

2011-2012

# Agenda

**Regular Meeting  
April 23, 2012**

**BOARD OF EDUCATION**

Portland Public Schools  
 Regular Meeting  
 April 23, 2012

**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**

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|-----|---|---------|
| 1.  | <b><u>TEACHER APPRECIATION WEEK</u></b>   | 5:00 pm |
| 2.  | <b><u>SUPERINTENDENT'S REPORT</u></b>   | 5:20 pm |
| 3.  | <b><u>STUDENT TESTIMONY</u></b>   | 5:40 pm |
| 4.  | <b><u>STUDENT REPRESENTATIVE'S REPORT</u></b>   | 5:55 pm |
| 5.  | <b><u>CITIZEN COMMENT</u></b>   | 6:00 pm |
| 6.  | <b><u>JEFFERSON CLUSTER GRADE RECONFIGURATION</u></b><br>- Young Women's Leadership Academy ( <i>action item</i> )<br>- Humboldt/Boise Eliot Consolidation ( <i>action item</i> ) | 6:20 pm |
| 7.  | <b><u>BREAK</u></b>   | 7:20 pm |
| 8.  | <b><u>WASHINGTON HIGH SCHOOL PURCHASE AND SALE AGREEMENT</u></b> ( <i>action item</i> )   | 7:40 pm |
| 9.  | <b><u>BUSINESS AGENDA</u></b>   | 7:55 pm |
| 10. | <b><u>ADJOURN</u></b>   |         |
| 11. | <b><u>BOARD WORK SESSION: BUDGET DISCUSSION</u></b>   | 8:00 pm |

**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

## 2012 Teacher Appreciation Honorees

### *CONGRATULATIONS!*

<u>Name</u>	<u>Department/School</u>	<u>Job Title</u>
Shannon Baker	James John	Teacher - Grade 1
Denise Downing	Arleta	Teacher - Grade 4/5
Daniel Foster	Mt. Tabor	Teacher –Music/Band Director
Kimberly Heron	Atkinson	Teacher - Music
Jennifer Kline	Ockley Green	Teacher – Kindergarten
Connie Lewis	Marysville	Teacher – Grade 5
Jane Nicholson	Special Ed Services	Speech Pathologist
Matthew Oleson	Beach	Teacher – Grade 5/Spanish Immersion
Cory Wellington	Pioneer Youngson	Teacher – Grade 6-8 Functional Living
Kimberlee Wilson	Scott	Teacher – Grade7/8 Math

# ***2012 PPS EMPLOYEE SERVICE AWARDS***

The Portland Public Schools Board of Education would like to recognize, congratulate and extend appreciation to all of the following employees for their devoted service to the students, families and staff of Portland Public Schools. Your dedication and service to the Portland community are not taken for granted.

In 2011-2012, years of service are honored in five-year increments, ranging from five years to forty years.

All service award recipients will receive a pin signifying their years of service.

## ***Forty Years***

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Marilyn Moss	West Sylvan Middle School	Teacher
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## ***Thirty-Five Years***

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Jean Cheney	Llewellyn K-5	Principal's Secretary
Duane Hill	BESC	Custodian
Peggy Maloney	Vernon PK-8	Teacher
Rosalind McCormick	Harrison Park K-8	Teacher
Teresa Pechette	Lewis K-5	Teacher
Norman Scott	Grant HS	Teacher

## ***Thirty Years***

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Wayne Bartz	Lane MS	Teacher
Bonnie Bliesner	Rigler K-6	Teacher
Lori Buedefeldt	Alliance HS @ Meek	Vice Principal
Laura Gillies	Lewis K-5	Teacher
Kimberly Heron	Atkinson K-5	Teacher
Kathleen Holman	Laurelhurst K-8	Teacher
Joy Hunt	Sabin PK-8	Teacher
Karen Kitchen	Jefferson HS-Mid Coll Adv St	Program Manager
Mark Lewis	Ockley Green K-8	Teacher
Michael Malone	Rigler K-6	Teacher
Vern Marshall	da Vinci Arts MS	Assistant Principal
Marianne McClenaghan	Maplewood K-5	Teacher
Janette Mercier	DART @ Benson	Paraeducator
Melanie Monroe	West Sylvan MS	Teacher
Sharon Nagel	BESC	Human Resources Specialist
Vicki Norris	Sabin PK-8	Principal's Secretary
Jennifer O'Donnell	Atkinson K-5	Teacher
Terri Schumacher	Scott K-8	Teacher
Steven Scott	Jackson MS	Custodian
Jeffrey Spalding	Metropolitan Learning Ctr	Assistant Principal
Deborah Swan	Lewis K-5	Teacher
Sharla Tompkins	SPED Comm. Transition Pgm	Paraeducator
Chris Weber	Atkinson K-5	Teacher
Sydney Yamasaki	BESC	Steamfitter Foreman
Jan Zuckerman	Sunnyside Environmental K-8	Teacher



## *Twenty-Five Years*

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Brian Aase	Woodstock K-5	Teacher
Lisa Abramovic	Winterhaven K-8	Teacher
Terri Ackerson	Llewellyn K-5	Paraeducator
Kimberley Altig	Peninsula K-8	Teacher
Mark Andrew	BESC	Electronic Technician Leadman
Colleen Anglim	BESC	Achievement Coordinator
Vickie Anselmi	Wilcox	Sign Language Interpreter
Karen Archer	Whitman K-5	Library Assistant
Karen Arnason	Student Transportation	Transport Route Scheduler
Thomas Beatty	Cleveland HS	Teacher
Sandra Beck	Roseway Heights K-8	Paraeducator
Josephine Benson	George MS	Teacher
Larry Brazzle	BESC	Steamfitter
Susan Brent	Wilson HS	Principal
Christopher Burke	Rigler K-6	Teacher
Janet Carter	Capitol Hill K-5	Paraeducator
Kong Chhit	BESC	Assessment Data System Manager
Debra Crockett	Capitol Hill K-5	Instr Support/Arts Enrichment Coord.
Timothy Curtin	Woodmere K-5	Custodian
Phyllis Dean	Roosevelt HS Campus	Custodian
Colleen Dixon	Winterhaven K-8	Teacher
Teresa Doss	Woodstock K-5	Teacher
Ted Dreier	Lincoln HS	Teacher
Anne Ellett	Jefferson HS-Mid Coll Adv St	Teacher
Sterling Eltagonde	Beaumont MS	Teacher
Mary Etheridge	SPED Comm Transition Pgm	Paraeducator
Anita Freier	Lane MS	Teacher
Susan Frisby	Llewellyn K-5	Teacher
Joseph Galati	Chief Joseph PK-5	Principal
Carlos Galindo Jr	Peninsula K-8	Principal
Nancy Galvin	Grant HS	Educational Assistant
Lynne Gammon	Creative Science K-8	Counselor
Stephen Gaspar	César Chávez K-8	Teacher
Kathy Gleason	Student Transportation	Transport Route Scheduler
Alex Gordin	Cleveland HS	Teacher
Ellen Hagen	Arleta K-8	Lead Food Service Assistant
Deadra Hall	Woodlawn PK-8	Assistant Principal
Dana Hoffer	Itinerant @ BESC	Speech Language Pathologist
Lee Kamery	Chapman K-5	Teacher
Michael Kennedy	Vestal K-8	Teacher
Artie Knight	BESC	Achievement Coordinator
Suzanne Lebaron	Alameda K-5	Teacher
John Lehman III	BESC	Teacher
Ian Levear	Winterhaven K-8	Teacher
Pamela Loeb	Forest Park K-5	Teacher
Lisa Lum	Sitton K-5	Teacher
Marty Manning	BESC	Plumber
Andrea Mathews	Portland Eve Scholars	Principal's Secretary

