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.	**PUBLIC COMMENT**	6:00 pm
2.	**SECOND READING: AMENDED ENROLLMENT AND TRANSFER POLICY** – *action item*	6:30 pm
3.	**2015-16 BUDGET/UPDATE: DUAL LANGUAGE IMMERSION**	7:15 pm
4.	**BUDGET PRIORITIZATION**	8:00 pm
5.	**DISCUSSION: 2014-15 BUDGET AMENDMENT**	9:00 pm
6.	**DIVISION 22 REPORT AND FIRST READING: ANTI-HARASSMENT POLICY**	9:20 pm
7.	**ADJOURN**	9:45 pm

Board of Education Informational Report

MEMORANDUM

Date: **January 15, 2014**

To: Members of the Board of Education

From: Jon Isaacs, Executive Director, Community Involvement and Public Affairs
Judy Brennan, Director, Enrollment and Transfer

Subject: Revised policy 4.01.051-P and resolution for second reading

The purpose of this memo is to convey a revision to the draft resolution and technical changes to the policy 4.10.051-P based on feedback received from community members and the PPS Board of Education since first reading, December 16, 2014.

The resolution has been revised to include the following:
3. The Board directs the Superintendent to make publicly available the criteria to be used in the petition process prior to the start of the next transfer cycle and to brief the Board on the criteria no later than March 1, 2015.

The policy has been changed to reflect the following:
1) General Policy Statement (II): Add back language regarding students' rights to attend their neighborhood school, note exceptions
2) Definitions (III) and Admission (V): Remove the word "school" in three places to clarify that the information pertains to all types of focus options (i.e, schools and programs).
3) Enrollment (VI): Changes "shall" to "are expected and encouraged to".

All other previous revisions remain in place, including maintaining sibling preference above preference for students who qualify for free and reduced price meals or attend Head Start Pre-K programs.

Please let us know if you have any changes.

Attachments:
Policy 4.10.051-P, all revisions redlined and new revisions highlighted
Policy 4.10.051-P, clean copy
Revised resolution

4.10.051-P   Student Enrollment and Transfers

I. Policy Purpose

The purpose of this policy is to provide equal access to educational options for all resident students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's policy to eliminate barriers to educational attainment Racial Educational Equity Policy(2.10.010-P), and other district policies and state and federal requirements.

II. General Policy Statement

All Portland Public School students have the right to attend their neighborhood school, except in extraordinary circumstances as described in Section IV. All Portland Public School students also have the right to request a transfer to attend any grade- appropriate school or program in the district. The Board is committed to families and students as the primary decision-makers for their choice ofhaving equitable access to a broad portfolio of educational options. The district has the responsibility, through its centralized coordination of information, outreach, and support services, to provide families and students with information and advice that will enable families and students to make informed decisions about their choice of educational options.

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III. Definitions

(1) School and student terms

(a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P .

(b) Focus option. A separate school or program structured around a unique curriculum or particular theme and as defined in 6.10.022-P.

(c) Transfer school. The school to which a student has transferred.

(d) Transfer student. A district student attending a school other than his/her neighborhood school.

(e) Resident student. A student who is a resident of the Portland Public School district.

4.10.051-P   Student Enrollment and Transfers

(f) Nonresident. A student from another district attending a PPS district school on inter-district transfer.

(g) Sibling. Children with the same parent or supervising adult living together at the same address.

(2) Admission and transfer terms

(a) Transfer: A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. There are two types of transfers:

(A) ~~On-time~~Lottery transfers: a request to transfer ~~by a designated deadline~~to a focus option school. ~~On-time~~Lottery transfers are based on space availability and preferences.

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(B) Petition transfers: a request to transfer ~~after the designated deadline. Petition transfer requests require extraordinary circumstances to be granted.~~to a different neighborhood school, or to a focus option after the lottery transfer process has closed.

 ~~(b) Extraordinary circumstances: The documented basis for school reassignments after the transfer deadline.~~

(~~c~~b) Enrollment: The process for accounting for students in schools.

(~~d~~c) Feeder pattern: A designated path for students to advance from one school grade grouping to another.

IV. Policy Scope

This policy does not apply to nonresident students, alternative education placements, pre-kindergarten admissions, or charter school admissions. In order to meet the educational needs of students with disabilities, those students may be assigned to specialized program services outside of their neighborhood school. The district also shall be in compliance with all federal and state laws and regulations regarding student enrollment and transfers.

4.10.051-P   Student Enrollment and Transfers

V. Admission

(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult, except as provided in Section IV. This right extends to students returning to their neighborhood school with ~~an on time~~a petition transfer request and to families with students new to the district.

(2) By transfer. All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.

(a) Transfers to a different neighborhood school: requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school. ~~A transfer request to a different neighborhood school is granted based on an on-time transfer request, space availability and preferences.~~

(b) Transfers to a focus option ~~school~~: requests to transfer to a focus option ~~school~~ shall be considered through a lottery process and a petition process after the lottery transfer process has closed. A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria if any and preferences.

~~(c) Petition transfers are granted based on extraordinary circumstances.~~

(3) Admission criteria for focus option schools or programs

(a) Admission criteria to any District school or program shall be the same for neighborhood and transfer students.

(b) Admission criteria shall be clear, objective and directly related to the educational goals of the focus option and the district. A school or program may require the family and student to indicate an understanding of program expectations prior to enrollment.

(c) Middle and high school focus options may have admission criteria as specified in the operations plan required in 6.10.022-P.

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4.10.051-P   Student Enrollment and Transfers

(d) Elementary focus options shall have no admission criteria except for language criteria for dual language immersion and late entry for language immersion options.

VI. Enrollment

(1) Students ~~shall~~ are expected and encouraged to remain in the same program or school in which they are enrolled for the school year, except in cases of extraordinary circumstances. Schools shall collaborate with families, students and staff to meet the needs of students for that school year.

(2) Students enrolled in a transfer school do not have to reapply until completion of all grades in that school.

(3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.

(4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.

(5) Students enrolled in a curriculum that includes different school grade groupings may enroll in the school with the higher grade grouping after completion of the previous grade grouping.

VII. Preferences

~~(1) Students who are residents of the district shall be given preference for admission to all district schools and programs.~~

(~~2~~1) ~~If~~ For focus option schools and programs, if lottery ~~on-time~~ transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:

(a) ~~For neighborhood schools, neighborhood students. For focus options, students~~Students continuing from their previous school grade grouping if required by the focus option plan of operations.

(b) Students required by state or federal law or other district policy to receive priority.

4.10.051-P   Student Enrollment and Transfers

(c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.

(d) Students who qualify to receive free and reduced-price meals, or qualify for enrollment in a Head Start Program, in a proportion corresponding to a district-wide average. The preference will occur at schools where the rate of enrolled students who qualify for free and reduced-price meals is lower than the district-wide average.

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(c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.

(de) Resident students who have submitted an on-time lottery transfer request.

(e) Nonresident students who have submitted an on-time transfer request, with those currently enrolled in Portland Public Schools having priority over students new to the District.

(2) If, after the lottery, staff identifies that there were applicants eligible for free and reduced meals, up to the district average, not approved due to the number of sibling applicants, the Board will review the order of preferences.

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(3) A focus option may make special provision in its Board-approved plan of operations for admitting students from particular attendance areas.

VIII. Student Transfer Process

(1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.

(2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for on-timelottery and petition transfers and for inter district transfers.

4.10.051-P   Student Enrollment and Transfers

(3) The superintendent shall establish a process for determining if space is available in a particular school or program.

(4) For focus options, Tthe superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time lottery transfer request and meet admission criteria, if any, and there are more applicants than available space.

(5) For transfers to a different neighborhood school, or for transfers to a focus option after the lottery has closed, the petition transfer process will provide review of applications on an individualized basis. The superintendent shall establish clear, flexible, culturally relevant protocols and standards to the petition transfer process. In addition, the superintendent shall establish a process to collect and monitor data from petition transfer requests to ensure equitable processes and decision-making and to identify areas of improvement in neighborhood schools.

(56) To support overall district goals and equal educational opportunities for all students, the lottery transfer process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's policy to eliminate barriers to educational attainmentRacial Educational Equity Policy (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.

(67) The wait list established for a District focus option school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

IX. Non-Discrimination

(1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors provided for by state and federal laws and regulations and as provided in 1.80.020-P.

4.10.051-P   Student Enrollment and Transfers

X. Policy Implementation and Effective Dates

(1) The superintendent shall develop administrative directives to implement this policy and a plan to transition to the new policy.

~~(2) The superintendent's transition plan shall include:~~

~~(a) allowing a preference for siblings of children of those families with children currently or formerly enrolled in a focus option that has had a written policy that explicitly provides for a preference for all past and present siblings. This exception to Section VII (2)(c) shall apply only to those families with a written commitment for this sibling preference prior to August 26, 2002 and shall end for admissions to said focus options for the 2008-2009 school year.~~

~~(b) allowing a one year transition for currently enrolled transfer students continuing to the next school grade grouping in their transfer feeder pattern for the 2004-05 school year, with full implementation of this policy for these students in school year 2005-06.~~

(3~~2~~) ~~With the exception of Section X (2)(a) and (b), this~~This policy shall be implemented for the school year ~~2004-05~~2015-16.

Legal References:

4.10.051-P   Student Enrollment and Transfers

I. Policy Purpose

The purpose of this policy is to provide equal access to educational options for all resident students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's Racial Educational Equity Policy (2.10.010-P), and other district policies and state and federal requirements.

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4.10.051-P Student Enrollment and Transfers

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(A) Lottery transfers: a request to transfer to a focus option. Lottery transfers are based on space availability and preferences.

(B) Petition transfers: a request to transfer to a different neighborhood school, or to a focus option after the lottery transfer process has closed.

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(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult, except as provided in Section IV. This right extends to students returning to their neighborhood school with a petition transfer request and to families with students new to the district.

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4.10.051-P   Student Enrollment and Transfers

(a) Transfers to a different neighborhood school: requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school.

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(3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as

4.10.051-P Student Enrollment and Transfers

provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.

(4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.

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(1) For focus option schools and programs, if lottery transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:

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(c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.

(d) Students who qualify to receive free and reduced-price meals, or qualify for enrollment in a Head Start Program, in a proportion corresponding to a district-wide average. The preference will occur at schools where the rate of enrolled students who qualify for free and reduced-price meals is lower than the district-wide average.

(e) Resident students who have submitted an on-time lottery transfer request.

(2) If, after the lottery, staff identifies that there were applicants eligible for free and reduced meals, up to the district average, not approved due to the number of sibling applicants, the Board will review the order of preferences.

4.10.051-P   Student Enrollment and Transfers

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VIII. Student Transfer Process

(1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.

(2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for lottery and petition transfers and for inter district transfers.

(3) The superintendent shall establish a process for determining if space is available in a particular school or program.

(4) For focus options, the superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time lottery transfer request and meet admission criteria, if any, and there are more applicants than available space.

(5) For transfers to a different neighborhood school, or for transfers to a focus option after the lottery has closed, the petition transfer process will provide review of applications on an individualized basis. The superintendent shall establish clear, flexible, culturally relevant protocols and standards to the petition transfer process. In addition, the superintendent shall establish a process to collect and monitor data from petition transfer requests to ensure equitable processes and decision-making and to identify areas of improvement in neighborhood schools.

(6) To support overall district goals and equal educational opportunities for all students, the transfer process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's Racial Educational Equity Policy (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.

(7) The wait list established for a focus option school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

4.10.051-P   Student Enrollment and Transfers

IX. Non-Discrimination

    (1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors provided for by state and federal laws and regulations and as provided in 1.80.020-P.

X. Policy Implementation and Effective Dates

    (1)The superintendent shall develop administrative directives to implement this policy and a plan to transition to the new policy.

    (2) This policy shall be implemented for the school year 2015-16.

Legal References:

History: Approved 5/12/03 BA 2646; Amended 1/24/2005 BA 3197

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Board of Education Informational Report

MEMORANDUM

Date: January 15, 2015

To: Members of the Board of Education

From: Debbie Armendariz, Sr. Director, Department of Dual Language

Subject: Final Recommendations for Increasing Opportunities in Dual Language
Programs to Close the Achievement Gap

These documents outline the final recommendations for expansion of dual language programs as high leverage educational models to close the achievement gap for Emergent Bilingual students (EB) and other historically underserved children in Portland Public Schools. These recommendations are based on input from the DLI Expansion Committee consisting of community partner organizations, parents, key district decision makers, a diverse group of site principals and Dual Language Department staff that met last school year. They were also informed by the feasibility study that was conducted during the fall and winter of 2014 following the development of the Interim Recommendations for Increasing Opportunities in Dual Language Programs presented to the Board on September 9, 2014. The community engagement process will continue throughout the planning and implementation of new programs to ensure that the program designs for each recommendation meets the needs of the targeted communities.

Based on the feasibility assessment, the Dual Language department is recommending dual language expansion in Native Language Literacy and World Language in K-5 schools for the 2015-16 school year. As part of the Enrollment Balancing process, permanent locations should be identified for the Vietnamese and Russian programs as well as new Spanish and Chinese dual language programs for the 2016-17 school year.

Final Recommendations for Increasing Opportunities in Dual Language Programs to Close the Achievement Gap
Portland Public Schools
January 2015

Table of Contents:

Overview

This document outlines the final recommendations for expansion of dual language programs as high leverage educational models to close the achievement gap for Emergent Bilingual students (EB) and other historically underserved children in Portland Public Schools. These recommendations are based on input from the DLI Expansion Committee consisting of community partner organizations, parents, key district decision makers, a diverse group of site principals and Dual Language Department staff that met last school year. They were also informed by the feasibility study that was conducted during the fall and winter of 2014 following the development of the Interim Recommendations for Increasing Opportunities in Dual Language Programs presented to the Board on September 9, 2014. The community engagement process will continue throughout the planning and implementation of new programs to ensure that the program designs for each recommendation meets the needs of the targeted communities.

Based on the feasibility assessment, the Dual Language Department is recommending dual language expansion in Native Language Literacy and World Language in K-5 schools for the 2015-16 school year. As part of the Enrollment Balancing process, permanent locations should be identified for the Vietnamese and Russian programs as well as new Spanish and Chinese dual language programs for the 2016-17 school year.

Goal of the Department of Dual Language Immersion

Portland Public Schools boasts a long and proud history of close to 30 years of offering dual language immersion programs.   In the past there have been varied drivers for where and when a new immersion program gets placed in a specific school. The goals for each individual program have not always been clearly developed or communicated and the alignment to the district priorities have not always been strong.

With the creation of the Department of Dual Language Immersion in the fall of 2012 and the position of Director of the Department of Dual Language Immersion, came the opportunity to align programs to the district goals. The passage of the Racial Education Equity Policy in 2011, as well as the recommendations from the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) have provided an additional opportunity to clarify the goal of the department and its programs, and to align practice to policy and goals.

The goal of the department is to support the district vision of each student succeeding regardless of race or class. The closing of the opportunity gap and thus the achievement gap is the central goal of the Department of Dual Language. The strategy for our department is the implementation of rich, robust and rigorous dual language programs. Dual language programs include dual language immersion as well as other programs such as One-Way bilingual education and other models that recognize and support the native language of Emergent Bilingual students (EBs) as valuable assets to preserve and a lever for improving academic outcomes for this population.

Context

Up until now, the program model for supporting the achievement of Emergent Bilinguals (EBs) through their native language has been limited to Dual Language Immersion. This model requires resources including space for two classrooms at each grade level in K-5. The expansion of the St. Johns program this year established the last DLI program that could be sited at a school by converting current English only classrooms into DLI classrooms since this can only be done when there is a critical mass of native speakers already in the school's attendance area. Many schools with large numbers of EBs are experiencing overcrowding. This creates challenges in placing immersion programs in already crowded schools.

The Enrollment Balancing process will have as one of its goals, the identification of space for the following DLI programs.
- Permanent home for Vietnamese DLI program
- Permanent home for Russian program, preferably in a K-8 setting
- Site for new Spanish DLI program to open in 2016-17
- Site for new Chinese DLI program to open in 2016-17

Another critical resource in planning new DLI sites is native speakers of the partner languages. These families need to be identified early enough to plan the program for the following year. The lottery process that generates the enrollment for these classes occurs in early spring. Last year, our lottery and student recruitment process did not generate sufficient native Spanish speakers to warrant opening a new program in the fall of 2015-16. Only 11 native Spanish speakers were denied a slot in a DLI program. As stated above, the additional barrier of space also limits our ability to begin a new Spanish DLI program next year.

We believe that a full year of planning coupled with the Enrollment Balancing process and recruitment will ensure successful program implementation in the 2016-17 school year. Outreach to this community has already begun through our Community Agent and collaboration with Univision. We are reaching out to these families to find out why they did not apply and assess interest in DLI for their student. Early findings are pointing to the need to better inform parents about programs and processes for entry.

It is important to note that our capacity for expanding Two-Way immersion programs is also limited by the number of native speakers of the partner languages (Spanish, Vietnamese, Chinese, Russian, and Japanese) in our district. Even if we had opened every possible Two-Way immersion program this fall, we would only have captured an additional 7% of Kindergarteners into DLI programs. This means that the other 3,267 Kindergarteners would never have access to DLI programs and their strong path to bilingualism.

The feasibility study conducted this school year confirms that the fastest rate of expansion is not the optimal rate of expansion. Essential resources needed for success such as native speakers, teachers, and space are currently in low supply. Additionally, the internal infrastructure to properly carry out strong community processes is not in place within the department. Through the budget

planning process for 2015-16, this resource shortfall can strategically be addressed.

Our space constraints and a dispersed EB population limit our ability to accomplish this goal. Multiple pathways for leveraging EBs' native language and promoting bilingualism in English speaking students must be developed. Expanding opportunities for bilingualism through Native Language Literacy and a World Language program that starts at Kindergarten can provide access to the majority of students who will not be able to participate in DLI programs.

The table below provides a summary of critical current resource levels for each of the five DLI languages.

	Spanish	Vietnamese	Chinese	Russian	Japanese
Students	exhausted interest of native speakers	exhausted interest of native speakers	interested	exhausted native speaker pool	few native speakers
Teachers	scarce	scarce	very scarce	very scarce	very scarce
Space	no space	no space	no space	no space	no space
Supports	adequate	adequate	adequate	low	low

Achievement Gap, Equity Policy, Equity Plan and related Key Performance Indicators:

Portland Public Schools has been experiencing a persistent and racialized achievement gap. The passage of the Equity Policy in 2011 and the development of the Equity Plan with its Key Performance Indicators (KPIs) have helped focus district resources toward the effort of closing the gap.

