

Portland Public Schools Board of Education



2010-2011

Agenda

Regular Meeting
January 24, 2011

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
January 24, 2011

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens 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 citizens must abide by the Board's Rules of Conduct for Board meetings.

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

This meeting may be taped and televised by the media.

AGENDA

1. **STUDENT TESTIMONY** 5:30 pm
2. **RECOGNITION OF PORTLAND PUBLIC SCHOOL PARTNERS** 5:45 pm
3. **SUPERINTENDENT'S REPORT** 6:00 pm
 - School Board Appreciation Month
4. **BOARD COMMITTEE REPORTS** 6:10 pm
5. **EXCELLENCE IN TEACHING AND LEARNING** 6:30 pm
 - Dual Assignment for Jefferson High School Students (*action item*)
 - Sunnyside Neighborhood High School Boundary Change (*action item*)
6. **BUSINESS AGENDA** 7:30 pm
7. **OTHER BUSINESS** 7:35 pm
 - Board Leadership Election (*action item*)
8. **CITIZEN COMMENT** 7:45 pm
9. **ADJOURN** 8:15 pm

The next regular meeting of the Board will be held on **February 7, 2011**, at 5:30 pm at the Blanchard Education Service Center.

NOTE: The Board's agendas are focused on the five strategic operatives of the District as found in the 2005-2010 Strategic Plan: Excellence in Teaching and Learning; Excellence in Operations and Services; Strong Partnerships with Families and Community; Leadership for Results; and Continuous Learning Ethic.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P

**Blanchard Education Service Center
Memorandum of Understanding
December 20, 2010**

This Memorandum of Understanding ("MOU") is entered into by and among the City of Portland ("City"), the Portland Development Commission ("PDC") and the Portland Public School District No. 1J ("PPS"). This non-binding MOU is intended to memorialize the intent and desire of the parties to collaborate regarding possible future redevelopment of the PPS-owned Blanchard Education Service Center building site and adjacent parking lots (the "BESC Site") within the context of the greater Rose Quarter District and Central City planning efforts.

Recitals:

- A. The City and PDC are interested in planning for long-term redevelopment opportunities on the BESC Site in conjunction with the planning of the Rose Quarter District. The BESC Site, located within the Central City and near the Rose Quarter, provides opportunities for job creation, pedestrian and transit-oriented development, and private investment leverage. Due to its redevelopment expertise, PDC will be the lead agency for this effort.
- B. The BESC Site currently serves as the central administrative services office for PPS. PPS is willing to consider the possible relocation of its offices and/or redevelopment of the BESC Site provided it will result in greater operational efficiencies and can be accomplished in a manner that is at least cost neutral to PPS. The parties understand that PPS cannot relocate and/or redevelop the BESC site if such actions would increase its operational or property costs.
- C. The City, along with the Oregon Department of Transportation ("ODOT"), is engaged in a comprehensive plan update, the Central City 2035 Plan, which will include a subarea plan for the NE Quadrant of the Central City. This NE Quadrant subarea plan, which includes the Lloyd District, the Rose Quarter, the BESC Site and Lower Albina, could result in changes to the regulatory framework and transportation system serving the BESC Site.
- D. As part of the NE Quadrant subarea plan, the City has developed six long-term redevelopment concepts for the BESC Site and adjacent sites not in PPS ownership, called the "North of Broadway Study." PPS has acknowledged these concepts in a letter to the City dated September 20, 2010.

- E. Following on the concepts developed in the North of Broadway Study, the City, PDC and PPS will undertake technical analyses of the BESC Site to ascertain PPS's current and future needs in the program areas currently on the site, possible future locations for these program areas and potential specific uses for redevelopment of the BESC Site.
- F. The City and PDC agree to work together in good faith to develop the Rose Quarter District as a vibrant, pedestrian-scaled mixed-use neighborhood that showcases leading edge sustainability principles and Portland's uniqueness, to create quality jobs, and to integrate with and complement the surrounding neighborhoods. The Rose Quarter Area Framework Plan includes City-owned and privately held real property located south of the Broadway corridor, as well as properties north of Broadway including the BESC Site. However, the Framework Plan will not study the area with a high level of detail. Rather, it will build upon the North of Broadway Study to ensure the area is well connected with the Rose Quarter District.
- G. PPS agrees to work in good faith with the City, PDC and other interested parties in the Rose Quarter District planning efforts to the extent they impact the BESC Site and may benefit PPS's overall financial and operational goals.
- H. The BESC Site lies within two urban renewal areas ("URAs"): Interstate Corridor URA north of Dixon Street and Oregon Convention Center URA south of Dixon Street. In order to better facilitate redevelopment in the Rose Quarter District, an Interstate Corridor URA boundary amendment could be pursued to include areas south of Dixon Street and some parts of the Rose Quarter. This inclusion has been studied as part of the North Northeast Economic Development Initiative ("NNE Study"), undertaken by PDC.
- I. The NNE Study Citizen Advisory Committee must consider and provide a recommendation regarding the inclusion of the BESC Site and any portion of the Rose Quarter District before an Interstate Corridor URA boundary amendment may be considered by PDC and the City.