## ***Twenty-Five Years (con't.)***

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Robin May	Sunnyside Environmental K-8	Teacher
Julia McGee	Woodstock K-5	Custodian
Marjory Mildenerberger	Duniway K-5	Teacher
Marcia Miller	Beverly Cleary K-8	Teacher
Bryce Mitseff	Astor K-8	Custodian
Nicholas Newcomer	Franklin HS	Custodian
Phuong Nguyen	ESL @ Roosevelt	ESL Central Manager
Christopher Niebergall	Arleta K-8	Teacher
Marc Niebergall	Wilson HS	Teacher
Kenneth Peirce	Ainsworth K-5	Teacher
Doris Pendergraph	BESC	Food Service Assistant
Stephen Reardon	Llewellyn K-5	Teacher
Michael Scott	Buckman K-5	Teacher
Jill Semlick	Madison HS	Teacher
Judith Smith	Woodstock K-5	Teacher
Christine Snodgrass	Stephenson K-5	Teacher
Todd Stewart-Rinier	Irvington K-8	Teacher
Richard Street Jr	Grant HS	Teacher
Timothy Taber	Winterhaven K-8	Staff Development Instruction Specialist
Deidre Tamlyn	Gray MS	Teacher
Kathleen Taylor	Hayhurst K-5/K-8	Teacher
Cynthia Thomas	Beverly Cleary K-8	Counselor
Susan Tims	Atkinson K-5	Teacher
Rebecca Underhill	Boise-Eliot PK-8	Teacher
Luis Vasquez	Hosford MS	Teacher
Clark Webster	Franklin HS	Teacher
Gwendolyn Whitmore	Benson HS	Teacher
Lisa Wilkins	Whitman K-5	Teacher
Cecile Wortham	Beaumont MS	Teacher
Lindsay Wunn	BESC	Maintenance Repair Person Foreman
Phoua Xiong	BESC	Community Agent
Sylvia Zimmerman	Arleta K-8	Educational Assistant

## ***Twenty Years***

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Camille Bernal	Rigler K-6	Teacher
Catherine Boyce	West Sylvan MS	Principal
Michael Brannon	Mt. Tabor MS	Teacher
Conni Brenner	Harrison Park K-8	Teacher
Susan Brighthouse	Franklin HS	Teacher
Thomas Bright	Winterhaven K-8	Teacher
Susan Brown	Abernethy K-5	Teacher
Peggy Bruce	Gray MS	Principal's Secretary
Anne Buckley-Logue	Lewis K-5	Teacher
Marilyn Calli	Rosa Parks PK-5	Teacher
Judy Cappleman	Irvington K-8	Teacher
Sandra Childs	Franklin HS	Instructional Specialist
Lori Clark	Whitman K-5	Principal

## *Twenty Years (con't.)*

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Erika Collins	Bridlemile K-5	Teacher
Lynne Cummings	Harrison Park K-8	Library Assistant
Louise Currin	West Sylvan MS	Principal's Secretary
Diane Dean	Rosa Parks PK-5	Teacher
Cheryl Dietrich	Madison HS	Paraeducator
Denise Downing	Arleta K-8	Teacher
Elizabeth Draper	Lent K-8	Teacher
Cynthia Dulcich	Atkinson K-5	Teacher
Mary Ellington	César Chávez K-8	Lead Food Service Assistant
Larry Ewald	Vestal K-8	Teacher
Julie Feikert-Aquilizan	Duniway K-5	Teacher
Jere Fitterman	Rice Site	Teacher on Special Assignment
Kevin Fitzgearld	Llewellyn K-5	Teacher
Susan Foxman	Vestal K-8	Principal
Susan Germundson	Irvington K-8	Teacher
Philip Gibbs	George MS	Teacher
Robert Gibson-Cairns	Beverly Cleary K-8	Teacher
Darrel Gilbert	Harrison Park K-8	Teacher
Joanne Godfrey	Buckman K-5	Teacher
Thomas Goodrich	Abernethy K-5	Teacher
Deborah Greene	Creston K-8	Teacher
Jan Greene	Laurelhurst K-8	Teacher
Laura Guthrie	Astor K-8	Teacher
James Hashimoto	da Vinci Arts MS	Teacher
Virginia Hayter	Jackson MS	Teacher
Katherine Hill	Capitol Hill K-5	Teacher
Adrienne Howard	BESC	Program Manager
Michele Huffman	Whitman K-5	Teacher
Sharon Hunter	Holladay Center	Paraeducator
Sylvia Jen	Lewis K-5	Teacher
Joana Kirchhoff	Rigler K-6	Teacher
Melissa Kolb	Kelly Center	Teacher
Cindy Kollofski	Wilcox Year Round	Audiologist
Chris Kurtz	Abernethy K-5	Teacher
Kristin Lasher	Faubion PK-8	Counselor
Mildred Layman	Itinerant @ BESC	Teacher
David Lifton	Creative Science K-8	Teacher
Frederic Locke Jr	da Vinci Arts MS	Interim Principal
Debra Mabe	Jefferson HS-Mid Coll Adv St	Principal's Secretary
Vivian Mackay	Vestal K-8	Teacher
Dvora Mencher	LEP Charter High School	Teacher
Anne Miles	Buckman K-5	Teacher
Susan Miller	Alameda K-5	Teacher
David Molloy	Jackson MS	Teacher
Kathryn Morse-Webb	Student Transportation	Senior Administrative Secretary
Kara Mortimer	Madison HS	Instructional Specialist
Alan Mundal	Alameda K-5	Teacher
Barbara Newmark	Bridlemile K-5	Teacher

## *Twenty Years (con't.)*

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Tamala Newsome	Rosa Parks PK-5	Principal
Christine Nomeland	Sitton K-5	Teacher
Thrina Parent	Itinerant @ BESC	Speech Language Pathologist
Julia Peattie	Harrison Park K-8	Teacher
Linda Plaza	Wilcox	Teacher
Laura Polkow	Ainsworth K-5	Teacher
Milagro Portillo	Ainsworth K-5	Educational Assistant
Nelia Rios	Rigler K-6	Educational Assistant
Michael Rowell	Ockley Green K-8	School Improvement Specialist
Shirley Salley	Woodlawn PK-8	Teacher
Terry Schwartzkoph	James John K-5	Teacher
Linda Scott	Beaumont MS	Teacher
Suzanne Setterholm	Madison HS	Teacher
Joel Shapiro	Alliance HS @ Benson	Teacher
Michael Simmons	Buckman K-5	Teacher
Stephen Spears	Arleta K-8	Teacher
Sarah Steiner	Madison HS	Teacher
George Stevens	Parry Center	Teacher
Robert Stewart	Beach PK-8	Student Management Specialist
Brian Swan	Harrison Park K-8	Teacher
Marie Taylor	Whitman K-5	Teacher
Kathy Toomey	Itinerant @ BESC	Certified Occupational Therapy Assistant
Robert Tourtillott	ESL @ Roosevelt	ESL/Immersion Program Administrator
Felicia Tovar-Nollette	Scott K-8	Principal's Secretary
Judith Trapp	BESC	Confidential Executive Assistant
Patricia Trump	Hosford MS	Teacher
Connie Verbout	Roosevelt HS Campus	Principal's Secretary
Susan Verheyleweghen	Nickerson Center	Teacher
Curtis Wilson Jr	Grant HS	Vice Principal
Brock Wolf	Itinerant @ BESC	Paraeducator
James Wolf	Abernethy K-5	Teacher

## *Fifteen Years*

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Mary Bachman	BESC	School Specialist
Gregory Baldwin	BESC	Custodian
Grace Bennett	Vestal K-8	Teacher
Jaime Bennett	Bridger K-8	Paraeducator
Tina Bissett	ACCESS K-8	Paraeducator
Sylvia Boyce	Lane MS	Teacher
Betty Brenne	BESC	Food Service Assistant
Damon Burns	Youngson	Therapeutic Intervention Coach
Guillermo Bustindui	Franklin HS	Educational Assistant
Charles Camp	Astor K-8	Teacher
Peyton Chapman	Lincoln HS	Principal
Donny Coles	Student Transportation	Bus Driver
Benjamin Cook	BESC	Pony Driver Leadman
Chitagawaa Cook	Creston Annex	Educational Assistant

