG services at neighborhood schools for all TAG students, including expansion of professional development for neighborhood teachers



## Where are we now?

- Final submission of draft process/documents to interim superintendent and the Teaching and Learning Committee on February 7th & 8th of 2017. This is based on ACCESS parent feedback, survey, ACCESS staff, TAG TOSAS and work group committee.
  - Lottery opens February 8th, 2017
  - Website and online versions of the forms for parents, teachers, and admin/counselors.
  - Website: <http://bit.ly/ppsassessapp>
  - Parent statement/eligibility form: <http://bit.ly/PPSACCESSForm>
  - Updating the ACCESS parent letter and brochure
  - Completing draft of TAG K-12 Program Redesign
- 

## Next Steps

- The process and documents will continue to evolve through implementation and feedback
  - Reach out to families whose children have scored at the 99th percentile as a possible consideration for applying to ACCESS
  - Educate PPS TAG Facilitators about why ACCESS exists, for whom
  - Application window for ACCESS open until March 24
  - Process applications and make decisions around admission
  - Continue to engage the PPS community around specific support of our students who are at the 99th percentile in their neighborhood schools
  - Gather feedback around ACCESS to the TAG K-12 Redesign
- 

**From: Christopher Russo**  
**Assistant Superintendent, Office of Teaching and Learning**

**Veronica Magallanes**  
**ESL Senior Director**

**Board Report - Submitted December 21, 2016**

**Portland International Scholars Academy (PISA) Proposal for 2017-18 School Year**  
**Board Requested Analysis**

**PISA History**

In response to the increasing needs to provide greater educational options for Portland's newly arrived Emergent Bilingual population, PPS established the newcomer program Portland Scholars Academy (PISA). The program was specially designed to provide 9th through 11th grade students intensive English language development, provide some or all instruction in core content areas, and help them with psychological acculturation and sociological acculturation.

We are in our fourth year of the program. (\*Even though we enrolled higher numbers of students in past years not every student remained at PISA. In addition, PISA had an additional classroom which allowed for greater enrollment but that classroom was reallocated for Benson need)

2016 - 2017	Year 4	35
2015 - 2016	Year 3	58
2014 - 2015	Year 2	57
2013 - 2014	Year 1	34

Categories of Learners

- Literate, on level newcomers*: Students with educational backgrounds who have literacy skills and academic schooling in their own language that align with their grade level.
- Literate, partially schooled newcomers*: Students with native language literacy and some academic schooling.
- Newcomer students with interrupted education*: Students with disrupted or weak educational backgrounds and below-grade-level or no literacy in their own native language.
- Late-entrant immigrant newcomers: Students who enter after first quarter or semester.

Newcomer programs are founded on research that highlights exceptional program features that support the diverse learners that make up our newly arrived students. These features

Newcomer programs that work well share the following features:

- Program or set of courses distinct from regular language support program
- Flexible scheduling of courses and students
- Careful staffing (experienced teachers, bilingual staff)
- Targeted professional development (instructional strategies for literacy development and integration of language and content)
- Basic literacy development materials for adolescents and reading interventions adapted for EBs
- Appropriate materials
- Content area instruction to fill gaps in educational backgrounds
- Courses to orient students into U.S. schools and the community
- Extended time for instruction and support
- Connections with families and social services



- ❑ Diagnostic and monitoring of student data
- ❑ Transition measures to ease newcomers into regular school programs or beyond high school

### **Proposed Program & Locations:**

ESL Department is proposing two program options

- ❑ Option A: Newcomer Program within existing High School: Madison, Roosevelt, Franklin
- ❑ Option B: Portland International Scholars Academy (Independent Site): Madison
- ❑ Option C: Portland International Scholars Academy (Independent Site): Stays @ Benson

#### **Option A)**

##### ***Magnet Newcomer Program within existing High Schools: Madison, Roosevelt, Franklin***

This model includes a newcomer site at MHS, RHS and FHS. Students in the program-within-a-school model receive a full day (76%), a half day (16%), or less than half a day (8%) of newcomer course instruction in their home school or designated attendance area school. Students interact with the mainstream students for part of the day. Upon exiting program, students are fully integrated into the high school mainstream program.

