

Intergovernmental Committee Meeting
Wednesday, May 18, 2022 1:00 PM

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Right to Return Update
2. Legislative Agenda Development Discussion
3. Public Comment *To sign-up for public comment email
PublicComment@pps.net or call
Kara Bradshaw at 503-916-3906.

Right to Return Inter-District Transfer Rule Summary and Recommendations – March 2022

Overview

In 2017, community and district leaders conferred on a shared transfer rule called the “Right to Return” policy. The intended purpose of the agreement was to allow African-American/Black students displaced by gentrification to return to historic Albina Neighborhood schools for a culturally-supportive and academically engaged educational experience.

In Fall 2021, ODE commissioned a consultant to review the efficacy of a permanent rule change for Inter-District Transfers (Rule 4.10.040-P). It is ODE’s understanding that PPS is still interested in continuing this rule and the partnerships involved for students and families impacted by the gentrification of the historically African-American/Black Albina Neighborhood.

Considerations

Significant time has passed since this rule/policy was first introduced. Although PPS leadership states a smaller than anticipated number of students took advantage of the policy during the pilot phase, there is not a deep understanding of either the projected number of students who may consider a transfer nor the interest among new leadership across PPS and neighboring districts to establish this rule permanently. Similarly, students who have been displaced by gentrification of the historic Albina Neighborhood may have already established community and cultural connections in their new district and/or school that support overall student success and belonging.

Additionally, although a pilot was conducted already, it was suggested by PPS leadership that it may not have been advertised to the extent possible. It was also thought to be initiated with less engagement than desired and/or likely needed, which may have reduced the number of students who might consider transferring. There is not a clear understanding of the level of interest among students or parents/families to transfer schools or districts per rule. There may also be fear or confusion among parents and families to enter into a transfer agreement if alternative addresses have been used to move their students across district lines.

While some students took advantage of the transfer process during the pilot phase, it is not clear the overall fiscal impacts on both the districts and schools should additional students opt-in to permanent rule. There were not projections done of overall impact of additional or reduced student counts and subsequent ADM/ADMw adds and losses for districts or schools that may be impacted by this rule.

Outstanding Questions

- What did engagement look like during the “pilot” phase of the initial trial?
 - Who was included?
 - Where are there gaps?
 - What did you learn?
 - What clarity, understanding, and listening is needed to proceed?
- What is the overall interest in moving forward with this rule permanently?
 - What is the current interest in this rule with current PPS leadership?
 - What is the current interest in this rule across affected schools/districts?
 - What is the current interest in this rule across impacted students and their families?
- What cost and budget considerations need to be considered?
 - What does transportation look like for these students across districts?

- How would ADM and ADMw transfer?
- What policies and processes/procedures would need to be amended?

Recommendations

Given the length of time between when this was first considered (2017) and today (2022), there is a need to reestablish overall interest in the rule and to deepen and broaden overall engagement with school/district leaders, students, parents, and families. As there has been some turnover in leadership at both PPS and neighboring districts and schools, it is recommended that PPS starts with reconvening leadership at districts/schools to determine whether or not to move forward.

Additional engagement will be necessary to gauge interest among students, parents, and their families. It is possible that even if leadership is interested, the community may not be. To determine overall appetite for a permanent rule and subsequent projections of overall impact, convenings, meetings, and/or surveys for affected communities would be helpful. Additionally, it is recommended that the initial pilot is reviewed for overall depth and reach of scope both internally and externally before identifying new engagements. Please see ODE's [Community Engagement Toolkit](#) and [Equity Decision Tools](#) for support in planning outreach and engagements with the surrounding community.

It is also imperative for leadership and their fiscal/budget teams to determine overall impact on daily costs for districts and schools, including transportation, meals, after-school programming, and other elements included in ADM and ADMw. Inter-district transfer policies should be considered to ensure a mutual level of understanding and a process for such transfers to occur that meets needs across both districts and affected schools. In fact, districts can use the inter-district transfer policy already in place to accomplish similar results.

Conclusion

It is ODE's belief that the planning, analysis, and final determination for permanent rule of "Right to Return" is the decision of both PPS and impacted districts. While ODE governs policy and practice across the State of Oregon, this is a decision to be made at the local/regional level.

There is no statewide policy governing nor impacting this decision. Moving forward would require mutual agreement among district leadership and possible revision of inter-district transfer policies and procedures specific to each district and/or school.