## *Fifteen Years (con't.)*

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Linda Coulter	Lee K-8	Educational Assistant
Catherine Cowherd	BESC	Reading Achievement Coordinator
Sherry Dahlen	Bridger K-8	Teacher
Gabriela Davis	Itinerant @ BESC	School Psychologist
Franki Dennison	Arleta K-8	Teacher
Susan Douglass	Cleveland HS	Teacher
Danette Fischer	Roosevelt HS Campus	SPED Records Clerk
Kathleen Frutiger	Metropolitan Learning Ctr	Principal's Secretary
Gina Glyshaw	Itinerant @ BESC	Occupational Therapist
Lilia Goldman	Ockley Green K-8	Teacher
Tod Grobey	Madison HS	Teacher
Patricia Guzman	BESC	Spanish Placement Specialist
Janet Halbert	Grant HS	Teacher
Portia Hall	Franklin HS	Teacher
Rita Hernandez	Wilcox Year Round	Speech Language Pathologist
Demetria Hill	Alameda K-5	Paraeducator
Robin Hollowell	Llewellyn K-5	School Secretary
Gayle Huskey	Madison HS	Principal's Secretary
Janice Ingersoll	Hosford MS	Teacher
Toni Jennings	Whitman K-5	Paraeducator
Patricia Jensen	Winterhaven K-8	Principal's Secretary
Yoshiko Kamata	Richmond PK-5	Teacher
Kristyn King	Vestal K-8	Teacher
Linea King	ESL @ Roosevelt	Instructional Specialist
Laura Leonard	Madison HS	Food Service Assistant
Jordis Lovett	Buckman K-5	Educational Assistant
Radislav Lurie	Alameda K-5	Principal
Rodney Maack	Wilson HS	Teacher
Thomas Mader	Irvington K-8	Paraeducator
Emily Markewitz	Vernon PK-8	Teacher
Wendy Mich	BESC	Mail Clerk
Jolinda Miller	Markham K-5	Teacher
Kimberly Miller	Student Transportation	Bus Driver
Linda Miller	Portland Eve Scholars	Senior Clerk
Karen Moon	Woodstock K-5	Teacher
Janice Moore	Whitman K-5	Teacher
Donna Murphy	Marysville K-8	Teacher
Karl Newsome	Astor K-8	Principal
Silke Orem	Laurelhurst K-8	Paraeducator
Patricia Patterson	Maplewood K-5	Teacher
Teresa Rhodes	Alameda K-5	Paraeducator
Janet Ruddell	BESC	Data Analyst-Student Placement
Shawn Sawyer	James John K-5	Food Service Assistant
Nancy Scevola	Alliance HS @ Meek	Teacher
Karen Sharifi	Bridger K-8	Paraeducator
Juanita Smith	Applegate	Educational Assistant
Deanne Stanley	Sacajawea Site	Lead Food Service Assistant
Jake Stone	Stephenson K-5	Educational Assistant

## ***Fifteen Years (con't.)***

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David Stone II	BESC	Senior Budget Specialist
Orville Stover	Student Transportation	Bus Driver
Joyce Suckow	James John K-5	Educational Assistant
William Tandy	Skyline K-8	Custodian
Lisa Testori-Sobolewski	Itinerant @ BESC	Occupational Therapist
Mary Tison	Wilcox Year Round	Teacher
Jill Tobey	Whitman K-5	Teacher
Phoung Tran	Lee K-8	Educational Assistant
Mona Uibelhoer	Sunnyside Environmental K-8	Lead Food Service Assistant
Elizabeth VanEngel	Sitton K-5	Teacher
Rebecca Wagner	Sunnyside Environmental K-8	Assistant Principal
Linda Wall	Itinerant @ BESC	School Psychologist
Janice Weber	Woodstock K-5	Educational Assistant
Joshua Weiner	Benson HS	Teacher
Sharon Whatley	Astor K-8	Lead Food Service Assistant
Amy Wood	Ockley Green K-8	Teacher
Lainie Yoshida	James John K-5	Teacher
Aleksandr Zinkin	BESC	Truck Driver
Petr Zinkin	BESC	Warehouse Worker/Truck Driver
Kathleen Zipp	Scott K-8	Teacher
Cynthia Zrinyi	Grant HS	Teacher
Christine Zueger	Alameda K-5	Paraeducator

## ***Ten Years***

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Janis Allen	Madison HS	Teacher
Gina Aman	Franklin HS	SPED Records Clerk
Katrina Arras	Skyline K-8	Teacher
Andrea Atherton	Rice Site	Senior Administrative Secretary
David Augustine	Bridlemile K-5	Teacher
Ken Austin	ESL @ Roosevelt	Teacher on Special Assignment
Monica Barajas	Harrison Park K-8	Educational Assistant
Rebecca Barlow	Bridlemile K-5	Teacher
Susan Beaird	Metropolitan Learning Ctr	Teacher
Carol Berkley	Laurelhurst K-8	Teacher
Elizabeth Bernard	Jefferson HS-Mid Coll Adv St	Teacher
Hannah Bourcier	Lincoln HS	Teacher
Terra Brackmann	Early Childhood Eval Team	Teacher
Denise Brooks	Metropolitan Learning Ctr	Teacher
Daniel Brown	Grant HS	Teacher
Jeannetta Byrd	Sacajawea Site	Educational Assistant
Gloria Canson	King PK-8	Teacher
Susan Carter Anderson	Itinerant @ BESC	School Psychologist
Anita Cathcart	Laurelhurst K-8	Educational Assistant
Linda Chin	Cleveland HS	Paraeducator
Vickie Chulufas	Cleveland HS	SPED Records Clerk
Kristen Clark	Woodmere K-5	Teacher
Philip Cole	Holladay Annex	Licensed Clinical Social Worker



## *Ten Years (con't.)*

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Tom Conry	Madison HS	Teacher
Debra Corning	Benson HS	Bookkeeper
Shawn Croteau	Breakthrough	Teacher
Jessica Cudjoe	Duniway K-5	Teacher
Jennean Dean	Lee K-8	Lead Food Service Assistant
Theresa Egan	ACCESS K-8	Teacher
Thor-Aage Esbensen	Wilson HS	Teacher
Candie Farley	Vestal K-8	Lead Food Service Assistant
Jennifer Fast	James John K-5	Teacher
Lourdes Fernandez	Beach PK-8	Teacher
Kathleen Fink	Forest Park K-5	Teacher
Jonathon Fischer	Grout K-5	Teacher
Shirley Fong	BESC	Food Service Assistant
Brenda Fox	Bridger K-8	Principal
Sierra Freeman	Opal Charter School	Teacher
Minori Fukushima	Richmond PK-5	Teacher
Susana Garcia	James John K-5	Educational Assistant
Tania Garcia	Kelly Center	Community Agent
Pamela Garrett	Franklin HS	Teacher
Mark Gast	James John K-5	Teacher
Anna Gender	Sitton K-5	Teacher
Jeremy Geschwind	BESC	Teacher on Special Assignment
Leila Ghodsi	Franklin HS	Teacher
Jedediah Gilchrist	BESC	Senior Tech Ops Manager
Stefanie Goldbloom	Cleveland HS	Teacher
Mercedes Gonzalez	Lent K-8	Educational Assistant
Miriam Gonzalez-Wiley	Sacajawea Site	Senior Administrative Secretary
Priscilla Greene	Whitman K-5	Teacher
Jordan Gutlerner	Lincoln HS	Teacher
Blair Haddon	Lincoln HS	Teacher
Betsy Halvorson	George MS	Teacher
Amy Hansen	Itinerant @ BESC	School Psychologist
Mark Hansen	Peninsula K-8	Teacher
Karen Harding	Whitman K-5	Teacher
Judy Harwood	Benson HS	Food Service Assistant
Stephen Hermens	Hayhurst K-5/K-8	Teacher
Keri Higginbottom	Jefferson HS-Mid Coll Adv St	Teacher
Annette Holbrook	Marysville K-8	Teacher
Christine Hopkins	Llewellyn K-5	Teacher
John Horn	Lent K-8	Principal
Martha Horner	Astor K-8	Teacher
Michael Horrigan	James John K-5	Teacher
Tiel Jackson	BESC	Data Manager
Hilary Jones	BESC	Senior Position Control Analyst
Linda Jue-Thomas	BESC	SIS Support
Jaina Kapranos	Richmond PK-5	Teacher
Ahmed Kelso Velarde	Grant HS	Teacher
Megan Kirsch-McMaster	Creative Science K-8	Teacher