The Equity Plan includes 18 priority strategies. The fourth strategy leverages the assets of Emergent Bilingual students in order to close the gap for this underserved population. It states: "Provide instruction for Emergent Bilinguals (EBs) in their native language through dual language programs where

we have a critical mass of native speakers." To this end, the DLI Department opened up new DLI programs in four schools in the fall of 2014.

The new programs have allowed us to capture a greater percentage of EBs in DLI programs. Prior to the expansion of 2013, 26% of English Language Learners at Kindergarten were in DLI programs. In the fall of 2014, after the opening of two Kindergarten Spanish DLI classrooms in the St. John's neighborhood and the adjustment of the Woodstock lottery to reserve slots for native speakers, that number jumped to 37%.

Given that DLI programs have been shown to produce better academic outcomes for all student populations, the department also sought to remedy the lack of proportionate representation of African American students in DLI programs. The Expansion Committee of 2013 was concerned to find that there was a 9 point gap in the percentage of African American students in the district, 11%, compared to the percentage of African American students in DLI programs, 2%. The opening of the King Mandarin program sought to address this concern. We are pleased to report the gains made in this area. In the fall of 2013, Black students made up 3.77% of kindergarten DLI students. After the opening of 4 classrooms at King, this number jumped to 8.25%. The percentage of district Kindergarten students that are Black is currently 9.

These numbers demonstrate that the Department's focus on removing barriers to access is beginning to have an impact. Through changes in the lottery process, increasing community outreach, collaborating with community partners, and targeted transportation offerings, as well as the expansion of new programs the district has begun to address many of the opportunity gaps for our historically underserved populations. The DLI Department continues to focus on providing equity of access into DLI programs, particularly for historically underserved populations.

National and Local Research:

National longitudinal research demonstrates that DLI is one of the only educational program models that not only closes the achievement gap for our Emergent Bilinguals but also results in EBs outperforming the average native English-speaking student. (Thomas and Collier 2009). Furthermore these programs significantly reduce the dropout rates for the EBs and help these students develop a positive bilingual and bi-literate identity with strong cross-cultural skills. This research also shows that other programs that extensively support the native language can improve outcomes for EBs.

Local research funded by the RAND Corporation is confirming that the academic results for many of our dual language immersion students have been similar to those seen in the national research. As our young department supports schools in increasing fidelity to the research-proven model, we expect to see even more success for all students participating in our DLI programs.

Recent research on the effects of starting partner language instruction at PreKindergarten has compelled the department to expand current programs into these earlier grades. Currently, Sacagawea and Clarendon have native language classrooms with a pathway to DLI Kindergarten.

English Learners' Long-Term Achievement by Program Model

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Y-axis: 0, 10, 20, 30, 40, 50, 60

X-axis: 1st Grade 3rd Grade 5th Grade 7th Grade 9th Grade 11th Grade

Data labels: 21, 23, 32, 37, 39, 40, 42, 30, 33, 38, 40, 45, 50, 26, 35, 37, 41, 50, 53, 24, 34, 36, 40, 52, 57, 61

Legend:
- 2 Way Dual
- 1 Way Dual
- Late Exit Transitional
- Early Exit Transitional
- Content ELD
- Pull Out ESL
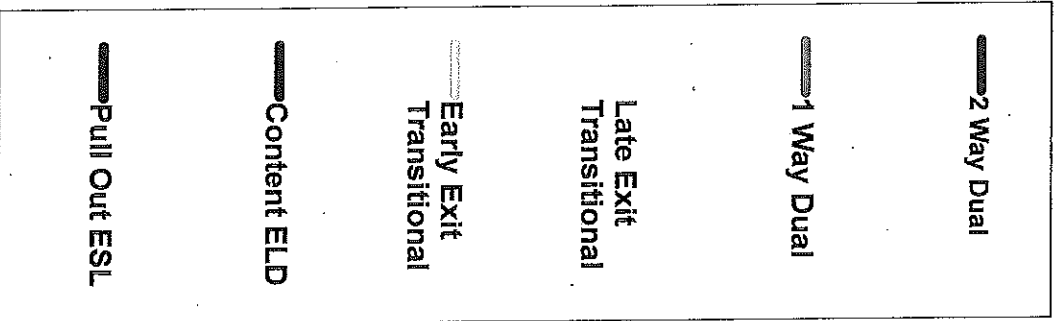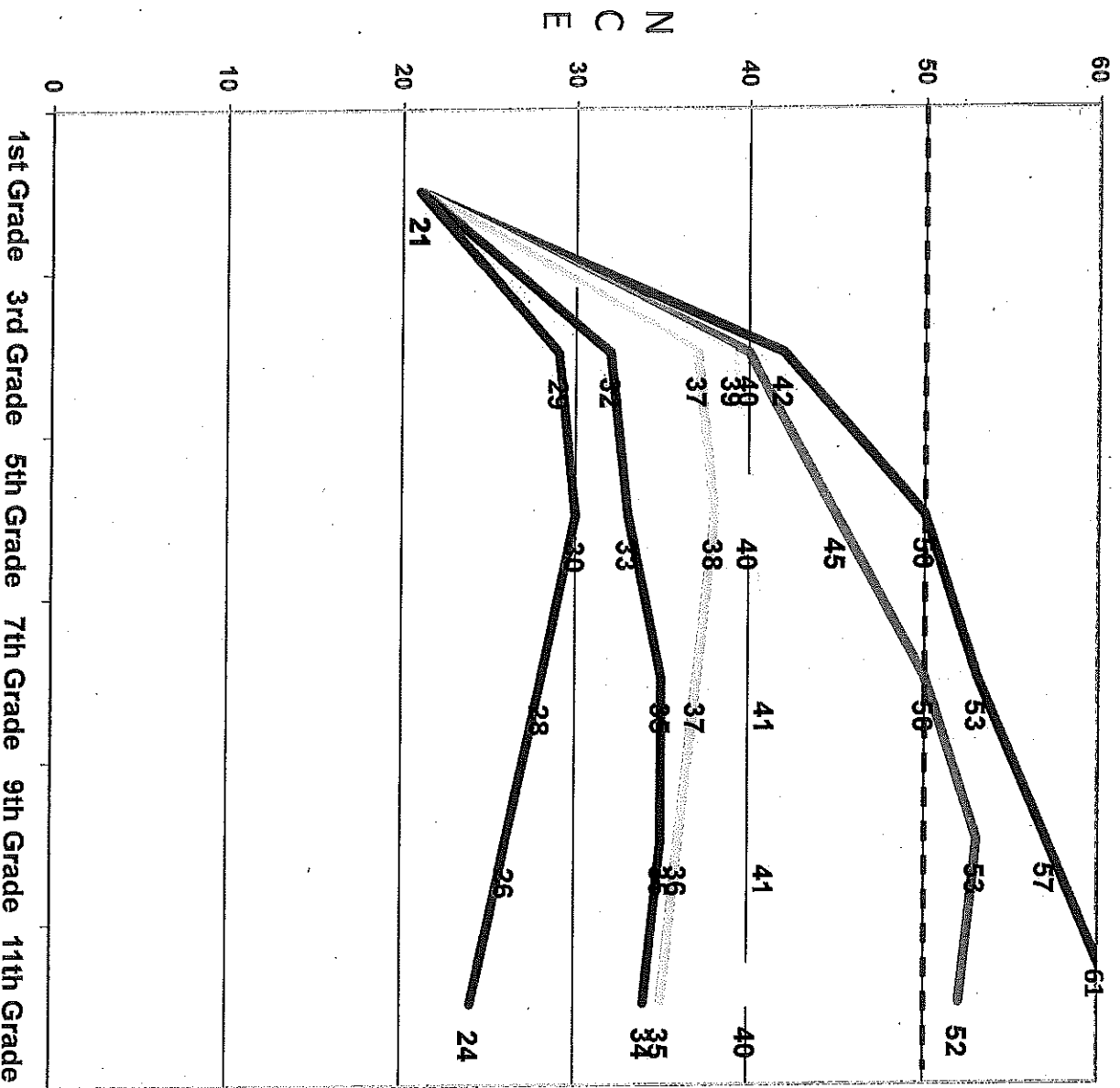
W. Thomas y V. Collier, 2001-2009

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Impact of Bilingual PreK on EB's English Language Development

California English Language Development Test -- Total Scale Scores

Legend:
- PreK Bil
- No PreK Bil
- Eng
- State Av - Eng

X-axis: K, 1st, 2nd, 3rd

Y-axis: 275, 300, 325, 350, 375, 400, 425, 450, 475, 500
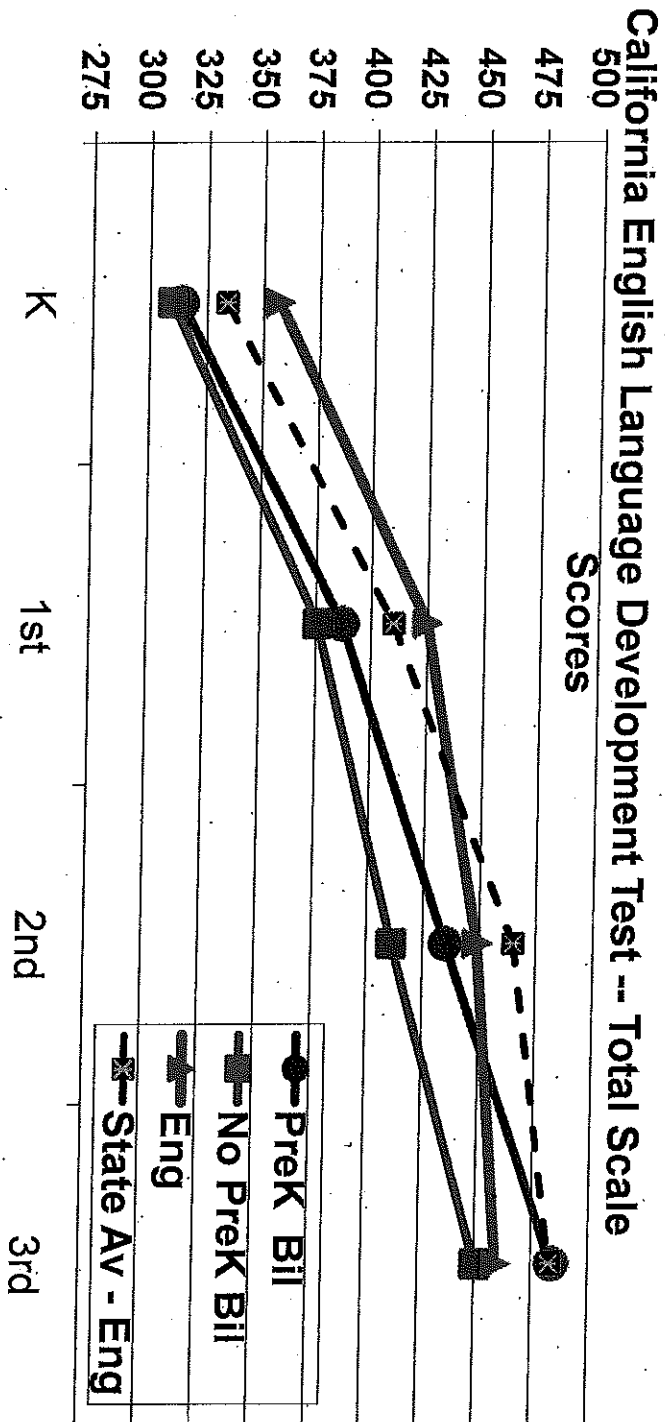
Children who receive English only instruction level off in growth of English by second grade; those who received bilingual instruction show more growth; those who had bilingual preschool show most growth (Lindholm-Leary 2014)

Expansion Directive by Board:

The PPS School Board directed the district to expand dual language immersion as a high leverage strategy to close the achievement gap for our EBs (PPS School Board Resolution No. 4383). In doing so, the DLI Department is charged with continuing to develop and implement an expansion plan. Learning from past experiences in initiating and implementing new dual language immersion programs, the DLI leadership looks to implement a DLI expansion plan that continues to establish key systemic supports and regularly engages both district stakeholders and community members.

As stated above two critical factors (space, native speakers) prevent us from establishing new programs next school year. Furthermore, careful examination of dual language enrollment data with an equity lens revealed that many of our programs do not enroll as many EBs, our priority population, as they could. A third factor, the critical shortage of bilingual teachers is also hindering expansion efforts, particularly in Mandarin.

Bilingual Teacher Shortage

Many of our surrounding districts are also in the midst of expanding their dual language immersion programs. Currently we are anticipating the following vacancies in DLI across each language:

Language	DLI bilingual teacher expected vacancy (without implementing any of the final recommendations)
Spanish	9
Vietnamese	1
Chinese	3
Russian	2
Japanese	1

We have been working closely with the Department of Human Resources to collaboratively recruit teachers, but this is consistently a challenge. Bilingual teacher pools have been opened since October in all our immersion languages as well as Somali.

Recommendations from the Superintendent's Advisory Committee on Enrollment and Transfer

The DLI Department welcomes the opportunity to review all its programs on a yearly basis. Additionally, SACET's recommendation to reserve lottery slots for students who qualify for free and reduced lunch has the potential to, over time, provide greater access to historically underserved students into these high leverage programs. For some of these programs, this would be a change in the type of students served. The DLI Department is committed to supporting teachers in expanding their instructional strategies to meet the needs of all students. However, at two programs in particular, our Russian and Japanese programs, there is no staff able to provide teachers with feedback on this in the partner language.

Additionally, SACET pointed out the complexity of co-located programs. Recommendation number one seeks to address this by expanding our World Language program into K-5 immersion schools with a large number of lottery applicants.

Community Interest in Bilingualism

DLI programs attract and retain large numbers of students. The lottery for placement at Kindergarten draws large numbers of applicants each year demonstrating parents desires that their children become bilingual. Local research conducted by the RAND Corporation shows that families that gain admittance into the programs tend to stay with the district at much larger rates than those who do not. This year 250 of the students who applied to the lottery did not gain entry. The recommendations in this document include expanding the World Language program into K-5. This plan, every school with more than ten students who did not gain entry into DLI programs would be able to offer World Language at K-5.

Seal of Biliteracy:

Like a number of states across the country, Oregon is currently moving forward with designing, planning and implementing a Seal of Biliteracy, an official award presented by Oregon Department of Education (ODE) to graduating seniors who demonstrate a high level of proficiency in two or more languages (English and partner language(s)). Students will also earn university level credit for World Language. The Seal of Biliteracy will be piloted this spring and will be fully adopted in the 2015-2016. Attaining the Seal of Biliteracy will become a major target for students in Dual Language Immersion programs, but there is a definite need to create multiple pathways to biliteracy for students who are not in DLI programs. The Native Language Literacy and World Language programs in this proposed plan would begin building more of those pathways.

Increased Collaboration with the Department of Instruction Curriculum and Assessment:

In recent years, the relationship between the Department of Instruction, Curriculum and Assessment (ICA) and the Department of Dual Language has become better defined. In the past, ICA functioned solely in support of English

only classrooms. Through the work of equity and the leadership of the Office of Teaching and Learning, the ICA department has taken greater ownership of core instruction in dual language classrooms. This shift has allowed for greater inter-departmental collaboration and improved supports to DLI schools. One great example is the adoption of a new Language Arts curriculum. ICA recognizes that Language Arts in PPS is taught in six languages and is making plans to support all of them through this process. While materials are readily available in English and Spanish, the department's scope of work toward a new set of instructional materials includes a plan for translating and/or developing materials in the other four less commonly taught languages. While this slows down the process considerably and adds to the costs, it allows us to adequately support our dual language immersion programs, teachers and students in a deliberate and proactive manner.

Teacher Leadership Training

The DLI Department is engaged in extensive leadership development and career pathways. This year we have gathered a cohort of DLI teacher leaders with representation from each DLI school to participate in a volunteer program. The goals of the program are to develop adaptive leadership skills for equity. Teachers have shared with us that they were motivated to participate in the program not because of their career aspirations but because of a deep desire to be effective advocates for historically underserved students in their schools. These teachers are all bilingual and mostly teachers of color. Most of them did not originally see themselves as candidates for school administration. The latest round of feedback indicates that teachers are beginning to see themselves differently, are gaining confidence in their ability to take on formal leadership roles and are able to support one another in their teaching. A few of them have begun administration licensure programs and others are planning on doing so. Three of them came and testified before the Board about their experiences at the Courageous Conversations Summit. The Department is planning on expanding this program for next school year to create a larger and deeper bench for bilingual, culturally competent leaders at all levels of our organization. Special supports for career pathways and teacher development is another way that PPS can remain competitive in the bilingual teacher market.

Findings of the Feasibility Study

A feasibility study was conducted to gage the possibility of carrying out the interim recommendations presented to the Superintendent and shared with the Board in the fall of 2014. Below are the findings of the feasibility study for each interim recommendation.

Interim Recommendation A: *Continue to review enrollment data in Fall 2014 to identify demand for program and potential sites for Spanish DLI in outer SE and North/Northeast Portland.*

Findings:

In the fall of 2014, only eleven native Spanish speakers applied to the lottery and did not get in. 122 native Spanish speakers did not apply to the lottery and are currently in English only classrooms.

These data demonstrate a need to better communicate to native Spanish Speaking families about our DLI programs. We will need to increase the number of native Spanish speakers interested in DLI before we can establish a viable two-way Spanish DLI program. We now have a Spanish-speaking Community Agent that is engaging with this community.

This year, the Lincoln and Wilson clusters together have 32 kindergarteners who are native Spanish speakers. 21 of those students qualify for ESL. Only 6 of them are enrolled in the Ainsworth DLI program. The DLI Community Agent visited the 24 students not attending Ainsworth and discovered that none of them knew about the program. Upon learning about the model, all families were interested in participating, but identified communication and transportation as critical barriers to access.

Interim Recommendation B: *Identify a strategy for serving Somali speakers in their native language (e.g. One-Way Developmental Bilingual Program, native language literacy classes, etc.) in Fall 2015 or Fall 2016 in Wilson, Madison and Roosevelt clusters.*

Findings:

K-12 Somali children in PPS are one of the lowest performing linguistic and cultural minority groups. Our district currently has 488 Somali students, 276 of them qualify for English as a Second Language services. This is our third largest population of English Language Learners. The achievement gap on state assessments (3rd -10th grade) between this group and white students is 59.4 percentage points in Reading and 58.6 percentage points in Math (Interim Recommendations).

Teacher candidates who are bilingual in the Somali languages are in scarce supply. Recruitment and teacher development as well as the development of curricular materials will require additional resources.