PPS Central Support Services Relocation Feasibility Update (the "Update"):

1. PDC and PPS shall update the "Feasibility Study for the Relocation of Central Support Services" prepared for PPS and completed by Shields Oblatz Johnson in 2005. The Update will involve two phases. The first will update the program needs for uses currently located at the BESC

Site including additional required support functions and will further include an evaluation of general relocation options, including desired site characteristics for each program area. The second will be the development of specific relocation options and associated costs, to include consideration of sites owned by PPS as well as owned by others. The first phase will be completed before determining whether it is necessary to undertake the second.

2. The parties will jointly agree on the scope of work to be undertaken. PDC will fund the cost of the first phase of the Update, which is estimated not to exceed \$60,000. The scope and estimate costs of the second phase will be determined at the time the Update's first phase is substantially complete.
3. If appropriate, the final Update will be presented to the PPS Board and PDC Board of Commissioners.

Redevelopment Opportunities:

1. Concurrent with the Update, the City, PDC and PPS will consider opportunities, issues or potential obstacles facing redevelopment of the BESC Site including, but not limited to, the transportation system, site zoning, urban renewal boundary amendment process, City Water Bureau future needs and neighborhood concerns.
2. PDC, PPS and the City will determine together how and when the City Council, and PDC and PPS Boards will be briefed and engaged in these activities.
3. When and if deemed mutually appropriate, redevelopment concepts may be shared publically through PPS and PDC Board committees and meetings, as well as the Rose Quarter and/or NE Quadrant public processes.
4. Once the Update is complete, PPS and PDC will jointly consider options for a relocation and/or redevelopment process. PPS and PDC will determine the role of each agency as well as the role of third party consultants and developers. PDC will take the lead in this collaborative process.
5. The City or PDC, at its expense, will conduct conceptual transportation analysis as needed to gauge the impact of potential uses on the surrounding transportation system.

6. As needed and at its discretion and expense, PDC may conduct architectural and engineering studies to assist with any preliminary cost estimates necessary to evaluate redevelopment options and associated costs.

CITY OF PORTLAND

By: [Signature]
Name

Title: Mayor, City of Portland

PORTLAND DEVELOPMENT COMMISSION

By: [Signature]
Name

Title: Executive Director

APPROVED AS TO FORM:

APPROVED AS TO FORM

[Signature]
CITY ATTORNEY

APPROVED AS TO FORM:

[Signature]

PORTLAND PUBLIC SCHOOLS

By: [Signature]
Name Carole Smith

Title: Superintendent

ATTESTED TO:

[Signature]
Gregory MacCrone



PORTLAND PUBLIC SCHOOLS

Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107
Telephone: (503) 916-3741 • FAX: (503) 916-2724

STAFF REPORT SUPERINTENDENT RECOMMENDATION

To: Superintendent Smith
From: Sara Allan, Judy Brennan, Sarah Singer
Date: January 20, 2011
Subject: **Jefferson Dual Assignment Boundaries**

Issue Statement

In Resolution 4358, the Board endorsed the plan that Jefferson High School operate as a focus high school with a middle college program that will have strong ties to the Jefferson neighborhood. Students residing in the Jefferson cluster will have a guaranteed right to attend the Middle College program. These students will also have the right to attend one of the neighboring comprehensive programs at Roosevelt, Madison or Grant. As part of this process, and at the direction of the Board, District staff analyzed potential student assignment options for these students. Based on this analysis, staff has made a recommendation that requires Board approval in accordance with Policy 4.10.045-P, Student Assignment to Neighborhood Schools.