During the 2021 legislative session, Portland Public Schools will center the district vision and accompanying system shifts in all of its advocacy work. Additionally, PPS will work vigorously with our education coalition partners to ensure that education is prioritized in the coming legislative session.

The policies and priorities outlined in the categories below provide examples of policy which may be discussed during the 2021 Legislative Session. They are not intended to be a comprehensive or exclusionary list of bills or budgets PPS may engage in. Rather, these categories, guided by the five educational system shifts, are meant to serve as a filter through which PPS will approach legislation brought forward in the 2021 Legislative Session.

The PPS 2021 Legislative Agenda is aligned with the five educational system shifts as outlined in the PPS strategic plan for the 2020-21 school year:

- A Connected and Transformative School District
- Racial Equity Aligned Systems, Structures, and Culture
- Cultivating System-Wide Learning and a Diverse Workforce
- Transformative Curriculum and Pedagogy
- A Culture of Physical and Emotional Safety

Funding

System shift connection: all

- PPS will advocate for a \$9.5 billion investment for the State School Fund (SSF), an increase of 5.5% over the last biennium.
- PPS will advocate for revision of the method used to determine the Current Service Level (CSL) formula to more accurately reflect districts' actual costs.
- PPS will advocate to build on the progress the legislature made when they passed the Student Success Act by continuing to center racial equity in school funding decisions.
- PPS will support full funding for the fund for High School Success (Measure 98)
- PPS will advocate to reimburse school districts for all expenses incurred in response to COVID-19, such as PPE, sanitation supplies, hot spots and technology devices.
- PPS supports and will continue to advocate for direct state investment in the Oregon School Capital Improvement Matching (OSCIM) program and Seismic Retrofit Grant Program (SRGP).

Racial Equity in Education

PPS supports and will advocate for legislation and funding to promote improved academic outcomes for every student, especially our Black and Native students and students receiving special education services.

System shift connection: Racial Equity Aligned Systems, Structures and Culture

- PPS will support and advocate to change statutory language to add ability to investigate hate speech incidents as bias crimes.
- PPS will support and advocate for the [Reimagine Oregon education policy agenda](#).
- PPS will advocate for programs that support “grow your own” educator recruitment programs, licensure flexibility and increasing educator diversity.
- PPS will advocate for increased funding for specialized educational support through Regional Programs for students with hearing impairments, vision impairments, autism spectrum disorders, orthopedic impairments, deaf-blindness, and traumatic brain injury.
- PPS will advocate to eliminate the cap on special education services which will result in more robust funding for these services.
- PPS will advocate for increased funding for ODE’s Long Term Care and Treatment program, which supports students receiving services while in day and residential treatment through PPS’s DART program.

Warm, welcoming, safe learning environments

System shift connection: A Culture of Physical and Emotional Safety

- PPS will advocate for continued refinements to sexual misconduct statutes, including advocating for alignment with Title IV requirements to streamline investigations and prioritize student safety.
- PPS will advocate for resources and policies which support the mental health needs of all students, including investments in counseling, social workers, and a community schools approach to directly addressing student needs.
- PPS will advocate for revisions to ODOT’s I-5 Rose Quarter Improvement Project plans to protect student safety, including improved air quality, and respond to the Albina community’s restorative vision.
- PPS will support and advocate for policy proposals that address the climate crisis and promote climate justice, especially when directly relevant to school districts.

School Reopening/Comprehensive Distance Learning

System shift connection: A Connected and Transformative School District

- PPS supports and will advocate for legislative measures that help get students back into the classroom as soon as it is safe to do so.
- PPS supports and will advocate for COVID-19 limited liability protections for school districts.
- PPS supports and will advocate for increased broadband access to ensure that all students have the tools needed to participate in comprehensive distance learning.
- PPS supports measures that alleviate the child care burden on low-income families.

Curriculum Development

System shift connection: Transformative Curriculum and Pedagogy

- PPS will support efforts which seek to enhance civics education, develop antiracist curriculum, and update outdated curriculum.

Operational improvements

System shift connection: A Connected and Transformative School District

- PPS will advocate to eliminate the Custodial Civil Service Board (CCSB), an antiquated statute that singles out PPS and creates barriers to streamlined hiring in our maintenance ranks.