Interim Recommendation C: *Consider creating an additional Chinese Dual Language Immersion program in outer Southeast/Harrison Park area in Fall 2015.*

Findings:
      Chinese speaking K-5 certified teachers have been very difficult to recruit and hire. The department currently has a Chinese TOSA vacancy. The position has not been filled due to a lack of qualified teacher applicants. While the Chinese community continues to advocate for a DLI program that will support their community's language and culture, establishing a third DLI Chinese program would put at risk our ability to staff our currently existing programs. Strategies for supporting our Chinese EBs and responding to this community's needs outside of DLI need to be explored.

Interim Recommendation D: *Identify a permanent home for Vietnamese DLI program (beginning Fall 2014 at Roseway Heights) in outer SE.*

Findings:
    Currently, there is not sufficient space at any surrounding school to take on the Vietnamese Immersion program for the long term. The Enrollment Balancing process will be identifying solutions. This process is currently in place with the plan to implement a final location in the 2016-17 school year.

Interim Recommendation E: *Working with the Russian speaking community, develop a collaborative partnership with the home districts of the Russian speaking EBs currently in our Russian immersion program. This partnership would identify strategies to better serve students and improve access to the program.*

Findings:
    The Russian immersion parent and teachers have communicated that they are open to moving the program to another location. Recent changes in the law on interdistrict transfers has complicated our ability to work with surrounding districts collaboratively in a joint program. The parent and teacher community has also communicated that they would prefer a K-8 model where all their teachers would be able to have colleagues and support in the building and the limited bilingual resources could be shared across grade levels. Currently, there is no building with sufficient space to absorb this program. One of the community's main concerns is a lack of central support for program teachers in their language. No PPS administrator or TOSA is fluent in Russian.

Interim Recommendation F: *Initiate and support DLI programs in PreK and Head Start prioritizing access for emerging bilinguals and historically underserved students.*

Findings:

Recent research provides a compelling case for supporting students' native language as soon as they enter school. Beginning their academic career in English for one or two years and then switching back to their native language does not align with best practices for serving EBs. We currently have two classrooms at the Head Start/PreK level with bilingual teachers. Current enrollment at these sites suggest converting some additional classrooms into Spanish and Chinese environments that would support the native language and culture of the students and better prepare them for entry into a DLI model. However, our current teacher candidate pools are limited.

Final Recommendations

Building on the work of the committee and community, as well as an extensive review of data, the Dual Language Department developed the following final recommendations. The goal is to develop robust dual language pathways as a strategy for increasing student achievement for all students. The recommendations are in priority order.

Recommendation 1: Develop and implement a Native Language Literacy program in K-8 (WL/NLL) and a World Language program K-5.

Research has demonstrated that the DLI model is the best model for serving EBs, however, because of the constraints listed above, additional models to support EBs need to be explored even as we continue to expand DLI programs.

A native language literacy program can be a better fit when student applicant numbers and teacher candidate pools are uncertain. In this model at K-5, children are pulled out of their regular homeroom class to receive additional literacy instruction in their native language. The instruction is most effective when it integrates one of the content areas such as Science, Math, or Social Studies. A single full time NLL teacher could serve students across many grades through this model. By supporting students' native language, we put them on a trajectory to higher levels of academic success in English. This is supported by the work of Collier and Thomas. For a detailed bibliography, see the DLI website.

At the middle school grades (6-8), students can take Native Language Literacy in lieu of a World Language elective. This class can support their native language at proficiencies higher than traditional World Language electives, prepare them to enter DLI programs at the high school level, work toward their Seal of Biliteracy, and support the growth of our high school immersion programs.

The table below organizes information about our current status in providing World Language at K-5 and Native Language Literacy at K-8 (WL/NLL). The first column indicates schools where there is currently K-5 World Language programs. These programs were developed at the building level and receive no additional materials or technical support in program implementation.

The second column indicates programs provided through our Confucius Classroom Grant. These classrooms are supported through our department. It is important to note that all K-8s in the Jefferson cluster have access to Mandarin as a World Language through this grant.

The third column indicates what can be accomplished by shifting some resources and adding four WL/NLL classroom teachers.

Proposed World Language and Native Language Literacy Schools

	Current Programs These WL programs are funded through building funds. The WL programs are not currently supported by the DLI department. The NLL programs are funded through ESL and supported by DLI.	Confucius Classrooms These programs are funded through a Confucius Classroom Grant.	Proposed Add These programs would be added under the proposal.	Total Total number of schools that whose programs would be supported.
K-5 WL	*Ainsworth-24 denied ACCESS Vernon Sabin Skyline	ACCESS Atkinson *Beach – 16 denied Boise Elliott *Chapman – 17denied Chief Joseph/ Ockley Green Faubian King Vernon Woodlawn	**James John – 16 denied Sitton Harrison Park *Woodstock – 10 denied	**19 Schools**
K-5 NLL			**James John – 84 EBs **Sitton - 73EBs **Harrison Park - 47 EBs	**3 Schools**
6-8 NLL	King Lane Marysville		**George - 119 EBs **Lane - 60 EBs **Harrison Park – 38 EBs	**6 Schools**

* Indicates schools with more than 10 DLI lottery applicants who did not gain entry into DLI programs. This plan will provide WL for ALL schools that had more than 10 students denied through the lottery. Number by school name indicates how many students were denied entry into DLI

** Indicates schools with highest numbers of EBs in supported language. James John, Sitton, George numbers refer to Spanish speakers. Harrison Park number refers to Chinese speakers. Lane number refers to Vietnamese speakers.

Developing a NLL/WL program K-8 will support students and DLI teacher recruitment, retainment and development.

EBs	Support the native language of EBs who haven't had access to DLI.
EBs	Provide an opportunity for these students to join DLI programs at middle school and high school.
EBs	Raise the value of partner languages by making them the language of the school instead of just the language of students in DLI.
EOs	Provide access to World Language for EOs who were not able to enter DLI through the lottery.
EOs	Address much of the conflict between DLI and neighborhood programs within the same school.
EOs & EBs	Preserve core instruction. By teaching language through Social Studies, students will not miss core content. Teaching language through content will also yield higher levels of language proficiency and align with DLI programs at middle school.
Teachers	Create a bench for DLI teachers.
Teachers	Provide full time desireable and competative positions for WL certified staff.
Teachers	Allow the hiring of teachers with language proficiency levels below DLI standard. DLI Department will be able to partner with them to improve their language proficiency so they are ready to take on DLI classrooms.
Teachers	Provide a pool of experienced, PPS trained teachers to move into DLI rather than hiring more inexperienced teachers from outside the district to fill new DLI vacancies.
Teachers	Develop a pool of middle school teachers able to move into DLI at middle school by gaining their Social Studies endoresment.

Recommendation 2: Support Somali Students through Native Language Literacy

Implement native language literacy classes K-12 at schools in 2015-2016 based on largest numbers of Somali students and greatest need taking into consideration the linguistic and cultural diversity of the Somali community.

The spring 2014, DLI Expansion committee drafted an interim recommendation to consider Somali given the low performance and large numbers of Somali children. As a result of the feasibility study and in collaboration with a variety of Somali community partners, parents and leaders on a near weekly basis, the DLI department determined that delaying a program to support Somali children is not acceptable. Given the challenges in finding certified Somali teachers and the lack of critical mass to implement a dual language immersion program at this time, designing, planning and implementing native language literacy classes K-12 would provide the greatest opportunity to begin meeting the linguistic, cultural and academic needs of Somali students.

Recommendation 3: Language Arts Adoption

Support the Department of Instruction Curriculum and Assessment in the adoption of a new Language Arts curriculum inclusive of all languages. Including DLI teachers and TOSAs from all DLI languages in the adoption committee is an initial critical step. The department currently has staff who can support this process in Spanish, Vietnamese and Chinese. A gap exists for Russian and Japanese languages. Through the budget process, a request will be made to bridge this gap.

Recommendation 4: Transportation

Remove the barrier of transportation for participation in DLI programs at targeted schools. Prioritizing the addition of native speakers into currently existing programs. This would include native speakers in the Lincoln and Wilson cluster and DLI programs that are not currently filling their slots for native speakers.

Recommendation 5: Head Start/ PreKindergarten

Convert one more English Head Start/PreKindergarten classroom to a Spanish Head Start/PreKindergarten classroom for native speakers.

Recommendation 6: Spanish Immersion

Begin a new Spanish Immersion program in 2016-17. This timeline would give the department time to increase the number of native speakers interested in participating in this program. It would also allow the Enrollment Balancing process to identify a home for the new program.

In the interim, we also recommend increasing the slots reserved for native speakers at Ainsworth from 15% to 33%. This change would not only reserve slots for native speakers in the Wilson/Lincoln cluster but it would also shift the Ainsworth model from a One-Way model to a Two-Way model. The Two-Way

model has been shown to provide improved outcomes for both sets native speakers of English and native speakers of Spanish.

Recommendation 7: Chinese Immersion
Begin a new Chinese Immersion program in 2016-17. This timeline would give the department time to increase teacher recruitment efforts. It would also allow the Enrollment Balancing process to identify a home for the new program.

In the interim, we recommend addressing the needs of native Chinese speakers by beginning a Native Language Literacy program in schools with large numbers of Chinese speakers. See Recommendation 1.

Recommendation 8: Vietnamese Immersion
Maintain the Vietnamese DLI program at Roseway Heights for one more year. The enrollment balancing process will need to identify a permanent home for this program. Some building updates will need to be made to accommodate this. Facilities estimates a budget of $30,000 for this. One-time funds will be requested through the budget process.

Recommendation 9: Russian Immersion
Continue working with the Russian community to identify the best location and supports needed for this program. Enrollment Balancing process should incorporate this need into their objectives.

Recommendation 10: Japanese Immersion
Our Japanese program does not currently capture all native speakers of the partner language. By increasing the slots reserved at Richmond for native Japanese speakers from 15% to 20% we will be able to capture all of the native Japanese speakers in our district.

Dual Language Immersion Department Final Recommendations and Associated Context Addressed

Recommendations in Priority Order	Context							
	Achievement Gap, Equity Policy and related KPI	National and Local Research	Expansion Directive by Board	Bilingual Teacher Shortage	SACET Recommendations	Community interest in bilingualism	Seal of Biliteracy	Collaboration with ICA
Recommendation 1: Develop and implement a Native Language Literacy program in K-8 (WL/NLL) and a World Language program K-5 and a Native Language Literacy in K-8 (WL/NLL).	x	x		x	x	x		x
Recommendation 2: Support Somali Students through Native Language Literacy	x	x					x	x
Recommendation 3: Language Arts Adoption	x	x						x
Recommendation 4: Transportation	x				x			
Recommendation 5: Head Start/PreKindergarten	x	x						
Recommendation 6: Spanish Immersion	x	x	x		x	x	x	
Recommendation 7: Chinese Immersion	x	x	x		x	x	x	
Recommendation 8: Vietnamese Immersion	x	x						
Recommendation 9: Russian Immersion	x	x						
Recommendation 10: Japanese Immersion	x	x			x			

Leveraging Grants

Over the years, PPS has successfully applied for federal, state and local grants to support the development and implementation of DLI programs. Currently the DLI department manages and implements four of these grants which require significant time and focused attention to effectively meet the targeted objectives of each while fulfilling the required reporting, data tracking, and evaluation functions. The DLI department anticipates some current grants to continue and future grant opportunities to materialize. Applying for grant renewal and new grants as well as managing these grants requires adequate staffing as reflected in this plan.

Current Grants:
Chinese Flagship Grant: The National Security Education Program (NSEP) through the Language Flagship has provided significant funding annually over the past eight years through a collaborative grant project with the University of Oregon to build and refine a national model for K-16 Chinese. Specifically this grant supported the vertical articulation of the Mandarin immersion program leading to high level linguistic and academic outcomes and the expansion of Mandarin immersion to King. Success led to several renewals of this grant and PPS is currently coming to the end of the current three-year award. For continuation application will be required this coming year.

Confucius Classroom: The Chinese government provides annual funding and 20 visiting Chinese language teachers through the Confucius Institute at Portland State University to support the teaching of language and culture in 18 schools. In particular this Confucius Classroom program enabled the DLI department to implement Mandarin world language classes this year in all K-8 schools in the Jefferson Cluster, schools that have struggled greatly to even offer any world language classes. Funding for this program requires annual renewal and intense supports for visiting teachers in terms of orientation, training, logistics for housing, licensure and visas. CC visiting teachers' terms last from 1-3 years.

ODE Vietnamese DLI Grant: ODE for the first time offered grants to support the designing, planning and implementing of DLI programs in Oregon. Seven 3-year awards of $120,000 were made and PPS received one for Vietnamese. PPS is currently in year 2 of the award.

US Department of Education Institute of Education Sciences DLI Research Grant: PPS collaboratively applied with the Rand Corporation and American Councils and received a grant to conduct a three-year research study on the effect of dual language immersion on student academic achievement in Portland Public Schools. The study is currently in year three and is providing rich quantitative and qualitative feedback to PPS on both successes and challenges in DLI. The final report will be available in Fall 2015. The Rand Corporation and

American Councils are interested in applying for another grant given the significant and meaningful findings resulting from this study.

Potential Grants:
ODE Somali DLI: ODE is expected to offer another round of grants to support designing, planning and implementing DLI programs. The DLI department would like to apply for one of these grants to further support expansion in Somali, one of our highest needs and largest EB population in PPS.

Arabic through National Education Security Department and/or Qatar Foundation: The DLI department considers Arabic a potential critical language to add in dual language immersion given the local EB population, community support and the geo-political and economic interests of the US. Both the NSEP and the Qatar Foundation are potential grant sources in the near future to support the development of such a program.

Thanks to our Collaborators

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Somali Collaborative Design Team: Abdi Jamac, Abdifatah Husein, Abdirahman Omar, Halimo Sharif, Hassam Muse, Abdalla Nasib, Kayse Jama, Musse Olol, Hawo Mohamed, Mohamed Mohamed, Ali Omar Ibraham, Abdirizak Osman, Yassin Issa, Yasaf Ibrahim, Ali Ibrahim Dirie, Jamal Dar, Lue Obdeeble, Layla Omar, Fadumo Osboble, Shani Osman, Bule Abdi, Yusuf Ibrahim, Abdiasis Mohamed, Yassin Issa, Ali Maileh, Amina Abdi, Hassan Muse, Daniel VanLehman, Angela Nusom, Angela Hubbs, Veronica Magallanes, Hashim Fai, Andy Wheeler, Richard Gilliam, Debbie Armendariz, and Michael Bacon

Somali Bantu Community Organization of Oregon

Somali American Council of Oregon

Immigration and Refugee Community of Oregon (IRCO)

African Youth and Community Organization (AYCO)

Center for Intercultural Organizing

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Vymeste (Russian Immersion Parent Organization)

Vietnamese Community of Oregon (VNCO)

Asian Pacific American Network of Oregon (APANO)

PPS Departments
  Facilities
  Transportation
  Enrollment and Transfer Center
  Human Resources
  Data and Policy Analysis
  Office of School Performance
  Office of School Supports
  Office of Teaching and Learning
      Instruction Curriculum and Assessment (ICA)
      ESL
      Special Education
  Office of School and Family Partnerships

Dual Language Immersion - KPI Monitoring
KPI #1 - Enrollment Summary *school year: 2014-15*

GRADE	District Enroll	DLI Enroll	nDLI Enroll	ELLs in DLI	ELLs in DLI %	ELLs nDLI	ELLs nDLI %
KG	4127	668	3459	173	25.90	294	8.50
1_5	20359	2309	18050	553	23.95	1762	9.76
6_8	10371	887	9484	45	5.07	356	3.75
9_12	12722	610	12112	21	3.44	456	3.76
K_8	34857	3864	30993	771	19.95	2412	7.78
K_12	47579	4474	43105	792	17.70	2868	6.65

Notes:

Enrollment data represents the number of students at a particular school as of October 1st of the school year.
District Enroll is the number of students attending school.
DLI Enroll is the number of students attending school whose focus is language immersion.
nDLI Enroll is the number of students attending school whose focus is not language immersion.
ELLs in DLI is the number of students attending school whose focus is language immersion and have been flagged as LEP.
ELLs in DLI % is the percentage of students enrolled in DLI.
ELLs nDLI is the number of students whose focus is not language immersion and have been flagged as LEP.
ELLs nDLI % is the percentage of students not enrolled in DLI.