Background

Dual assignment is a high school placement guarantee that will be offered to all 8th grade students who live in the Jefferson cluster, as part of their high school forecasting process. These students also maintain the same placement options as all other PPS students, such as enrollment in a focus, charter or educational option school, and placement to a different school that can best serve their special education needs and possible eligibility for priority transfer to another comprehensive high school due to NCLB sanctions.

The proposed dual assignment plan is based on elementary/PK-8 school boundaries in the Jefferson cluster, each of which will also be assigned to a specific community comprehensive high school choice. The primary criteria used to determine the proposed community comprehensive school assignments were:

- Enrollment stability: Balancing enrollment between community comprehensive high schools,
- Proximity: Maximizing the number of students whose community comprehensive choice is the closest school to their home,
- And, student impact: Minimizing the number of elementary/PK8 boundary areas that receive new high school assignments.

These criteria are consistent with board policy 4.10.045-P. Balancing the socio-economic status of students across our high schools is also a goal of high school system design. However, as there is no reasonable way to predict the demographic make-up of

students who will select the Jefferson Middle College for Advanced Studies program versus neighborhood comprehensives; we cannot model, with any certainty, the demographic impact of dual assignment on Jefferson or the nearby community comprehensive schools. Therefore, we are not able to use socio-economic balance as a meaningful criterion at this time in the proposed dual assignment plan.

We have reviewed information on current poverty rates in each of the Jefferson neighborhoods compared to the existing community comprehensive boundary areas as a base dataset to provide context for understanding demographic impact of these decisions. We intend to collect data and report on the impact of dual assignment on poverty rates across schools, as part of the overall evaluation of high school system design.

The key data points analyzed were:

- o Neighborhood enrollment forecasts, provided by the PSU Population Research Center,
- o Historic and current attendance patterns (neighborhood capture rate, rates of attendance at other types of public schools),
- o And, distance and TriMet travel times from the center point of where students reside in an elementary/PK-8 boundary to a high school campus.

The process for data analysis and decision making consisted of the following steps:

1. Beginning with the PSU forecast for students residing in a high school boundary, subtract a portion of students expected to attend other PPS choices (focus options, charters, special schools, educational options), based on current attendance patterns.
2. Add in an estimated number of students expected to attend a campus from other neighborhoods or districts (non-residents, students who move, immersion students, etc), and subtotal.
3. Finally, for community comprehensive schools: compare the subtotal to the target high school enrollment (1350 students)- the remainder is estimated available space for dual assignment students.

These steps resulted in the following estimated space for dual assignment students in grades 9-12 at each of the closest neighborhood community comprehensive schools to the Jefferson cluster: Grant (93), Madison (294), and Roosevelt (472). These dual assignment student estimates are not hard enrollment caps, but are considered targets for planning purposes.

Once the space availability baselines were established, the final analysis steps were:

4. Estimate number of neighborhood students who will enroll in the Middle College for Advanced Studies, based on current attendance patterns.
5. Using proximity data, assign elementary/PK-8 boundaries to the nearest community comprehensive school with available space (as determined in Step 4).

The first table below illustrates the results of this analysis, by showing the estimated number of students residing in each Elementary/PK-8 boundary who would choose to attend a community comprehensive school, and the average distance to that school. The second table shows the estimated enrollment impact of the dual assignments on Jefferson and the nearby community comprehensive schools.

Table 1: Dual Assignment by Elementary/PK-8 Boundaries

School	Estimated students choosing a Community HS	Recommended Dual assignment school	Average Transit Time (via Trimet)	Average Distance by Car
Beach*	88	Roosevelt	32 minutes	4.2 miles
Chief Joseph/Ockley Green	99	Roosevelt	29 minutes	3.2 miles
Faubion-north**	40	Roosevelt	44-58*** minutes	3.5 miles
Faubion-east**	69	Madison	31 minutes	4.4 miles
Humboldt	43	Grant	51 minutes	3.5 miles
King	43	Grant	39 minutes	3.2 miles
Vernon	138	Madison	22 minutes	3.6 miles
Woodlawn	138	Roosevelt	23 minutes	6.9 miles

* Includes Beach Spanish Immersion students

**Faubion neighborhood is proposed to be split between two community comprehensive high school choices due to the large geographic area of the boundary. The north section includes the Hayden Island and Delta Park area and address 110 North Marine Drive and the east section includes the Concordia area (address used is Concordia University).

***Trimet.org depicts a 58 minute transit time; however, Google depicts a 44 minute transit time. In both cases, the student arrives at their school by 7:45am.