## *Ten Years (con't.)*

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Elizabeth Koshy	White Shield Home	Teacher
Kristen Kozlowski	Early Childhood Eval Team	Speech Language Pathologist
Felipe Lara	Faubion PK-8	Teacher
Margaret Lawler	Beverly Cleary K-8	Media Specialist
Jacqueline Leipzig	Wilson HS	SPED Records Clerk
Natalie Leslie	Itinerant @ BESC	School Psychologist
James Loveland	BESC	School Improvement Specialist
Isabel Lujano	Sacajawea Site	Educational Assistant
Leora Mahoney	Student Transportation	Bus Driver
Kelly Marsh	Richmond PK-5	Teacher
Robin Mauldin	Llewellyn K-5	Teacher
Michelle McMullen	Vestal K-8	Library Assistant
Debra McNulty	Madison HS	Paraeducator
Nicole McNutt	Markham K-5	Teacher
Janet Michael	George MS	Teacher
Laura Morgan	Woodstock K-5	Teacher
Matthew Moule	Beaumont MS	Teacher
Virginia Mulbey	Woodmere K-5	Food Service Assistant
David Myers	da Vinci Arts MS	Teacher
Jennifer Nutter	César Chávez K-8	Teacher
Lisa Orcutt Kane	Abernethy K-5	Teacher
Sirena Palici	Itinerant @ BESC	School Psychologist
Kirsten Parrott	Beaumont MS	Teacher
Stacey Partin	BESC	SIS Support Lead
Bradley Pearson	Chapman K-5	Assistant Principal
Jeffrey Peeler	Lincoln HS	Teacher
James Perry	Holladay Center	Therapeutic Intervention Coach
Edward Reckford	BESC	Senior Analyst
Woodie Rentz	SPED Comm Transition Pgm	Paraeducator
Louise Richards	Glencoe K-5	Teacher
Christian Richman	Arleta K-8	Teacher
Geoffrey Richman	Cleveland HS	Teacher
Lavert Robertson	Franklin HS	Vice Principal
Tor Rockness	Buckman K-5	Teacher
John Ryczek	Columbia Site	Teacher
Jill Sage	Marysville K-8	Assistant Principal
Riyaleh Said	Wilson HS	Educational Assistant
Kimberly Sammons	Astor K-8	Teacher
Robert Schlichting	Cleveland HS	Teacher
Andrea Schmidt	Bridger K-8	Teacher
Peggy Schoettle	Madison HS	Counselor
Kristine Schultz	The Ivy School	Teacher
Dina Scottell	Woodlawn PK-8	Teacher
Karen Sele	Whitman K-5	Teacher
Mike Shanahan	Cleveland HS	Teacher
Sheryl Simon	Ockley Green K-8	Food Service Assistant
Leslie Smith	DART @ Benson	Paraeducator
Nancy Smith	Chief Joseph PK-5	Teacher

## *Ten Years (con't.)*

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Galina Tarasenko	Boise-Eliot PK-8	Educational Assistant
Henise Telles-Ferreira	Roosevelt HS Campus	Teacher
Jeffrey Thompson	DART @ Benson	Teacher
Raeann Thompson	Young Women's Academy	Teacher
William Thompson	Winterhaven K-8	Teacher
Ailien Tran	Winterhaven K-8	Teacher
Tara Triplett	ACCESS K-8	Counselor
Kristine Vala	Ainsworth K-5	Teacher
Iris Valenzuela	Rigler K-6	Educational Assistant
Jane Van Dam	Hosford MS	Teacher
D Vandervelde	Lincoln HS	Teacher
Harriet Vann	Winterhaven K-8	Educational Assistant
Lorena Villegas	Woodlawn PK-8	School Secretary
Renee Vineyard Stahl	Rice Site	Achievement Coordinator
Lisa Walker	Wilson HS	Teacher
Kenneth Washington	Hosford MS	Teacher
Stephanie Wiggins	Youngson	Paraeducator
Joan Williams	Itinerant @ BESC	Clinical Psychologist
Alexandra Withers	Applegate	Community Agent
Christina Zabo	Kelly K-5	Teacher
Siyu Zhao	BESC	Food Service Assistant
Jonathan Zook	Faubion PK-8	Teacher

## *Five Years*

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Jabr Abdulkadir	Ockley Green K-8	Custodian
Stephen Adams	Cleveland HS	Custodian
Shukri Ahmed	Wilson HS	Custodian
Chu Ai	Wilson HS	Custodian
Spirit Aiken	BESC	Customer Care
Daniel Alexander	Richmond PK-5	Custodian
Robert Allen	Vestal K-8	Teacher
Sharon Allen	Kelly K-5	Principal
Wendy Allen	Whitman K-5	Custodian
Kirsten Andersen	Woodlawn PK-8	Paraeducator
Graham Anderson-Dana	Woodmere K-5	Teacher
Anthony Apilado	Bridger K-8	Paraeducator
Sandra Apon	Ainsworth K-5	Custodian
Lynn Appleton	Bridger K-8	Principal's Secretary
Peter Arbuzov	Humboldt PK-8	Custodian
Rhonda Bahmanyar	Itinerant @ BESC	Speech Language Pathologist
Clare Ballard	Atkinson K-5	Custodian
Cinnamon Bancroft	ESL @ Roosevelt	Instructional Specialist
Annie Barnett	Comm Trans Ctr on MLK	Paraeducator
Derrick Batliner	Jefferson HS-Mid Coll Adv St	Teacher
Craig Beaumont	Hosford MS	Custodian
Lutvija Becic	Creston K-8	Custodian
James Beers	Sunnyside Environmental K-8	Custodian

## *Five Years (con't.)*

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Erick Bender	Markham K-5	Custodian
Ann Berton	Roseway Heights K-8	Teacher
Beth Biagini	Franklin HS	Teacher
Jennifer Birch	Astor K-8	Teacher
Sean Bishop	BESC	Custodian
Nicholas Black	Laurelhurst K-8	Custodian
Holly Blakeslee-Gordon	James John K-5	School Secretary
Joe Blaumer	BESC	Custodian
Bryon Booze	BESC	Facilities Operations Manager
Jessica Bostick	Skyline K-8	Teacher
Gamil Botrous	BESC	Custodian
Amir Boules	Franklin HS	Custodian
Brian Bower	Roosevelt HS Campus	Custodian
Jenny Braden	BESC	Senior Administrative Secretary
Nickolas Branch	Gray MS	Custodian
Gerald Brandon	Wilson HS	Custodian
Brandon Breeden	Holladay Center	Teacher
Judith Brennan	BESC	Family Support/School Choice Director
Walter Bridges	Columbia Site	Paraeducator
Tracey Briggs	Woodlawn PK-8	Teacher
Charles Broadfoot	George MS	Teacher
Jaime Brown	BESC	IT Procurement Specialist
Matthew Brown	Richmond PK-5	Custodian
Sahjo Brown	Hosford MS	Counselor
Jeff Brubaker	BESC	Systems Administrator
David Budahl	Rose City Park	Custodian
Steven Bullock Denniston	Lewis K-5	Paraeducator
Dennis Burg	BESC	Maintenance Rover
Daphne Bussey	Rosa Parks PK-5	Teacher
Aaron Byer	Roosevelt HS Campus	Teacher
Sara Callies	Benson HS	Teacher
Alan Carlson	César Chávez K-8	Custodian
Timothy Carman	Grant HS	Custodian
Ceyriss Caron	Beverly Cleary K-8	Teacher
Carolyn Carr	Glencoe K-5	School Secretary
Christopher Carroll	Metropolitan Learning Ctr	Custodian
Kim Castle	Roosevelt HS Campus	Senior Student Data Specialist
Sharon Cervantes	Student Transportation	Bus Driver
Randy Chambers	BESC	Functional Lead-School Choice
Debbie Chan	BESC	Payroll Systems Coordinator
Hao Chan	Lee K-8	Food Service Assistant
Heather Chaney	Sunnyside Environmental K-8	Teacher
Mai Chanh	Winterhaven K-8	Custodian
Thomas Cheek	Alameda K-5	Teacher
Christie Christie	BESC	Accountant - Grant Accounting
Curtis Christle	Beverly Cleary K-8	Custodian
Jarvis Christmas	Mt. Tabor MS	Custodian
Nadezhda Chubok	Kelly K-5	Food Service Assistant