Dual Language Immersion - KPI Monitoring
KPI #1 - Language school year: 2014-15

Cluster	School	GRD	DLI Enroll	Engl.	Engl. %	Span.	Span. %	Russ.	Russ. %	Chin.	Chin. %	Japa.	Japa. %	Ukra.	Ukra. %	Viet.	Viet. %	Other	Other %
	Ainsworth	1_5	260	251	96.54	8	3.08			1	0.38								
		KG	52	49	94.23	3	5.77												
		Total	312	300	96.15	11	3.53	0	0.00	1	0.32	0	0.00	0	0.00	0	0.00	0	0.00
	Atkinson	1_5	120	65	54.17	55	45.83												
		KG	24	19	79.17	5	20.83												
		Total	144	84	58.33	60	41.67	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Beach	1_5	247	182	73.68	63	25.51											2	0.81
		6_8	75	49	65.33	25	33.33											1	1.33
		KG	44	32	72.73	12	27.27												
		Total	366	263	71.86	100	27.32	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0.82
	Beaumont	6_8	77	30	38.96	46	59.74									1	1.30		
		Total	77	30	38.96	46	59.74	0	0.00	0	0.00	0	0.00	0	0.00	1	1.30	0	0.00
	Bridger	1_5	116	74	63.79	42	36.21												
		6_8	35	18	51.43	16	45.71											1	2.86
		KG	52	35	67.31	17	32.69												
		Total	203	127	62.56	75	36.95	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.49
	César Chávez	1_5	119	41	34.45	76	63.87											2	1.68
		6_8	48	9	18.75	38	79.17											1	2.08
		KG	31	15	48.39	16	51.61												
		Total	198	65	32.83	130	65.66	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	1.52
	Cleveland	9_12	62	50	80.65					11	17.74					1	1.61		
		Total	62	50	80.65	0	0.00	0	0.00	11	17.74	0	0.00	0	0.00	1	1.61	0	0.00
	Franklin	9_12	67	27	40.30	40	59.70												
		Total	67	27	40.30	40	59.70	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Data & Policy Analysis -- mcm 12/29/2014

Dual Language Immersion - KPI Monitoring
KPI #1 - Language school year: 2014-15

Cluster	School	GRD	DLI Enroll	Engl.	Engl. %	Span.	Span. %	Russ.	Russ. %	Chin.	Chin. %	Japa.	Japa. %	Ukra.	Ukra. %	Viet.	Viet. %	Other	Other %
	Grant	9_12	104	95	91.35							7	6.73					2	1.92
		Total	104	95	91.35							7	6.73					2	1.92
	Hosford	6_8	127	114	89.76					11	8.66								
		Total	127	114	89.76					11	8.66					2	1.57		
	James John	KG	25	12	48.00	12	48.00											1	4.00
		Total	25	12	48.00	12	48.00											1	4.00
	Kelly	1_5	188	36	19.15	7	3.72	126	67.02									19	10.11
		KG	42	9	21.43	1	2.38	27	64.29									5	11.90
		Total	230	45	19.57	8	3.48	153	66.52									24	10.43
	King	1_5	30	27	90.00	3	10.00												
		KG	29	24	82.76	3	10.34											2	6.90
		Total	59	51	86.44	6	10.17											2	3.39
	Lane	6_8	26	4	15.38			20	76.92									2	7.69
		Total	26	4	15.38			20	76.92									2	7.69
	Lent	1_5	107	34	31.78	72	67.29									1	0.93		
		6_8	43	9	20.93	34	79.07												
		KG	20	9	45.00	11	55.00												
		Total	170	52	30.59	117	68.82									1	0.59		
	Lincoln	9_12	190	183	96.32	7	3.68												
		Total	190	183	96.32	7	3.68												
	Madison	9_12	17	7	41.18	9	52.94									1	5.88		
		Total	17	7	41.18	9	52.94									1	5.88		

Dual Language Immersion - KPI Monitoring
KPI #1 - Language school year: 2014-15

Cluster	School	GRD	DLI Enroll	Engl.	Engl. %	Span.	Span. %	Russ.	Russ. %	Chin.	Chin. %	Japa.	Japa. %	Ukra.	Ukra. %	Viet.	Viet. %	Other	Other %
	Mt Tabor	6_8	308	250	81.17	41	13.31					13	4.22					4	1.30
		Total	308	250	81.17	41	13.31					13	4.22					4	1.30
	Richmond	1_5	520	493	94.81	1	0.19					20	3.85					6	1.15
		KG	114	108	94.74							5	4.39					1	0.88
		Total	634	601	94.79	1	0.16					25	3.94					7	1.10
	Rigler	1_5	232	83	35.78	145	62.50					1	0.43			2	0.86	1	0.43
		KG	77	36	46.75	38	49.35	1	1.30									2	2.60
		Total	309	119	38.51	183	59.22					1	0.32			2	0.65	3	0.97
	Roosevelt	9_12	170	15	8.82	150	88.24											5	2.94
		Total	170	15	8.82	150	88.24											5	2.94
	Roseway Heights	KG	30	10	33.33											20	66.67		
		Total	30	10	33.33											20	66.67		
	Scott	1_5	107	50	46.73	50	46.73									1	0.93	6	5.61
		KG	49	21	42.86	21	42.86											7	14.29
		Total	156	71	45.51	71	45.51									1	0.64	13	8.33
	Sitton	KG	24	15	62.50	8	33.33											1	4.17
		Total	24	15	62.50	8	33.33											1	4.17
	West Sylvan	6_8	148	137	92.57	11	7.43												
		Total	148	137	92.57	11	7.43												
	Woodstock	1_5	263	208	79.09					48	18.25					5	1.90	2	0.76

Data & Policy Analysis -- mcm 12/29/2014

Dual Language Immersion - KPI Monitoring
KPI #1 - Language school year: 2014-15

Cluster	School	GRD	DLI Enroll	Engl.	Engl. %	Span.	Span. %	Russ.	Russ. %	Chin.	Chin. %	Japa.	Japa. %	Ukra.	Ukra. %	Viet.	Viet. %	Other	Other %
	Woodstock	KG	55	33	60.00					18	32.73					2	3.64	2	3.64
		Total	318	241	75.79					66	20.75					7	2.20	4	1.26
District Total			4474	2968	66.34	1086	24.27	174	3.89	89	1.99	46	1.03	0	0.00	36	0.80	75	1.68

Notes:

Enrollment data represents the number of students at a particular school as of October 1st of the school year.

DLI Enroll is the number of students attending school whose focus is language immersion.
Languages: Of the 85 languages tracked by PPS, 7 of the most common are listed here. All others are aggregated under 'Other'.
Abbreviations:
GRD = Grade   Engl. = English   Span. = Spanish   Russ. = Russian   Chin. = Chinese   Japa. = Japanese   Ukra. = Ukranian   Viet. = Vietnamese

ESL PROGRAM - OAKS - by MAJOR LANGUAGE GROUPS 2013-14

Legend: Does not Meet | Meets | Exceeds

OAKS READING 2013-14

Grade	Language	Does not Meet	Meets	Exceeds	Bracket
GR 3-5	Chinese	9%	44%	47%	53%
GR 3-5	Somali	3%	24%	73%	27%
GR 3-5	Russian	3%	31%	66%	44%
GR 3-5	Spanish	3%	29%	68%	32%
GR 3-5	Vietnamese	7%	53%	40%	60%
GR 6-8	Chinese	0%	31%	69%	31%
GR 6-8	Somali	1%	12%	87%	13%
GR 6-8	Russian	5%	19%	76%	24%
GR 6-8	Spanish	1%	19%	80%	20%
GR 6-8	Vietnamese	2%	48%	50%	50%
GR 9-12	Chinese	0%	25%	75%	25%
GR 9-12	Somali	0%	11%	89%	11%
GR 9-12	Russian	0%	25%	75%	22%
GR 9-12	Spanish	0%	22%	78%	22%
GR 9-12	Vietnamese	5%	39%	56%	44%

OAKS MATH 2013-14

Grade	Language	Does not Meet	Meets	Exceeds	Bracket
GR 3-5	Chinese	25%	42%	33%	67%
GR 3-5	Somali	0%	15%	85%	15%
GR 3-5	Russian	7%	39%	54%	46%
GR 3-5	Spanish	6%	22%	72%	28%
GR 3-5	Vietnamese	21%	44%	35%	65%
GR 6-8	Chinese	24%	37%	39%	61%
GR 6-8	Somali	0%	10%	90%	10%
GR 6-8	Russian	8%	26%	66%	34%
GR 6-8	Spanish	2%	18%	80%	20%
GR 6-8	Vietnamese	20%	42%	38%	62%
GR 9-12	Chinese	16%	68%	16%	84%
GR 9-12	Somali	0%	5%	95%	5%
GR 9-12	Russian	13%	62%	25%	75%
GR 9-12	Spanish	0%	17%	83%	17%
GR 9-12	Vietnamese	5%	59%	36%	64%

11/14/14 Information from dashboard. Chinese includes all Chinese dialects, Somali includes Maay-Maay, Somali, and Swahili.

KG DLI Analysis
Languages - Non-DLI Student Counts (2014-15 SY)

Schools	Albanian	Amharic	Arabic	Burmese	Chinese	Chuukese/Trukese	Dutch	English	Farsi/Persian	Hindi	Hmong	Japanese	Karen	Khmer	Lao	Maay-Maay	Mayan	Oromo	Other Language	Pohnpeian	Portuguese	Russian	Somali	Spanish	Swahili	Tagalog	Ukrainian	Urdu	Vietnamese	Grand Total	Percent not Spanish	Percent not Spanish, Chinese, Vietnamese, Russian, or Japanese
Ainsworth							1																							1	100.0	100.0
Alameda																								1						1	0.0	0.0
Arleta					1									1										1					1	4	75.0	25.0
Atkinson																													2	2	100.0	0.0
Beach																		2	2					4						8	50.0	50.0
Boise-Eliot/Humboldt		1																						5					1	7	28.6	14.3
Bridger					1																1									2	100.0	50.0
Bridlemile					1																1			1		1				4	75.0	50.0
Buckman																										1				1	100.0	100.0
Capitol Hill	1		1																				1	2						5	60.0	60.0
César Chávez																							2	3						5	40.0	40.0
Chapman			1		2																									3	100.0	33.3
Chief Joseph/Ockley Green								1																2						3	33.3	33.3
Creative Science					4													1											1	6	100.0	16.7
Creston															1									1					1	3	66.7	33.3
Duniway																											1			1	100.0	100.0
Faubion					1								1				1							10						13	23.1	15.4
Forest Park					1								1																1	3	100.0	33.3
Grout				1									2	1		2			3					2	2				1	14	85.7	78.6
Harrison Park					9	1		2						1								2	1	9				1	6	32	71.9	18.8
Hayhurst		1	2					1																1						5	80.0	80.0
Irvington																								1						1	0.0	0.0
James John											1						2							2						5	60.0	60.0
Kelly					3			1					1									1	1	11			2		5	25	56.0	20.0
King																				1				8						9	11.1	11.1
Lee																			2				2						1	5	100.0	80.0
Lent			1		1	1																2		2					5	12	83.3	16.7
Lewis																											1			1	100.0	100.0
Llewellyn																								1						1	0.0	0.0
Maplewood																								1						1	0.0	0.0
Markham			5		1	1																	1	2	1					11	81.8	72.7
Marysville					1																			2					1	4	50.0	0.0
Peninsula																			1					5						6	16.7	16.7

Systems Planning & Performance
mcm

KG DLI Analysis
Languages - Non-DLI Student Counts (2014-15 SY)

Schools	Albanian	Amharic	Arabic	Burmese	Chinese	Chuukese/Trukese	Dutch	English	Farsi/Persian	Hindi	Hmong	Japanese	Karen	Khmer	Lao	Maay-Maay	Mayan	Oromo	Other Language	Pohnpeian	Portuguese	Russian	Somali	Spanish	Swahili	Tagalog	Ukrainian	Urdu	Vietnamese	Grand Total	Percent not Spanish	Percent not Spanish, Chinese, Vietnamese, Russian, or Japanese
Rieke												1												1						2	50.0	0.0
Rigler																							1	4						5	20.0	20.0
Rosa Parks										1						5			2				1	10	2					21	52.4	52.4
Scott																								2						2	0.0	0.0
Sitton								1										1						15						17	11.8	11.8
Stephenson			1						1			1																	1	4	100.0	50.0
Vernon		1																						4						5	20.0	20.0
Vestal																1								2					1	4	50.0	25.0
Whitman																								5					3	8	37.5	0.0
Woodlawn																								8						9	11.1	11.1
Woodmere					2																			4			1		4	11	63.6	9.1
Woodstock																								1					1	2	50.0	0.0
Grand Total	1	3	14	1	26	3	1	8	1	2	1	2	3	2	1	8	3	4	10	1	1	6	10	133	5	1	5	1	37	294	54.8	30.6

2014-15 ELEMENTARY/MIDDLE SCHOOL - SPRING LOTTERY
KINDERGARTEN ONLY

| 1ST CHOICE SCHOOL/PROGRAM | Immersion Transfers | | | | | | | | | | | | | | Total |
	Ainsworth Imm-S	Atkinson Imm-S	Beach Imm-S	Bridger Imm-S	César Chávez Imm-S	James John Imm-S	Kelly Imm-R	King Imm-M	Lent Imm-S	Richmond Imm-J	Roseway Heights Imm-V	Scott Imm-S	Sitton Imm-S	Woodstock Imm-M	
Abernethy		3								10				1	14
Ainsworth	45														45
Alameda	1	2	1							2	1				7
Arleta		2		2					1	1				4	10
Astor	3		5		2					2					12
Atkinson		21								2				1	24
Beach	1		37					1		1					40
Beverly Cleary	2	1								3					6
Boise-Eliot/Humboldt			4					1		2					7
Bridger		1		26			1			3	1			4	36
Bridlemile	8									1					9
Buckman		2							1	3				1	7
Capitol Hill	9									1				1	11
César Chávez					12			1							13
Chapman	23									2				1	26
Chief Joseph/Ockley Gr	1		6		2					2					11
Creston		4							1	7				1	13
Duniway		2								3				1	6
Faubion					2			2		1					5
Forest Park	6														6
Glencoe		4					1			16				4	25
Grout	1	1		3	1					5				1	12
Harrison Park	1		1	5			3		2		4			10	26
Hayhurst	4									1					5
Irvington										1					1
James John	1		3		6	39		4							53
Kelly							2				1			6	9
King			1		1		1	11		1					15
Laurelhurst				1						1				1	3
Lee				1						2	2				5
Lent							1	1	9		1			2	14
Lewis		1		1										1	3
Llewellyn				1										2	3
Maplewood	5									1				1	7
Markham	7									2					9
Marysville								1	1					5	7
Peninsula	1		5		3					1					10
Rieke	13														13
Rigler				1				2	1						4
Rosa Parks			2		4		1	1							8
Roseway Heights	1		1	1						4	2			1	10
Sabin			1		1					1				1	4
Scott								2		3	1	19			25
Sitton	1				5			1					28	1	36
Skyline	1														1
Sunnyside		2													2
Vernon			1		2			5		2					10
Vestal	1	2		4						4	1				12
Whitman			2				2	1	2	1	2			2	12
Woodlawn	1		6		2			3		2					14
Woodmere		1		1			1		1		1			1	6
Woodstock		2												41	43
Total	137	51	74	49	43	39	13	37	19	94	17	19	28	95	715

IMM = Language Immersion School/Program (J=Japanese, M=Mandarin, R=Russian, S=Spanish, V=Vietnamese).

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2014-15 ELEMENTARY/MIDDLE SCHOOL - SPRING LOTTERY
KINDERGARTEN ONLY   APPROVALS

| APPROVED SCHOOL/PROGRAM | Immersion Transfers | | | | | | | | | | | | | | Total |
	Ainsworth Imm-S	Atkinson Imm-S	Beach Imm-S	Bridger Imm-S	César Chávez Imm-S	James John Imm-S	Kelly Imm-R	King Imm-M	Lent Imm-S	Richmond Imm-J	Roseway Heights Imm-V	Scott Imm-S	Sitton Imm-S	Woodstock Imm-M	
Abernethy		1								7					8
Ainsworth	21														21
Alameda		1								2	1				4
Arleta		2		2					1	1				3	9
Astor			3		2					1					6
Atkinson		10								2				1	13
Beach			21					1		1					23
Beverly Cleary										1					1
Boise-Eliot/Humboldt			4					1		1					6
Bridger		1		23			1			2	1			4	32
Bridlemile	3									1					4
Buckman		1							1	3					5
Capitol Hill	3									1					4
César Chávez					12			1							13
Chapman	6									2					8
Chief Joseph/Ockley Gr			4		2										6
Creston		1								5					6
Faubion					2			2		1					5
Forest Park	2														2
Glencoe		1					1			9				3	14
Grout				3						4					7
Harrison Park			1	3			3	1			4			4	16
Hayhurst	2							1		1					4
James John				5			23	4							32
Kelly							4				1			2	7
King							1	11		1					13
Laurelhurst										1					1
Lee											5				5
Lent							1	1	9		1			1	13
Lewis		1		1											2
Llewellyn				1										2	3
Maplewood	3									1					4
Markham	2									1					3
Marysville								1	1					2	4
Peninsula			2		2					1					5
Rieke	6														6
Rigler								2							2
Rosa Parks					3		1	1							5
Roseway Heights			1							3	4				8
Sabin			1							1					2
Scott								2		1	1	20			24
Sitton			1		4			1					26	1	33
Sunnyside		1													1
Vernon			2					5		1					8
Vestal				3						3	1				7
Whitman				2			2	1	2	1	2			1	11
Woodlawn			4	1				3		1					9
Woodmere							1		1		1			1	4
Woodstock		2												31	33
Total	48	22	44	38	33	23	38	38	16	61	22	20	26	56	485

IMM = Language Immersion School/Program (J=Japanese, M=Mandarin, R=Russian, S=Spanish, V=Vietnamese).

Board Meeting Date: January 20, 2015

Department: Finance

Executive Committee Lead:
Yousef Awwad, CPA, Chief Financial Officer

Presenter/Staff Lead:
David Wynde, Deputy Chief Financial Officer &
Budget Director

SUBJECT: Amendment No. 2 to the 2014/15 Budget

BACKGROUND

On June 23, 2014 the Board of Education ("Board"), by way of Resolution No. 4934, voted to adopt an annual budget for the Fiscal Year 2014/15 as required under Local Budget Law.

On September 23, 2014 the Board, by way of Resolution No. 4961 directed the superintendent to use the higher than budgeted beginning fund balance for 2014/15 to increase school staffing and support by $3.5 million immediately, to develop plans for additional investment in support of the District's strategic priorities, and to increase uncommitted contingency to 4.5%. All of these changes were to be detailed in a budget amendment to be presented to the Board in January 2015 after completion of the audit of the FY 2013/14 financial statements of the District.

As follow up action, on October 14, 2014 the Board, by way of Resolution No. 4970, directed the superintendent to implement plans that included $3.5 million in ongoing commitments and $2.85 million in one-time investments in support of the three priorities:

- Ensuring all students are reading at benchmark by the end of third grade;
- Improving high school graduation and completion rates; and,
- Eliminating disproportionality in out of school discipline between white students and students of color, and reducing out of school discipline for all students by 50 percent.

The plans also included $3.15 million in additional strategic one-time investments to improve outcomes for PPS students and effective operations.

This Amendment No.2 to the annual budget for the Fiscal Year 2014/15 is the one specifically referenced in Resolutions Nos. 4961 and 4970 where the Board directed the Superintendent to include the changes outlined in those resolutions in an amendment to the 2014/15 budget in January 2015

On November 25, 2014 the Board, by way of Resolution No. 4991, voted to approve Amendment #1 to the annual budget for the Fiscal Year 2014/15. Amendment No. 1 increased the amount transferred from Fund 101 – the General Fund - to Fund 438 – the Facilities Capital Project Fund - by $1,775,000, and appropriated those funds for Facilities Acquisition and

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**Reviewed and Approved by
Executive Committee Lead**

Construction. This increase was part of the $3.15 million in additional strategic one-time investments to improve outcomes for PPS students and effective operations in the October 14 plans. The transfer was required prior to the full January budget amendment in order for facilities work to begin as soon as possible.

Amendment No.2 includes the following major components:

- Beginning Fund Balances in a number of funds are adjusted to reflect the actual Ending Fund Balances as reported in the Comprehensive Annual Financial Report ("CAFR") for FY 2013/14 that was accepted and approved by the Board under Resolution No. 4995 on December 9, 2014.
- Program allocations for funds are adjusted to more accurately reflect intended expenditures and appropriation levels are adjusted as needed. These changes include the plans and directives approved by the Board in Resolutions Nos. 4961 and 4970 described above. Changes in appropriation levels are indicated on the table attached to this resolution.
- Revenues and resources are adjusted for any other known or expected events.
- In the process known as "fall balancing", budgeted expenditures are also revised to reflect information not available at the time of the adopted budget, e.g. actual teacher salaries and the renewal rates for employees' health care benefit plans.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board.

Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

PROCESS / COMMUNITY ENGAGEMENT

There was substantial process leading up to the adoption of the budget for 2014/15. The actions taken by the Board to provide direction to staff earlier this fiscal year were discussed and voted on at public meetings on September 23 and October 14 and there was a staff presentation to the Board at a public meeting on September 16. In addition, Amendment No.1 was approved at a public meeting on November 25, 2014 after a public hearing.

This budget amendment includes changes in expenditures of more than 10% in seven funds (Fund 202 – Cafeteria Fund, Fund 404 – Construction Excise Tax, Fund 407 – IT Systems Project Fund, Fund 435 – Energy Efficient Schools Fund, Fund 438 – Facilities Capital Project Fund, Fund 445 – Capital Asset Renewal Fund, and Fund 601 – Self Insurance Fund) and, therefore, require a public hearing that will be held on January 27, 2015 before the Board takes action on this amendment.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The PPS budget for 2014/15 was developed to be in alignment with the PPS Racial Educational Equity Policy. The Citizen Budget Review Committee stated in its report to the Board that "This budget puts us intentionally on the path to improve outcomes for our historically underserved students, thereby improving outcomes for all students." The plans in support of the three priorities, that included $3.5 million in ongoing commitments and $2.85 million in one-time investments as part of this amendment, were developed to be in alignment with the Racial Education Equity Policy.

BUDGET / RESOURCE IMPLICATIONS

Fund 101 – General Fund

Resources

Beginning fund balance is adjusted by $16.8 million in line with the CAFR. Revenue from local sources is increased by $8.4 million reflecting higher than budgeted property tax collections from both the permanent rate tax and the local option (which accounts for $3.8 million). This increase is partially offset by a reduction in state sources, which is mostly the reduction in the state school fund grant as a result of the higher permanent rate collections. The total increase in resources in this amendment is $20.5 million, from the beginning fund balance and the local option revenue.

Expenditures

Change in Expenditures		
Schools	$	3,500,000
Ongoing	$	3,500,000
One-Time	$	4,200,000
Teacher Salaries	$	(2,600,000)
Healthcare	$	(2,700,000)
Benefits	$	(3,000,000)
Transfers	$	(1,700,000)
Arts Tax	$	(400,000)
	$	800,000

Overall expenditures are increased in this amendment by $0.8 million. Expenditures were increased as a result of the plans implemented after passage of Resolutions Nos. 4961 and 4970 with a $3.5 million increase for additional school staff and additions to school wide support for high schools. In addition, there was $3.5 million added in the form of ongoing commitments in support of the three priorities, and $6 million of one-time spending (which is only $4.2 million in this calculation because $1.8 million was already adjusted in amendment no 1.)

These increases are offset by three factors that were reviewed and revised in the fall balancing reconciliation. First, teacher salaries are $2.6 million lower once the actual salaries for hired teachers are factored in. Despite adding a total of 219 positions over last year (37 of which were adopted after the budget as adopted) the average teacher salary is $64,312 – which is $950 less than the amount budgeted.

Secondly, the budget for healthcare costs is reduced by $2.7 million – with almost all of this due to the cost of teacher healthcare in the new plan year which starts midway through the fiscal year. We had budgeted for a 6% increase – in line with historical trends but the actual cost of the renewal is 2% less than the current plan year.

The third fall balancing adjustments has to do with benefits. Several benefit categories are particularly hard to estimate – PERS depends on the balance of employees between Tier 1 and Tier2/OPSRP, unemployment expense is related to historical experience not number of employees, and two retiree categories – early retirement stipends and retiree health insurance are not related to current employees at all but are dependent upon the number of people who choose to retire and the choices that they make about these benefits. The revised cost for these benefits is $3 million less than in the adopted budget.

Lastly there are two more adjustment that we have included – one is the added transfer of $1.7 million to other funds reflecting work approved in the adopted budget and in this amendment that will be funded through capital funds; the other is an increase to contingency of about $0.4 million for City arts income tax revenue that needs to be earmarked for arts teachers in schools for 2015-16.

Contingency

Change in Contingency		
Beginning Fund Balance	$	3,800,000
Fall Balancing	$	12,000,000
Transfer	$	1,800,000
Arts Tax	$	400,000
	$	18,000,000

The increase in contingency as a result of Amendment No.2 is $18 million. The allocation of the funds from the higher beginning fund balance included $3.8 million to contingency. The net impact of the fall balancing adjustments is $12 million ($3.7 million in additional revenue and $8.3 million in lower expenditures). The $1.8 million transfer to the Facilities Capital Fund in Amendment No.1 is really funded from the adjusted beginning fund balance but was initially funded by a reduction in contingency which is now restored, and there is the increase of $0.4 million for the arts tax commitment carried forward to 2015/16.

After this amendment, PPS contingency will be $37.4 million – of which $1.9 million is committed as a reserve for self-insurance and carry-over of funds from the City arts income tax. Uncommitted contingency is $35.5 million (which is 7.0% of total expenditures).

PPS is in a stronger position to face the uncertainty of the 2015/16 budget after this amendment. These challenges include:

- the uncertain level of legislative appropriation into the state school fund in the coming biennium;
- more than $3 million of ongoing commitments funded out of contingency in this amended budget;
- $11 million of one-time investments funded by spending down contingency – some level of which may be deemed to require funding again next year;
- the cost of funding full-day kindergarten – not all of which is likely to be covered by increased state funding; and,
- the possibility of reduced revenue in the current year as a result of final adjustments to 2013/14 state school fund numbers.

The level of contingency in this amended budget provides PPS with resources to mitigate these risks and challenges going into development of the 2015/16 budget.

Fund 201 – Student Body Fund

Beginning fund balance is adjusted in line with the CAFR and these additional funds are appropriated for expenditure in 2014/15.

Fund 202 – Cafeteria Fund

Beginning fund balance is adjusted in line with the CAFR and the amount of federal reimbursement is adjustment to align with current expectations. These additional funds are appropriated for expenditure in 2014/15.

Fund 225 - PERS Rate Stabilization Reserve Fund

Beginning fund balance is adjusted in line with the CAFR and these additional funds increase the budgeted ending fund balance. No expenditures are budgeted in 2014/15.

Fund 299 – Dedicated Resource Fund

Beginning fund balance is adjusted in line with the CAFR and there is a corresponding reduction in budgeted local revenue. This is the fund where we account for various fee-for-service activity, the most significant of which is full-day kindergarten in non-Title I schools. There is no change budgeted expenditures in 2014/15.

Fund 308 – PERS UAL Debt Service Fund

Beginning fund balance is adjusted in line with the CAFR and these additional funds allow us to reduce the budgeted amount that we transfer from the general fund. There is no change to our expenditure levels for 2014/15 because that is a fixed amount of debt service.

Fund 350 – GO Bonds Debt Service Fund

Beginning fund balance is adjusted in line with the CAFR and this reduction is offset by an increase in budgeted local revenue, which is the result of higher than expected increase in tax assessed value that should translate into higher property tax proceeds.

There is no increase to budgeted expenditures because our debt service is a fixed amount for 2014/15 so the net increase in resources is budgeted as ending fund balance for carry over into 2015/16.

Fund 404 – Construction Excise Tax

Beginning fund balance is adjusted in line with the CAFR and these additional funds are appropriated for possible expenditure in 2014/15.

Fund 407 – IT Systems Project Fund

Beginning fund balance is adjusted in line with the CAFR, local revenue is increased because we have received a small amount of additional funds from priority 2 eRate reimbursements that is impossible to forecast, and there is an increase in transfers from the general fund as part of the additional expenditures for the three priorities and strategic investments. These increased funds are appropriated for expenditure in 2014/15.

Fund 420 – Full Faith and Credit Fund

Beginning fund balance is adjusted in line with the CAFR and these additional funds are appropriated for expenditure in 2014/15.

Fund 435 – Energy Efficient Schools Fund

Beginning fund balance is adjusted in line with the CAFR and increased energy tax credit funds. These additional funds are appropriated for expenditure in 2014/15.

Fund 438 – Facilities Capital Fund

Beginning fund balance is adjusted in line with the CAFR, local revenue is higher because of additional donations to assist in completion of the ten great fields project, and the transfer from the general fund is increased to account for funds that are required to be used for the upkeep of the BESC under the terms of the PPS lease of space to Multnomah County. These additional funds are appropriated for possible expenditure in 2014/15.

Amendment No.1 had previously increased the transfer to this fund for the facilities components of the investments authorized under Resolutions 4961 and 4970.

Fund 445 – Capital Asset Renewal Fund

Beginning fund balance is adjusted in line with the CAFR and these additional funds are appropriated for possible expenditure in 2014/15.

Fund 450 – GO Bonds Fund

Beginning fund balance is adjusted in line with the CAFR and the appropriation for expenditure in 2014/15 is adjusted correspondingly.

<u>Fund 601 – Self Insurance Fund</u>

Beginning fund balance is adjusted in line with the CAFR and these additional funds are appropriated for possible expenditure in 2014/15.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board is scheduled to hold a public hearing on January 27, 2015 and to consider the attached draft resolution at the board meeting on that date.

ATTACHMENTS

1. Draft resolution
2. Comparison of Budgets by Program

RESOLUTION No. XXXX

Amendment No. 2 to the 2014/15 Budget for School District No. 1J,
Multnomah County, Oregon

RECITALS

A. On June 23, 2014 the Board of Education ("Board"), by way of Resolution No. 4934, voted to adopt an annual budget for the Fiscal Year 2014/15 as required under Local Budget Law.

B. Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board.

C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

D. On September 23, 2014 the Board, by way of Resolution No. 4961 directed the superintendent to use the higher than budgeted beginning fund balance to increase school staffing and support by $3.5 million immediately, to develop plans for additional investment in support of the District's strategic priorities, and to increase uncommitted contingency to 4.5%. All of which changes were to be detailed in a budget amendment to be presented to the Board in January 2015 after completion of the audit of the FY 2013/14 financial statements of the District.

E. As follow up action, on October 14, 2014 the Board, by way of Resolution No. 4970, directed the superintendent to implement plans that included $3.5 million in ongoing commitments and $2.85 million in one-time investments in support of the three priorities:

   a) Ensuring all students are reading at benchmark by the end of third grade;
   b) Improving high school graduation and completion rates; and,
   c) Eliminating disproportionality in out of school discipline between white students and students of color, and reducing out of school discipline for all students by 50 percent.

   The plans also included $3.15 million in additional strategic one-time investments to improve outcomes for PPS students and effective operations.

F. On November 25, 2014 the Board, by way of Resolution No. 4991, voted to approve Amendment #1 to the annual budget for the Fiscal Year 2014/15. Amendment No. 1 increased the amount transferred from Fund 101 – the General Fund - to Fund 438 – the Facilities Capital Project Fund - by $1,775,000, and appropriated those funds for Facilities Acquisition and Construction. This increase was part of the $3.15 million in additional strategic one-time investments to improve outcomes for PPS students and effective operations in the October 14 plans. The transfer was required prior to the full January budget amendment in order for facilities work to begin as soon as possible.

G. This resolution is to enable the Board to approve Amendment No.2 to the annual budget for the Fiscal Year 2014/15, and is allowed under ORS 294.471 guidelines, which state that the budget may be amended at a regular meeting of the governing body. This amendment is the one specifically referenced in Resolutions Nos. 4961 and 4970 where the Board directed the Superintendent to include the changes outlined in those resolutions in an amendment to the 2014/15 budget in January 2015

H. Amendment No.2 includes the following major components:

   a) Beginning Fund Balances in a number of funds are adjusted to reflect the actual Ending Fund Balances as reported in the Comprehensive Annual Financial Report ("CAFR") for FY 2013/14 that was accepted and approved by the Board under Resolution No. 4995 on December 9, 2014.
   b) Program allocations for funds are adjusted to more accurately reflect intended expenditures and appropriation levels are adjusted as needed. These changes include the plans and directives approved by the Board in Resolutions Nos. 4961 and 4970 described above. Changes in appropriation levels are indicated on the table attached to this resolution.

c) Revenues and resources are adjusted for any other known or expected events.

d) In the process known as "fall balancing", budgeted expenditures are also revised to reflect information not available at the time of the adopted budget, e.g. actual teacher salaries and the renewal rates for employees' health care benefit plans.

I.   Expenditures in seven funds (Fund 202 – Cafeteria Fund, Fund 404 – Construction Excise Tax, Fund 407 – IT Systems Project Fund, Fund 435 – Energy Efficient Schools Fund, Fund 438 – Facilities Capital Fund, Fund 445 – Capital Asset Renewal Fund, and Fund 601 – Self Insurance Fund) will be changed by more than 10% under this amendment. Local budget law requires a public hearing on this change. A public hearing occurred prior to Board action.

J.   The superintendent recommends approval of this resolution.

RESOLUTION

1.   Having held a public hearing on this amendment as required under local budget law, the Board hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2014.

D. Wynde / Y. Awwad

ATTACHMENT "A" TO RESOLUTION No. XXXX
Amendment 2 for the 2014/15 Budget

Schedule of Changes in Appropriations and Other Balances

Fund 101 - General Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	34,861,148	34,861,148	16,812,637	51,673,785
Local Sources	284,215,500	284,215,500	8,400,000	292,615,500
Intermediate Sources	12,723,555	12,723,555	(10,000)	12,713,555
State Sources	202,972,088	202,972,088	(4,674,022)	198,298,066
Federal Sources	-	-	-	
Other Sources	100,000	100,000	-	100,000
Total	534,872,291	534,872,291	20,528,615	555,400,906
			-	
Requirements				
Instruction	304,391,929	304,391,929	(6,593,857)	297,798,072
Support Services	200,679,551	200,679,551	7,230,357	207,909,908
Enterprise & Community Services	1,815,169	1,815,169	111,297	1,926,466
Facilities Acquisition & Construction	-	-	-	
Debt Service & Transfers Out	6,834,433	8,609,433	1,729,996	10,339,429
Contingency	21,151,209	19,376,209	18,050,822	37,427,031
Ending Fund Balance	-	-	-	
Total	534,872,291	534,872,291	20,528,615	555,400,906

Fund 201 - Student Body Activity Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	3,260,830	3,260,830	620,896	3,881,726
Local Sources	8,818,532	8,818,532	-	8,818,532
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	12,079,362	12,079,362	620,896	12,700,258
Requirements				
Instruction	8,818,532	8,818,532	620,896	9,439,428
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	3,260,830	3,260,830	-	3,260,830
Total	12,079,362	12,079,362	620,896	12,700,258

Fund 202 - Cafeteria Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	2,714,766	2,714,766	2,195,449	4,910,215
Local Sources	3,693,623	3,693,623	-	3,693,623
Intermediate Sources	-	-	-	-
State Sources	323,532	323,532	-	323,532
Federal Sources	12,822,296	12,822,296	30,591	12,852,887
Other Sources	-	-	-	-
Total	19,554,217	19,554,217	2,226,040	21,780,257
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	18,262,380	18,262,380	2,226,040	20,488,420
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	1,291,837	1,291,837	-	1,291,837
Total	19,554,217	19,554,217	2,226,040	21,780,257

Fund 225 - PERS Rate Stabilization Reserve Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	15,731,300	15,731,300	25,523	15,756,823
Local Sources	271,200	271,200	-	271,200
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	16,002,500	16,002,500	25,523	16,028,023
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	16,002,500	16,002,500	25,523	16,028,023
Total	16,002,500	16,002,500	25,523	16,028,023

Fund 299 - Dedicated Resource Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	5,153,700	5,153,700	1,790,098	6,943,798
Local Sources	11,605,829	11,605,829	(1,790,098)	9,815,731
Intermediate Sources			-	-
State Sources	-	-	-	-
Federal Sources	92,240	92,240	-	92,240
Other Sources			-	-
Total	16,851,769	16,851,769	-	16,851,769
Requirements				
Instruction	14,858,085	14,858,085	-	14,858,085
Support Services	1,755,958	1,755,958	-	1,755,958
Enterprise & Community Services	64,102	64,102	-	64,102
Facilities Acquisition & Construction	173,624	173,624	-	173,624
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	16,851,769	16,851,769	-	16,851,769

Fund 308 - PERS UAL Debt Service Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	-	-	585,373	585,373
Local Sources	39,799,326	39,799,326	(585,373)	39,213,953
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	39,799,326	39,799,326	-	39,799,326
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	39,799,326	39,799,326	-	39,799,326
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	39,799,326	39,799,326	-	39,799,326

Fund 350 - GO Bonds Debt Service Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	466,148	466,148	(104,962)	361,186
Local Sources	44,567,202	44,567,202	262,000	44,829,202
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	45,033,350	45,033,350	157,038	45,190,388
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	45,033,350	45,033,350	-	45,033,350
Contingency	-	-	-	-
Ending Fund Balance	-	-	157,038	157,038
Total	45,033,350	45,033,350	157,038	45,190,388

Fund 404 - Construction Excise Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	10,732,029	10,732,029	2,271,124	13,003,153
Local Sources	3,011,000	3,011,000	-	3,011,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	13,743,029	13,743,029	2,271,124	16,014,153
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	13,743,029	13,743,029	2,271,124	16,014,153
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	13,743,029	13,743,029	2,271,124	16,014,153

Fund 407 - IT Systems Project Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	4,017,021	4,017,021	(30,527)	3,986,494
Local Sources	500	500	50,000	50,500
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	1,170,000	1,170,000
Total	4,017,521	4,017,521	1,189,473	5,206,994
Requirements				
Instruction	-	-	-	-
Support Services	3,829,848	3,829,848	1,189,473	5,019,321
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	187,673	187,673	-	187,673
Ending Fund Balance	-	-	-	-
Total	4,017,521	4,017,521	1,189,473	5,206,994

Fund 420 - Full Faith and Credit Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	200,000	200,000	5,978	205,978
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	200,000	200,000	5,978	205,978
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	200,000	200,000	5,978	205,978
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	200,000	200,000	5,978	205,978

Fund 435 - Energy Efficient Schools Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	742,217	742,217	173,212	915,429
Local Sources	856,336	856,336	210,980	1,067,316
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	**1,598,553**	**1,598,553**	**384,192**	**1,982,745**
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	1,598,553	1,598,553	384,192	1,982,745
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	**1,598,553**	**1,598,553**	**384,192**	**1,982,745**

Fund 438 - Facilities Capital Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	1,628,420	1,628,420	530,582	2,159,002
Local Sources	3,000	3,000	309,768	312,768
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	3,011,000	4,786,000	559,996	5,345,996
Total	**4,642,420**	**6,417,420**	**1,400,346**	**7,817,766**
Requirements				
Instruction	-	-	-	-
Support Services	4,400	4,400	-	4,400
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	4,638,020	6,413,020	1,400,346	7,813,366
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	**4,642,420**	**6,417,420**	**1,400,346**	**7,817,766**