Table 2: Dual Assignment High School Impact

Community Comprehensive School	Estimated 2014 neighborhood enrollment before dual assignment	Estimated dual assignment zone students choosing a CCHS in 2014	Estimated total 2014 enrollment
Grant	1257	86	1343
Madison	1056	207	1263
Roosevelt	878	365	1243

In this dual assignment plan, high school students in most of the Jefferson cluster will have a guaranteed choice to attend the community comprehensive school that is closest to their home. We have divided the large Faubion boundary into two dual assignment zones, so that students who live in the Hayden Island/Delta Park area will have a guarantee to attend Roosevelt, while students who live in the Concordia area will have a guarantee to attend Madison.

In the case of Vernon, we have been faced with difficult tradeoffs; for some Vernon students we have not been able to assign them to their closest school. The Vernon boundary and the Faubion east areas are closer in proximity (as measured by miles) to Grant high school than Madison. In any scenario that shifts all or a part of Vernon and Faubion, Madison's enrollment is not projected to meet the minimum size threshold that is required to support the core program. If we assigned both of Vernon and Faubion East areas to Grant instead of Madison, Grant's projected enrollment would increase to 1550, while Madison's projected enrollment would decrease to 1056, with a resulting 494 student enrollment imbalance projected between the two schools. Another possible option to consider would be to shift the only a portion of Vernon west of 34th to Grant. This would have a less dramatic impact

on enrollment imbalance – under this scenario we project Grant’s enrollment at 1425 and Madison at 1169, but still leaves Madison far below the target enrollment.

Another way to balance enrollment between Grant and Madison would be to shift a portion of the existing Grant neighborhood to Madison instead of shifting Vernon. We have not yet pursued this option, as a competing criterion is to minimize the number of neighborhoods that are shifted to different high schools at this stage of the plan’s implementation.

Community Input

Information about the proposed dual assignment zone has been sent via direct mail to approximately 5,600 families in the Jefferson cluster. Community input was collected at 3 information meetings at Jefferson and at a feedback session at Vernon on January 18. In general, families are intrigued by the Middle College program. We did not receive any significant feedback from the majority of Jefferson cluster families about the proposed boundaries. However, a number of Vernon neighborhood families protested the choice of Madison instead of Grant, expressing concern that Grant is a closer school, more accessible by biking and walking, and more a part of their community than Madison.

Fiscal Impact/Related Policies

This plan assumes an ongoing partnership with TriMet and the City of Portland to provide bus passes for all PPS high school students.

Achieving enrollment parity across comprehensive high schools creates a more fiscally sustainable model for allocating resources than our current system.

Board Action Required

The Board must take action to enact the dual assignment zone boundaries for each of the K8 feeder school areas in the Jefferson cluster. The Ad Hoc SAPIR committee of the Board will review and deliberate on this recommendation and will forward a resolution to the full board for a vote on January 24, 2011.

Staff Recommendation

Staff recommends the following:

1. Students living in the current Jefferson attendance boundary will be guaranteed enrollment at Jefferson or at a specific nearby community comprehensive high school, whichever they choose.
2. Students residing in the attendance boundaries of Beach K-8, Woodlawn PK-8, Chief Joseph PK-5, and Ockley Green (K-8) have a dual assignment to Roosevelt High School.
3. The Faubion PK-8 attendance boundary will be split between two community comprehensive high school choices due to the large geographic area of the boundary. Students residing in the attendance boundaries of the north portion of Faubion including the Hayden Island and Delta Park area, and all areas north of the Columbia Slough will have a dual assignment to Roosevelt. Students residing in the attendance boundaries in the Eastern portion of Faubion including the Concordia area and specifically areas south of the Columbia Slough will have a dual assignment to Madison High School.
4. Students residing in the attendance boundaries of Vernon PK-8 will have a dual assignment to Madison High School.

5. Students residing in the attendance boundaries of Humboldt PK-8 and King PK-8 will have a dual assignment to Grant High School.
6. Students residing in the attendance boundaries of Boise Eliot PK-8, currently assigned to Grant High School as its community comprehensive, will have a dual assignment to Jefferson Middle College.
7. Implementation of all boundary changes associated with the dual assignment zone will begin for incoming ninth graders in 2011-12.
8. Jefferson high school will remain the assigned school for current high school students who reside in the Jefferson cluster. The following choices will be available to those students:
 - Students currently attending Jefferson High School have NCLB priority to transfer through the lottery to one of two designated high schools,
 - Students attending other high schools may apply to return to Jefferson and will have priority lottery,
 - Or, requests to transfer to other schools, either through the lottery or petition process, will be accommodated based on space availability.

