

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
July 6, 2015

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **UPDATE: DISTRICT-WIDE BOUNDARY REVIEW ADVISORY COMMITTEE** 6:20 pm
3. **BOARD CHAIR AND VICE-CHAIR VOTE** 7:00 pm
4. **OTHER BOARD BUSINESS** 7:15 pm
5. **BENSON ENROLLMENT CAP** – action item 7:35 pm
6. **BUSINESS AGENDA** 8:00 pm
7. **ADJOURN** 8:15 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.



Board of Education Informational Report

MEMORANDUM

Date: July 6, 2014

To: Members of the Board of Education

From: Jon Isaacs, Chief of Communications & Public Affairs
Judy Brennan, Enrollment Director

Subject: Update on District Wide Boundary Review Process

Background

In spring of 2013, the PPS Board of Education directed the Superintendent to implement a review of both enrollment & transfer policy and school boundaries as part of resolution approved following Jefferson Cluster enrollment balancing. Specifically, the board directed the Superintendent 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.

In order to meet these directives the Superintendent and PPS staff took two actions –

1. Engaged the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) to review student assignment and transfer policies to align with the Racial Educational Equity Policy.
2. Partnered with the PSU Center for Public Service and their team of experts who assist public agencies with taking on tough public policy challenges. The PSU team responded by assessing PPS' readiness to take on a district wide boundary review process, assisting PPS with setting clear values, goals and issues, and recommending a process for a district wide review of school boundaries.

In January, 2015 the PPS Board formally adopted changes to the Enrollment & Transfer policy based on recommendations developed after approximately 18 months of work by the Superintendent's Advisory Committee for Enrollment & Transfer (SACET).

In November, 2014 the Superintendent created the District Wide Boundary Review Advisory Committee (DBRAC). On July 6, 2015 the committee will provide an update to the PPS Board on the status of their nearly completed work to make recommendations to improve the PPS policy for conducting and implementing boundary changes.

Work on District Wide Boundary Review to Date

On June 2nd, 2014 the PSU Center for Public Service, led by Phil Kiesling and Wendy Willis, with the National Policy Consensus Center, delivered their first report to the PPS Board, which is attached for your reference and review. In this readiness assessment, which included interviews with over 20 community stakeholder organizations, the PSU team recommended that PPS undergo a six to eight week internal alignment phase to prepare the organization to undergo district wide boundary review beginning in the fall, 2014.

On October 2nd, 2014 the PSU team delivered their phase 2 report – *“A Values, Growth, and Equity Strategy for District-wide Boundary Review”* – to the PPS Board. It reported on several areas where internal PPS leaders and stakeholders are aligned; clarified the main rationale for undergoing district wide boundary review, and the issues that should be included in a district wide boundary review process; and recommended a short term and long term process for district wide boundary review including the formation of the DBRAC. Finally, PSU recommended that PPS undergo a district wide survey to gauge the community’s values and views on issues involved with boundary, program, and grade configuration changes.

District Wide Boundary Review Committee (DBRAC)

Based on the PSU team’s recommendations, the Superintendent directed staff to recruit and build the DBRAC. DBRAC is made of 26 members representing diverse stakeholders. The membership roster is attached for the board’s review.

DBRAC was presented with its charge and current work timeline in January, 2015 (presentation attached). Specifically, DBRAC was charged with developing two specific recommendations to the Superintendent:

1. Values Based Framework for Boundary Changes:
 - Review current policy and recommend changes to the basic structure and guiding values of the boundary change process, including factors for consideration/prioritization (including grade configuration & feeder patterns), implementation guidelines, timeline and frequency. DBRAC will also identify and recommend any potential PPS Policy revisions necessary to implement the new values based framework.
2. Boundary Change Assessment:

- After PPS applies the DBRAC recommended framework and develops options for new school boundaries, DBRAC will assess the new boundary options and provide direct feedback to PPS staff on how the framework was applied, and recommend specific improvements. Staff will incorporate these improvements and take the remaining options to the broader PPS/Portland community for input.

DBRAC Status Report

Following seven months of difficult, complicated, but highly productive work and deliberations DBRAC is close to finalizing their first set of recommendations for changes to PPS boundary change policy to align with community values. In addition to meeting over 20 times, the committee has developed and reviewed results of the PPS 2025 values survey (results attached for board review), and held two community input sessions.

The DBRAC subcommittee which has led the values framework development work will provide a progress update to you on July 6, 2015. They will report to you the status of their recommendations, and ask for specific feedback prior to finalizing their first recommendation to the Superintendent this month.

In the coming weeks the committee will finalize their recommendations to the Superintendent, who will make adjustments as needed before forwarding to you in the form of a resolution.

DISTRICT-WIDE BOUNDARY REVIEW ADVISORY COMMITTEE: SPECIFIC DELIVERABLES AND TIMEFRAME

Timeline Updated: 6/29/15

D-BRAC CHARGE: “(D)evelop and recommend a process for a comprehensive review of the schools 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”

-PPS School Board Resolution 4718, January 2013:

SPECIFIC DELIVERABLES

- 1. By June 30, 2015, D-BRAC will recommend to the Superintendent a boundary change values framework & necessary policy revisions**
 - DBRAC will develop and recommend the basic structure of the boundary change process, including factors for consideration/prioritization (including grade configuration & feeder patterns), implementation guidelines, timeline and frequency. DBRAC will also identify and recommend any potential PPS Policy revisions necessary to implement the framework.
 - The Superintendent will recommend a final framework and policy change package to the School Board, who will vote on the package by August 1, 2015.
- 2. By October 31, 2015, D-BRAC will provide an assessment to the Superintendent on the application of the Board-approved framework to staff-generated boundary change options**
 - PPS staff will apply the Board-approved framework and develop options for new school boundaries.
 - DBRAC will be asked to assess the new boundary options and provide direct feedback to PPS staff on how the framework was applied, and recommend specific improvements.
 - Staff will incorporate these improvements and take the remaining options to the broader PPS/Portland community for input.
 - The Superintendent will present a final set of boundary change recommendations to the Board by November 30, 2015. The Board will decide on boundary changes by January 31, 2016 for implementation in fall 2016.
- 3. During all aspects of the boundary review process, D-BRAC will provide advice staff to staff regarding community input and outreach plans**
 - PPS will conduct two community input & outreach processes. DBRAC will be asked for detailed input on the design, goals and timeline of both:
 - Values, Growth & Equity Survey
 - Community input on new school boundary maps
 - DBRAC will not be the sponsor of PPS community input.
 - DBRAC is empowered to gather additional community input as the committee sees fit in order to complete the deliverables. PPS staff will provide support.

COMMITTEE DEVELOPMENT AND SUPPORT

PPS staff are committed to supporting D-BRAC in meeting its deliverables and timeframe, including, but not limited to, the following:

- Learning opportunities to build knowledge in the components of a school boundary system
- Introduction to and application of the racial equity lens and other tools to ensure deliverables are aligned with the PPS Racial Equity Policy
- Establishment of operating protocols that foster a productive and respectful committee environment
- Information on related topics necessary for completion of boundary changes, including any planned revisions to grade configurations and/or special program locations

DISTRICT-WIDE BOUNDARY REVIEW ADVISORY COMMITTEE: SPECIFIC DELIVERABLES AND TIMEFRAME

Timeline Updated: 6/29/15

D-BRAC DETAILED TIMELINE (DRAFT: SPECIFIC DATES SUBJECT TO CHANGE)

DELIVERABLE ONE: BOUNDARY CHANGE VALUES FRAMEWORK AND POLICY REVISIONS																				
MONTH	JANUARY		FEBRUARY		MARCH		APRIL				MAY					JUNE				
Event Date	8	22	5	19	5	19	1	2	9	30	1	7	16	21	28	3	4	9	18	25
Event Name	MTG	MTG	MTG	MTG	MTG	MTG	SURVEY OPEN	MTG	MTG	MTG	SURVEY CLOSES	MTG	Listening session	MTG	MTG	Listening session	MTG	MTG	MTG	MTG w/ Supt
Activities	Respond to workplan draft, learn/share opinions about current boundary change factors	Respond to draft deliverables, timeframe and operating protocols, learn about student forecasts	Learn about four agreement, school buildings, capacity and transport	Equity learning/application, advise on survey, learn about enrollment & transfer	Create community agreement, advise on survey, learn how programs impact school size	Learn how programs impact school size, media and social media training	PPS 2025 survey open	Housing discrimination bus tour	Cluster data work-session	Equity learning, develop framework and policy change draft	PPS 2025 survey closes	Equity learning/application, develop framework and policy change draft	Community listening session targeted to key stakeholders	Refine framework and policy change draft	Refine framework and policy change draft	Community listening session co-sponsored by Coalition of Communities of Color	Refine framework and policy change draft	Refine framework and policy change draft	Refine framework and policy change draft	Share draft w/Supt

DELIVERABLE TWO: ASSESS THE APPLICATION OF THE VALUES FRAMEWORK TO BOUNDARY CHANGE OPTIONS							
MONTH	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY 2016
Event Date	July 6 Board Information Presentation	TBD	TBD	TBD	TBD	TBD	TBD
Desired Outcomes	Committee provides information as needed to support Superintendent and School Board approval of framework and policy changes	Committee advises on community engagement and input plans; staff develops boundary change options	Committee assesses the application of the framework on the boundary change options and provides comments to staff; committee participation in community engagement events	Committee gives final recommendation to Superintendent after commenting on revised boundary change options and participating in community engagement events	Brief School Board on recommendation; participate in community engagement events and provide additional input as requested by the Superintendent and School Board	Participate in community engagement events and provide additional input as requested by the Superintendent and School Board	Participate in community engagement events and provide additional input as requested by the Superintendent and School Board



District Wide Boundary Review Committee – Deliverables & Timeline

January 22nd, 2014

Overview of Presentation



- Specific Deliverables Requested of PPS District Wide Boundary Review Advisory Committee.
- Specific Input Requested from DBRAC for community input on proposed new school boundary maps.
- Detailed Timeline with Deadlines

DBRAC Specific Deliverables



1. Boundary Change Values Framework & Necessary Policy Changes

- DBRAC will develop and recommend the basic structure of the boundary change process, including factors for consideration/prioritization (including grade configuration & feeder patterns), implementation guidelines, timeline and frequency. DBRAC will also identify and recommend any potential PPS Policy revisions necessary to implement the framework.

DRAFT

DBRAC Specific Deliverables



2. Assessment of Application of Framework

- PPS staff will apply the DBRAC recommended framework and develop options for new school boundaries. DBRAC will be asked to assess the new boundary options and provide direct feedback to PPS staff on how the framework was applied, and recommend specific improvements. Staff will incorporate these improvements and take the remaining options to the broader PPS/Portland community for input.