Fund 445 - Capital Asset Renewal Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	2,301,582	2,301,582	410,723	2,712,305
Local Sources	176,000	176,000	-	176,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	2,477,582	2,477,582	410,723	2,888,305
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	2,477,582	2,477,582	410,723	2,888,305
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	2,477,582	2,477,582	410,723	2,888,305

Fund 450 - GO Bonds Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	90,794,310	90,794,310	(327,790)	90,466,520
Local Sources	400,000	400,000	-	400,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	91,194,310	91,194,310	(327,790)	90,866,520
Requirements				
Instruction	-	-	-	-
Support Services	435,600	435,600	-	435,600
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	59,187,841	59,187,841	(327,790)	58,860,051
Debt Service & Transfers Out	-	-	-	-
Contingency	31,570,869	31,570,869	-	31,570,869
Ending Fund Balance	-	-	-	-
Total	91,194,310	91,194,310	(327,790)	90,866,520

Fund 601 - Self Insurance Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	2,028,305	2,028,305	431,803	2,460,108
Local Sources	3,516,527	3,516,527	-	3,516,527
Intermediate Sources	-	-	-	-
State Sources	195,833	195,833	-	195,833
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	5,740,665	5,740,665	431,803	6,172,468
Requirements				
Instruction	-	-	-	-
Support Services	3,440,665	3,440,665	431,803	3,872,468
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	2,300,000	2,300,000	-	2,300,000
Ending Fund Balance	-	-	-	-
Total	5,740,665	5,740,665	431,803	6,172,468

General Fund	Actual 2013/14	% of Total	Adopted 2014/15	% of Total	Amend. #2 2014/15	% of Total	Increase from 2013/14
Elementary School Instruction	$ 100,111,328	19.4%	$ 111,232,757	20.8%	$ 107,238,590	19.3%	$ 7,127,262
Middle School Instruction	$ 42,226,562	8.2%	$ 47,512,028	8.9%	$ 47,443,031	8.5%	$ 5,216,469
High School Instruction	$ 53,352,456	10.3%	$ 62,531,703	11.7%	$ 62,290,360	11.2%	$ 8,937,904
Pre-Kindergarten Instruction	$ -	0.0%	$ -	0.0%	$ 293,000	0.1%	$ 293,000
Instruction - Regular	$ 195,690,346	37.9%	$ 221,276,488	41.4%	$ 217,264,981	39.1%	$ 21,574,635
Special Programs - TAG	$ 223,336	0.0%	$ 280,178	0.1%	$ 276,448	0.0%	$ 53,112
Restrictive Program Instruction	$ 19,838,165	3.8%	$ 21,396,722	4.0%	$ 19,677,080	3.5%	$ (161,085)
Less Restrictive Program Instruction	$ 18,675,119	3.6%	$ 20,627,365	3.9%	$ 20,326,956	3.7%	$ 1,651,837
Early Intervention Instruction	$ 1,176,100	0.2%	$ 1,038,550	0.2%	$ 1,597,429	0.3%	$ 421,329
Alternative Education	$ 24,185,028	4.7%	$ 25,535,514	4.8%	$ 25,055,998	4.5%	$ 870,970
Designated Programs	$ 11,873,917	2.3%	$ 13,784,975	2.6%	$ 13,116,794	2.4%	$ 1,242,877
Summer School Programs	$ 321,565	0.1%	$ 452,137	0.1%	$ 482,386	0.1%	$ 160,821
Instruction - Special Programs	$ 76,293,230	14.8%	$ 83,115,441	15.5%	$ 80,533,091	14.5%	$ 4,239,861
Instruction Subtotal	$ 271,983,576	52.6%	$ 304,391,929	56.9%	$ 297,798,072	53.6%	$ 25,814,496
Instructional Support - Students	$ 38,618,201	7.5%	$ 42,714,518	8.0%	$ 43,855,784	7.9%	$ 5,237,583
Instructional Support - Staff	$ 15,511,817	3.0%	$ 19,738,388	3.7%	$ 22,909,710	4.1%	$ 7,397,893
Support Services - Instructional	$ 54,130,018	10.5%	$ 62,452,906	11.7%	$ 66,765,494	12.0%	$ 12,635,476
Subtotal - Instruction & Instruction Support	**$ 326,113,594**	**63.1%**	**$ 366,844,835**	**68.6%**	**$ 364,563,566**	**65.6%**	**$ 38,449,972**
Executive Administration	$ 5,891,485	1.1%	$ 5,494,429	1.0%	$ 6,711,399	1.2%	$ 819,914
School Administration	$ 30,877,758	6.0%	$ 34,026,632	6.4%	$ 35,460,058	6.4%	$ 4,582,300
Business Services	$ 8,585,142	1.7%	$ 9,395,856	1.8%	$ 9,611,693	1.7%	$ 1,026,551
Operations & Maintenance of Plant	$ 43,424,847	8.4%	$ 45,219,935	8.5%	$ 44,784,590	8.1%	$ 1,359,743
Student Transportation	$ 18,661,184	3.6%	$ 20,220,241	3.8%	$ 19,717,767	3.6%	$ 1,056,583
Internal Services	$ 2,544,546	0.5%	$ 2,943,473	0.6%	$ 2,850,391	0.5%	$ 305,845
Support Services - General Admin	$ 109,984,962	21.3%	$ 117,300,566	21.9%	$ 119,135,898	21.5%	$ 9,150,936
Planning, Research, Development	$ 1,563,575	0.3%	$ 1,715,459	0.3%	$ 2,055,432	0.4%	$ 491,857
Information Services	$ 1,833,122	0.4%	$ 2,228,896	0.4%	$ 2,411,161	0.4%	$ 578,039
Staff Services	$ 4,183,689	0.8%	$ 4,636,510	0.9%	$ 4,758,069	0.9%	$ 574,380
Technology Services	$ 10,658,767	2.1%	$ 12,345,214	2.3%	$ 12,783,854	2.3%	$ 2,125,087
Support Services - Central Activities	$ 18,239,153	3.5%	$ 20,926,079	3.9%	$ 22,008,516	4.0%	$ 3,769,363
Subtotal - General Admin & Central Services	**$ 128,224,115**	**24.8%**	**$ 138,226,645**	**25.8%**	**$ 141,144,414**	**25.4%**	**$ 12,920,299**
Enterprise and Community Services	$ 1,621,000	0.3%	$ 1,815,169	0.3%	$ 1,926,466	0.3%	$ 305,466
Facilities Acquisition & Construction		0.0%		0.0%	$ -	0.0%	$ -
Debt Service		0.0%		0.0%	$ -	0.0%	$ -
Transfers Out	$ 9,013,122	1.7%	$ 6,834,433	1.3%	$ 10,339,429	1.9%	$ 1,326,307
Contingency		0.0%	$ 21,151,209	4.0%	$ 37,427,031	6.7%	
Ending Fund Balance	$ 51,673,784	10.0%		0.0%		0.0%	
Total Requirements by Program	**$ 516,645,615**	**100.0%**	**$ 534,872,291**	**100.0%**	**$ 555,400,906**	**100.0%**	**$ 38,755,291**

Board of Education Informational Report

<u>**MEMORANDUM**</u>

Date: **January 15, 2015**

To: Members of the Board of Education

From: Amanda Whalen, Chief of Staff

Subject: Division 22 Report to the Community

School districts are required to provide annual reports to the community regarding compliance with Division 22 standards by January 15 and then submit assurances to the Oregon Department of Education by February 13, 2015.

Attached please find:
1) the Division 22 Assurance Form
2) the Division 22 Report to the Community Check List

As part of our Division 22 report last year, PPS was out of compliance in 6 areas. In my report to the Board at the meeting on the 20th, I will explain how we have come into compliance in each of those areas for the 2014-15 school year.

2014-15 Division 22 Reporting
We are currently out of compliance in two areas: a <u>board adopted</u> policy in accordance with ORS 339.356 prohibiting harassment, intimidation or bullying and prohibiting cyberbullying.

PPS currently has a board-adopted policy prohibiting bullying and harassment but does not specifically call out a prohibition on cyberbullying. In 2010, we revised our administrative directive to meet the requirements of the statute and are recommending that the Board adopt the administrative directive as the board-adopted policy for the district. It is attached to this memo and will be presented on January 20th for first reading. Adopting this proposed policy at second reading on February 10th would bring us into compliance with OAR 581-022-1140.

Second, because our Board meeting was cancelled on January 13, 2015, we were unable to make our report to the community by January 15th. Documents have been posted on the Board website since January 9th.

Instructional Hours

The instructional hours and parent teacher conference hours that are indicated on the assurance form are the median for each grade across the schools with all schools meeting the minimum hours requirement.

Additionally, the ODE assurance page reflects a rule change that has been proposed by ODE around instructional hours. Currently school districts are required to offer students the minimal number of instructional hours, but every student is not required to take the minimal number of hours. For example, our high schools offer 1040 instructional hours (above the 990 hours required by statute) but students taking 7 courses are not enrolled for 990 instructional hours under the current definition.

The change would require that 90% of students across grade levels K-12 are scheduled in a full day of school.   PPS currently has 87.5% of all students enrolled in the minimal instructional hours (i.e. a full day). The assurance page asks districts for that information by grade level although the proposed rule calculates by overall enrollment, not by grade level.   Attached for your reference is also the data broken down by high school that we provided the Oregon Department of Education for 2014-15 school year and the data we provided for the 2013-14 school year that show course enrollment changes over time. Attached is also a cover memo to the 2014-15 data that describes the data definitions and challenges to capturing student coarse loads. We are currently working with our high school leadership to further identify other opportunities that meet the proposed instructional hours definition as well as technical/collecting challenges that we face.

Under the instructional hours rule, school districts can include up to 30 hours of professional development in their calculations of instructional time. For our calculations, PPS is only including the 2-hour late start professional development time. While professional development during staff meetings, professional learning communities and the state in-service days are all important professional development opportunities to improve instruction, PPS will not be including them in our calculations of "instructional time."

Please let me know if you have any questions.

Division 22
Standards for Public
Elementary and Secondary Schools
2014-2015 Assurances

Instructions for Completing Form

In response to requests to lessen the reporting burden of districts, the 2014-2015 Assurances submission will include responses to questions about five Oregon Administrative Rules.

    a. OAR 581-022-1134 Modified Diploma
    b. OAR 581-022-1140 Equal Educational Opportunities
    c. OAR 581-022-1620 Instructional Hours
    d. OAR 581-022-1723 Teacher and Administrator Evaluation and Support
    e. OAR 581-022-1941 Complaint Policy

Districts are still expected to report to their communities regarding compliance to ALL Division 22 standards by **January 15, 2015**, as required by OAR 581-022-1610. Districts should complete this form and upload it to the Indistar system by **February 13, 2015**.

1. Determine your district's compliance with the five Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review in ODE's 2015 Quick Reference guide or on the Secretary of State's webpage at http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_022.html.

2. Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below.

3. Create a plan that details how your district will correct the identified areas of non-compliance. Provide the plan in the expandable text box.

4. Complete the questions related to the five OARs.

5. Certify that your district's annual report was presented to the community, as required by the Department of Education. Please include evidence (such as school board minutes or a newspaper article) with this completed assurance form. This evidence should document that the report was made to the community.

6. Obtain your District Superintendent's signature on this Assurance Form.

7. Upload the completed (and signed) Assurance Form with any necessary attachments to the Indistar system, http://www.indistar.org by **February 13, 2015**. Directions for uploading the document(s) are provided at the end of this form.

Please note: The Oregon Department of Education does not require that districts submit evidence of compliance at this time. Any files, documents, or artifacts collected during the assurances process are at the discretion of the local district.

If you have questions or need further assistance, please email Andrea Morgan, Education Specialist, at andrea.morgan@state.or.us or call (503) 947-5772.

Division 22
Standards for Public
Elementary and Secondary Schools
2014-2015 Assurance Form

I hereby certify that _____ has completed and presented its annual report to the community and is in compliance with and implementing as required, **all** of the applicable Standards for Public Elementary and Secondary Schools as set out in OAR Chapter 581, Division 22.

581-022-1134 Modified Diploma

The district ___ is ___ is not fully compliant with OAR 581-022-1134.

Yes	No	
		1. Is this school district meeting the requirements of OAR 581-022-1134 relating to the modified diploma?
		2. Is the school district granting eligibility for a modified diploma only to those students who have:
		a. A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
		b. A documented history of a medical condition that creates a barrier to achievement.

581-022-1140 Equal Educational Opportunities

The district ___ is ___ is not fully compliant with OAR 581-022-1140.

Yes	No	
		3. Has your district school board adopted a policy in accordance with ORS 339.356 prohibiting harassment, intimidation or bullying and prohibiting cyberbullying?
		4. Does your district have a clear statement prohibiting discrimination against any person in the public schools and programs of the district. "Discrimination" means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex or sexual orientation.
		5. Is this statement visible on your district's web page and included in all student, parent and employee handbooks?
		6. Has your district developed and implemented a plan for identifying students whose primary language is other than English and provided such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities?

581-022-1620 Instructional Hours

The district ___ is ___ is not fully compliant with OAR 581-022-1620.

7. Based on your school calendar, how many instructional hours are you currently offering for:

Kindergarten		Grade 5		Grade 9	
Grade 1		Grade 6		Grade 10	
Grade 2		Grade 7		Grade 11	
Grade 3		Grade 8		Grade 12	
Grade 4		Click to copy Grade 1 to all grades➔			

8. How many hours of Parent Teacher Conferences are you including in your current calculation of instructional time for:

Kindergarten		Grade 5		Grade 9	
Grade 1		Grade 6		Grade 10	
Grade 2		Grade 7		Grade 11	
Grade 3		Grade 8		Grade 12	
Grade 4		Click to copy Grade 1 to all grades➔			

9. How many hours of professional development are you including in your current calculation of instructional time for:

Kindergarten		Grade 5		Grade 9	
Grade 1		Grade 6		Grade 10	
Grade 2		Grade 7		Grade 11	
Grade 3		Grade 8		Grade 12	
Grade 4		Click to copy Grade 1 to all grades➔			

10. Has your local school board authorized the district to include professional development in the calculation of instructional time?

       Yes   No

11. Has your local school board authorized the district to reduce instructional time for twelfth grade students?

       Yes   No

12. What percentage of the district's students are enrolled in a full day of school for:

> NOTE REGARDING QUESTION 12—ODE has proposed a rule change that would require districts to ensure 90% of students are scheduled in a full day of school. While the proposed rule will require 90% at the district level, ODE requests information here at grade level. Question 12 is included to gather information and get a clearer understanding of where districts currently stand in relation to the proposed revision. Districts responding to question 12 with an answer that is less than 90% will not be out of compliance for purposes of the 2014-15 Division 22 Assurances.

Kindergarten		Grade 5		Grade 9	
Grade 1		Grade 6		Grade 10	
Grade 2		Grade 7		Grade 11	
Grade 3		Grade 8		Grade 12	
Grade 4		Click to copy Grade 1 to all grades➔			

581-022-1723 Teacher and Administrator Evaluation and Support

The district ☐ is ☐ is not fully compliant with OAR 581-022-1723.

Yes	No	
		13. The district evaluation and support system is aligned with the five elements of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems and includes:
		a. Standards of Professional Practice
		b. Differentiated Performance Levels
		c. Multiple Measures
		d. Evaluation and Professional Growth Cycle
		e. Aligned Professional Learning
		14. The district has a plan to monitor progress and refine the local evaluation and support system.

581-022-1941 Complaint Policy

The district ____ is ____ is not fully compliant with OAR 581-022-1941.

Yes	No	
		15. Has your district adopted and implemented a process for resolving complaints by a person who resides in the district or by any parent or guardian of a student who attends school in the school district?
		16. Is the process in writing and can it be found by parents and community members?
		17. Does the process clearly state who is responsible for responding to the complaint at each level of the complaint process?
		18. Does the process clearly establish the time frame for the district to complete each step of the process?
		19. For complaints that may be appealed to ODE pursuant OAR 581-022-1940, does the district's complaint process:
		a. Clearly state at what step the district's decision is final?
		b. Require the final decision be in writing and clearly establish the legal basis for the decision, findings of fact and conclusions of law?
		c. Require the complainant be given notice of the right to appeal the final decision to ODE under OAR 581-022-1940?

Please list any of the five Division 22 rule(s) included in this 2014-2015 report, including the OAR number and title, with which the district is not in compliance and detailed plans to correct. Attach a separate document if necessary.

SIGNED ASSURANCES

I certify that any Division 22 rules with which the district does not yet comply are noted. An explanation of why the district is not in compliance and a plan for correcting the deficiency (or deficiencies) is attached.

I hereby certify that the district's annual report was presented to the community on _____, as required by OAR 581-022-0807. Evidence (school board minutes or a newspaper article) is attached.

I further certify that all representations in this Assurance Form are true and correct to the best of my knowledge.

Name of District Superintendent	Signature
Name of person completing form	Date

Please return the 2014-2015 Assurance Form by February 15, 2015 to:
http://www.indistar.org

Cover Memo for 2014-15 Student Course Enrollment

Attached please find the data metrics identified by the Oregon Department of Education on October 8, 2014.   I wanted to provide a bit of context to these data and where PPS is still identifying areas to improve our data collection so that it better reflects the work our students are doing outside of the "typical" 8 period day.

Definitions:
- We are only providing data for students on free meals instead of free and reduced. This is because three of our schools (Jefferson, Madison and Roosevelt) are using the Community Eligibility Provision to provide meals to students so that we are not tracking reduced-priced meal eligibility in those schools. In order to provide the same data for all schools, we are only providing free meal data.
- Historically Underserved (HU) students are defined as American Indian/Alaskan Native, or Black, or Hispanic, or Native Hawaiian/Pacific Islander.
- While ODE requested that we exclude teaching assistant data from these metrics, PPS is also including this information as a separate data draw because students receive a credit for their TA positions and each one has a job description and provides career learning opportunities.

Data Challenges to Capturing "True" Course Loads:

- These data still include a small number of students who are not enrolled in classes but are still showing up in Synergy. This is a data clean up that is still in process.
- These data also include a handful of students who are taking more than 8 courses because of Virtual Scholars (online) or Evening Scholars (night school). These students show up in the data provided as taking 8 courses.
- Jefferson's data do not include student enrollment at Portland Community College as part of the Middle College Program.
- In some cases, courses taken at other institutions are not yet entered into Synergy (e.g. approximately 20 Lincoln freshman are taking a French course in partnership with another school that does not show up as a course;

students who take courses online through BYU or take courses through the PSU Link Program or Reed College Young Scholars Program).