## *Five Years (con't.)*

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Daniel Cogan	BESC	Achievement Coordinator
Tracie Conley	Sabin PK-8	Custodian
Kevin Conroy	West Sylvan MS	Teacher
Jennifer Coomes	Alliance HS @ Benson	Counselor
Lindsay Cornet	Duniway K-5	Teacher
Maura Cote	Kelly K-5	Teacher
Catrece Craig	Jefferson HS-Mid Coll Adv St	Paraeducator
Don Craig	Roseway Heights K-8	Paraeducator
Kelly Cross	Creston K-8	Educational Assistant
Stephen Curley	Benson HS	Teacher
Cadie Daley	Hayhurst K-5/K-8	Teacher
Rain Daniel	Itinerant @ BESC	Speech Language Pathologist
Anna Davis	Lewis K-5	Teacher
Danielle Davis	Peninsula K-8	Custodian
Kimberly Delgado	Duniway K-5	Teacher
Heidi Dempster-Johnson	BESC	Confidential Executive Assistant
Derrick Deziel	BESC	Senior Network Administrator
Anne Dierker	Cleveland HS	Teacher
Brock Dittus	Student Transportation	Bus Driver
Catherine Dixon	Beach PK-8	Custodian
Sena Djilas	Bridlemile K-5	Custodian
Josilyn Dulaney	Peninsula K-8	Paraeducator
Michael Duren	James John K-5	Custodian
Kelley Duron	BESC	Senior Manager - Volunteer School Choice
Steven Dustin	Columbia Site	Teacher
Jill Duvall	Early Childhood Eval Team	Speech Language Pathologist
Amanda Edmondson	Arleta K-8	Paraeducator
Whitney Ellersick	BESC	Senior Program Manager
Bobby Ellis	da Vinci Arts MS	Custodian
Peaches Eltagonde	Boise-Eliot PK-8	Teacher
Molly Emmons	BESC	Incident/Investigation Coordinator
Bianca Espinosa	Metropolitan Learning Ctr	Teacher
M Deane Eure	Sabin PK-8	Paraeducator
Teresa Faeth	Gray MS	Paraeducator
Richard Fisher	Grant HS	Teacher
Edith Fitzgerald	BESC	Customer Care
Lara Fitzsimons	Peninsula K-8	Teacher
Bryan Fitzwater	West Sylvan MS	Student Management Specialist
Julie Fleming	Wilson HS	Counselor
Ana Franco	Grout K-5	Custodian
Diane Fredgant	Capitol Hill K-5	Educational Assistant
Molly Frisch	Roseway Heights K-8	Teacher
Patricia Fristad	Lent K-8	Paraeducator
Edmund Fuller	Rigler K-6	Assistant Principal
Shiwaye Gared	Beverly Cleary K-8	Custodian
Adolfo Garza-Cano	Woodlawn PK-8	Teacher
Susan Gauss	Itinerant @ BESC	Speech Language Pathologist
Leila Gavros	Ockley Green K-8	Paraeducator

## *Five Years (con't.)*

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Carla Gay	BESC	Senior Program Manager
Judith Gillette	BESC	Senior Administrative Secretary
Craig Gintz	Laurelhurst K-8	Custodian
Maxine Glover	Beverly Cleary @ Hollyrood	Custodian
Reina Gomez	Sacajawea Site	Community Agent
Marisel Gonzalez	Benson HS	Teacher
Teresa Gonzalez	Skyline K-8	Paraeducator
Senada Gorinjac	Lane MS	Custodian
Pamela Goska	Wilcox	Senior Administrative Secretary
Derek Grant	King PK-8	Teacher
Horis Green	Student Transportation	Bus Driver
Ethel Greene	Lincoln HS	Custodian
Nicole Groth	BESC	Federal Programs Analyst
Mary Grover	Sunnyside Environmental K-8	Teacher
David Guinn	Winterhaven K-8	Custodian
Ray Gunter	Gray MS	Custodian
Lynn Haatia	Hosford MS	Teacher
Ellen Hall	Cleveland HS	Teacher
Deirdre Harms	Grant HS	Paraeducator
Antonye Harris	BESC	Facilities Operations Manager
Gaelle Harris	Rigler K-6	Teacher
Glen Harrison	BESC	Supply & Logistics Manager
Marsha Hart	Bridger K-8	Lead Food Service Assistant
Connie Haskell	Bridger K-8	Custodian
Christopher Hebbe	Youngson	Paraeducator
Jennifer Hefty	Sitton K-5	Teacher
Katharine Hepburn	Vernon PK-8	Food Service Assistant
Paul Hicks	Bridlemile K-5	Custodian
Robert Hicks	Creative Science K-8	Custodian
Alison Hildebrant	Forest Park K-5	Teacher
Joshua Hjertstedt	BESC	Program Manager
Joanne Hodgdon	ESL @ Roosevelt	Assessment Coordinator
Rasema Hodzic	Lewis K-5	Custodian
Refik Hodzic	Woodstock K-5	Custodian
Nicole Holden	Rosa Parks PK-5	Teacher
Cecilia Hornbuckle	Roosevelt HS Campus	Vice Principal's Secretary
Ross Hume	BESC	Labor Relations Manager
Nicole Hunt	Beverly Cleary K-8	Teacher
Caren Huson-Quiniones	BESC	Senior Specialist - Board of Education
Brett Hutwagner	BESC	Teacher
Doan Huynh	Columbia Site	Custodian
Jennifer Hybertsen	Itinerant @ BESC	Speech Language Pathologist
Lisa Hyde	Sellwood MS	Counselor
James Irons	Columbia Site	Custodian
Sarah Izah	Benson HS	Custodian
Tanya Jackman	Student Transportation	Bus Driver
Andre Jackson	BESC	Senior Partnership Manager
Luvenia Jackson	Rosa Parks PK-5	Educational Assistant



## *Five Years (con't.)*

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Stuart Jackson	BESC	Licensed Clinical Social Worker
Tina Jacobs	Laurelhurst K-8	Teacher
Julie James	Young Women's Academy	Instr. Spec. Striving Readers Coach
Katie Johnson	Kelly K-5	Teacher
Carole Johnson-Smith	Markham K-5	Teacher
Alton Jones	Grant HS	Custodian
Laura Jones	Kelly K-5	Library Assistant
Seth Jones	Gray MS	Assistant Principal
Daniel Judd	Whitman K-5	Custodian
Matthew Kabza	Grant HS	Teacher
Jeramie Kaiser	Gray MS	Teacher
Patrick Kanealey	Cleveland HS	Teacher
Stephanie Karpouzes	Wilcox Year Round	Teacher
Kristy Karsten	Wilcox	Teacher
Joseph Keefer	Glencoe K-5	Custodian
Althea Keith	West Sylvan MS	Teacher
Michaela Kellams	Grout K-5	Paraeducator
Denise Kelly	King PK-8	Food Service Assistant
Joseph Kennedy	César Chávez K-8	Teacher
Amber King	Comm Trans Ctr on MLK	Teacher
Roy Kirk	Duniway K-5	Custodian
Elizabeth Kirkaldie	Community Transition Pgm	Teacher
Jennifer Kline	Ockley Green K-8	Teacher
Jennifer Knight	Chapman K-5	Paraeducator
Paul Kroswek	Jackson MS	Teacher
Diana Kruger	Hayhurst K-5/K-8	Teacher
Rakesh Kumar	Maplewood K-5	Custodian
Melinda LaFramboise	Lincoln HS	Qualified Mental Health Provider
Cherise Lavier	Hayhurst K-5/K-8	Lead Food Service Assistant
Kevin Lawhon	Holladay Annex	Therapeutic Intervention Coach
Franklin Leavitt	BESC	Operations Support Manager
LaShawn Lee	Faubion PK-8	Principal
Sarah Lee	Itinerant @ BESC	Speech Language Pathologist
Leah Letts	BESC	Human Resources Generalist
Bill Lipinsky	Atkinson K-5	Custodian
Cori Longstreet	Sunnyside Environmental K-8	Teacher
Katharine Longstreth	Creative Science K-8	Teacher
Matthew Loomis	Applegate	Custodian
Yanping Lu	Cleveland HS	Teacher
Eric MacCartney	Kelly K-5	Teacher
Barbara Macon	Roosevelt HS Campus	Teacher
Brenda Mahaney	Beach PK-8	Teacher
Matthew Makara	BESC	Budget Analyst
Matthew Manley	Holladay Annex	Paraeducator
Nancie Mann	Scott K-8	Teacher
Jerome Mannenbach	Franklin HS	Teacher
Jose Mariscal	Humboldt PK-8	Custodian
Carl Markowski	Student Transportation	Bus Mechanic