DBRAC Input on PPS Community Engagement



- PPS will conduct two community input & outreach processes. DBRAC will be asked for detailed input on the design, goals and timeline of both.
 1. Values, Equity & Growth Survey
 2. Community input on new school boundary maps
- DBRAC will not be the sponsor of PPS community input.
- DBRAC is empowered to gather additional community input as you see fit to complete your deliverables. PPS staff will provide you support.

Overview of DBRAC Deliverables, Work Plan & Timeline through adoption of new boundaries.



DBRAC Work Stage	Specific Deliverable/Goal	Timeframe & Deadline
DBRAC Knowledge Building	DBRAC builds its knowledge of PPS boundaries, enrollment, feeder patterns, etc. in preparation for future work.	January 22 – May 1
Develop & Field Values, Growth, & Equity Survey to gather broad community input	DBRAC subcommittee assists with development of survey based on input from entire committee. Survey is conducted by PPS community involvement & PSU Center for Public Service	January 22 – May 1
DBRAC Develop new PPS Boundary Change Framework & Policies	DBRAC reviews, assess and apply community survey results in work to develop values based framework for future PPS boundary change. DBRAC develop policy change recommendations to align with framework. DBRAC delivers recommendations to Superintendent Smith	May 1 – June 30
PPS Board Formally Adopts Boundary Change Framework and Policy Improvements.	DBRAC recommendations will be considered by Superintendent Smith, and could be revised. Superintendent Smith will make a formal recommendation to PPS Board who will consider, and could revise these recommendations. PPS Board will formally adopt Framework & Updated Policy	July 1– July 31

Overview of DBRAC Deliverables, Work Plan & Timeline through adoption of new boundaries.



<p>PPS Staff Apply Framework to develop new school boundary map options</p>	<p>None</p>	<p>August 1 – September 1</p>
<p>PPS Staff received advice and input from DBRAC in developing PPS community engagement process.</p>	<p>None from DBRAC. PPS will publish the full process, timeline and goals for taking boundary change options to the community.</p>	<p>August 1 – September 1</p>
<p>PPS Staff Bring New School Boundary Map Options to DBRAC for Review & Assessment</p>	<p>DBRAC review and assess application of framework in proposed new boundaries. Report back to PPS and request improvements.</p>	<p>September 1 – October 31</p>
<p>PPS Staff Bring Proposed New Boundary Map Options to Community for Broad Input</p>	<p>None from DBRAC. PPS transparently implements published community engagement plan to gather broad community input on proposed new boundary map options.</p> <p style="text-align: center;">DRAFT</p>	<p>September 1 – October 31</p>

Overview of DBRAC Deliverables, Work Plan & Timeline through adoption of new boundaries.



<p>Superintendent Incorporate DBRAC & Community Input. Develops and recommends final proposed new school boundary map to PPS Board</p>	<p>None from DBRAC. DBRAC members will likely be asked to provide background & expert testimony to PPS Board of Directors</p>	<p>November 1 – November 30</p>
<p>PPS Board Considers Superintendent's Recommendation & Adopts Final Boundary Changes.</p>	<p>Board considers & adopts updated school boundary map for 2016-17 academic year.</p>	<p>December 1 – January 30</p>

D-BRAC COMMITTEE BIOGRAPHIES

NAME	APPOINTED BY:	Brief biography
Harriet Adair	PPS Office of Early Learners	Harriet Adair is the Assistant Superintendent for the Office of Early Learners and School Supports. She is a graduate of PPS and holds a doctorate from Brigham Young University. As a district leader for nearly forty years she has held many roles, including Principal of King Elementary and Whitaker Middle schools, Regional Administrator of several school clusters and Deputy Superintendent of K-8 programs.
Michele Arntz	Portland Council of Parent-Teacher Associations (PTA)	Michele has lived in the Cully neighborhood for 12 years, moving to Portland after earning degrees from Reed College and the University of Illinois. She has two children in PPS and has been a PTA volunteer for six years. She serves as the Madison Cluster's Section VP for the Portland Council PTA and has advocated around fundraising, water quality, professional development, programming and enrollment balancing issues.
Scott Bailey	Superintendent's Advisory Committee on Enrollment and Transfer (SACET)	Scott is a PPS graduate, the parent of two PPS graduates and the husband of a PPS teacher. He is a long-time school activist and current president of Community & Parents for Public Schools. Scott has served on numerous PPS committees over the past 16 years, including SACET and the recent bond committee. As a member of the Jefferson Critical Friends, he was part of a group that advocated for PPS to do a district-wide boundary review. Scott works as an economist.
Margaret Calvert	Portland Association of Public School Administrators (PAPSA)	Margaret is in her fourth year as Principal of Jefferson High School Middle College for Advanced Studies. Other roles in the district have including Vice Principal at Jefferson, teacher on special assignment supporting high school mathematics instruction and learning, high school mathematics and social studies teacher, and high school basketball coach. She is a native of Wisconsin and moved to Portland in 1995. She is the parent of three current PPS students
Maxine Fitzpatrick	Coalition of Communities of Color	Maxine Fitzpatrick has served as Executive Director of the Portland Community Reinvestment Initiatives for over 20 years. Over the past five years, she successfully integrated more than 300 units of additional affordable rental housing formerly held by the now defunct Albina Community Development Corporation bringing PCRI's portfolio of rental units to more than 700. She is leading PCRI on an ambitious plan to substantially increase additional units of affordable rental housing in North/Northeast Portland, an area where it is becoming increasingly more difficult to find affordable rental housing.
Shannon Foxley	Portland Association of Teachers (PAT)	Shannon Foxley is a parent, school counselor and director at large for Portland Association of Teachers. She is in her 11th year as a professional school counselor and currently works at Rigler Elementary School, where her children attend.
Pamela Kislak	Portland Council of Parent-Teacher Associations (PTA)	Pamela has two children in PPS. Her deep involvement in school communities has included volunteering in classrooms, launching the ACCESS Academy Foundation, and serving as school PTA President. Professionally, Pamela is a strategy consultant to non-profit organizations. She also spent 15 years working in educational technology. Originally from NYC, Pamela holds degrees from Dartmouth College and the University of California, Berkeley.

D-BRAC COMMITTEE BIOGRAPHIES

NAME	APPOINTED BY:	Brief biography
Pam Knowles	PPS Board of Directors	Pam was elected to the PPS Board in 2011. She holds degrees from Oregon State University and Northwestern School of Law at Lewis and Clark College. Pam is employed by Oregon State University and has held positions at the Portland Business Alliance, Portland Center Stage and as a high school social studies teacher. Her volunteer service has included Board of Director positions for the Nike School Innovation Fund, Regional Arts and Culture Council and PTA president at Buckman Arts. She has three sons, all of whom were educated in PPS.
Jane Leo	Portland Metropolitan Association of Realtors (PMAR)	Jane Leo is the Governmental Affairs Director for the Portland Metropolitan Association of Realtors® (PMAR), representing more than 6,500 Realtors® before the elected officials of 25 cities throughout the metropolitan area, as well as three county governments and Metro. She has been actively involved in legislative and political arenas for more than 30 years, including positions on the Wilsonville City Council and the Public Officials Compensation Commission. She is the parent of a current PPS student.
Sarah Lewins	Portland Association of Public School Administrators (PAPSA)	Sarah Lewins is in her fourth year as Principal at Roseway Heights K-8 School. She has also served as Principal at Markham and Edwards elementary schools and as a special education program administrator. As a native Portlander, Sarah grew up in Southwest neighborhoods, attended Multnomah School (K-8) and graduated from Wilson. She continues to live in the same area, and her children are graduates of Wilson High School.
Tony Magliano	PPS Operations Division	Tony Magliano joined PPS in 2008 after retiring from the United States Marine Corps with 22 years of service. He served as Assistant Director of Custodial and Maintenance, Director of Facilities and Deputy Chief Operating Officer prior to his current role as Chief Operating Officer. Tony has a Master's degree in Information Technology Management from the Naval Post Graduate School and a Bachelor's degree in Business Administration from Oregon State University.
Sheila Martin	Portland State University Population Research Center	Sheila Martin is Director of the Institute of Portland Metropolitan Studies and the Population Research Center at Portland State University. She is also a faculty member in the Nohad A. Toulan School of Urban Studies and Planning and the parent of a PPS student.
Charles McGee	Superintendent	Named among the most influential African-Americans in Oregon, Charles has a lot to say about leadership, education and public service. In 2006, Charles ran for PPS Board and co-founded the Black Parent Initiative with his close friend Johnell Bell. He has spoken throughout the nation and Canada on various issues and topics pertaining to families experiencing poverty.
Matt Morton	PPS Board of Directors	Matt Morton, Squaxin Island Tribe, is currently the Executive Director of the Native American Youth and Family Center, a community-based organization dedicated to enriching the lives of youth and families through education, community involvement and culturally specific programming. Matt moved to Portland 15 years ago after completing his Masters in Education at Oregon State University. He was elected to the Portland Public Schools Board in 2011, serves on the Advisory Council for PSU's Graduate School of Education and currently chairs the Youth Development Council.