Students will be placed in the newcomer program classes based on initial English language development assessment results and program criteria listed below. This program model is housed at the three existing schools. The program will focus on intensive English language development. Students in this program model have access to the HS' core mathematics and science courses, elective classes and other student sports and club opportunities. Language Arts and Social Studies core program is adapted to meet the unique needs of the newcomer students. Support reading, writing and math classes at students' achievement level are offered and students' are enrolled in these additional classes as needed. The program emphasizes the development or strengthening of a student's native language literacy skills or uses the native language to bridge core content knowledge. The program will focus on the psychological and sociological acculturation, student experiences with trauma and posttraumatic stress and help students with understanding of the educational expectations and opportunities.

#### **Option B)**

##### ***Portland International Scholars Academy (Separate Site): Housed potentially at Madison***

This separate site program model sits currently at Benson campus. Due to Benson modernization PISA must be relocated in 2017-18 school year. We are requesting that the new site consideration is co-located in one of our comprehensive high schools. This is a full day program.

Students will be placed in the newcomer PISA program based on initial English language development assessment results and program criteria. Students would be recruited from all comprehensive HS in Portland. The program will focus on intensive English language development. Students in this program model have access to grade level appropriate core instruction in mathematics and science within PISA and will be integrated in the HS's core instructional programs upon review of readiness. Language Arts and Social Studies core program is adapted to meet the unique needs of the newcomer students. Students are enrolled in reading, writing and math support classes at students' achievement level as needed. The program may emphasize the development or strengthening of students native language literacy skills or the program makes use of the native language to bridge core content knowledge. The program will focus on the psychological and sociological acculturation, student experiences with trauma and posttraumatic stress and help students with understanding of the educational expectations and opportunities. Students in this program model have access to the HS' sports and club opportunities.

### Option C)

#### **PISA remains at BENSON (Separate Site)**

Program would continue at the Benson campus. This option would require programmatic and structural changes. To meet the needs of our increased enrollment of students with an interrupted education we will request a reading specialist, increased counselor and Bilingual Education Assistant FTE. Instructionally, all content teachers would have to teach content based English language development. In consulting with facilities this option would require some negotiating with Benson to secure a classroom for the mathematics class that is currently taught in the small conference room and to secure a science space that is appropriate for the science course anticipated for next year. At this point facilities does not see a cost associated to this ask.

[To view the comprehensive plan please go to this link.](#)

#### **Side by Side Comparison of Program Options**

Yellow indicates no increase cost in staffing. FTE from PISA@Benson would be used.

Current Program PISA @ Benson	Option A (3 Sites)	Option B (one-site)	Option C Leave PISA @ Benson
<b>Certified FTE</b>			
1.0 Admin	No Change	No Change	No Change
0.25 Counselor	0.33 @ each site = 1.0 Delta = +0.75	0.50 Delta = +0.25	No Change
1.0 Advanced Math	NA Delta = -1.0	No Change in FTE. License requires Advance Math/ELD endorsement	No Change (articulate need to teach CBELD in all Disciplines & Provide SMART Goals & Support Plans)
1.0 LA/Social Studies	LA/SS/ELD Teacher 1.0 @ each site = 3.0 Delta = +2.0	No Change in FTE. License requires LA/SS/ELD endorsement	No Change (articulate need to teach CBELD in all Disciplines & Provide SMART Goals & Support Plans)
0.5 ELD	0.5 @ each site = 1.5 Delta = +1.0	No Change	No change
0.5 Science	NA Delta = -0.50	No Change in FTE. License requires Science/ELD endorsement	No Change (different subject)
	Reading Specialist 0.50 @ each site = 1.5 Delta = +1.5	Reading Specialist 0.50 Delta = +0.50	Reading Specialist 0.50 Delta = +0.50 *Space Concern
	Math Specialist 0.50 @ each site = 1.5 Delta = +1.50	Math Specialist 0.50 Delta = +0.50	NA
<b>FTE Total</b>	<b>+5.25 = 9.50</b>	<b>+1.25 = 5.50</b>	<b>+0.5 = 4.75</b>
<b>Cost Total</b>	<b>+\$472,500 = \$885,000</b>	<b>+\$112,500 = \$525,000</b>	<b>+\$45,000 = \$457,500</b>
<b>Classified FTE</b>			
1.0 Spanish BL EA	2.0 @ each site = 6.0 Delta = +5.0	2.0 Delta = +1.0	2.0 Delta = +1.0