Staff recommends this assignment pattern as a practical starting point for a new type of choice that is launching at the same time as other major system changes. We will monitor the impact of the plan, based on actual student enrollment, and propose changes in the future that will result in better enrollment balance and more students attending schools closer to their homes.

Implementation

Soon after the board's decision on dual assignment choices, school counselors will work with families of Jefferson neighborhood 8th grade students in a 3-step dual assignment choice process. As these students are distributed across 35 PPS schools, with about half attending schools outside of the Jefferson cluster, this will constitute a district-wide effort.

All families have been invited to Jefferson Middle College for Advanced Studies information nights, which will occur at Jefferson every Wednesday night through mid-February. Jefferson staff are also visiting dozens of schools, and holding visitation trips for 8th grade students. Families also have access to information about community comprehensive programs and visitation opportunities. For 2011, students in the Jefferson and Roosevelt areas remain eligible for NCLB priority transfer to another high school not in federal improvement status, and we will ensure that families are aware of this option, as well as other focus option program opportunities that are accessed via the regular lottery.

Each student will complete an intent form, indicating their choice of Jefferson Middle College for Advanced Studies or their community comprehensive option. The form will also capture whether the student is applying for transfer elsewhere. Completed intent forms will be shared with the appropriate high school counselors who will engage students in the detailed forecasting process. 8th grade and high school counselors, along with Enrollment & Transfer Center staff will work collaboratively to collect intent forms from every family by the end of March, so that there are no delays in forecasting program planning and staffing.

Board Committee Review

A preliminary version of this report was reviewed by the SAPIR committee of the Board on January 11th, 2011. A final review took place on January 20th, 2011, with the committee voting unanimously to forward the recommendation to the full Board.

I have reviewed this staff report and concur with the recommendation to the Board.



Carole Smith
Superintendent
Portland Public Schools

January 20, 2011

Date

ATTACHMENTS

- A. Draft Resolution on Jefferson Dual Assignment
- B. Summary of community feedback



PORTLAND PUBLIC SCHOOLS

Enrollment & Transfer Center

501 North Dixon Street / Portland, Oregon 97227

Telephone: (503) 916-3205 / Fax: (503) 916-3699

Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107

January 14, 2011

Dear Parent/Guardian:

Last fall, we notified you that the Superintendent was considering shifting the assigned high school for your area from Cleveland to Franklin. The change supports high school system design goals by balancing enrollment between comprehensive high schools and providing all students in the Sunnyside K-8 neighborhood a guarantee to the same community school.

We are now preparing to take this recommendation forward to the School Board for a final decision. A sub-committee of the Board will be considering the boundary change at a meeting Thursday, January 20th. The full Board is expected to vote on the proposed change on January 24th. Both meetings begin at 5:30 pm and will be held at the School District offices, located at 501 N. Dixon Ave. Please call 503-916-3741 for more information, or to sign up to speak at the January 24th Board meeting.

If approved, this change will take effect beginning in September 2011. Students attending high school this year, are not affected by the change, and may remain in their current school through graduation. Younger brothers and sisters of students attending Cleveland this year have a guarantee to enroll at Cleveland, as well. The staff in the Enrollment & Transfer Center can provide more details on enrollment options for students affected by boundary change. Please call us at 503-916-3205, or e-mail enrollment-office@pps.k12.or.us, if you have additional questions.

The proposed boundary shift is one part of a broad high school system design that will bring the following changes:

- A set of seven community comprehensive high schools: Cleveland, Franklin, Grant, Lincoln, Madison, Roosevelt and Wilson, and the closure of the Marshall campus
- More similar enrollment sizes and academic core programs across comprehensive schools
- A focus option portfolio of schools that includes the new Jefferson Middle College for Advanced Studies, as well as Benson Polytechnic High School and the Harriet Tubman Leadership Academy for Young Women

Our goal with the High School System initiative is to engage and inspire all students, and prepare them for successful futures. If you would like to learn more about high school system design changes, please call 503-916-2801 or e-mail highschools@pps.k12.or.us. We wish your student every success.

Best regards,

Judith Brennan
Director

Portland Public Schools is an equal opportunity educator and employer.