D-BRAC COMMITTEE BIOGRAPHIES

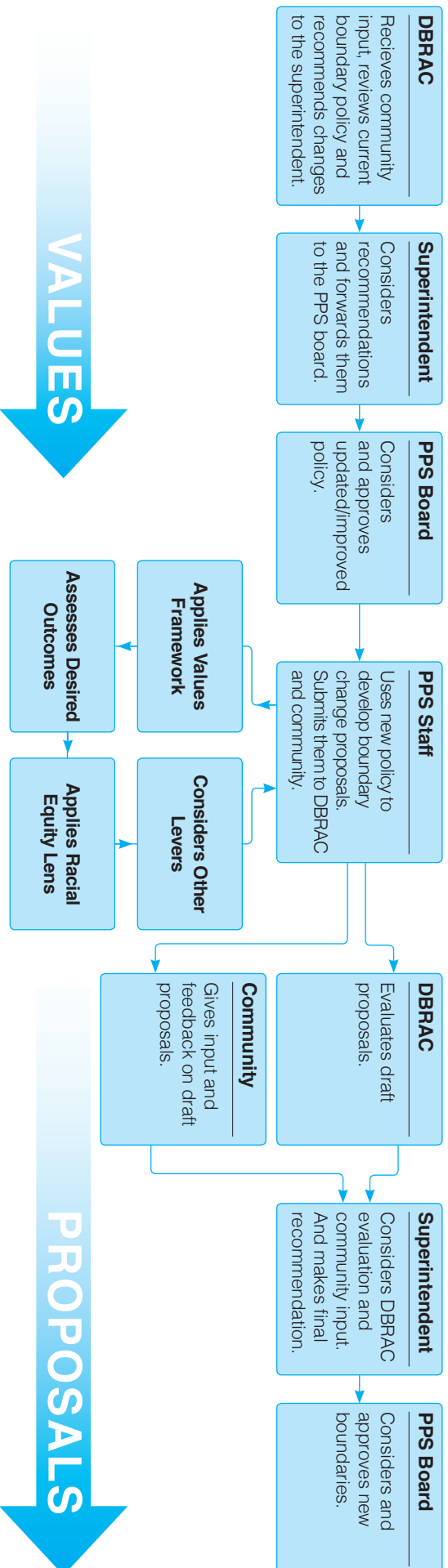
NAME	APPOINTED BY:	Brief biography
Alexander "Sascha" Perrins	PPS Office of Schools	Alexander Perrins currently serves as the Senior Director for Pre K-12 Programs. Prior positions in PPS include Regional Administrator for the Lincoln and Roosevelt clusters and Principal of Jason Lee K-8 School from 2006-2010.
Alice Perry	Superintendent	Alice Perry is the granddaughter of Mexican immigrants from Monterrey and Durango; she identifies as Chicana/Irish American. She is the Transformative Youth Opportunities Director for Latino Network, with over 20 years of non-profit experience. Alice received a Bachelor of Arts in Anthropology from Pomona College and also studied in Ireland. She serves as the Board President of OrFIRST, a Parent Resource Center that provides training and support to families of children experiencing disabilities. Alice is the mother of four teenage boys. She is passionate about her community, social justice and especially her family.
Mike Pichay	Coalition of Communities of Color	Michael currently serves as an advisor and instructor at Portland Community College for the Future Connect program, which supports first generation and low-income students across Multnomah County. Prior to PCC, Michael worked as an admission officer for Stanford University and later as the Director of College Guidance for a Title I high school in East Harlem, NY. A Los Angeles native, Michael earned degrees from El Camino Community College and University of California, Berkeley. Most recently, he completed a Master Degree in Education from Harvard University.
Michael Reunert	Portland Council of Parent-Teacher Associations (PTA)	Michael Reunert is the father of two daughters currently attending PPS. He is a past President of Rieke Elementary PTA and a member of the SWNI (Southwest Neighborhoods, Inc.) Schools Committee.
Hector Roche	PPS Office of Equity and Partnerships	Hector Roche is Senior Equity Manager at PPS. Previous roles include Community Liaison for Multnomah County Chair Ted Wheeler and Manager of Staff and Organizational Development for the Multnomah County Health Department.
Neisha Saxena	Superintendent	Neisha is a parent activist and SACET member. She is a former PTA President and Site Council member at Beaumont Middle School and a former Site Council member at Alameda Elementary School. She lives in the Grant
Jason Trombley	Superintendent's Advisory Committee on Enrollment and Transfer (SACET)	Jason is a PPS graduate and a member of the Coalition of Communities of Color. His service to PPS includes co-chair or SACET, member of the Achievement Compact Advisory Committee and volunteer coach for the Lincoln High School constitution team.
Matthew Tschabold	Portland Housing Bureau	Matthew Tschabold is the Portland Housing Bureau's Equity & Policy Manager, where he leads the development of policies to aid PHB in removing systemic barriers to housing opportunity. Raised in Oregon, his background in urban policy, public finance and governance includes work for the State of Oregon in education and community development; for governments and institutions of Cambodia and Macedonia in governance, decentralization and public finance; urban policy and planning with various institutions in the City of New York; and democracy development in the United States Peace Corps.

D-BRAC COMMITTEE BIOGRAPHIES

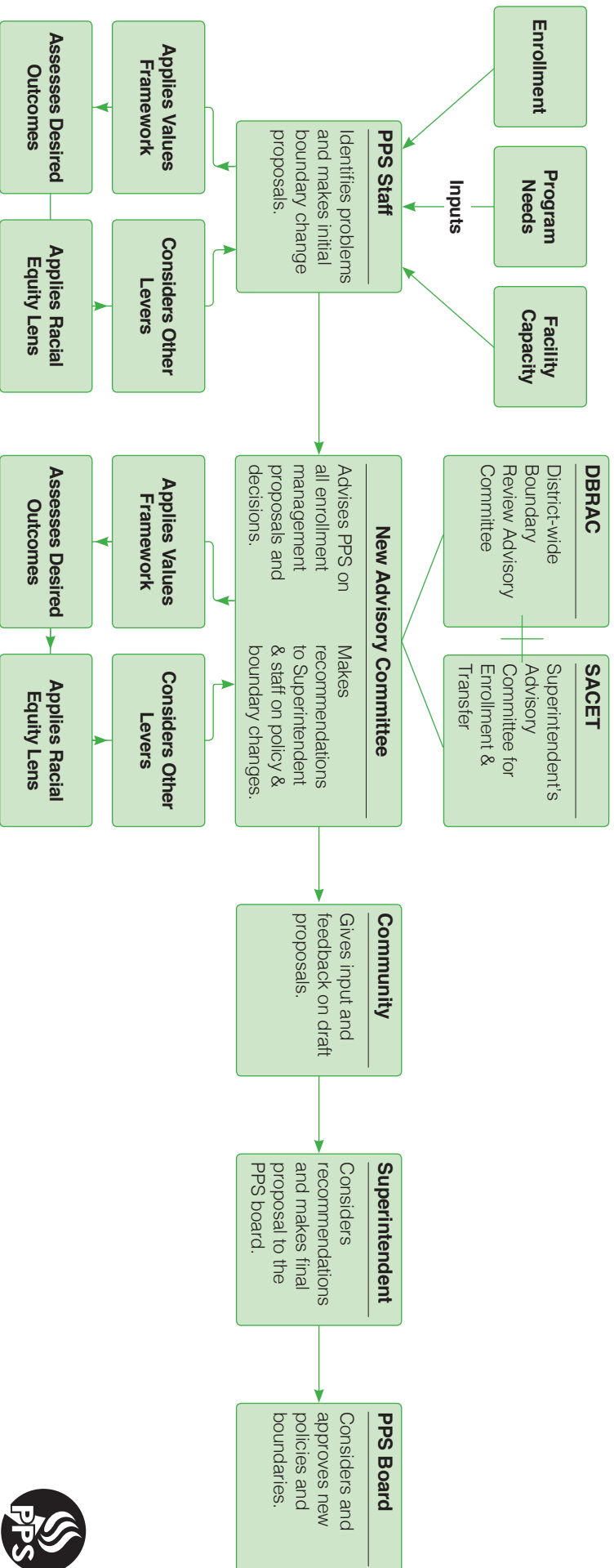
NAME	APPOINTED BY:	Brief biography
Max Tuttle	Superintendent's Student Advisory Committee (Super SAC)	Max Tuttle is a Madison High School senior and Co-Student Body President. Max attended Trillium Charter School for primary and middle education. He is a member of Madison's student council, along with varsity baseball and Constitution Team.
Kendall Wilson	Superintendent's Student Advisory Committee (Super SAC)	Kendall is a senior at Grant High School. She is preparing to go out of state for college, and has "recently developed a passion for change and am starting to come out of my shell more and speak my mind as I have taken a few leadership positions."
Kim Wilson	Portland Association of Teachers (PAT)	Kim Wilson is a PPS graduate (Scott, Gregory Heights Middle School, & Madison High School). Her children attend Vernon K-8 School and she teaches 7th & 8th grade math at Scott K-8 School.
Joe Zehnder	Portland Bureau of Planning and Sustainability	Joe is Chief Planner for the Portland Bureau of Planning and Sustainability. He earned degrees from University of Illinois Champaign-Urbana and University of North Carolina at Chapel Hill. Prior to coming to Portland, Joe held city planner positions in Baltimore, Maryland and Montpelier, Vermont, and served as Deputy Commissioner for Planning and Development for the City of Chicago.



Current change of District-wide Boundary Review Advisory Committee (DBRAC)



Future Enrollment Management Process





What is DBRAC?

DBRAC is the District-wide Boundary Review Advisory Committee, a group of 26 Portland Public Schools teachers, students, principals, administrators, community members and Portland School Board Directors tasked with shaping how PPS evaluates school boundaries.

What is the charge of the committee?

Superintendent Carole Smith has charged the committee to develop a framework for how PPS will address enrollment issues at overcrowded or under-enrolled schools.

Why is PPS doing a district-wide boundary review?

PPS anticipates nearly 5,000 new students will enroll in PPS schools in the next 10 years and the increased enrollment will necessitate potential boundary changes.

What is the timeline?

DBRAC will present its recommended improvements to the boundary change policy in July. Superintendent Smith will review the proposal and present her recommendations to the PPS board this summer.

When will any boundary change proposals be made public?

Staff will create boundary change scenarios based on the framework and updated policy. Feedback will be gathered from community members and D-BRAC this fall before a final set of changes go to the Superintendent and School Board for decision.

What is the current PPS policy governing boundary review changes?

An Administrative Directive governs the boundary review process: www.pps.k12.or.us/files/board/4_10_049_AD.pdf.

Who has final say on school boundaries?

Under the current process, the Enrollment and Transfer Department Director makes a recommendation to the Superintendent, who makes a final recommendation to the Portland School Board. Board Directors have the final say on boundary changes. DBRAC will recommend a policy change that includes a review of the staff's proposed recommendation before the proposal is presented to the Superintendent.

What opportunity will the community have to provide input on boundary changes?

DBRAC commissioned a community-wide survey asking for input on what values should be part of a boundary review process. More than 4,000 people responded with their views. DBRAC also held two community forums to solicit input. To date, community input has included more than 4,000 responses to the school boundary survey and feedback from participants at two boundary review workshops. Additional workshops will be held throughout the community once boundary change scenarios are available. Members of the public may comment at every D-BRAC and School Board meeting.

If boundaries are changed, when will they go into effect?

Since some schools are already very crowded, changes could take effect beginning in September 2016.

If my school boundary is changed, will my child have to go to a new school?

Current policy allows students attending a school to remain there following boundary change in most cases. That policy could be revised and other exceptions could be recommended, in order to balance enrollment between schools more rapidly.

Where can I learn more about DBRAC?

You can read about members, read previous meeting notes and watch videos of every meeting at www.pps.k12.or.us/departments/enrollment-transfer/9522.htm.



PREPARED FOR:
OREGON'S KITCHEN TABLE
PPS 2025 SURVEY

June 2015

PREPARED BY:
DHM RESEARCH
(503) 220-0575 • 239 NW 13th Ave., #205, Portland, OR 97209 • www.dhmresearch.com

1. | SURVEY METHODOLOGY

From April to mid-May, Portland Public Schools (PPS) invited staff, students, parents and the wider district population over the age of 13 to participate in the PPS 2025 survey using both online and paper versions. The survey questionnaire was developed by Oregon's Kitchen Table (OKT) with selected District staff and PPS' District-wide Boundary Review Advisory Committee (DBRAC). PPS developed the distribution strategy, which differed by school. Participants were ensured of their confidentiality. A total of 4,099 respondents took part in the survey. The raw data (without identifying characteristics) for both the paper and online versions was provided by OKT to DHM Research for processing and analysis. In this report, open-ended questions are analyzed qualitatively.¹ Results in the annotated questionnaire may add up to 99% or 101% due to rounding.