0.5 School Secretary	No Change	No Change	No Change
<b>FTE Total</b>	<b>+5.0 = 6.5</b>	<b>+1.0 = 2.5</b>	<b>+1.0 = 2.5</b>
<b>Cost Total</b>	<b>+\$250,000 = \$332,500</b>	<b>+\$50,000 = \$132,500</b>	<b>+\$50,000 = \$132,500</b>
<b>Professional Dev.</b>	43,670	27,920	10,760
Certified Extended Hrs (PD)	\$35,600 8 hours per teacher/per month (collaboration/planning 1st yr)	\$23,700 8 hours per month (collaboration/planning 1st yr)	\$7,000 Assuming 20 extended hours per teacher per school year plus 2 half days in summer
Certified Substitute Pay	\$3660 (2 per year per teacher)	\$2750 (2 per year per teacher)	\$2290 (2 per year per teacher)
Classified Extended Hrs	\$4410 35 hours per EA (parent communication, events, summer recruitment 20hrs)	\$1470 35 hours per EA (parent communication, events, summer recruitment 20hrs)	\$1470 35 hours per EA (parent communication, events, summer recruitment 20hrs)
<b>Materials/Supplies/other</b>	240,963	69,500	49,500
Supplemental Curr.	\$60,000 (\$20K per site, existing materials remain) Delta = +40K	\$10,000 (existing materials used, budget for replacement/refurbishment) Delta = +10K	\$10,000 (existing materials used, budget for replacement/refurbishment) Delta = +10K
ELD Edge Curr.	\$22,462.50 (\$7,487.50 per site, includes existing student and teacher materials) Delta = +\$14,975	No additional costs	No additional costs
LA/SS Inquiry by Des.	75K for 3 sites = \$25,000 per site \$500/student Delta = +75K	\$25,000 Delta = +25K	\$25,000 Delta = +25K
Computers (i.e. chromebooks/ipads)	\$60K (20K per site.) (approx. \$500 per device =40 units) Delta = +60K	20K Delta = +20K	No additional costs
Office/Classroom Supplies/FT	\$30,000 (10K per site) Delta = +30K	\$10,000 Delta = +10K	\$10,000 Delta = +10K
Student Supplies	\$1,500 (\$500 per site) Delta = +1,500	\$500 Delta = +500	\$500 Delta = +500
Nutrition Services	\$3000 (\$1000 per site) Delta = +3K	\$1000 Delta = +1K	\$1000 Delta = +1K
Family Events (Interpreters/expenses)	\$9,000 (\$3,000 per site) Delta = +9K	\$3,000 Delta = +3K	\$3,000 Delta = +3K
<b>Total Cost</b>	284,633	97,420	60,260
<b>Transportation</b>			
TRI-MET (passes \$28per mo.)	\$33,600 (\$280 per student or \$11,200 per site for approx. 40 st. per site) Delta = -33,600K	\$11,200 (\$280 per student yr or for approx. 40 st. per site) Delta = -11,200K	\$11,200 (\$280 per student yr or for approx. 40 st. per site) Delta = -11,200K
Buses	\$495,000 (\$165,000 per bus for year 3 buses)	\$165,000 for one bus for year Delta = -165K	NA