Report

Expenditure Contracts Exceeding \$25,000 and through \$150,000

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200(6) (Authority to Approve District Contracts; Delegation of Authority to Superintendent) requires the Superintendent to submit to the Board of Education ("Board") at the "Board's monthly business meeting a list of all contracts in amounts over \$25,000 and up to \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent's delegated authority." Contracts meeting this criterion are listed below.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Cambium Learning, Inc.	08/01/10 through 08/01/11	Personal / Professional Services PS 58112	District-wide: Launch training, site support, ongoing planning, data management, and web-based/telephone support services for intervention staff.	\$40,500	M. Arganbright Fund 205 Dept. 5407 Grant G1121
Apple Inc.	12/14/10 through 12/13/11	Personal / Professional Services PS 58069	District-wide: Imaging and deployment services of Apple computers and related products.	\$100,000	N. Jwayad Multiple Funds Multiple Depts.
American Technical Services, Inc.	01/01/11 through 12/31/11	Personal / Professional Services PS 58088	District-wide: Upgrade of current accident-tracking and claim-trending software.	\$47,700	B. Meyers Fund 601 Dept. 5540
Next Level Assistive Technology	01/05/11	Purchase Order PO 98911	Columbia Regional Program: Purchase of certain assistive technology items and one five-user District license for use in visually impaired student education.	\$30,927	R. Weber Fund 205 Dept. 5409 Grant G1025

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Rose City Contracting, Inc.	01/10/11 through 11/19/11	Service Requirements SR 55623 Amendment 5	District-wide: Additional funds for continued hazmat abatement services, as needed; RFP-08-1052.	\$50,000 \$197,500	T. Magliano Fund 191 Dept. 5597 Project F0153
Van Pelt Construction Services	09/20/10 through 06/30/11	Personal / Professional Services PS 57880 Amendment 1	District-wide: Capital improvement program consultation services.	\$50,000 \$150,000	S. Schoening Fund 405 Dept. 5511 Grant C0100

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	10/22/10 through 08/14/11	IGA 58102	Integrated Student Services: MESD will provide 1:1 registered nurse services to a particular District student.	\$65,810	J. Jackson Fund 101 Dept. 5414

N. Sullivan

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

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REGULAR BUSINESS MEETING

January 24, 2011

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4392 and 4393

RESOLUTION No. 4392

Election of Contract Teacher

RESOLUTION

Based on the recommendation of the Executive Director of Human Resources and accepted by the Superintendent of Portland Public Schools, the following probationary teacher who has been employed by the District as regularly appointed teacher for three or more successive school years are elected as contract teacher of the District.

Full Name

Pakseresht, Kaveh

H. Harris

RESOLUTION No. 4393

Recommended Termination Decision Regarding Employee No. 014604

RESOLUTION

The Board of Education accepts the recommendation of the Superintendent to terminate the employment of Employee No. 014604 effective January 24, 2011.

H. Harris

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4394 through 4398

RESOLUTION No. 4394

Jefferson High School Dual Assignment

RECITALS

- A. Over the last two years, under the leadership of the Board of Education (“Board”) and the Superintendent, Portland Public Schools (“PPS”) has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. In Resolutions 4236 and 4357, the Board endorsed the framework of the high school system design plan, including the development and implementation of a system of focus and educational option schools. Focus and education options schools will not necessarily provide all of the elements above, because their program will be designed around a specific focus and students will elect to attend these schools. All students will also have access to one of seven community comprehensive high schools with neighborhood attendance boundaries.
- C. In Resolution 4358, the Board endorsed the plan that Jefferson High School operate as a focus high school available to all students district-wide with a middle college program that will have strong ties to the Jefferson neighborhood. Students residing in the Jefferson cluster will have a guaranteed right to attend the Middle College program.
- D. In accordance with resolution 4358, Boise Eliot, a school that historically has fed into Jefferson, Boise Elliot will also be given dual assignment to Jefferson as well as the current assignment to Grant.
- E. PPS is excited to have a Middle College program in partnership with PCC. Students entering Jefferson as 9th-graders in 2011-12 will participate in the Middle College program. Ongoing program design for the Middle College program is underway and families and students within the Jefferson cluster have received information about the program, through a variety of means, including a series of information sessions at Jefferson, information flyers mailed to their homes, and information provided to all middle grades school counselors
- F. Resolution 4358 states that students in the Jefferson attendance boundary will also have a dual assignment to one of the neighboring comprehensive programs at Roosevelt, Madison or Grant. As part of this process, and at the direction of the Board, District staff, analyzed potential student assignment options for these students.
- G. In order to make decisions in a reasonable timeframe, and to minimize impact on students from Kindergarten through twelfth grade, the scope of this analysis was based on using K-5 and K-8 boundaries as the building blocks for new assignments. Given ongoing shifts in population and demographics, the Board has indicated that K-12 boundaries will be reviewed regularly during the implementation period of high school system design to ensure that enrollment stability and other criteria for student assignment are met, and further boundary changes are likely over time.
- H. As per board policy and administrative directives, staff developed criteria to judge various boundary options for the dual assignment zone. These criteria, which often conflict with one another, are listed below:
- **Enrollment stability:** Target enrollment at comprehensive high schools is a minimum of 1300 and the difference in enrollment between comprehensive high schools should not be more than 300 students. Facility capacity should be considered to ensure that assigned enrollment is not greater than capacity.