For online distribution, the survey was made available to OKT's entire membership in the PPS district (targeted by zip codes), as well as through PPS' social media and email lists. Paper copies were made available to all schools district. PPS and OKT contracted and partnered with community organizations (Latino Network, Self Enhancement Inc., IRCO: Asian Family Center, IRCO: Africa House, Hacienda CDC, Russian Oregon Social Services, Muslim Education Trust, Oregon Community Health Worker Association, Urban League, Association of Slavic Immigrants, Slavic Community Center, New Portlanders Advisory Council, El Programa Hispano), to improve participation particularly among historically underrepresented groups. Distribution of hard copies was also achieved through community engagement events. Surveys were made available online and in paper in all six of the District's supported languages: English, Spanish, Vietnamese, Somali, Russian, and Mandarin/Chinese. Data-entry was conducted by OKT and started in April of 2015 for paper copies and continued through May of 2015 for both online and paper copies.

See the annotated questionnaire in Section 4 for full question texts, responses, and demographics (including, but not limited to, education level, number of years in the district, and sexual orientation). For the purpose of the following analysis, results have either been presented as "respondents" for the full survey sample, or broken out by the following demographic groups:

- By respondents' association with PPS²:
 - Parent/guardian of a current, future, or former PPS student(s)
 - Current or former PPS student
 - PPS teacher or staff
 - Community member

Note: Survey results were statistically weighted³ within each of these groups to ensure that results were representative of the larger district-wide populations for each group

¹ Two open-ended questions (Q19 and Q21) will not be analyzed in this report; however, OKT has access to the full survey data and may wish to further analyze results for those questions at a later date.

² Respondents were encouraged to select all that apply on this question (Q18), so respondents could fit into multiple groups.

³ The survey results were statistically weighted by key demographics (per the Census and data provided to DHM Research by PPS) to assure that subgroup results are representative of the particular subgroup population. Definition of statistical weighting: With any survey sample, some groups or characteristic may be over or underrepresented. In a self-selection sample, as was the case with this survey, this can happen because some

- By grade range: K-8, elementary school, middle school, high school⁴
- By school cluster: Cleveland, Franklin, Grant, Jefferson, Lincoln, Madison, Roosevelt, and Lincoln⁵
- By Title 1 schools vs. not Title 1
- Gender
- Race/ethnicity: African American, Asian, Hispanic/Latino, White, Multiple⁶. Please reference the Annotated Questionnaire in Section 4 for expanded racial/ethnic groupings

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groups of people were better notified or more motivated to participate. A common example is different opinions by political party. On many issues, people who identify as Republicans and Democrats differ on policy issues. If a sample overrepresented Democrats and underrepresented Republicans, then the total results would be biased. To correct for this, data can be “weighted” to correspond to the true population proportions. In this example, the responses from Democrats would be multiplied by a value less than 1.0 and Republicans by a value greater than 1.0.

⁴ Respondents could be placed into multiple ranges as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

⁵ Respondents could be placed into multiple clusters as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

⁶ Responses were collapsed into these federal racial/ethnic categories for the purposes of this report. The Multiple category includes all respondents who selected more than one racial/ethnic group. The largest Multiple groupings included African American/American Indian; African American/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were provided to OKT which detailed number of completes and response rates for all ethnic groups and subgroups, including Multiple.

2. | KEY TAKEAWAYS

When describing what contributes to a high quality neighborhood school, respondents tended to cite *small class size* and *variety of course options* as the top factors.

- When ranking a series of characteristics, respondents said that *small class size* was the most important to a high quality neighborhood school for kindergarten through 5th grade (39%) and 6th through 8th grade (37%).
 - For both K-5 and 6-8, the next most important characteristic centered on a *wide variety of learning opportunities*. This importance placed on variety of course offerings would be reiterated at other points in the survey.
- In an open-ended question about what contributes to a high-quality neighborhood high school, the issues of *small class size* and *variety of course options* came up often.

Respondents were more agreeable to a typical 6th through 8th grade middle school experience than to that of a K-8 school, largely due to the belief that the former provides a wider variety of course offerings.

- 71% agreement with the following statement: *It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.*
 - Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement.
 - This statement also had majority agreement across students, parents, staff, and community members.
- Compared to 29% agreement with the following statement: *It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th-8th).*
- In an open-ended question about what contributes to a high-quality neighborhood middle school, respondents frequently expressed concern that K-8 schools limited the number of opportunities available to students more so than at schools divided between elementary and middle grades.

Respondents were more likely to agree that boundaries should change as infrequently as possible as they were to agree that boundaries should be changed regularly, though there were differences across demographic groups.

- 55% agreement with the following statement: *Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.*
 - Agreement was particularly high among respondents in the Lincoln (72%) and Grant (60%) clusters and current PPS students (69%) and parents (59%).

- This concern about frequency would be reiterated at other points in the survey.
- Compared to 35% agreement with the following statement: *Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.*
 - Agreement with this statement was particularly high among Hispanic/Latino (51%) and African American (42%) respondents, those associated with a Title 1 school (47%), and those in the Roosevelt (50%) and Jefferson (42%) clusters.

No matter the specifics, boundary changes generated concern among respondents.

- Almost nine in ten (85%) said that they were concerned that *boundary changes might require some communities or families to change schools more often than others*, more so than any of the other concerns presented.
- Notably, respondents were significantly less concerned about the potential changes to property values resulting from boundary changes when compared to students' experiences resulting from boundary changes.

3. | ANALYSIS

3.1 | School Characteristics (Q1-Q4)

Respondents were first asked to identify which characteristics are most important to a high quality neighborhood school for kindergarten through 5th grade students (ranked 1-4, with 1=most important; Q1). Overall, a plurality (39%) of respondents indicated that *“small class sizes”* is the most important characteristic, followed by a *“wide variety of learning opportunities including access to music, art, library, and physical education,”* which was selected as most important by 21% of all respondents.

Parents of future PPS students (46%) and PPS staff (includes teachers) (45%) were more likely than any other respondent group associated with PPS to rank *“small class sizes”* as the most important characteristic to a high quality neighborhood school for kindergarten through 5th grade students. In contrast, current PPS students were most likely to select *“a warm and welcoming school environment”* (28%), as were respondents from the Jefferson cluster (20%) when compared to respondents from other clusters. Hispanic/Latino respondents (22%) and those in the Madison cluster (14%) were most likely to select *“access to dual language immersion.”* Conversely, Hispanic/Latino respondents (13%) were less likely than any other racial/ethnic group (20-24%) to feel that a *“wide variety of learning opportunities including access to music, art, library, and physical education”* is the most important characteristic to a high quality neighborhood school for kindergarten through 5th grade students.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for kindergarten through 5th grade. Responses varied, but several themes emerged. Respondents stressed the importance of having high-quality and motivated teachers, administrators, and staff members in their neighborhood schools. Respondents also prioritized having schools that engage and challenge students to think creatively. There was also an emphasis on reducing schools’ focus on testing. Additionally, respondents emphasized an extension of lunch time with more nutritious food options being offered.

Representative quote: *“Challenging all students to work to the best of their abilities, grouping students at their ability level, so they can learn at the appropriate rate and level. Classrooms that are free from disruptive behavior. Respect and kindness for all.”* -- (Parent/Guardian, Da Vinci, Female)

Respondents were then asked to identify which characteristics are most important to a high quality neighborhood school for 6th through 8th grade students (ranked 1-4, with 1=most important; Q2). Overall, respondents value similar characteristics for 6th through 8th grade as they do for kindergarten through 5th grade schools, namely *“small class sizes”* (37%), followed by a *“wide variety of learning opportunities, including electives”* (24%). Differentiated in terms of their relationship to PPS, future and current parents of PPS students (46% and 37%, respectively), as well as PPS staff and community members (40% and 37%, respectively), were more likely than parents of former PPS students (29%) to feel

that “*small class sizes*” is the most important characteristic. Additionally, respondents from the Wilson (44%) and Lincoln (41%) clusters were more likely than those from the Jefferson and Grant clusters (both 32%) to feel that “*small class size*” was most important. As well, current PPS students (21%) and parents of former PPS students (20%) were most likely to feel that “*a warm and welcoming school environment*” is most important. Additionally, current PPS students (14%) were more likely than any of the other respondent subgroups affiliated with PPS (1-6%) to feel that “*learning alongside children from many different backgrounds*” is most important. African American (42%) and White (38%) respondents were more likely than Asian (27%) respondents to feel that “*small class sizes*” is most important. Respondents in the Lincoln (8%), Madison (6%), and Grant (5%) clusters were more likely than respondents in any of the other clusters (1-2%) to feel that the “*ability of children who live close together to attend the same school*” is most important.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for 6th through 8th grade. Responses were similar to those from kindergarten through 5th grade, with respondents emphasizing competent and high quality teachers. Mention was also made of better access to technology programs. There was a greater emphasis than K-5 placed on bullying prevention and social/emotional support for students. Some also expressed concern that K-8 schools limited the number of opportunities available to students more so than at schools divided between elementary and middle grades.

Representative quote: “*The size of the school itself is important (specifically, the number of students enrolled in the middle grades)...Across PPS, most K-8 schools have 20-80 kids per grade in 6th, 7th, and 8th, while most middle schools have 150-200 kids per grade. My daughter is a kindergartner at our neighborhood K-8, where there is a steep drop-off in enrollment at the middle grades because the school simply can't provide a well-rounded middle-grade educational experience. I know the problem is self-perpetuating (no one will want to send their kids there until more people send their kids there), but for such a short but critical developmental stage, families can't just wait it out for a few years and see if the offerings increase.*” -- (Parent/Guardian, Peninsula, Female, White)

Respondents were then asked to choose which of the following two statements more closely reflects their personal beliefs about the best type of schooling for 6th, 7th, and 8th grade (middle grade) students (Q3):

Statement A: It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th-8th).

Statement B: It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.

Overall, seven in ten (71%) respondents felt that statement B more closely reflects their personal beliefs. Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement. As well, respondents associated with a Title 1 school (73%) were more likely than those not associated with a Title 1 school (68%) to feel that statement B was more reflective of their personal beliefs. Those in the Wilson, Cleveland and Jefferson clusters (80%) were more likely than any of the other clusters (62-71%) to feel that statement B is more reflective of their views. PPS staff (77%) members were more likely to prefer statement B than parents of current PPS students and former PPS students (both 68%).

Respondents were told that PPS recently completed a redesign of its high school system with the goal of ensuring "*all students have access to high schools of the size and structure required to provide a common set of rigorous and engaging courses and programs.*" They were then asked, using an open-ended format, what characteristics they believe are most important to a high quality high school (Q4). Responses were similar to those provided for K-5 and 6-8, with respondents emphasizing a desire to have high quality teachers who are engaged within and outside the classroom and who are motivated to help students learn and prosper in their academic environment. Respondents also stressed the importance of having a safe and clean learning environment with small class sizes. In terms of programs, respondents emphasized the importance of having a wide variety of programs and electives being offered throughout all schools. Beyond high school academics, respondents expressed that they would like to see additional help for college or career preparation or counseling in the future, as well as continued access to after school and extracurricular programs.