## *Five Years (con't.)*

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Dirk Marshall	Youngson	Paraeducator
Fermin Martinez	Stephenson K-5	Custodian
Selim Masic	Lewis K-5	Custodian
Sara Mattheisen	Wilson HS	School Secretary
Steven Matthews	Franklin HS	School Business Manager
Randall Maves	Madison HS	Teacher
Maria Mayoral	Marysville K-8	Educational Assistant
Aniscia McAdams	Faubion PK-8	Teacher
Deidre McArthur	Laurelhurst K-8	Teacher
Lisa McConachie	Wilcox	Special Programs Administrator
Caroline McCoy	Sunnyside Environmental K-8	Teacher
Gordon McDaniel	Ainsworth K-5	Custodian
Kenneth McDougal	Boise-Eliot PK-8	Custodian
Tamara McGuire	Atkinson K-5	Paraeducator
Jennifer McNeal	BESC	Confidential Executive Assistant
Kevin Mechling	Roosevelt HS Campus	Dean
Tahira Mehmedovic	West Sylvan MS	Custodian
Celestino Mendez	Faubion PK-8	Custodian
Debra Meskimen	Skyline K-8	Paraeducator
Jennifer Meyer	Lewis K-5	Teacher
Erica Meyers	Wilson HS	High School Business Manager
Gregory Meyers	Sellwood MS	Custodian
Angel Middleton	Rosa Parks PK-5	Food Service Assistant
Elizabeth Middleton	Sunnyside Environmental K-8	Teacher
Darryl Miles	Cleveland HS	Teacher
Kristen Miles	BESC	Senior Manager
Heather Miller	Kelly Center	Educational Assistant
Porter Miller	Jefferson HS-Mid Coll Adv St	Custodian
Jose Molina	Beach PK-8	Teacher
Sarah Mongue	BESC	Senior Clerk
Lorraine Moon	Markham K-5	Paraeducator
Aaron Moreno	Woodlawn PK-8	Teacher
Darci Morgan	George MS	Teacher
John Morrison	Arleta K-8	Custodian
Edward Mosher	Lincoln HS	Custodian
Kenny Moylan	Alliance HS @ Meek	Custodian
Leamuel Muldrew	East Sylvan MS	Custodian
Ana Maria Munoz Sosa	Harrison Park K-8	Custodian
Mason Munson	Wilson HS	Paraeducator
William Nee	Irvington K-8	Teacher
Amanda Jane Nelson	Lincoln HS	Teacher
Norman Nelson	Youngson	Custodian
Chinh Nguyen	Beaumont MS	Custodian
Duong Nguyen	Lee K-8	Custodian
Khoan Nguyen	Scott K-8	Custodian
Lanh Nguyen	Sacajawea Site	Custodian
Ty Nguyen	Roseway Heights K-8	Custodian
Christopher Niebergall-Eltagonde	King PK-8	Teacher

## *Five Years (con't.)*

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Diane Nielson	Grout K-5	Paraeducator
Lyubov Nikolaychuk	Llewellyn K-5	Custodian
Jeanne O'Brien	Ainsworth K-5	Teacher
Megan O'Leary	Beach PK-8	Teacher
Patricia O'Linger	Hosford MS	Paraeducator
Anthony Olson	Kelly K-5	Custodian
William Olson	Madison HS	Teacher
Tamara O'Malley	Madison HS	Instructional Specialist
Sahara Omar	Hosford MS	Custodian
Michael O'Neill	Sellwood MS	Teacher
Virginia Pacheco	Peninsula K-8	Custodian
Thomas Pagh	BESC	Facilities Operations Manager
William Pallini	BESC	Custodian
Robert Parker	Metropolitan Learning Ctr	Teacher
Kylene Parks	Boise-Eliot PK-8	Teacher
Katie Parry	Woodmere K-5	Paraeducator
John Payne	BESC	Incident/Investigation Coordinator
Stephanie Pearl	Creston K-8	Media Specialist
Melissa Pearson	Ockley Green K-8	Teacher
Kevin Perkey	Chapman K-5	Custodian
Stacy Peterson	Alameda K-5	Teacher
Alayna Pettingill	Skyline K-8	Paraeducator
Arlie Peyton	Lincoln HS	Teacher
Christine Pfeil	Creative Science K-8	Educational Assistant
Huyen Pham	Alameda K-5	Custodian
Melvin Philbrook	Student Transportation	Fleet Services Manager
Lisa Piantes	Young Women's Academy	Teacher
Barbara Pierce	Youngson	Paraeducator
Lydia Poole	Abernethy K-5	Teacher
Connie Preci	BESC	Payroll Specialist
Monica Quiroz	Rigler K-6	Custodian
Guiza Ramirez	Rigler K-6	Teacher
Joshua Reed	César Chávez K-8	Teacher
Jill Register	Franklin HS	Bookkeeper
Edna Reischman	Scott K-8	Custodian
Jan Reynolds	Student Transportation	Bus Driver
Pansy Richard	Sacajawea Site	Custodian
Joyce Richardson	Applegate	Educational Assistant
Ronald Ring	Bridlemile K-5	Educational Assistant
Melissa Ritter	Skyline K-8	Teacher
Elisabeth Robertson	Sitton K-5	Teacher
Theresa Robinette	Bridger K-8	Custodian
Casey Rodhe	Chapman K-5	Teacher
Kathleen Rossitto	Markham K-5	Teacher
Abigail Roth	Sunnyside Environmental K-8	Teacher
Michael Rothenberger	BESC	Sheetmetal Worker
Joseph Rozewski	Madison HS	Teacher
Robert Ryan	Hosford MS	Custodian

## *Five Years (con't.)*

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Paul Sanchez	Grant HS	Paraeducator
Sharma Sanders	ACCESS K-8	Paraeducator
Melissa Schachner	Vernon PK-8	Teacher
Sarah Schacker	Whitman K-5	Teacher
Erika Schneider	James John K-5	Teacher
Dennis Schott	BESC	Electronic Technician
Curtis Schulz	Portland Eve Scholars	Teacher
Sheryn Schwartzenhauer	Irvington K-8	Educational Assistant
Thomas Seger	BESC	Machinist
Susan Shaffer	Grant HS	Custodian
Robert Shoop	Benson HS	Custodian
Rina Shriki	BESC	Teacher on Special Assignment
Jose Siam	Beach PK-8	Teacher
Kate Silver	Lincoln HS	Teacher
Gregory Simdars	Franklin HS	Custodian
Milly Skach	Skyline K-8	Library Assistant /Instructional Tech. Asst.
Gary Sletmoe	Cleveland HS	Teacher
Jason Sloan	Gray MS	Paraeducator
Rosemarie Smead	Holladay Annex	QMHP / Licensed Clinical Supervisor
Alicia Smith	Irvington K-8	School Secretary
Rachelle Smith	Woodmere K-5	Custodian
Susan Smith	Student Transportation	Bus Driver
Mary Snow	Roosevelt HS Campus	Custodian
Richard Sossel	Sellwood MS	Teacher
Jacob Soto	Kelly K-5	Teacher
Dyon-Drael Spencer	Madison HS	Campus Monitor
Amber Stenseth	Boise-Eliot PK-8	Custodian
Eric Stewart	Student Transportation	Fleet Services Coordinator
Rebecca Stewart	Cleveland HS	SPED Records Clerk
Sara Stiles	Beach PK-8	Teacher
Renee Straube	Roosevelt HS Campus	Teacher
Jianying Su	Woodstock K-5	Teacher
Margaret Switzer	Community Transition Pgm	Paraeducator
Sara Tabellija	Skyline K-8	Paraeducator
Claudia Tautfest	Sabin PK-8	Teacher
Raymond Taylor	BESC	Electronic Technician
Janet Thacker	Cleveland HS	Paraeducator
Jennifer Thomas	Woodlawn PK-8	Paraeducator
Terri Thompson	Student Transportation	Bus Driver
Erin Tierney	Arthur Academy Charter	Teacher
Rachel Todd	Creative Science K-8	Teacher
Ana Tomblin	Astor K-8	Media Specialist
Frank Torres	BESC	Systems Administrator
Donald Tran	Grant HS	Custodian
Suy Tran	Sellwood MS	Custodian
To Tran	Harrison Park K-8	Custodian
Lindsay Trapp	BESC	Confidential Administrative Assistant
Matthew Trulson	BESC	Systems Administrator