	Delta = -495K		
CAB (\$90 per day) based on residence & # days			
Facilities Report w/costs	\$ 563,685 (approx.187,895 / site) Delta = -563,685K <a href="#">PISA Estimates Scenario A - 3 Sites</a>	\$607,560 (estimation) Delta = -607,560K <a href="#">PISA Estimates Scenario B - Madison</a>	No Cost

**\*Transportation Buses**

Option A) Because there is no specific student data to estimate routing, the amount is a rough guess for one bus per school site to support non-neighborhood or newly enrolled students. Estimates for a total of 3 buses would be \$82,500 for the first semester and \$165,000 for the full year. There is a chance that the transportation based on student’s residences could generate the need for more than 1 bus at a site. In that case, each additional bus would be calculated at \$27,500 for a semester and \$55,000 for the full year. first semester, the cost would be \$55,000; \$100,000 for the full year.

Cabs- Actual costs would be based on residence and number of days transported.

Option B) Due to Madison proximity to other HSs need to consider possible transportation costs; each bus would be calculated at \$27,500 for a semester and \$55,000 for the full year.

**ESL Department Recommendation**

We strongly endorse Option A moving forward. This program allows us to serve a greater number of students with program goals in mind and would be a program that allows our students to have full access to high school opportunities. In addition, we would be responding to the equity concerns that the one site model has unintentionally produced. The programs can be rolled out one school per year by keeping PISA at Benson for another year and opening either the RHS or MHS site year 2017-18, second site year 2018-19 and third site year 2019-20.

**Presentation to Teaching and Learning  
Update on Dual Language Immersion  
Expansion Committee Recommendations  
February 8, 2017**

**Myths**

# Myth #1

We don't have conclusive evidence that our language immersion programs get the results they claim to get.

- The Rand Corporation in collaboration with American Councils recently completed a study of PPS Immersion Programs
- Students randomly assigned to immersion outperformed their peers in English reading by about 7 months in grade 5, and about 9 months in grade 8.
- English Language Learners (ELLs) randomized to immersion programs have a 3 point higher rate of becoming English proficient by sixth grade, and this effect is larger (14 points) if students' native language matches the classroom partner language.

# Myth #2

Our Asian students do well academically in the English Only program.

- There is a 12pt gap between the achievement of native Chinese speakers who are ELL and native English speakers
- There is a 10pt gap between the achievement of native Vietnamese speakers who are ELL and native English speakers

Smarter Balanced Overall ELA Achievement for 2015-16 non-DLI Students

Non-DLI and Ever ELL (Students with an LEP entry date in Synergy)												
Student's First Language	Level 1		Level 2		Level 3		Level 4		Level 3/4		# Tested	
	#	%	#	%	#	%	#	%	#	%		
Chinese	34	20.5%	43	25.9%	52	31.3%	37	22.3%	89	53.6%	166	
Japanese	2	16.7%	2	16.7%	6	50.0%	2	16.7%	8	66.7%	12	
Russian	29	42.0%	13	18.8%	17	24.6%	10	14.5%	27	39.1%	69	
Spanish	497	48.3%	309	30.0%	185	18.0%	39	3.8%	224	21.7%	1030	
Vietnamese	84	18.3%	116	26.1%	159	35.7%	86	19.3%	245	55.1%	445	
English	86	40.4%	52	24.4%	46	21.6%	29	13.6%	75	35.2%	213	

Non-DLI and Never ELL (Students with no LEP entry date in Synergy)												
Student's First Language	Level 1		Level 2		Level 3		Level 4		Level 3/4		# Tested	
	#	%	#	%	#	%	#	%	#	%		
Chinese	0	0.0%	1	5.9%	5	29.4%	11	64.7%	16	94.1%	17	
Japanese	0	0.0%	1	11.1%	6	66.7%	2	22.2%	8	88.9%	9	
Russian	1	10.0%	2	20.0%	4	40.0%	3	30.0%	7	70.0%	10	
Spanish	38	24.5%	45	29.0%	39	25.2%	33	21.3%	72	46.5%	155	
Vietnamese	4	8.5%	4	8.5%	15	31.9%	24	51.1%	39	83.0%	47	
English	2684	17.9%	2501	16.6%	4803	32.0%	5036	33.5%	9839	65.5%	15024	