- **Proximity:** Students should be assigned whenever feasible to the closest school to their home, and should be able to access their assigned school using Trimet in a reasonable amount of time that allows students to fully participate in their school program.
 - **Student impact:** Boundary decisions should minimize the total number of students reassigned, and keep students together after 8th grade to the extent possible.
- I. Throughout the high school system design process, economic diversity has also been an important criterion in determining boundaries. Specifically, boundary decisions should strive to establish a mix of students with different socioeconomic backgrounds across schools to the extent possible. Some research shows that economic diversity can be correlated with higher academic performance of all students at a school. However, in the case of the dual assignment zone, it is impossible to estimate with any degree of accuracy the percentage of free and reduced students that will attend a community comprehensive school versus Jefferson High School or another focus options. Because of the resulting inaccuracy of any demographic impact analyses, economic diversity has not been used as a criterion. PPS still considers economic diversity an important criterion and will continue to use it as a key consideration in all future boundary changes.
 - J. Arriving at a recommendation requires prioritizing the above criteria relative to one another. Throughout the high school system design process, the Board has endorsed that enrollment balance is the highest priority in order to achieve the explicit goal of ensuring access to all students to an equivalent, high quality core program in each school, which requires schools to have enrollment that falls within a similar range. Feedback from the community throughout this process has indicated that proximity is held as an extremely high value by parents and students system-wide. The board has in the past worked to eliminate split feeder patterns and minimize the impact of boundary changes on existing students.
 - K. The impact of dual assignment will be monitored based on actual enrollment each year. Adjustments will be recommended, in order to further improve enrollment balance between schools and to allow as many students as possible to attend a school close to their home.
 - L. Families at all of the impacted K-8 and middle schools were provided with information about their proposed dual assignment throughout the past few months, and information and input sessions about dual assignment were held in the Jefferson cluster during January 2011.
 - M. The Ad Hoc Committee on Student Assignment, Program Initiation, and Reconfiguration (SAPIR) reviewed the impact of this boundary change on January 13th, 2011 and January 20th, 2011. On January 20th, 2011 the Ad-hoc SAPIR committee approved the Superintendent's recommendation, 3-0, and forwarded the resolution to the full board for a decision.

RESOLUTION

1. Students living in the current Jefferson attendance boundary will be guaranteed enrollment at Jefferson or at a specific nearby community comprehensive high school, whichever they choose.
2. Students residing in the attendance boundaries of Beach K-8, Woodlawn PK-8, Chief Joseph PK-5, and Ockley Green (K-8) have a dual assignment to Roosevelt High School.
3. The Faubion PK-8 attendance boundary will be split between two community comprehensive high school choices due to the large geographic area of the boundary. Students residing in the attendance boundaries of the north portion of Faubion including the Hayden Island and Delta Park area, and all areas north of the Columbia Slough will have a dual assignment to Roosevelt. Students residing in the attendance boundaries in the Eastern portion of Faubion including the Concordia area and specifically areas south of the Columbia Slough will have a dual assignment to Madison High School.
4. Students residing in the attendance boundaries of Vernon PK-8 will have a dual assignment to Madison High School.