## *Five Years (con't.)*

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Jan Tullis	Chapman K-5	Instructional Technology Assistant
Valerie Turner	Beaumont MS	Teacher
Phoebe Tyeskey	Vernon PK-8	Teacher
Eduardo Ugarte	Rigler K-6	Teacher
Gregory Unwin	Itinerant @ BESC	Speech Language Pathologist
Jennifer Uppendahl	Wilson HS	Teacher
Tudor Ursu	Vestal K-8	Custodian
Anastasia Van Wart	Marysville K-8	Food Service Assistant
Gayle VanLehman	West Sylvan MS	Teacher
Patricia Varley	Lent K-8	Paraeducator
Cameron Vaughan-Tyler	BESC	Senior Partnership Manager
Peter Vaughn	Laurelhurst K-8	Teacher
Isobel Veen	George MS	Teacher
Maribel Vidal	Rieke K-5	Custodian
Thomas Voight	BESC	Senior Technical Trainer
Christopher Vuylsteke	Lewis K-5	Paraeducator
Joshua Wallace	Madison HS	Custodian
Kristin Wallace	Hosford MS	Teacher
Stacey Wallace	Laurelhurst K-8	Educational Assistant
Lawrence Ware	Beach PK-8	Custodian
Todd Watson	Sabin PK-8	Custodian
Kerrie Waymire	Rieke K-5	Teacher
Ellen Werner	Woodlawn PK-8	Teacher
Joshua Wert	Stephenson K-5	Custodian
Lamona West	Alameda K-5	Lead Food Service Assistant
Amanda Whalen	BESC	General Counsel Project Director
Debose White	Ainsworth K-5	Custodian
Amy Whitney	Bridger K-8	School Improvement Specialist
Carol Wilks	BESC	Clerk
Eloise Williams	Woodlawn PK-8	Custodian
Helen Williams	Alameda K-5	Food Service Assistant
Tabitha Williams	Lee K-8	Teacher
Laura Wilson	Rigler K-6	Teacher
Curtis Wilson III	Sitton K-5	Teacher
Tawni Winkler	Bridlemile K-5	Paraeducator
Judith Winslow	West Sylvan MS	Custodian
Stephanie Wolfer	Sacajawea Site	Teacher
Kathryn Wolff	Wilson HS	Counselor
Kevin Wolford	Ramona	Custodian
David Wood	Skyline K-8	Interim Principal
Brian Woods	Vernon PK-8	Custodian
Emad Yaacoub	Youngson	Custodian
Paj Yang	Hosford MS	Paraeducator
Yuliya Zakharchenko	Kelly K-5	Teacher
Daniel Zelazek	West Sylvan MS	Counselor

## ***Student Representative Report***

I am away to visit college, so unfortunately I am unable to deliver this report in person. I am sorry for the timing as I had hoped to be here for the Harriet Tubman and Humboldt votes.

With the end of the school year in sight, the time has come for SuperSAC and Student Union to pick their battles. Here are the projects we will spend the rest of the year on. Implementing the pilot student survey is our most cherished project. Work is still progressing after some complications with scheduling. I very much hope to come back by the end of the year with a timeline for implementation of the survey.

As some of you know already, there will be a training conference hosted by SuperSAC and facilitated by resource conservation specialist Nancy Bond during the first week of May for all PPS high school students interested in becoming "electricity lookouts" at their high schools. They would work with school faculty and use their observation skills to change wasteful electricity usage habits.

We will also be doing voter registration and education at each of the high schools to prepare for the May and November elections.

Lastly, and this is for the community, please contact me through the board office if you are or know a low-income PPS high school student in southern Portland. We have been coordinating with the nonprofit College Bound Funding Foundation to offer 20 juniors free, private college counseling services. The importance of going to college - especially for students in economic hardship - needs not be stated here.

I have attached an open letter from the PPS Student Union to the Portland Association of Teachers regarding cutting furlough days at the end of my report. This letter was sent to Portland media last week and signed by one student from every high school.

Regarding the budget and the Harriet Tubman and Humboldt resolutions, I am still a no vote. I urge my colleagues to reconsider the timeline for voting on Harriet Tubman. I especially hope the suggestions made by Chip Shields can be discussed and thoroughly considered before closing the Young Women's Academy.

*Henry Li*  
*April 23, 2012*



**Attachment:**

Dear Teachers of Portland Public Schools,

How are you doing? If you're like us, you're probably worried about the budget cuts that are going to hit our schools again this year.

Sometimes it may seem like we don't really care about school. You know, like when we stare glassy-eyed at the the marks you're making on the board? Or, like when we don't even thank you for the sacrifices it takes to teach when class sizes are ballooning and when your pay isn't exactly in the six-figure range?

But, really, we do care. We care a lot. We care about our brothers and sisters, we care about students in Title I-funded schools, we care about the future of Portland. We, too, care about ballooning class sizes with another 110 teachers slated to be cut this year.

Please consider opening up the contract to allow adding furlough days. We recognize the sacrifice this takes on your part, but we believe there is no simply no other option. The cuts don't have to all be taken through days. Just three or even two would help a lot.

Staff reductions have a long-term educational impact because the next generation of teachers lose their jobs. We, teachers and students, are all affected for an entire school year by larger class sizes and less support. Also, cutting a teacher often means eliminating an elective or program that keeps students interested in school. Programs, once gone, are difficult to restore. And again, the cuts don't have to all be taken through days. We just hope it can be an option.

Please consider our request. On behalf of the 47,000 students in Portland, we thank you sincerely for the sacrifices you have made to give us an education.

Elected representatives of Portland's student body:

Henry Li, Wilson High School  
Kevin Truong, Benson Polytechnic High School  
Risa Luther, Franklin High School  
Phu Nguyen, Madison High School  
Bridgette Lang, Jefferson High School  
Alexia Garcia, Lincoln High School  
Sophia Kecskes, Cleveland High School  
Ray Kennedy, Trillium Charter School  
Ellie Johnson, Grant High School  
Patrick Curtis, Trillium Charter School  
Shani Plunkett, Roosevelt High School



# PORTLAND PUBLIC SCHOOLS

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## SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

**TITLE: YOUNG WOMEN'S LEADERSHIP ACADEMY PROGRAM CLOSURE/JEFFERSON HIGH SCHOOL GRADE RECONFIGURATION**

Board Committee Meeting Date:

District Priority: 1

Board Meeting Date: April 23, 2012

Executive Committee Lead: Zeke Smith

Department: Office of Schools/Enrollment & Transfer

Staff Lead: Harriet Adair/Judy Brennan

### I. ISSUE STATEMENT

*(Use this section to briefly explain the subject—2-3 sentences)*

The Harriet Tubman Leadership Academy for Young Women (YWLA) opened as a program of Jefferson High School in 2006 with enrollment goals of approximately 75 students per grade level. Current enrollment is less than 200 students—with enrollment by grade ranging from 6-37 students—and is too small to generate sufficient FTE to continue the program. Superintendent Carole Smith proposes closing the program at the end of the 2011-12 school year, and offering current students the option of either to Jefferson Middle College for Advanced Studies or to their neighborhood schools. The program closure necessitates a change in the Jefferson HS grade structure, which requires approval from the School Board.

### II. BACKGROUND

*(Include information related to the history of the item and any relevant timing issues)*

YWLA is a program of Jefferson High School that offers math and science focused curriculum in a single-gender setting to young women in grades 6-12. The program was developed as part of a Jefferson redesign process, and is the only all girls public school program in the state of Oregon.

YWLA is located at the Harriet Tubman Middle School campus, which was originally Eliot Elementary school. Eliot was converted to Harriet Tubman Middle School in the early 1980s, in response to community demand for a middle school option in the Jefferson cluster. Tubman closed in 2006, to be replaced by the YWLA program. In addition to YWLA, Tubman is the current home of numerous district staff offices both in the main facility and annex.

YWLA is a districtwide focus option, without a neighborhood catchment area. Priority and transportation are provided to applicants from the Jefferson cluster. While students apply for the school through the annual School Choice lottery, there has never been a need to assign students based on lottery ranking, because the numbers of applicants have not exceeded the numbers of available spaces. A list of enrollment by neighborhood school is attached to this report.

Because the YWLA program (along with the now closed Young Men's Academy) was opened as part of Jefferson, the official grade structure for Jefferson HS is grades 6-12. The relationship between Jefferson and YWLA has meant that students have been eligible for NCLB priority transfer to other schools in years that the combined Jefferson school has not made adequate yearly progress.

Despite low enrollment, YWLA has been able to offer a richly varied curriculum, due to creative scheduling, teachers with multiple endorsements and the interest and support of numerous community partners. YWLA students participate in career and leadership training AVID classes and enrichment opportunities including engineering, electronics and robotics.