Representative quote: "*At a minimum: Access to a wide variety of course offerings, including advanced coursework, college credits, career technical education, and multiple modes of visual and performing arts...Intramural and competitive sports programs. A wide variety of clubs and other extracurricular activities. Genuine student engagement and involvement in school governance and decision-making. A respectful environment towards students of all races, ethnicities, abilities and learning styles. Partnerships with potential employers and community organizations to provide experiences outside the classroom. Connections with colleges, and counseling services relating to college admissions and financial aid.*" -- (Parent/Guardian and Community Member, Beaumont, Female, Asian and Indian)

3.2 | Redrawing Boundaries (Q5-Q6)

Respondents were presented with a list of factors that affect where school boundaries are drawn, and asked to rank them in terms of which factors they found to be personally important (1=most important; 6=least important; Q5). Overall, a plurality (30%) felt that *“students stay together as they move from elementary to middle grades and middle grades to high school”* was the most important factor that affects where school boundaries are drawn, followed by *“where possible, schools have a student body that reflect racial and economic make-up of the whole district”* (21%) and *“make sure that boundary changes move as few students as possible”* (20%). Notably, only 5% of respondents felt that *“reduce building and transportation costs to the district”* is the most important factor when drawing school boundaries.

Hispanic/Latino (39%) and White (31%) respondents were more likely than other racial/ethnic groups (20-24%) to feel that *“students stay together as they move from elementary to middle grades and middle grades to high school”* was the most important factor that affects where school boundaries are drawn. This factor was also more important for those not associated with a Title 1 school (34% vs. 23% those associated with a Title 1 school) and parents of current PPS students (33% vs. 23-25% of PPS staff and community members).

African American (32%) respondents were more likely than other racial/ethnic groups (16-21%) to feel that *“where possible, schools have a student body that reflect racial and economic make-up of the whole district”* is the most important factor that affects where school boundaries are drawn. This was also the most important factor for those associated with a Title 1 school (30% vs. 15% of those who are not), respondents in the Jefferson (34%), Madison (29%), Roosevelt (29%), and Franklin (25%) clusters (vs. 12-18% of all other clusters), and PPS staff (33%) and community members (30%) when compared to parents of current PPS students (16%) and parents of former PPS students (19%).

Respondents from the Lincoln cluster (33%) were more likely than any other subgroup to feel that *“make sure that boundary changes move as few students as possible”* is the most important factor. Those not associated with a Title 1 school (24% vs. 14% of those associated with a Title 1 school) and parents of current PPS students (23% vs. 13-15% of PPS staff and current and former PPS students) were also more likely to feel that this is the most important factor.

Respondents were asked if there were any other factors not on the provided list that they felt were important when thinking about where and how school boundaries are drawn. While responses varied, a few reoccurring themes emerged. Many respondents suggested that anticipating future demographic changes was an important factor. Another common suggestion was to emphasize phased implementation instead of switching schools among random grades, as well as attempting to keep siblings together within the same schools. There was also an emphasis on grandfathering children into certain schools if they have been part of the community for a number of years. The importance of small class sizes was also emphasized. Finally, many respondents continued to emphasize that the quality of the

education provided and a full curriculum are always important factors to consider when considering boundary changes.

Representative quote: *“Phased implementation so that families are not forced to change schools in the middle of elementary years. For example, assign new kindergarten students and families new to the district according to new boundaries to rebalance things over time. Families connect and commit to their schools; children make friendships and relationships with teachers and staff – prioritize as little disruption as possible.”* -- (Parent/Guardian, Capitol Hill, Female, White)

Then, respondents were asked to choose which of the following two statements more closely reflects their personal beliefs about the best approach to boundary changes (Q6):

Statement A: Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.

Statement B: Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.

Overall, a slight majority (55%) of respondents felt that Statement B was more reflective of their personal beliefs. Hispanic/Latino (68%) and African American (66%) respondents were more likely than their Asian (48%) and White (54%) counterparts to prefer Statement B. This was also true for those associated with a Title 1 school (68% vs. 46% of those not associated with a Title 1 school) and PPS staff (71% vs. 50-62% of parents of former PPS students, parents of current PPS students, former PPS students, and community members). In contrast, respondents from the Lincoln cluster (66%) were significantly more likely than any other cluster to prefer Statement A. As well, parents of current PPS students (50%) were significantly more likely than all other respondents groups associated with PPS (29-41%) to prefer Statement A.

3.3 | Boundary Statements (Q7-Q9)

Next, respondents were asked to indicate their level of agreement with a series of statements about when and how boundaries should be reconsidered (Q7-Q9). A slight majority (55%) of respondents agree that *“boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program”* (Q9). Agreement was particularly high among respondents in the Lincoln (72%) and Grant (60%) clusters (vs. 41-53% of all other clusters), Asian respondents (68% vs. 52-55% of all other racial/ethnic groups), those not associated with a Title 1 school (62% vs. 44% of those associated with a Title 1 school), and current PPS students (69%) and parents (59%).

In comparison, slightly more than four in ten (44%) respondents agree that *"the district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools"* (Q8). This statement had the highest agreement among African American respondents (57% vs. 42-43% of Asian and White respondents), those associated with a Title 1 school (56% vs. 35% if those not associated with a Title 1 school), respondents in the Roosevelt cluster (66% vs. 27-54% of all other clusters), and PPS Staff (55% vs. 39-44% of parents of former or current PPS students).

Finally, more than three in ten (35%) respondents agreed with the statement, *"Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once"* (Q7). Agreement with this statement was highest among Hispanic/Latino (51%) and African American (42%) respondents, those associated with a Title 1 school (47% vs. 28% those not associated with a Title 1 school), those in the Roosevelt (50%) and Jefferson (42%) clusters, and former PPS students, PPS staff, and community members (40-41% vs. 32% of parents of current PPS students).

3.4 | Concerns about Boundary Changes (Q10-Q15)

Respondents were presented with a series of statements about possible boundary changes and asked to indicate their level of concern with each (Q10-Q15). Overall, respondents were most concerned that *"boundary changes might require some communities or families to change schools more often than others"* (Q15: 85% overall concern). In general, most of the statements garnered high-levels of concern (Q10: 81%; Q13: 79%; Q12: 78%; Q14: 76%), with the notable exception of the statement *"changes in school boundaries may lower or raise property values in affected neighbors"* (Q11: 52%).

Concern that *"boundary changes might require some communities or families to change schools more often than others"* (Q15: 35% very concerned; 49% somewhat concerned) was high across subgroups. African American (45%) respondents were more likely to be 'very concerned' than their White counterparts (33%). Also, respondents in the Roosevelt cluster (25%) were less likely than any other cluster (31-43%) to feel 'very concerned' about this statement.

Concern that *"boundary changes may create uncertainty about where children go to school"* (Q10: 36% very concerned; 46% somewhat concerned) was also high across subgroups. This was particularly true for respondents in the Lincoln cluster (90% overall concern vs. 73-82% for all other clusters), those not associated with a Title 1 school (84% vs. 76% of those associated with a Title 1 school), and Asian respondents (87% vs. 79% of White respondents). Meanwhile, the spectrum of concern for respondents affiliated with PPS ranged from parents of current PPS student (84%) to PPS staff (69%).

Eight in ten respondents expressed concern that *"boundary changes might increase the distance students have to travel to school"* (Q13: 30% very concerned; 49% somewhat concerned). Respondents in the Wilson, Jefferson, and Grant (82-84%) clusters were more

concerned than those in the Franklin (72%) and Roosevelt (73%) clusters. As well, this statement raised greater concern among White respondents (81% vs. 73% of African American and 74% of Hispanic/Latino respondents) and those not associated with a Title 1 school (81% vs. 75% of respondents associated with a Title 1 school).

Similarly, roughly eight in ten respondents expressed concern that *“boundary changes might separate students from their neighborhood classmates”* (Q12: 33% very concerned; 45% somewhat concerned). White respondents (80% vs. 71% of African American and 73% of Hispanic/Latino respondents), those not associated with a Title 1 school (82% vs. 72% of those associated with a Title 1 school), and those in the Wilson, Grant and Lincoln clusters (83-84% vs. 74-76% of those in the Franklin and Madison clusters) were more likely to feel concerned about this statement.

While overall concern (76%) was slightly lower than the aforementioned statements, respondents were most likely to feel ‘very concerned’ that *“boundaries changes might place students in lower quality schools than ones they currently attend”* (Q14: 48% very concerned; 28% somewhat concerned). This concern was particularly significant for Asian respondents (87% vs. 74-76% of all other ethnic groupings), those not associated with a Title 1 school (82% vs. 65% of those associated with a Title 1 school), and those in the Lincoln (90%), Cleveland (81%), Grant (80%), and Wilson (79%) clusters (vs. 64-69% of those in the Jefferson, Madison and Franklin clusters). As well, parents of current PPS students (79%), current PPS students (77%), parents of future PPS students (75%), and community members (71%) were more likely to be concerned about this statement than PPS staff (60%).

Finally, a slight majority of respondents expressed concern that *“changes in school boundaries may lower or raise property values in affected neighbors”* (Q11: 21% very concerned; 32% somewhat concerned). Asian, African American and Hispanic/Latino respondents (62-66% vs. 48% of Whites), those not associated with a Title 1 school (55% vs. 45% of those associated with a Title 1 school), and those in the Lincoln cluster (66% vs. 40-53% all other clusters) were most likely to be concerned about this statement. Notably, current PPS students (62%) were more concerned about this statement than PPS staff (42%) and parents of future PPS students (44%).

3.5 | Equity and Boundary Changes (Q16-Q17)

Respondents were asked to choose which of the following two statements more closely reflects their personal beliefs about the best way to balance issues of enrollment and boundary changes (Q16):

Statement A: PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.

Statement B: PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.

Overall, a slight majority (56%) of respondents felt that statement B was more reflective of their personal beliefs. Notably, African American respondents (70%) were significantly more likely than respondents from any other racial/ethnic groups (52-54%) to feel that statement B was more reflective of their personal beliefs. This was also true for those not associated with a Title 1 school (60% vs. 50% of those associated with a Title 1 school) and respondents in the Lincoln cluster (67% vs. 45-60% of all other clusters). As well, parents of current PPS students (61%) were more likely than PPS staff (42%), former PPS students (48%), and community members (50%) to prefer statement B. The only cluster in which a majority preferred statement A was Madison (55%).