5. Students residing in the attendance boundaries of Humboldt PK-8 and King PK-8 will have a dual assignment to Grant High School.
6. Students residing in the attendance boundaries of Boise Eliot PK-8, currently assigned to Grant High School as its community comprehensive, will have a dual assignment to Jefferson Middle College.
7. Implementation of all boundary changes associated with the dual assignment zone will begin for incoming ninth graders in 2011-12.
8. Jefferson high school will remain the assigned school for current high school students who reside in the Jefferson cluster. The following choices will be available to those students:
 - Students currently attending Jefferson High School have NCLB priority to transfer through the lottery to one of two designated high schools,
 - Students attending other high schools may apply to return to Jefferson and will have priority lottery,
 - Or, requests to transfer to other schools, either through the lottery or petition process, will be accommodated based on space availability.
9. Given the importance of access to Trimet for students, the Board of Education encourages the superintendent and staff to continue to work with intergovernmental partners to sustain current transportation options for high school students.

S. Allan

RESOLUTION No. 4395

Sunnyside Neighborhood High School Boundary Change

RECITALS

- A. Over the last two years, under the leadership of the Board of Education (“Board”) and the Superintendent, Portland Public Schools (“PPS”) has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. As part of this process, and at the direction of the Board, District staff, community members, parents and students engaged in a meaningful manner in the analysis of potential boundary options. Families at all of the impacted K-8 and middle schools were contacted throughout this process using multiple communication mechanisms; administrators and staff provided input. Sunnyside K-8 was one of the schools involved in this process. In October, 2010, and January 2011, all Sunnyside families received letters communicating proposed modifications to the Sunnyside feeder pattern.
- C. Currently, the majority of the Sunnyside boundary feeds to Franklin, with a small portion feeding to Cleveland. The current feeder pattern designated 63 Sunnyside students to Franklin and 20 Sunnyside students to Cleveland (13 of the 20 students actually attend Cleveland). The streets included within the Sunnyside K-8 attendance boundary that feed to Cleveland include: North of Hawthorne from SE 22nd Ave to SE 23rd Ave to Main Street and North of Main street and east of SE 23rd to Morrison Street.
- D. In order to make decisions in a reasonable timeframe, and minimize impact on students from Kindergarten through twelfth grade, the scope of this analysis was based on using K-5 and K-8 boundaries as the building blocks for new assignments.
- E. As per board policy and administrative directives, staff used the following criteria to judge various boundary options:
- **Enrollment stability:** Projected enrollment at receiving schools must be above 1300 and the difference in enrollment between schools must not be more than 300 students. Facility capacity should be considered to ensure that assigned enrollment is not greater than capacity.
 - **Proximity:** Students should be assigned whenever feasible to the closest school to their home, and must be able to access their assigned school using Trimet in a reasonable amount of time that allows students to fully participate in their school program.
 - **Student impact:** Boundary decisions should minimize the total number of students reassigned, and keep students together after 8th grade to the extent possible.
 - **Economic Diversity:** Boundary decisions should strive to establish a mix of students with different socioeconomic backgrounds across schools to the extent possible. Some research shows that economic diversity can be correlated with higher academic performance of all students at a school.
- F. Sunnyside K-8 currently feeds two high schools: Cleveland and Franklin. Per Board policy and administrative directives, staff proposes that Sunnyside feed to only one high school: Franklin High School.
- G. The Ad Hoc Committee on Student Assignment, Program Initiation, and Reconfiguration (SAPIR) reviewed the impact of this boundary change on January 11th, 2011.

RESOLUTION

1. The Board of Education for Portland Public Schools accepts the recommendation of Superintendent Smith to shift a portion of the Sunnyside K-8 neighborhood from Cleveland High School to Franklin High School, so that the entire Sunnyside area feeds to Franklin. The accompanying map shows the physical boundary of this area.
2. This boundary change takes effect in September 2011. Current high school students residing in this area, are not affected by the change, and may remain in their current school through graduation.
3. Younger brothers and sisters of students living in this area and currently attending Cleveland, have a guarantee to enroll at Cleveland, as well.

S. Allan

RESOLUTION No. 4396

Election of Board Chairperson

_____ is hereby elected Chairperson of the Board for the period January 25, 2011, until the first regular meeting of the Board in July 2011, and until, respectively, his/or her successor is elected.

RESOLUTION No. 4397

Election of Board Vice-Chairperson

_____ is hereby elected Vice-Chairperson of the Board for the period January 25, 2011, until the first regular meeting of the Board in July 2011, and until, respectively, his/or her successor is elected.

RESOLUTION No. 4398

Minutes

The following minutes are offered for adoption:

October 25, November 8, November 30, and December 13, 2010.