Report excludes Lunch, Early Release, Late Arrival, Study Hall, and TA.

PRELIMINARY DRAFT

Extracted 10/13/2014

# of periods that students are signed up for as a percentage of total students in Group

school	SY	Group	1	2	3	4	5	6	7	8	Average
Benson	2014-2015	9						0%	21%	79%	7.8
Benson	2014-2015	10						13%	47%	41%	7.3
Benson	2014-2015	11				1%	5%	23%	41%	30%	7.0
Benson	2014-2015	12				4%	26%	31%	23%	16%	6.2
Benson	2014-2015	HU				1%	8%	17%	37%	37%	7.0
Benson	2014-2015	Free				0%	8%	17%	31%	44%	7.1
Benson	2014-2015	Overall		0%	0%	1%	7%	15%	32%	45%	7.1
Cleveland	2014-2015	9						1%	57%	42%	7.4
Cleveland	2014-2015	10	0%				1%	9%	41%	48%	7.4
Cleveland	2014-2015	11		0%		1%	4%	26%	44%	24%	6.8
Cleveland	2014-2015	12	0%		1%	10%	19%	34%	26%	11%	6.1
Cleveland	2014-2015	HU		0%		3%	6%	17%	38%	35%	7.0
Cleveland	2014-2015	Free		0%		2%	4%	16%	39%	38%	7.0
Cleveland	2014-2015	Overall	0%	0%	0%	3%	6%	16%	43%	32%	7.0
Franklin	2014-2015	9						0%	17%	83%	7.8
Franklin	2014-2015	10			0%			1%	33%	66%	7.6
Franklin	2014-2015	11			0%		1%	12%	39%	47%	7.3
Franklin	2014-2015	12		1%	2%	8%	18%	31%	27%	14%	6.1
Franklin	2014-2015	HU			0%	1%	4%	10%	27%	58%	7.4
Franklin	2014-2015	Free			1%	3%	3%	10%	25%	58%	7.3
Franklin	2014-2015	Overall		0%	1%	2%	5%	11%	28%	54%	7.3
Grant	2014-2015	9							7%	93%	7.9
Grant	2014-2015	10						4%	36%	60%	7.6
Grant	2014-2015	11				1%	6%	28%	44%	21%	6.8
Grant	2014-2015	12	0%			10%	35%	29%	17%	7%	5.7
Grant	2014-2015	HU			0%	3%	11%	13%	24%	49%	7.0
Grant	2014-2015	Free			1%	2%	9%	13%	23%	51%	7.1
Grant	2014-2015	Overall	0%	0%	0%	3%	10%	15%	26%	46%	7.0

# of periods that students are signed up for as a percentage of total students in Group

INCLUDES TA Group	1	2	3	4	5	6	7	8	Average
9						0%	19%	80%	7.8
10						7%	45%	48%	7.4
11				1%	4%	24%	36%	36%	7.0
12				4%	18%	35%	26%	17%	6.3
HU				1%	6%	18%	36%	40%	7.1
Free				0%	6%	16%	30%	47%	7.2
Overall				1%	5%	15%	31%	49%	7.2
9						1%	57%	42%	7.4
10	0%				0%	7%	38%	54%	7.4
11		0%		1%	3%	21%	46%	29%	7.0
12	0%		1%	6%	18%	33%	29%	13%	6.2
HU		0%		2%	6%	13%	39%	39%	7.1
Free			0%	1%	4%	14%	40%	41%	7.1
Overall	0%	0%	0%	1%	5%	15%	43%	36%	7.1
9						0%	16%	84%	7.8
10			0%			1%	32%	67%	7.7
11			0%		1%	11%	38%	49%	7.3
12		1%	2%	7%	15%	30%	29%	17%	6.3
HU			0%	1%	4%	8%	27%	60%	7.4
Free			1%	2%	3%	10%	25%	60%	7.4
Overall		0%	1%	2%	4%	10%	28%	56%	7.3
9							7%	93%	7.9
10						2%	34%	64%	7.6
11				0%	4%	23%	48%	24%	6.9
12	0%			4%	24%	37%	24%	9%	6.1
HU		1%		1%	8%	13%	28%	51%	7.2
Free				1%	7%	13%	26%	52%	7.2
Overall	0%	0%	0%	1%	7%	16%	28%	48%	7.1

Classes on October 13, 2014

Regular Periods Per Student

PRELIMINARY DRAFT

Report excludes Lunch, Early Release, Late Arrival, Study Hall, and T.A.

# of periods that students are signed up for as a percentage of total students in Group

school	SY	Group	1	2	3	4	5	6	7	8	Average
Jefferson	2014-2015	9						1%	3%	97%	8.0
Jefferson	2014-2015	10		1%				3%	29%	68%	7.7
Jefferson	2014-2015	11		1%	1%	5%	15%	28%	27%	24%	6.4
Jefferson	2014-2015	12	1%	1%	7%	15%	18%	22%	17%	18%	5.8
Jefferson	2014-2015	HU	0%	1%	1%	4%	8%	13%	21%	52%	7.0
Jefferson	2014-2015	Free	0%	0%	1%	3%	7%	12%	23%	54%	7.1
Jefferson	2014-2015	Overall	0%	0%	2%	4%	8%	13%	20%	54%	7.0
Lincoln	2014-2015	9					0%	3%	64%	33%	7.3
Lincoln	2014-2015	10					1%	4%	52%	43%	7.4
Lincoln	2014-2015	11			1%	1%	5%	21%	53%	21%	6.9
Lincoln	2014-2015	12		0%	1%	6%	19%	37%	29%	8%	6.1
Lincoln	2014-2015	HU			1%	2%	4%	15%	45%	34%	7.0
Lincoln	2014-2015	Free			2%	2%	4%	10%	39%	45%	7.2
Lincoln	2014-2015	Overall	0%	0%	0%	2%	6%	16%	50%	27%	6.9
Madison	2014-2015	9							1%	99%	8.0
Madison	2014-2015	10				0%	0%	0%	8%	91%	7.9
Madison	2014-2015	11				0%	0%	6%	25%	68%	7.6
Madison	2014-2015	12	1%		1%	2%	11%	21%	30%	34%	6.8
Madison	2014-2015	HU	0%		0%	0%	2%	5%	12%	81%	7.7
Madison	2014-2015	Free			0%	1%	2%	5%	12%	80%	7.7
Madison	2014-2015	Overall	0%		0%	1%	3%	6%	15%	75%	7.6
Roosevelt	2014-2015	9								100%	8.0
Roosevelt	2014-2015	10							3%	97%	8.0
Roosevelt	2014-2015	11						2%	22%	76%	7.7
Roosevelt	2014-2015	12	0%		1%	1%	8%	17%	24%	47%	7.0
Roosevelt	2014-2015	HU	0%		0%	0%	2%	4%	10%	83%	7.7
Roosevelt	2014-2015	Free			0%	0%	2%	3%	10%	85%	7.8
Roosevelt	2014-2015	Overall	0%		0%	0%	2%	4%	12%	81%	7.7

INCLUDESTA — # of periods that students are signed up for as a percentage of total students in Group

Group	1	2	3	4	5	6	7	8	Average
9						1%	3%	97%	8.0
10						3%	29%	68%	7.7
11				3%	9%	27%	30%	30%	6.8
12	1%	1%	4%	12%	17%	24%	21%	20%	6.0
HU	0%	0%	1%	2%	7%	13%	22%	55%	7.2
Free	0%	0%	0%	1%	6%	11%	24%	56%	7.2
Overall	0%	0%	1%	3%	6%	13%	21%	56%	7.2
9						3%	52%	35%	7.3
10					1%	4%	48%	48%	7.4
11				1%	3%	20%	53%	24%	7.0
12		0%	1%	5%	15%	39%	32%	8%	6.2
HU				2%	2%	15%	42%	40%	7.2
Free				2%	2%	9%	37%	51%	7.3
Overall		0%	0%	1%	4%	15%	49%	30%	7.0
9							1%	99%	8.0
10							7%	93%	7.9
11				0%	0%	4%	26%	69%	7.6
12	1%		1%	2%	11%	21%	29%	36%	6.8
HU	0%		0%		2%	4%	12%	82%	7.7
Free				1%	2%	4%	12%	80%	7.7
Overall	0%		0%	1%	3%	6%	14%	76%	7.6
9								100%	8.0
10							1%	99%	8.0
11						1%	18%	81%	7.8
12	0%		1%	2%	4%	17%	25%	50%	7.1
HU	0%		0%	0%	1%	3%	9%	86%	7.8
Free				0%	1%	2%	9%	87%	7.8
Overall	0%		0%	0%	1%	4%	11%	83%	7.7

Regular Periods Per Student

Extracted 10/13/2014

Report excludes Lunch, Early Release, Late Arrival, Study Hall, and TA.

# of periods that students are signed up for as a percentage of total students in Group

school	SY	Group	1	2	3	4	5	6	7	8	Average
Wilson	2014-2015	9				1%			22%	78%	7.8
Wilson	2014-2015	10				1%	0%	8%	44%	47%	7.4
Wilson	2014-2015	11		0%		1%	5%	24%	46%	24%	6.8
Wilson	2014-2015	12	0%	1%	3%	9%	26%	29%	25%	7%	5.8
Wilson	2014-2015	HU			1%	4%	7%	13%	30%	44%	7.0
Wilson	2014-2015	Free		0%	1%	4%	7%	10%	32%	45%	7.0
Wilson	2014-2015	Overall	0%	0%	1%	3%	7%	14%	34%	41%	7.0
Overall	2014-2015	9				0%	0%	1%	25%	74%	7.7
Overall	2014-2015	10	0%		0%	0%	0%	5%	35%	60%	7.5
Overall	2014-2015	11		0%	0%	1%	4%	19%	40%	36%	7.1
Overall	2014-2015	12	0%	0%	2%	7%	21%	29%	25%	16%	6.1
Overall	2014-2015	HU	0%	0%	0%	2%	5%	11%	24%	58%	7.3
Overall	2014-2015	Free	0%	0%	0%	2%	5%	10%	24%	59%	7.3
Overall	2014-2015	Overall	0%	0%	0%	2%	6%	13%	31%	48%	7.15

INCLUDES TA

# of periods that students are signed up for as a percentage of total students in Group

Group	1	2	3	4	5	6	7	8	Average
9				1%			21%	78%	7.8
10				1%	0%	5%	38%	56%	7.5
11		0%		0%	2%	16%	44%	37%	7.1
12	0%	0%	2%	6%	15%	33%	28%	15%	6.2
HU				4%	4%	11%	30%	51%	7.2
Free		0%		3%	4%	11%	28%	53%	7.2
Overall	0%	0%	0%	2%	4%	13%	33%	48%	7.2
9				0%	0%	1%	24%	75%	7.7
10	0%		0%	0%	0%	3%	32%	64%	7.6
11		0%	0%	0%	3%	16%	40%	41%	7.2
12	0%	0%	1%	5%	16%	31%	28%	19%	6.3
HU	0%	0%	0%	1%	4%	10%	24%	61%	7.4
Free	0%	0%	0%	1%	4%	10%	24%	61%	7.4
Overall	0%	0%	0%	1%	4%	12%	31%	51%	7.25

NOTES: PRELIMINARY DATA, as Schedule corrections and 10 Day drops will effect data.

This report excludes Lunch, Early Release, Late Arrival, Study Hall. The difference between the right and left hand side of the report is that the left excludes Teaching Assistance Classes and the right side includes Teaching Assistance. Students taking over 8 classes counted in the 8 classes column.

Classes on October 13, 2014

Regular Periods Per Student

Report Excludes: Lunch, Early Release, Late Arrival, Study Hall, TA. Data effective October 1 each year.

# of periods that students are signed up for as a percentage of total student in grade or total

school_name	sy	grade	1	2	3	4	5	6	7	8	Average
Franklin	2010-2011	9						1%	99%		7.0
Franklin	2010-2011	10	0%					11%	88%		6.9
Franklin	2010-2011	11					4%	33%	63%		6.6
Franklin	2010-2011	12			3%	8%	25%	25%	40%		5.9
Franklin	**2010-2011 Total**			0%	0%	1%	6%	16%	76%		**6.6**
Franklin	2011-2012	9					0%	5%	60%	35%	7.3
Franklin	2011-2012	10						8%	68%	23%	7.2
Franklin	2011-2012	11			0%	1%	2%	18%	56%	23%	7.0
Franklin	2011-2012	12		1%	5%	12%	19%	26%	26%	11%	5.9
Franklin	**2011-2012 Total**			0%	1%	3%	5%	13%	54%	24%	**6.9**
Franklin	2012-2013	9					1%	5%	81%	13%	7.0
Franklin	2012-2013	10	0%				0%	6%	79%	15%	7.1
Franklin	2012-2013	11			0%	0%	10%	53%	27%	9%	6.3
Franklin	2012-2013	12		1%	5%	13%	25%	34%	13%	9%	5.6
Franklin	**2012-2013 Total**		0%	0%	1%	3%	8%	22%	54%	12%	**6.6**
Franklin	2013-2014	9	0%					1%	66%	33%	7.3
Franklin	2013-2014	10						3%	66%	30%	7.3
Franklin	2013-2014	11			0%		1%	16%	52%	31%	7.1
Franklin	2013-2014	12		1%	2%	11%	18%	25%	27%	17%	6.1
Franklin	**2013-2014 Total**			0%	0%	2%	4%	11%	54%	28%	**7.0**
Grant	2010-2011	9	1%	0%			0%	10%	88%		6.8
Grant	2010-2011	10	1%	0%		1%	3%	34%	61%		6.5
Grant	2010-2011	11			1%	1%	19%	47%	32%		6.1
Grant	2010-2011	12	1%	1%	3%	21%	39%	26%	9%		5.1
Grant	**2010-2011 Total**		1%	0%	1%	5%	14%	29%	50%		**6.2**
Grant	2011-2012	9				0%	1%	3%	83%	13%	7.1
Grant	2011-2012	10				0%	1%	14%	68%	17%	7.0
Grant	2011-2012	11		0%		0%	11%	34%	44%	11%	6.5
Grant	2011-2012	12		1%	7%	20%	32%	27%	10%	4%	5.2
Grant	**2011-2012 Total**		0%	0%	2%	5%	11%	19%	52%	11%	**6.5**
Grant	2012-2013	9				0%	1%	3%	82%	15%	7.1
Grant	2012-2013	10	0%			1%	4%	22%	64%	10%	6.8
Grant	2012-2013	11		0%	2%	9%	27%	42%	17%	2%	5.7
Grant	2012-2013	12		1%	7%	26%	35%	20%	8%	1%	5.0
Grant	**2012-2013 Total**		0%	0%	2%	9%	16%	21%	43%	7%	**6.1**
Grant	2013-2014	9						1%	38%	62%	7.6
Grant	2013-2014	10					3%	25%	49%	23%	6.9
Grant	2013-2014	11		0%	0%	2%	15%	38%	37%	7%	6.3
Grant	2013-2014	12	0%	1%	4%	19%	33%	31%	9%	2%	5.3
Grant	**2013-2014 Total**		0%	0%	1%	5%	13%	24%	34%	24%	**6.5**

Regular Periods Per Student   Extracted 11/15/2013

Report Excludes:Lunch, Early Release, Late Arrival, Study Hall, TA. Data effective October 1 each year.

# of periods that students are signed up for as a percentage of total student in grade or total

school_name	sy	grade	1	2	3	4	5	6	7	8	Average
Benson	2010-2011	9						79%	21%		6.2
Benson	2010-2011	10					0%	28%	71%		6.7
Benson	2010-2011	11					2%	20%	77%		6.8
Benson	2010-2011	12			0%	6%	22%	42%	29%		5.9
Benson	2010-2011 Total				0%	2%	6%	43%	49%		6.4
Benson	2011-2012	9						44%	53%	3%	6.6
Benson	2011-2012	10						48%	48%	5%	6.6
Benson	2011-2012	11				0%	3%	29%	52%	16%	6.8
Benson	2011-2012	12		0%	1%	15%	27%	31%	22%	3%	5.7
Benson	2011-2012 Total			0%	0%	4%	7%	38%	44%	7%	6.4
Benson	2012-2013	9				2%	6%	53%	37%	3%	6.3
Benson	2012-2013	10			1%	5%	14%	33%	31%	16%	6.4
Benson	2012-2013	11				1%	4%	25%	54%	17%	6.8
Benson	2012-2013	12		0%	4%	12%	27%	31%	18%	8%	5.7
Benson	2012-2013 Total			0%	1%	5%	13%	36%	34%	11%	6.3
Benson	2013-2014	9						6%	63%	31%	7.3
Benson	2013-2014	10						5%	44%	51%	7.5
Benson	2013-2014	11					6%	26%	35%	33%	7.0
Benson	2013-2014	12			1%	6%	16%	36%	25%	15%	6.2
Benson	2013-2014 Total				0%	1%	5%	17%	43%	34%	7.0
Cleveland	2010-2011	9	0%	0%		0%	1%	14%	84%		6.8
Cleveland	2010-2011	10				1%	3%	21%	75%		6.7
Cleveland	2010-2011	11				1%	17%	55%	27%		6.1
Cleveland	2010-2011	12		1%	6%	11%	32%	35%	17%		5.4
Cleveland	2010-2011 Total		0%	0%	1%	3%	12%	30%	53%		6.3
Cleveland	2011-2012	9	0%	0%		1%	2%	1%	72%	24%	7.1
Cleveland	2011-2012	10	0%			0%	2%	15%	73%	9%	6.9
Cleveland	2011-2012	11		0%	1%	3%	6%	31%	56%	4%	6.5
Cleveland	2011-2012	12	1%	1%	2%	12%	24%	29%	28%	4%	5.7
Cleveland	2011-2012 Total		0%	0%	1%	3%	7%	18%	59%	10%	6.6
Cleveland	2012-2013	9					0%	2%	93%	5%	7.0
Cleveland	2012-2013	10		0%		1%	3%	23%	68%	4%	6.7
Cleveland	2012-2013	11				1%	8%	36%	50%	5%	6.5
Cleveland	2012-2013	12	1%	1%	3%	13%	25%	30%	22%	6%	5.7
Cleveland	2012-2013 Total		0%	0%	1%	3%	9%	23%	59%	5%	6.5
Cleveland	2013-2014	9						1%	72%	27%	7.3
Cleveland	2013-2014	10				0%	2%	15%	62%	20%	7.0
Cleveland	2013-2014	11			1%	1%	9%	33%	49%	8%	6.5
Cleveland	2013-2014	12	0%	1%	3%	10%	25%	34%	21%	6%	5.7
Cleveland	2013-2014 Total		0%	0%	1%	3%	9%	20%	51%	15%	6.6

Report Excludes:Lunch, Early Release, Late Arrival, Study Hall, TA. Data effective October 1 each year.