Lastly, respondents were asked, using an open-ended format, if there was anything else that they would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement (Q17). As in other open-ended questions from this survey, responses varied yet revealed reoccurring themes, some of which were raised earlier in the survey. For example, many respondents expressed a desire to limit the frequency of boundary changes and to base any changes on logical parameters. However, particularly in this question, more concerns were raised about boundary changes exacerbating divisions between income and racial/ethnic groups. There was also an emphasis placed on maintaining high quality teachers and staff, establishing smaller class sizes, and offering a wide variety of extracurricular activities and individualized academic programs.

Representative quote: *"First I'd like to applaud you for taking up such a hard problem. This is difficult work. I'll reiterate that turning neighborhood schools into spillover schools will create a tremendous amount of division within our communities. There are already rumblings of second-class treatment associated with this impending decision among many in Portland's middle class, to say nothing of its poorer communities. Whatever the outcome of this reorganization, if the decision reflects a continued accommodation for the more affluent, vocal members in our community, Portland will wake up with a brand new headache."* -- (Female, White)

4. | ANNOTATED QUESTIONNAIRE

PPS 2025 Shape the Future of Our Schools Survey
Online/Paper survey; N=4,099; 10 Minutes
June 2015

Methodological note: From April to mid-May, the 2015 Shape the Future of Our Schools survey was made available to PPS staff, students, parents and the wider district population using both online and paper versions. Participants were ensured of their confidentiality. A total of 4,099 took part in the survey. The raw data for both the paper and online versions was provided by Oregon’s Kitchen Table to DHM Research for processing and analysis. Open-ended questions will be analyzed qualitatively and provided by DHM Research at a later date.

- Portland Public Schools is committed to providing high quality neighborhood schools for all students. All of the characteristics listed below—and others—are important, but please tell us which characteristics you think are most important to a high quality neighborhood school for kindergarten through 5th grade. *Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.*

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Small class size								
1—most imp	39%	32%	39%	46%	37%	27%	45%	39%
Learning alongside children from different backgrounds								
1—most imp	3%	4%	2%	0%	5%	8%	5%	3%
Opportunities for parent involvement								
1—most imp	1%	2%	1%	0%	1%	1%	0%	1%
Access to dual language immersion								
1—most imp	5%	1%	6%	3%	3%	2%	3%	3%
A warm and welcoming school environment								
1—most imp	13%	19%	13%	6%	12%	28%	14%	11%
Wide variety of learning opportunities including access to music, art, library, and physical education								
1—most imp	21%	23%	22%	25%	19%	18%	14%	22%
Access to after-school programs								
1—most imp	0%	0%	0%	0%	1%	2%	0%	1%
Ability of children who live close together to attend the same school								
1—most imp	4%	4%	5%	6%	5%	0%	2%	4%
Access to learning in the student’s preferred language								
1—most imp	0%	0%	0%	0%	1%	0%	1%	0%
Ability of children to walk or bike safely to school								
1—most imp	2%	2%	2%	5%	2%	1%	2%	3%
Access to services that meet every student’s learning needs (including special education, English as a second language, talented and gifted program)								
1—most imp	11%	12%	10%	8%	12%	12%	13%	12%

1A. Is there anything we left off the list for kindergarten through 5th grade that is important to you? **(OPEN)**

2. Now switching to middle grades (6th-8th). Please tell us which characteristics you think are most important to a high quality neighborhood school for 6th through 8th grade. Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Small class size								
1—most imp	37%	29%	37%	46%	36%	28%	40%	37%
Learning alongside children from many different backgrounds								
1—most imp	4%	4%	3%	1%	4%	14%	6%	4%
Access to dual language immersion								
1—most imp	3%	2%	3%	3%	4%	2%	2%	3%
Access to learning in English and another language								
1—most imp	1%	2%	0%	0%	0%	1%	0%	2%
A warm and welcoming school environment								
1—most imp	12%	20%	12%	6%	13%	21%	14%	12%
Wide variety of learning opportunities including electives								
1—most imp	24%	24%	26%	20%	20%	16%	19%	24%
Access to after-school programs, including sports								
1—most imp	2%	1%	1%	1%	5%	1%	1%	2%
Ability of children who live close together to attend the same school								
1—most imp	4%	4%	5%	5%	3%	0%	1%	2%
Access to learning in the student's preferred language								
1—most imp	0%	0%	0%	0%	0%	0%	1%	0%
Ability of children to walk or bike safely to school								
1—most imp	2%	1%	1%	6%	2%	4%	1%	2%
Access to services that meet every student's learning needs								
1—most imp	11%	14%	11%	10%	10%	13%	15%	12%

2A. Is there anything we left off the list for 6th through 8th grade that is important to you? **(OPEN)**

3. There is an ongoing conversation in the community about what type of school is best for 6th, 7th, and 8th grade (middle grade) students. Which statement is closest to your beliefs, even if neither is exactly what you believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
A. It is important for students to stay together as a community in one school from kindergarten through 8 th grade, even if middle grade students have fewer courses and electives than students at middle schools (6 th -8 th).	29%	29%	32%	23%	32%	27%	23%	27%

B. It is important for middle grade students to have the opportunity to attend a 6 th through 8 th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.	71%	71%	68%	77%	68%	73%	77%	73%
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4. PPS recently completed a redesign of its high school system with the goal of ensuring “all students have access to high schools of a size and structure required to provide a common set of rigorous and engaging courses and programs.” Though PPS is already making some of those changes, please share with us the characteristics you believe are most important to a high quality high school. **(OPEN)**

5. There are a number of factors that affect where school boundaries are drawn. Please rank the following factors in order of importance to you. (1 is most important and 6 is least important).

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Students stay together as they move from elementary to middle grades and middle grades to high school								
1—most imp	30%	28%	33%	29%	28%	28%	23%	25%
Mean	2.7	2.9	2.9	2.6	3.0	3.3	3.0	2.9
Where possible, schools have a student body that reflects racial and economic makeup of the whole district								
1—most imp	21%	19%	16%	25%	23%	21%	33%	30%
Mean	3.5	3.5	3.7	3.2	3.2	3.3	2.7	3.1
Reduce building and transportation costs to the district								
1—most imp	5%	8%	5%	3%	7%	11%	6%	5%
Mean	4.3	4.1	4.4	4.5	4.0	3.4	4.5	4.3
Make sure that boundary changes move as few students as possible								
1—most imp	20%	20%	23%	23%	13%	15%	13%	17%
Mean	3.2	3.4	3.1	3.6	3.6	3.3	3.7	3.6
Minimize the need for students to cross busy, fast or otherwise dangerous roads								
1—most imp	12%	11%	11%	13%	11%	11%	13%	14%
Mean	3.6	3.4	3.6	3.3	3.7	3.8	3.6	3.4
Ensure enough students in each lower grade school so that high schools are similarly sized								
1—most imp	11%	14%	12%	7%	17%	12%	12%	9%
Mean	3.7	3.5	3.6	3.8	3.4	3.8	3.5	3.8

5A. Are there any other factors not on the list that are important to you when thinking about where and how school boundaries are drawn? **(OPEN)**

6. Because Portland Public Schools will be looking at all district boundaries, many school boundaries may shift. Currently, some schools are overcrowded and others do not have enough students to support a complete program. Which statement is closest to your beliefs; even if neither is exactly what you believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.	45%	39%	50%	34%	41%	34%	29%	38%
B. Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.	55%	61%	50%	66%	59%	66%	71%	62%

Please indicate how strongly you agree or disagree with the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
7. Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.								
Strongly agree	8%	13%	7%	7%	10%	14%	7%	8%
Agree	28%	26%	25%	32%	32%	23%	34%	32%
Disagree	34%	30%	33%	36%	29%	38%	36%	36%
Strongly disagree	27%	27%	32%	22%	24%	12%	19%	20%
DK/NA	4%	4%	3%	3%	6%	13%	4%	4%
8. The district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools.								
Strongly agree	11%	9%	9%	10%	14%	6%	16%	15%
Agree	33%	35%	30%	41%	35%	42%	39%	35%
Disagree	29%	29%	31%	25%	24%	26%	28%	25%
Strongly disagree	23%	23%	26%	19%	22%	20%	12%	19%
DK/NA	5%	3%	4%	5%	5%	7%	5%	5%
9. Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.								
Strongly agree	20%	24%	24%	10%	16%	20%	9%	14%

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Agree	35%	33%	35%	30%	35%	49%	33%	33%
Disagree	29%	30%	27%	49%	29%	19%	39%	35%
Strongly disagree	11%	9%	10%	8%	12%	5%	15%	13%
DK/NA	5%	3%	4%	3%	8%	7%	5%	5%

We have heard a number of concerns about possible boundary changes. Please indicate your level of concern about each of the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
10. Boundary changes may create uncertainty about where children go to school.								
Very concerned	36%	35%	41%	26%	27%	30%	21%	28%
Smwt concerned	46%	42%	43%	51%	47%	52%	48%	48%
Not Concerned	16%	18%	14%	21%	24%	7%	28%	21%
DK/NA	3%	4%	2%	2%	2%	11%	4%	3%
11. Changes in school boundaries may lower or raise property values in affected neighborhoods.								
Very concerned	21%	17%	23%	24%	17%	16%	12%	18%
Smwt concerned	32%	33%	31%	19%	36%	45%	31%	31%
Not Concerned	43%	45%	42%	52%	43%	23%	52%	47%
DK/NA	5%	4%	4%	4%	4%	15%	6%	4%
12. Boundary changes might separate students from their neighborhood classmates.								
Very concerned	33%	29%	37%	25%	34%	28%	21%	25%
Smwt concerned	45%	49%	42%	50%	47%	47%	53%	52%
Not Concerned	19%	21%	19%	22%	16%	17%	23%	21%
DK/NA	2%	1%	2%	3%	2%	8%	2%	2%
13. Boundary changes might increase the distance students have to travel to school.								
Very concerned	30%	22%	31%	24%	32%	37%	23%	27%
Smwt concerned	49%	54%	48%	59%	45%	34%	56%	52%
Not Concerned	19%	22%	19%	14%	21%	19%	18%	18%
DK/NA	3%	3%	2%	2%	2%	9%	3%	2%
14. Boundary changes might place students in lower quality schools than ones they currently attend.								
Very concerned	48%	42%	53%	38%	39%	42%	30%	41%
Smwt concerned	28%	25%	26%	36%	28%	35%	30%	30%
Not Concerned	20%	29%	18%	23%	30%	16%	35%	25%
DK/NA	4%	4%	3%	3%	3%	8%	4%	4%
15. Boundary changes might require some communities or families to change schools more often than others.								
Very concerned	35%	36%	37%	28%	34%	36%	35%	34%
Smwt concerned	49%	47%	49%	57%	48%	50%	53%	51%
Not Concerned	11%	13%	11%	11%	14%	8%	9%	11%
DK/NA	4%	4%	3%	4%	4%	6%	4%	5%

16. PPS is committed to equitable outcomes for all students. There are multiple ways to do this, including moving students through boundary change or keeping resources in schools to provide a base program, regardless of the number of students. Please indicate which statement you agree with the most, even if you don't entirely agree with either of them.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.	44%	45%	39%	43%	52%	51%	58%	50%
B. PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.	56%	55%	61%	57%	48%	49%	42%	50%

17. Using the space below, please share anything else you would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement. **(OPEN)**

Now we want to ask you some questions about yourself so that we make sure we hear from the whole community. We understand you may not feel comfortable answering them; all of the questions are optional.