PPS System Planning & Performance—10/04/2016jws(2016-0165)

Gap between Level 3/4 Non-DLI and	
Chinese	11.83%
Japanese	-1.17%
Russian	26.37%
Spanish	43.75%
Vietnamese	10.44%



# Myth #3

The immersion program serves mostly students of privilege.

	% Racially Historically Underserved		% Free or Reduced Meal by Direct Certification	
	K-8	KG	K-8	KG
Focus Option and Alternative	9.99%	12.76%	13.45%	20.16%
<b>Immersion</b>	<b>37.21%</b>	<b>40.09%</b>	<b>26.98%</b>	<b>34.26%</b>
Neighborhood Programs	26.77%	23.66%	29.96%	27.76%
District Wide (including students above)	26.30%	25.68%	27.80%	27.78%

# Dual Language Immersion

Recommendations from Expansion Committee



August

Report to T& L on DLI  
Expansion

Mid-October

Presentation to T&L  
on Challenges of  
co-located programs

January

Update on  
Recommendations  
from Expansion  
Committee

Expansion Committee

# Agenda

About the [Expansion Committee](#)

Recommendations and Status of Feasibility Analysis



# Expansion Committee

Why?	Mandate from Board to expand DLI Anticipated outcomes confirmed through RAND study Persistent achievement gap
Who?	Department, Teachers, Admin, Parents, Community Organizations
When?	August - December 2016
What?	4 Recommendations from 5 meetings ( <a href="#">view slides and data online</a> )
Now what?	Feasibility Analysis Presentation to Teaching and Learning Presentation to Board

# Expansion Committee Recommendations

- Establish a Chinese immersion program at Harrison Park in 2017-18
- Transition Rigler into an immersion-only program in 2017-18
- Develop an Arabic Immersion program in Wilson cluster that would start in 2018-19
- Identify a location for additional strands of Spanish immersion in the southeast that would start in 2018-19

Currently finalizing [Feasibility Analysis](#) for first two recommendations and Report for Board



# Status Update for Recommendation #1:

Establish a Chinese immersion program at Harrison Park in 2017-18

- Heavy interest and engagement from the Chinese community
- Due to lack of space, expansion would need to take the form of conversion of one strand of English Only classrooms requiring significant interest from the English Only community.

**Current Status: If there is sufficient interest from incoming and current Kinder families, we will begin a single strand K and 1st grade program next year.**



## Status Update for Recommendation #2:

Transition Rigler into an immersion only program in 2017-18

- No definitive placement for opt out students
- Need a robust community process
- Current enrollment will necessitate a 1st/2nd grade combination classroom on the English Only (EO) side. We anticipate another very small Kinder EO classroom for next year.



**Current Status: The Department will work with DBRAC to look at options that could transition Rigler into an immersion only school for 18-19.**



## Develop an Arabic Immersion program in Wilson cluster that would start in 2018-19

- Arabic is the 2nd most common non-English home language after Spanish in US and the fastest growing language in the southwest of Portland
- PSU Partnership
- Qatar Foundation International offers grants
- Exemplary DLI programs in Houston, NY, and Utah
- National Arabic Literacy Framework will be completed in another year

Current Status: We will spend next year developing a program for possible implementation in 2018-19.



## Identify a location for additional strands of Spanish immersion in the southeast that would start in 2018-19

- Faubion, Harrison Park and Kelly continue to have high (8-11) numbers of native Spanish speakers not accessing DLI. More programs are needed
- These programs need to be developed in ways that manage impact to neighborhood programs by either having balanced co-located programs or Immersion-Only schools

Current Status: We will spend next year working to identify locations for additional Spanish DLI strands.