# of periods that students are signed up for as a percentage of total student in grade or total

school_name	sy	grade	1	2	3	4	5	6	7	8	Average
Jefferson H.S.	2010-2011	9		5%		1%	1%	24%	70%		6.5
Jefferson H.S.	2010-2011	10		17%				8%	75%		6.1
Jefferson H.S.	2010-2011	11		8%			4%	30%	58%		6.2
Jefferson H.S.	2010-2011	12		6%	3%	7%	28%	23%	34%		5.6
Jefferson H.S.	2010-2011 Total			9%	1%	2%	8%	21%	60%		6.1
Jefferson H.S.	2011-2012	9	1%	6%				1%	36%	56%	7.2
Jefferson H.S.	2011-2012	10		10%				1%	30%	59%	7.1
Jefferson H.S.	2011-2012	11		17%			3%	18%	35%	27%	6.2
Jefferson H.S.	2011-2012	12	1%	9%	4%	16%	25%	16%	16%	13%	5.3
Jefferson H.S.	2011-2012 Total		1%	10%	1%	3%	5%	8%	31%	42%	6.6
Jefferson H.S.	2012-2013	9		5%			1%		36%	59%	7.3
Jefferson H.S.	2012-2013	10		6%	1%	1%		7%	41%	44%	7.0
Jefferson H.S.	2012-2013	11		9%		2%	5%	23%	45%	15%	6.3
Jefferson H.S.	2012-2013	12		17%	2%	20%	20%	22%	8%	11%	5.0
Jefferson H.S.	2012-2013 Total			9%	1%	5%	6%	12%	33%	35%	6.5
Jefferson H.S.	2013-2014	9							31%	69%	7.7
Jefferson H.S.	2013-2014	10						2%	38%	61%	7.6
Jefferson H.S.	2013-2014	11			2%	1%	10%	22%	40%	24%	6.7
Jefferson H.S.	2013-2014	12	1%	10%	10%	13%	18%	24%	9%	16%	5.3
Jefferson H.S.	2013-2014 Total		0%	2%	3%	3%	6%	11%	31%	45%	6.9
Lincoln	2010-2011	9						27%	73%		6.7
Lincoln	2010-2011	10				1%	3%	35%	62%		6.6
Lincoln	2010-2011	11				2%	6%	52%	40%		6.3
Lincoln	2010-2011	12	0%		2%	4%	29%	51%	15%		5.7
Lincoln	2010-2011 Total		0%		0%	1%	9%	40%	49%		6.4
Lincoln	2011-2012	9	1%	0%			1%	8%	80%	11%	7.0
Lincoln	2011-2012	10				0%	2%	23%	63%	12%	6.9
Lincoln	2011-2012	11				1%	7%	46%	41%	5%	6.4
Lincoln	2011-2012	12		1%	2%	13%	24%	39%	18%	3%	5.7
Lincoln	2011-2012 Total		0%	0%	0%	3%	8%	28%	52%	8%	6.5
Lincoln	2012-2013	9				1%	0%	8%	84%	7%	6.9
Lincoln	2012-2013	10			0%		3%	21%	70%	5%	6.8
Lincoln	2012-2013	11	0%			1%	12%	54%	29%	4%	6.2
Lincoln	2012-2013	12		1%	2%	15%	33%	31%	16%	2%	5.5
Lincoln	2012-2013 Total		0%	0%	1%	4%	11%	29%	51%	4%	6.4
Lincoln	2013-2014	9				0%	0%	5%	84%	10%	7.0
Lincoln	2013-2014	10				1%	3%	26%	60%	10%	6.8
Lincoln	2013-2014	11			0%	2%	7%	35%	48%	7%	6.5
Lincoln	2013-2014	12	0%	1%	3%	9%	28%	35%	21%	4%	5.7
Lincoln	2013-2014 Total		0%	0%	1%	3%	10%	25%	54%	8%	6.5

Regular Periods Per Student

			# of periods that students are signed up for as a percentage of total student in grade or total								Average
school_name	sy	grade	1	2	3	4	5	6	7	8	
Madison	2010-2011	9					1%	11%	88%		6.9
Madison	2010-2011	10					1%	20%	79%		6.8
Madison	2010-2011	11		0%	0%	0%	7%	30%	62%		6.5
Madison	2010-2011	12			1%	5%	17%	45%	32%		6.0
Madison	2010-2011 Total			0%	0%	1%	5%	24%	69%		6.6
Madison	2011-2012	9					0%		9%	91%	7.9
Madison	2011-2012	10					1%	7%	58%	35%	7.3
Madison	2011-2012	11				0%	2%	16%	51%	31%	7.1
Madison	2011-2012	12			1%	4%	13%	28%	38%	16%	6.5
Madison	2011-2012 Total				0%	1%	3%	12%	39%	44%	7.2
Madison	2012-2013	9					0%	0%	30%	69%	7.7
Madison	2012-2013	10					0%	1%	16%	60%	23%	7.0
Madison	2012-2013	11			0%		3%	21%	55%	21%	6.9
Madison	2012-2013	12			3%	7%	14%	28%	29%	20%	6.3
Madison	2012-2013 Total				1%	2%	4%	16%	44%	34%	7.0
Madison	2013-2014	9							3%	97%	8.0
Madison	2013-2014	10					0%		6%	48%	46%	7.4
Madison	2013-2014	11			0%		2%	18%	54%	25%	7.0
Madison	2013-2014	12		1%	1%	4%	14%	32%	30%	18%	6.4
Madison	2013-2014 Total			0%	0%	1%	4%	14%	34%	46%	7.2
Wilson	2010-2011	9	0%				1%	63%	36%		6.3
Wilson	2010-2011	10		1%	0%	1%	7%	43%	48%		6.4
Wilson	2010-2011	11			1%	1%	8%	43%	48%		6.4
Wilson	2010-2011	12	0%	2%	7%	12%	34%	30%	15%		5.3
Wilson	2010-2011 Total		0%	1%	2%	3%	12%	45%	37%		6.1
Wilson	2011-2012	9					0%		5%	50%	44%	7.4
Wilson	2011-2012	10		0%		1%	4%	29%	53%	13%	6.7
Wilson	2011-2012	11			1%	1%	10%	33%	43%	11%	6.5
Wilson	2011-2012	12	0%		6%	13%	32%	27%	17%	4%	5.5
Wilson	2011-2012 Total		0%	0%	2%	4%	11%	24%	41%	18%	6.5
Wilson	2012-2013	9	1%	1%	1%	1%	0%	3%	28%	64%	7.4
Wilson	2012-2013	10	1%	4%	1%	1%	5%	13%	56%	19%	6.6
Wilson	2012-2013	11	1%	1%	2%	2%	12%	32%	39%	10%	6.3
Wilson	2012-2013	12	1%	3%	6%	14%	29%	28%	14%	6%	5.3
Wilson	2012-2013 Total		1%	3%	2%	5%	12%	19%	34%	23%	6.4
Wilson	2013-2014	9						3%	52%	45%	7.4
Wilson	2013-2014	10					1%	5%	46%	48%	7.4
Wilson	2013-2014	11			3%	13%	30%	37%	16%		6.5
Wilson	2013-2014	12	0%	1%	5%	16%	21%	27%	19%	11%	5.7
Wilson	2013-2014 Total		0%	0%	1%	5%	9%	16%	39%	30%	6.8

Portland Public School District 1st Reading

DATE: January 20, 2015

Public Comment for:
Revision of Policy 4.30.060-P (Anti-Harassment)

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

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

1st Reading by: Pam Knowles, Co-Chair, Portland Public School Board
Summary: Proposed Revision of Policy 4.30.060-P (Anti-Harasssment)

Draft Policy Web Site:
http://www.pps.k12.or.us/departments/board/872.htm
(click on draft policy link).

Recommended for 1st Reading by: Board of Education
Policy Contact: Rosanne Powell, Senior Board Office Manager
Last Date for Comment: February 10, 2015
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Last Date for Comment: February 10, 2015

PROPOSED

	BOARD POLICY	4.30.060-P
PPS	**Anti-Harassment**	

I. Overview and Scope

    A.   Portland Public Schools is committed to providing a safe, positive, and productive learning and working environment. Harassment, including intimidation or bullying, acts of cyberbullying, and sexual harassment are strictly prohibited and shall not be tolerated in the District.

    B.   This directive applies:

        1.   To student behavior on school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, and in all instances that student discipline applies as provided in Student Discipline Procedures 4.30.020-AD.

        2.   To conduct by all district employees that is between adults, or between adults and students when the student is the victim.

    C.   Retaliation against any person who in good faith reports, is thought to have reported, files a complaint, or otherwise participates in an investigation of harassment is strictly prohibited. This prohibition is independent of whether a complaint is substantiated. False reports shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. The good faith initiation of any complaint of harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff complainant. The good faith initiation of any complaint of harassment by a student will not adversely affect a student's school placement or educational learning environment.

    D.   The district shall investigate all complaints of harassment and retaliation.

    E.   Instances of harassment may also be referred to law enforcement.

II. Definitions

    A.   "Harassment" means all forms of harassment, intimidation or bullying, acts of cyberbullying, and sexual harassment.

        1.   Harassment, intimidation, or bullying of students is any act that substantially interferes with a student's educational benefits, opportunities or performance and has the effect of physically harming a student or damaging a student's property, knowingly placing a student in reasonable fear of physical harm to the student or damage

PROPOSED

![PPS logo]	BOARD POLICY	4.30.060-P
	Anti-Harassment	

    to the student's property, or creating a hostile educational environment, including interfering with the psychological well-being of a student and may be based on, but not limited to, the protected class status of a person.

2. <u>Harassment, intimidation, or bullying of staff</u> is conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

3. <u>Cyberbullying</u> is the use of any electronic communication device to harass, intimidate, or bully.

4. <u>Sexual harassment of students</u> includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational performance or that creates an intimidating, offensive or hostile educational environment.

5. <u>Sexual harassment of employees</u> includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an employee's performance or that creates and an intimidating, hostile, or offensive work environment.

B. "Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability.

C. "Retaliation" means experiencing an adverse impact after making or supporting a claim of harassment if the impact would deter a reasonable person from making such a claim.

D. "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or gender identity.

E. "Gender identity" means a person's sense of being male or female regardless of whether the individual's appearance, expression, or behavior differs from that traditionally associated with the individual's sex at birth.

III. All schools shall use evidenced-based strategies to maintain school-wide and classroom environments that are safe, promote learning and

PROPOSED

	BOARD POLICY	4.30.060-P
	Anti-Harassment	

free of harassment.

A.   Notice: Signs, in age appropriate language, explaining the prohibition against harassment, intimidation or bullying, acts of cyberbullying, and retaliation shall be posted in all schools below grade 6. Signs posted in all grade 6 through 12 schools shall include the prohibition against sexual harassment on a sign at least 8.5 by 11 inches in size. It shall also be included annually in the *Guide,* readily available from the district office, and posted on the district website.

B.   School-Wide Student Notification: Students shall be informed of the definition of, consequences for, and obligation to report harassment and retaliation. This can be accomplished in the form of class discussion or activity.

C.   Students who believe they have been subjected to harassment or retaliation are encouraged to immediately inform a teacher, counselor, administrator, or other district employee.

   1.   District employees, or students who witness or have reliable knowledge of harassment or retaliation against any student shall immediately report their concerns to a teacher, counselor, administrator, or other district employee.

   2.   Any district employee who receives such a report shall report the conduct to the principal or designee.

IV.   Consequences

A.   Students who are found in violation of this directive are subject to disciplinary action ranging from a Level One conference to a Level Four expulsion/delayed expulsion/reassignment or referral. Disciplinary action depends on the number of occurrences and the severity of the offense and as provided in the *Guide to Procedures on Student Responsibilities, Rights and Discipline (Guide)*.

B.   District employees found in violation of this directive are subject to discipline, up to and including dismissal. Licensed employees shall be reported to the Teacher Standards and Practices Commission as provided in OAR 584-020-0041.

V.   Procedures

PROPOSED

	BOARD POLICY	4.30.060-P
PPS	**Anti-Harassment**	

A.   If a student is the alleged perpetrator of the harassment, the following procedures shall apply:

1.   The principal or designee is responsible for investigating claims of student harassment.

2.   Upon a report, or knowledge of, an incident of harassment or retaliation, the principal or designee shall assure it is promptly investigated.

3.   A student may report harassment anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.

4.   Complainants not satisfied with the decision at the school level may request a review of the decision by following the appropriate step in the Complaint Procedure in 4.50.030-P and 4.50.031-AD

5.   If the complaint involves sexual harassment of a student, the District shall notify both the student who initiated the complaint and the student's parents when the investigation is concluded.

B.   District employees who have reliable knowledge of prohibited conduct by an adult against any student, or other employee shall immediately report their concerns to the appropriate designated school district official. Reports of conduct violating this directive may be made anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.

C.   If a district employee is the perpetrator of the alleged harassment, the complaint will be resolved through the appropriate Complaint Procedure. Employees not satisfied with the decision regarding their complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure otherwise generally applicable.

VI.   Confidentiality

A.   Confidentiality of complainant: All complaints shall be handled so that the identity of the complainant and any information obtained as part of the investigation shall be kept confidential to the extent that confidentiality is compatible with a thorough investigation of the complaint and is permitted under the law. This protects the identity of the person who files a complaint, encourages the reporting of any violations under this directive,

PROPOSED

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     and protects the privacy of all employees.

    B.   Confidentiality of student records: Any disciplinary action taken against a student shall be kept confidential to comply with federal requirements for confidentiality of student records.

History: Replaces Harassment & Bulling Policy (4.30.060-P) and Anti-Harassment (4.30.061-AD) Amended 12/10; 1/15

4.30.060-P   Harassment and Bullying Policy

(1) Portland Public Schools is committed to maintaining a learning environment that is free of harassment and bullying. Harassing or bullying, as defined in (3), is strictly prohibited. Students shall avoid any conduct or action that could be characterized as harassment or bullying.

(2) Students violating this policy shall be subject to disciplinary action, up to and including expulsion (Administrative Directive 4.30.021-AD)

(3) "Harassment intimidating, threatening or bullying" includes intimidating, coercing, threatening or any other any act that is repeated or severe; substantially interferes with a student's educational benefits, opportunities, or performance; takes place at school, on the way to or from school, on or immediately adjacent to school grounds, at any school-sponsored activity, or on school-provided transportation; and has the effect of one or more of the following:

  (a) Threatening, insulting, demeaning or systematically excluding any student or group of students in such a way as to disrupt or interfere with the District's mission or the education of any student.

  (b) Inciting or creating a hostile educational environment.

  (c) Placing a student in reasonable fear of physical or social/emotional harm or damage to the student's property.

  (d) Physically harming a student or damaging a student's property.

(4) The Superintendent shall develop an administrative directive that provides a prompt and confidential system for receiving, investigating, and resolving complaints of harassment or bullying.

(5) Students who believe they have been harassed or bullied are encouraged to immediately inform a teacher, counselor, administrator, or other school staff.

(6) Staff, students, or volunteers who witness or have reliable information that a student has been harassed or bullied shall be strongly encouraged to report the matter to a teacher, counselor, administrator, or other school staff immediately.

4.30.060-P   Harassment and Bullying Policy

(7) Reports of harassment intimidation or bullying may be made anonymously, although disciplinary action based solely on an anonymous report is not permitted.

(8) Retaliation against students who report harassment intimidation or bullying is prohibited. Retaliation against those who participate in an investigation of harassment intimidation or bullying is prohibited. All incidents of retaliation shall be immediately reported to the principal and are subject to disciplinary action up to and including expulsion.

(9) Students making false accusations of harassment or bullying as a means of reprisal, retaliation, or harassment are subject to disciplinary action up to and including expulsion.

Legal References: ORS 163.190; ORS 166.065; ORS 166.155; ORS 166.165; ORS 332.072; ORS 332.107; ORS 339.240; ORS 339.250; OAR 581-021-0045; OAR 581-021-0046; OAR 581-021-0055; OAR 581-022-1140

History: Adopted 2/10/2003 BA 2559

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

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January 20, 2015

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<u>Other Items Requiring Board Action</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following item:

Number 5009

RESOLUTION No. 5009

Revisions to Policy 4.10.051-P, Student Enrollment and Transfers

RECITALS

A.   In February 2013, the PPS Board of Education unanimously approved resolution 4718, the PK-8 Jefferson Enrollment Balancing Resolution, directing staff to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.

B.   The Superintendent charged the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) with recommending revisions to enrollment and transfer policies to improve alignment with Portland Public Schools' strategic framework and Racial Educational Equity Policy. Over an 18 month period SACET met more than forty times and provided three status updates to the Board. It issued final recommendations to the Superintendent in October 2014.

C.   The Superintendent presented her recommendations to the Board in November 2014, including proposals for revisions to policy 4.10.051-P, Student Enrollment and Transfers. A first reading was presented on December 16, 2014.

D.   The policy reflects the following changes to align with the Racial Educational Equity Policy:

   I.   Builds an equitable neighborhood-to-neighborhood transfer system: this policy ends the neighborhood-to-neighborhood lottery system supporting the strengthening of our neighborhood schools.
   II.   Provides a preference for students eligible for free and reduced meals and Head Start programs in the admission lottery for focus option schools and programs: creating this preference will provide greater access for historically underserved students.
   III. Allows special education students who have been required to transfer to a school other than their neighborhood school, to stay there until the highest grade.

E.   In addition to the regular public comment at Board meetings, there were three additional opportunities for comment dedicated to this topic, as well as a public survey and a written comment period.

F.   An administrative directive will be developed and information about the transfer changes will be distributed in multiple languages through the district website, schools and community partners in time for the upcoming transfer cycle.

G.   Additional resources will be requested to support procedural changes, and semi-annual reports will be provided to the School Board showing summary results of the petition process.

RESOLUTION

1.   The Board of Education hereby adopts the revised Student Enrollment and Transfers Policy, Policy 4.10.051-P.

2.   The Board acknowledges and appreciates SACET for developing transfer policy and procedural recommendations.

3.   The Board directs the Superintendent to make publicly available the criteria to be used in the petition process prior to the start of the next transfer cycle and to brief the Board on the criteria no later than March 1, 2015.

4.   The Board directs the Superintendent to brief Board members on the outcome of the new procedures prior to the 2016 transfer cycle.

J. Isaacs