18. Which of the following best describes who you are? Please select all that apply.

Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member	Other/NA
8%	68%	3%	6%	4%	14%	26%	3%

19. If you are a Portland Public Schools parent, guardian, student, teacher, or staff, please let us know the name(s) of your school(s). **(OPEN)**⁷

20. Do you have pre-school aged or younger children?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Yes	32%	13%	32%	93%	30%	20%	28%	41%
No	68%	87%	68%	7%	70%	80%	72%	59%

21. What is your current neighborhood? **(OPEN)**⁸

⁷ Full results have been made available to OKT for continued analysis at a later date.
⁸ Full results have been made available to OKT for continued analysis at a later date.

22. How many years have you lived there?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
1 year or less	8%	3%	7%	20%	12%	5%	11%	13%
More than 1 to 3 years	16%	9%	15%	20%	16%	13%	19%	18%
More than 3 to 6 years	17%	7%	17%	29%	12%	17%	18%	19%
More than 6 to 10 years	23%	11%	26%	18%	14%	24%	19%	19%
More than 10 to 15 years	18%	13%	21%	9%	16%	21%	14%	13%
More than 15 years	17%	58%	15%	4%	29%	21%	19%	17%
Mean	9.5	18.6	9.3	5.6	12.7	9.7	9.6	9.3

23. What is your education?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Less than HS	5%	5%	4%	0%	1%	47%	1%	1%
High School grad	6%	3%	7%	0%	9%	11%	2%	2%
Some college, associate, technical	10%	12%	10%	5%	22%	3%	6%	8%
College grad	30%	31%	31%	31%	36%	8%	20%	34%
Post college or grad degree	46%	43%	46%	63%	32%	9%	68%	52%
Decline to respond	3%	6%	3%	<1%	1%	22%	4%	3%

24. What is your gender?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Male	48%	49%	48%	49%	50%	56%	33%	48%
Female	52%	51%	52%	50%	50%	44%	66%	51%
Other	0%	0%	<1%	1%	0%	0%	1%	<1%

25. When someone is labeled "male" or "female" and it doesn't match how they feel inside, they might say they are "transgender". Are you transgender?

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Yes	1%	2%	<1%	3%	1%	3%	1%	1%
No	88%	83%	89%	88%	87%	90%	86%	88%
Blank/Refused	11%	15%	11%	10%	12%	7%	13%	11%

26. Which of the following best describes you? (Mark All That Apply)

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Heterosexual	81%	82%	82%	75%	84%	84%	77%	81%
Gay or Lesbian	3%	4%	2%	4%	1%	0%	6%	4%
Bisexual	2%	1%	1%	2%	1%	6%	3%	2%
Queer	1%	0%	<1%	4%	0%	2%	1%	1%
Not sure/Questioning	1%	<1%	1%	0%	3%	2%	1%	1%
Other	0%	0%	<1%	0%	0%	3%	<1%	<1%
Declined to answer	12%	12%	12%	16%	11%	3%	12%	10%

27. What is your preferred language? **(OPEN)**⁹

28. What races/ethnicities do you consider yourself? (Mark All That Apply)¹⁰

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
White	62%	58%	58%	93%	56%	46%	74%	73%
Hispanic/Latino	14%	15%	15%	1%	16%	28%	9%	10%
African American/ African/Other Black	9%	10%	9%	0%	10%	9%	7%	6%
Asian	7%	7%	8%	4%	8%	8%	4%	5%
Native American/ Alaska Native/Canada Native	1%	1%	1%	0%	1%	1%	<1%	<1%
Pacific Islander	1%	0%	1%	0%	1%	0%	0%	0%
Middle Eastern/North African	1%	2%	1%	0%	1%	1%	1%	<1%
Multiple	7%	9%	8%	2%	8%	8%	5%	6%

29. Optional: If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry, and/or Tribal affiliations, please use this space: **(OPEN)**¹¹

⁹ Full results have been made available to OKT for continued analysis at a later date.

¹⁰ Responses were collapsed into these federal racial/ethnic categories for the purposes of this report. The Multiple category includes all respondents who selected more than one racial/ethnic group. The largest Multiple groupings included African American/American Indian; African American/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were provided to OKT which detailed number of completes and response rates for all ethnic groups and subgroups, including Multiple.

¹¹ Full results have been made available to OKT for continued analysis at a later date.



Board of Education Informational Report

MEMORANDUM

Date: July 2, 2015
To: Members of the Board of Education
From: David Wynde, Deputy Chief Financial Officer & Budget Director
Subject: Appointment of CBRC members

This memorandum provides additional information as background to a resolution to appoint six people to the Citizen Budget Review Committee (CBRC), which is listed on the business agenda for your meeting on July 6, 2015.

The mission of the CBRC is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. For the past several years the CBRC has, in addition to its work on the proposed budget, also served as the citizen oversight committee for the local option levy.

The CBRC is composed of eight to twelve volunteer members. From an applicant pool, the Board appoints members to two-year terms. A single student member is appointed to a one-year term.

http://www.pps.k12.or.us/files/budget/CBRC_Overview_Update_11-20-14.pdf

Each year the Board has appointed new members in order to maintain adequate membership, and this has usually taken place in the fall because there has been a lull in the work of the committee after approval of the budget until after the start of the new school year at the earliest.

This year, the CBRC and staff are working together on the development of a user-friendly budget summary document and would like to maintain the engagement of committee members.

To that end we are asking, through the resolution on July 6, for the reappointment of six members whose term expired on June 30, 2015. There is real value in continuity of service on the committee, not least because of the learning curve on the budget rules and process and history.

Recruitment of two additional members and appointment of a student representative to make up a total membership of twelve will continue and a second resolution will be forthcoming later in the summer or early in the fall.

Brief biographical information on the recommended appointees is below:

Roger Kirchner is a retired state employee, who has served three two-year terms on CBRC. A graduate of Cleveland High School, Mr. Kirchner has extensive service in PTAs and on site councils within PPS and is currently Oregon PTA Region 2 Director [Region 2 encompasses all of PPS]. Mr. Kirchner has two daughters – both of whom graduated from PPS, one from Grant and one from Franklin. Mr. Kirchner lives in SE Portland.

Scott McClain has completed two two-year terms on CBRC. He has worked as a budget and legislative analyst. He is the parent of two children at Metropolitan Learning Center, where he has served on site council. He was recommended to CBRC by the Latino Network. Mr. McClain lives in SW Portland.

Rita Moore is a policy analyst with the Oregon Health Authority and has completed two two-year terms on CBRC, serving as co-chair for the past year. Ms. Moore has served on the site council at Winterhaven as well as on Superintendent's Advisory Committee on Enrollment & Transfer (SACET). Her son graduated from Cleveland High School. Ms. Moore lives in N. Portland.

Harmony Quiroz has worked as a middle school teacher and is currently an assessment project manager with a not-for-profit organization. Ms. Quiroz has served one two-year term on CBRC. She is the parent of a pre-school age child. Ms. Quiroz lives in SE Portland.

Betsy Salter has worked as a SMART coordinator and an educational assistant. Ms. Salter has served on site councils and PTAs at elementary, middle and high schools. She has completed two two-year terms on CBRC. Her daughter attends Franklin High School. Ms. Salter lives in SE Portland.

Patrick Stupfel is a student at Portland Community College, who has served one two-year term as a board appointee on CBRC and is a graduate of PPS. He was the student representative on the committee in 2011/12 and has also served as Student Body President of PCC Southeast Campus. Mr. Stupfel lives in SE Portland.



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: July 6, 2015

Executive Committee Lead: Sean L. Murray

Department: Human Resources

Presenter/Staff Lead: Sean L. Murray

Agenda Action: Resolution Policy

SUBJECT: Wage authorization for new classification

BRIEF SUMMARY AND RECOMMENDATION

The District has created a new classification (Industrial Technology Assistant) to support the academic instruction of elementary, middle and high school students by providing training and oversight in the safe use of a variety of industrial equipment and technologies. The incumbents in the position will assist teachers, students, and staff to learn skills associated with construction technologies, tools, and related activities and assist and train students individually and in groups in the proper use and safe operations of a variety of state-of-the-art technologies, construction equipment and tools.

The new classification will be represented by the Portland Federation of School Professionals (PFSP). Subject to ratification by the Board, a tentative agreement on the wage rates has been reached between the PFSP and the Human Resources Department on behalf of the District. The District recommends that the Board authorize the wage rates set forth in the resolution.

BACKGROUND

With the addition of MakerSpaces, during the modernization work of schools in PPS, there is a need to staff these spaces with an "Industrial Technology Assistant". This new classification will support academic instruction, through collaboration with certified teachers, provide training and oversight in the safe use of a variety of industrial equipment and technologies; prepare and assemble materials and equipment used in demonstrations and classroom assignments; and operate, maintain, and repair equipment and tools in a safe manner. This classification will be supported with professional development through the Office of Teaching & Learning.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

This recommendation aligns with the Board's goal and priority of helping students be ready for college and/or career upon graduation.

PROCESS / COMMUNITY ENGAGEMENT

Reviewed and Approved by Superintendent
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The Office of Teaching & Learning developed a class specification for the new classification of “Industrial Technology Assistant”. The class specification has been reviewed by the Senior Compensation and Classification Manager and the proposed wage rates give consideration to the market rate and benchmarking against existing classifications. The wage proposal has been reviewed with the Portland Federation of School Professionals (PFSP) and the union is in agreement with the proposed rate of pay.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

As with all PPS classifications, this new classification will be subject to the PPS Racial Equity Policy, part C, which states, *“The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees’ knowledge and skills for eliminating racial and ethnic disparities in achievement.”*

BUDGET / RESOURCE IMPLICATIONS

For the 2015-16 school year, there will be three (3) FTE positions funded by district general fund staffing. The positions will be located at Faubion School, Roosevelt High School, and Franklin High School.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Memorialize the agreement to establish the wage of the new classification with the Portland Federation of School Professionals (PFSP) through a letter of agreement.