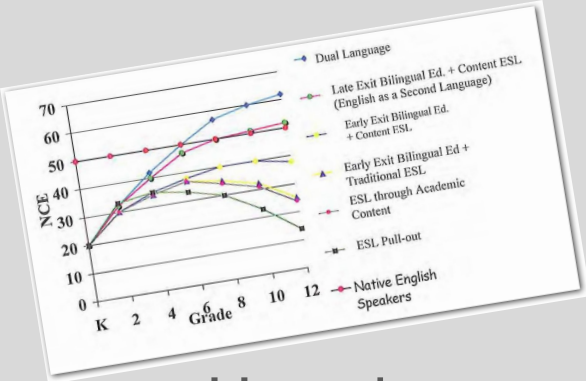
# Budget Implications

We have reworked the Office of Teaching and Learning budgets to allow the Department of Dual Language (DL) to have a standing budget to support small scope, new DL classrooms.

Committee Recommendations can be moved forward without additional budget allocations.

6 New bus routes have been requested through the budget process.





How do we manage the challenges created by colocating programs while expanding access to DLI programs for historically underserved students?



**Study of Dual-Language Immersion in the Portland Public Schools  
Year 4 Briefing: November 2015**

## Racial Equity Lens

**Objective:** By utilizing a racial equity lens, Portland Public Schools aims to (a) provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for racial equity and (b) produce policies, programs, practices and decisions which result in more equitable outcomes.

**Procedure:** For any policy, program, practice or decision, consider the following five questions:

- 1 Who are the racial/ethnic groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?
- 2 Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?
- 3 How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
- 4 What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- 5 How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

# Additional Work of Department

Location	Challenge	Status Update
Sitton	--impacted single strand English Only side --need to serve all Spanish native speakers	We will move to a single strand of DLI set at about 66% native Spanish speakers
Kelly ( <a href="#">2016 enrollment data can be viewed here</a> )	--large portion of students continue to come from out of district (Enrollment Summary) --overcrowding	We will open up a single Kinder immersion classroom in the lottery. We believe that PPS interest and need can be met within that single classroom.

Kelly	nhood	other	out of district	Grand Total
<b>KG</b>	<b>55</b>	<b>13</b>	<b>27</b>	<b>95</b>
Neighborhood Program	49	2	4	55
Russian Immersion	6	11	23	40
<b>1</b>	<b>55</b>	<b>11</b>	<b>33</b>	<b>99</b>
Neighborhood Program	49	1		50
Russian Immersion	6	10	33	49
<b>2</b>	<b>56</b>	<b>11</b>	<b>38</b>	<b>105</b>
Neighborhood Program	50	3	2	55
Russian Immersion	6	8	36	50
<b>3</b>	<b>58</b>	<b>14</b>	<b>31</b>	<b>103</b>
Neighborhood Program	56	3	4	63
Russian Immersion	2	11	27	40
<b>4</b>	<b>61</b>	<b>14</b>	<b>33</b>	<b>108</b>
Neighborhood Program	59	5	5	69
Russian Immersion	2	9	28	39
<b>5</b>	<b>49</b>	<b>15</b>	<b>30</b>	<b>94</b>
Neighborhood Program	45	7	1	53
Russian Immersion	4	8	29	41
<b>Grand Total</b>	<b>334</b>	<b>78</b>	<b>192</b>	<b>604</b>

Total	<b>nhood</b>	<b>other</b>	<b>out of district</b>	<b>Grand Total</b>
Neighborhood Program	308	21	16	345
Russian Immersion	26	57	176	259
Total as percent of program	<b>nhood</b>	<b>other</b>	<b>out of district</b>	<b>Grand Total</b>
Neighborhood Program	89%	6%	5%	100%
Russian Immersion	10%	22%	68%	100%



# PPS Board Resolution 5363 Protocol

### Definitions

ICE = Immigrations and Customs Enforcement  
EOC = Emergency Operations Center