ATTACHMENTS

Resolution
Class Specification

Reviewed and Approved by Superintendent
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INDUSTRIAL TECHNOLOGY ASSISTANT

BASIC FUNCTION

Under immediate supervision, support the academic instruction of elementary, middle and high school students by providing training and oversight in the safe use of a variety of industrial equipment and technologies; prepare and assemble materials and equipment used in demonstrations and classroom assignments; operate, maintain, and repair equipment and tools in a safe manner; receive, issue, and store equipment, materials and supplies; perform related duties as assigned.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Set up and monitor the use of industrial technology, makerspace and similar classrooms, workshops, labs, facilities, equipment, and tools used in assigned program. “*E*”
- Issue, receive, and maintain tools, equipment, materials, and repair parts used by students and instructors; perform routine repairs to assigned technologies, equipment and tools. “*E*”
- Maintain inventory records of equipment and instructional supplies; store equipment and tools and keep storage and working areas orderly and clean; prepare requisitions for supplies and materials as assigned. “*E*”
- Assist teachers, students, and staff to learn skills associated with construction technologies, tools, and related activities; work with, assist and train students individually and in groups in the proper use and safe operations of a variety of state-of-the-art technologies, construction equipment and tools. “*E*”
- Inspect interior and exterior work areas to determine if there are any safety hazards; look for broken and/or damaged equipment, slip-and-fall hazards and other potential hazards; work with professional educators, students and others to ensure that they are following safety policies and practices; ensure students wear appropriate safety gear and operate equipment in a safe manner. “*E*”
- Assist in and prepare, present, and discuss instructional materials, lesson plans, teaching aids and activities as they relate to the use of designated technologies, equipment and tools, following prepared lesson plans. “*E*”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy. Participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to district practices and student achievement with awareness and understanding of their impact in a racially and culturally diverse community. “*E*”
- Administer first aid or necessary physical assistance to ill or distressed students in accordance with established District policy. “*E*”
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Industrial Technology Assistant works closely with Elementary, Middle and/or High School students to support educational approaches to providing grade level curriculum in science, art, math, writing, and social studies through “hands-on” exploration by providing training and monitoring in the safe use of technologies, equipment and tools used in the trades. These lessons emphasize hands-on experiential learning to support student learning objectives. Employees in this classification demonstrate technical expertise with a vast array of computer technologies, general construction, metal, woodworking, power and hand-tools, as well as exhibiting the communication skills necessary to guide and motivate students.

EMPLOYMENT STANDARDS

Knowledge of:

General shop safety laws, rules and regulations, including the different types and use of safety gear used in the trades.

Learning patterns of children and adolescents.

Proper procedure and use of power tools, hand tools, computers, woodworking, metalworking, textile, fabrication, laser and similar technologies and equipment, such as bench top drill press, circular saw, jigsaw, band saw, MIG welder, sewing machine and other equipment.

Preventive maintenance techniques for assigned tools and technologies.

Basic first aid.

Basic shop recordkeeping inventory and parts ordering techniques.

Interpersonal skills using tact, patience and courtesy.

Ability to:

Support student instruction through the use of standard educational strategies.

Create, maintain and monitor a clean, safe and appropriate work space environment for student learning.

Develop technical and operational expertise for 3D Printers, Laser Cutters, CNC Routers, Vernier sensors and similar equipment.

Operate and support student mastery of the safe use of power tools, hand tools, computers, woodworking, metalworking, textile, fabrication, laser and similar technologies and equipment, such as bench top drill press, circular saw, jigsaw, band saw, MIG welder, sewing machine and other equipment.

Operate a variety of computer technologies, operating systems and software, including maintaining mobile lab of laptop computers and computers to run machinery

Learn and support a variety of educational support strategies related to career technology education, the Maker Space initiative and other district programs, including modeling, designing and engineering principles.

Communicate clear performance and behavior expectations to students, parents and school administration, as appropriate.

Give first aid to injured, ill or distressed students in accordance with District policy.

Understand and execute oral and written instructions.

Keep records, order materials, track and monitor gardening supplies and related tools.

Identify hazards and implement safety precautions associated with the work.

Advocate, model and implement Portland Public School’s Equity Initiative and board policies.

Establish and maintain cooperative and effective working relationships with others.

Build collaborative relationships with content teachers with the goal of integrative learning experiences for students.

Education and Training:

Consistent with the No Child Left Behind Act of 2002 and other related legislation, candidates for this classification must meet the following standards: the equivalent of graduation from high school and one of the following: Completion of at least two years of study (60 semester units or 72 quarter units) at an institution of higher education Or attainment of an Associate of Arts degree or higher degree. Coursework in the building trades, computer technology, architectural design or similar field is desirable.

Experience

One year of experience performing general maintenance in the construction, reconstruction or building improvement industry and six months of experience working with children in a structured environment is required.

Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.

Special Requirements

As work assignments necessitate, employees in this classification will be required to wear District provided protective gear required by local, state and/or Federal law, District policies and/or procedures.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Classroom, lab, indoor and outdoor learning area/center with variable weather conditions such as heat, wind, chill and/or cold.

Hazards: Hazardous materials, chemicals, paints, sharp objects and equipment used in general maintenance trades

Physical Demands: Primary functions require sufficient physical ability and mobility to engage in physical labor; dexterity of hands and fingers to operate a computer keyboard, office equipment, building and maintenance equipment and tools such as, but not limited to, power tools, hand tools, computers, woodworking, metalworking, textile, fabrication, laser and similar technologies and equipment, such as bench top drill press, circular saw, jigsaw, band saw, MIG welder, sewing machine, 3D Printers, Laser Cutters, CNC Routers, Vernier sensors, and other tools and technologies; standing for extended periods of time; kneeling, bending at the waist and knees, reaching overhead, above the shoulders and horizontally to retrieve and store equipment, files and supplies; push, pull, stoop, bend, kneel, squat, crawl, sit, twist, turn, climb and balance to carry and move tools and equipment, supplies and materials weighing up to 75 pounds; hearing and speaking to exchange information in person or on the telephone; vision to read and write printed material and computer screens to and prepare and assure the accuracy of documents.

FLSA: Non-Exempt
Salary Grade: PFSP Appendix A SG –“L”

Approval Date: April 21, 2015

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Board of Education Policy 1.80.020-P

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

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Other Matters Requiring Board Approval

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Numbers 5115

RESOLUTION No. 5115

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

RECITAL

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

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
WestEd	8/1/2015 through 6/30/2015	Personal Services PS 6XXXX	Provide a school wide, whole-year professional development program to qualify Woodmere Elementary as a QTEL (Quality Teaching for English Learners) Lighthouse School.	\$195,000	T. Hunter Fund 205 Dept. 5408 Grant G1520
WestEd	8/1/2015 through 6/30/2015	Personal Services PS 6XXXX	Provide an apprenticeship program to 15 District leaders to develop in-house capacity to provide professional development specific to Quality Teaching for English Learners.	\$170,000	T. Hunter Fund 205 Dept. 5408 Grant G1520

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5116 through 5121

RESOLUTION No. 5116

Election of Board Chairperson

_____ is hereby elected Chairperson of the Board for the period beginning July 7, 2015, until his/or her successor is elected.

RESOLUTION No. 5117

Election of Board Vice-Chairperson

_____ is hereby elected Vice-Chairperson of the Board for the period beginning July 7, 2015, until his/or her successor is elected.

RESOLUTION No. 5118

Develop a Plan for Lifting the Enrollment Cap at Benson Polytechnic High School

RECITALS

- A. In 2011, Portland Public Schools capped enrollment at Benson Polytechnic High School to 850 during the High School System Design to continue to support access to this premier career technical education program, while also strengthening enrollment - and the core academic program - at community comprehensive high schools.
- B. On January 27, 2014, the Board of Education approved Resolution No. 4866, to adjust the enrollment at Benson Polytechnic and to balance the geographic distribution of students approved through the lottery.
- C. Increasing Benson Polytechnic's enrollment will raise the profile of Career Technical Education and other hands-on learning across the District and both serve as a model for middle and high schools, and increase the sense of urgency for rebuilding these programs across the District.
- D. Increasing Benson Polytechnic High School enrollment is an essential step for building partnerships with businesses, trades, and organizations throughout the Metro region.
- E. Removing the enrollment cap and taking concrete steps towards restoring Benson Polytechnic's enrollment and programming will be critical to passage of the Bond in 2016.

RESOLUTION

- 1. The Board of Education directs the Superintendent to bring to the Board no later than January 1, 2016 a 2-year phased plan for lifting the enrollment cap of Benson Polytechnic to accommodate the demand for the program.
- 2. The Board further directs the Superintendent to work with the Benson Polytechnic staff and community through the coming 2015-2016 school year to both develop new admission criteria for Benson Polytechnic and develop a proposal to free up sufficient teaching space in the campus for a larger student body.

RESOLUTION No. 5119

Industrial Technology Assistant

The District has established a new classification of "Industrial Technology Assistant," conducted a review through the Human Resources Compensation and Classification Division, and engaged in collective bargaining with the labor organization that represents this body of work. The Board authorizes the pay rates for this classification as set forth below.

Step	Rate of Pay (effective 7/1/2015)
1	\$17.27
2	\$18.15
3	\$19.10
4	\$20.17
5	\$21.16
6	\$22.34
7	\$23.39
8	\$24.61

S. Murray

RESOLUTION No. 5120

Appointment of Citizen Budget Review Committee Members

RECITALS

- A. The mission of the Citizen Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.
- B. In November 4, 2014 the voters of the Portland Public School (PPS) District passed a new Local Option Levy, Measure 26-161, which became effective in 2015, which mandated independent citizen oversight to ensure tax dollars are used for purposes approved by local voters, and the CBRC serves that function for PPS.
- C. The CBRC is composed of eight to twelve volunteer members. The Board appoints members to two-year terms with a student member appointed to a one-year term.
- D. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest or any appearance of impropriety, and exercise care in performing their duties.
- E. Three members of the committee are midway through their two-year term: Dick Cherry, Tom Fuller and Eilidh Lowery were appointed last year to serve through June 30, 2016.
- F. The District received applications from six previous members (Roger Kirchner, Scott McClain, Rita Moore, Harmony Quiroz, Betsy Salter, Patrick Stupfel) indicating interest in serving an additional term.
- G. The CBRC has asked for immediate action to confirm membership of the committee so that staff and the committee can continue work through the summer. Recruitment of additional members (including a student representative) will continue and a further recommendation will be made to fill the full complement of membership in due course.
- H. Applications have been reviewed and the Superintendent recommends the Board appoint Roger Kirchner, Scott McClain, Rita Moore, Harmony Quiroz, Betsy Salter and Patrick Stupfel as members for two years.

RESOLUTION

- 1. Roger Kirchner, Scott McClain, Rita Moore, Harmony Quiroz, Betsy Salter and Patrick Stupfel are hereby appointed as members of the CBRC for a two-year term through June 30, 2017.
- 2. The Board hereby reaffirms the CBRC as the independent citizen oversight body to ensure tax dollars are used for purposes approved by local voters when they passed a Local Option Levy, Measure 26-161, in November 2014, and requests the CBRC to provide a report in this regard in addition to its report on the superintendent's proposed budget for 2016/17.

Y. Awwad / D. Wynde

RESOLUTION No. 5121

Minutes

The following minutes are offered for adoption:

June 23, 2015