The YWLA high school program was included in the high school system design process of 2009-2010. A design team of parents, students, teachers and staff convened in Spring-Summer 2010 to respond to the Superintendent's charge to demonstrate program viability. They reported back a plan for program enhancements and enrollment growth that is attached to this report. In October, 2010, the Board requested a plan to close the high school portion of YWLA. However, Superintendent Smith deferred that change, noting that it would have a deleterious impact on the middle grades program.

PPS has very minimal budget and staff resources to promote schools. Within this limited range, YWLA has received continual and significant marketing support to promote its program to high school and middle grades girls. It is the only districtwide focus that is allowed to directly market to all 5<sup>th</sup> grade girls in PPS, and is one of three focus options (along with Jefferson and Benson) that can do direct outreach to every 8<sup>th</sup> grade girl in a PPS school. Despite this support, and the efforts of YWLA administrators, staff and parents, applicants to the program have not increased over the past three years. (See attached lottery results history) Continued conversations regarding the school's enrollment and long term viability doubtlessly deterred some families from applying to YWLA.

In addition to being a priority program for district marketing efforts, YWLA was expected to be included in a clusterwide enrollment balancing discussion slated for Fall 2012. At the time of that decision, the impact of the 2012-13 budget was not fully understood.

October 2011 enrollment at YWLA was 171 students, 62 students fewer than the amount forecasted to allocate FTE during Spring 2011 staffing, and 354 students below the original goal. Lower enrollment, combined with staff ratio reductions needed to offset \$27.5 million budget deficit, would result in a YWLA staff cut of 3.75 positions below current staffing level. This equals a 30% cut, and would necessitate drastic program changes that would prevent students from having access to adequate curriculum and enrichments, including school-to-work internship opportunities, AVID and other counseling supports and science, math and technology electives for middle grades students. In order to keep the 7-grade-level program intact with only 9.5 FTE, all teachers would have to be certified as highly qualified in multiple subjects, which is not the case with all current staff. Where we do not have sufficient enrollment to provide core academic offerings for students without a significant staffing subsidy, we must consider boundary changes, consolidations and program closures.

While the YWLA program is proposed for closure, PPS views the Tubman campus as a valuable location for continued educational offerings in the Jefferson cluster. The long-term use for Tubman, along with any future opportunities to offer single-gender education in the Jefferson cluster, will be included in the Jefferson cluster community enrollment balancing conversation slated for Fall 2012.

### III. RELATED POLICIES/BEST PRACTICES

*(Explain how the item relates to the District's policies. Also describe any best practice research used to lead staff to their recommendation)*

Policy 6.10.022-P, Educational Options Policy

Resolution 3440, Establishment of a Young Women's Academy and a Young Men's Academy

### IV. FISCAL IMPACT

*(Use this section to outline the financial implications of the action requested.)*

The immediate fiscal impact of YWLA closure is likely to be minimal, as the Tubman building will remain open for district use during the 2012-13 year, and may house students again beginning in Fall 2013.

The program closure will result in administrative and support staff savings. However, there is no expected savings in teaching staff.

## V. COMMUNITY ENGAGEMENT

*(Review of all stakeholders, including students and union partners, involved in the development of the proposed policy or resolution)*

Direct community engagement did not begin until the announcement of the proposal. This is not normal practice, however, when the lack of resources available for YWLA's program became clear, it was seen as necessary given the tight timeline for budget-based decisions and the tentative status of other budget issues that may have impacted this proposal.

Since the announcement of the proposal April 2<sup>nd</sup>, YWLA staff, students and community members have received information via auto-dialers, informational fliers (examples attached) and at community meetings held April 10 and April 12. Stakeholders have provided feedback through meeting testimony and comment cards, which have been summarized and posted on the enrollment balancing webpage at [www.pps.net](http://www.pps.net).

Families have been offered other transfer choices beyond either Jefferson Middle College (for high school girls) or their neighborhood school (for middle grades girls). Final assignment information will be shared with families following the School Board's vote on the proposed consolidation.

A broader community-based process for addressing under- and over-enrollment issues in the Jefferson cluster will take place between now and December 2012. YWLA community members will be invited to join this process, which will consider the future uses for the Tubman school building.

## VI. BOARD OPTIONS

*(What action is requested? Outline options and acknowledge other perspectives. Financial costs associated with specific options should be included if relevant.)*

**There are several possible approaches to achieve equitable program access for Young Women's Leadership Academy Program students:**

A. **Supplement staff to maintain current program level.** Currently, YWLA is staffed for 233 6-12 grade students which generated 13.25 positions. Enrollment at YWLA has hovered between 162-171 students this year, and would likely remain below 200 for next year, due to limited demand in the School Choice lottery. Proposed staffing ratio changes, combined with declining enrollment, would result in 9.5 staff positions at YWLA next year. PPS would need to supplement YWLA with 3.75 teaching positions to maintain current program levels. With approximately 25 positions set aside for the entire district, YWLA, with .4% of District enrollment would need to receive 15% of the District's supplemental teaching resources in order to retain the current program.

B. **Reconfigure YWLA's grade structure to concentrate teachers into fewer grade levels.** The high school portion of the YWLA program could be closed or moved, as proposed in 2010. However, the remaining middle grades program would likely be comprised of less than 100 students and would not generate sufficient staff positions to provide a core program or administrative support. One of the strengths that draw middle grades girls to YWLA is access to high school curriculum because of the multi-grade structure of the program. These opportunities would end if the high school portion of the school was eliminated.

**Consolidate YWLA with another school or schools.** Bringing two small populations together could result in greater program access for all students involved. This potential clearly exists with the assignment of YWLA girls to the Jefferson campus. However, as YWLA middle grades girls are residents of all areas of the district, there is no singular option for middle grades consolidation that stands out as an appropriate choice based on geography, available space and program alignment. Consolidation also entails the end of a single-gender environment, which is one of the strongest draws for YWLA students. Furthermore, the access to high school curriculum for middle grades girls would end under this scenario.

**C. Superintendent's Proposal: Close the YWLA program, and change the grade structure for Jefferson High School.** This option brings an end to a single-gender program that provides a unique option for girls who may not thrive in standard settings. However, it is the most plausible way to address the impact of budget cuts and declining enrollment. PPS does not have the capacity to increase active marketing for the program, nor to allocate above-formula resources to maintain a program that is serving only a small number of students.

Closing the YWLA program will require a Board vote on the revised grade structure which will then be submitted to the Oregon Department of Education.

**VII. STAFF RECOMMENDATION**

*(Convey the specific recommendation on any and all of the options listed or overall recommendation regarding the item.)*

Staff recommends that the Harriet Tubman Leadership Academy for Young Women program close at the end of the 2011-12 school year. Current students in grades 6 and 7 will be assigned back to their neighborhood K-8 or middle schools, as well as have an opportunity to transfer to another school. Current students in grades 8-11 will be assigned to Jefferson Middle College for Advanced Studies, but will also have the option to return to their neighborhood comprehensive high school or to transfer to another PPS school. All transfer requests will be coordinated through the Enrollment and Transfer Center, and will follow existing district transfer procedures.

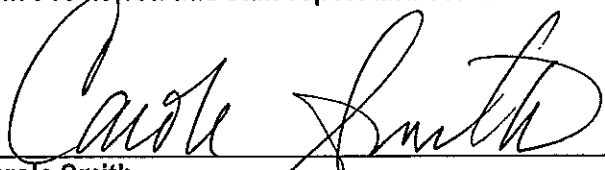
YWLA program closure will require a submission of a revised grade structure for Jefferson High School to the Oregon Department of Education.


**VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

*(What is the timeline? How will progress be measured?)*

YWLA program closure will take effect at the end of the 2011-12 school year. Staff will initiate a Jefferson High School grade structure change request through ODE before the start of the 2012-13 school year.

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

  
\_\_\_\_\_  
Carole Smith  
Superintendent  
Portland Public Schools

  
\_\_\_\_\_  
Date

## **ATTACHMENTS**

*(List all supporting documentation, including resolution, etc.)*

- A. YWLA staffing comparison, 2011 to 2012
- B. YWLA school enrollment, October 2011
- C. YWLA lottery applicants 2007-2012
- D. Harriet Tubman Leadership Academy for Young Women Recommendations to Superintendent Carole Smith, July 2010
- D. Program closure fliers

### ***PPS District Priorities FY 2011-12***

- 1. Improve milestone outcomes
- 2. Successful implementation of High School System Design
- 3. Improve English Language Learners and Special Education Services
- 4. Increase cultural competence and diversity of staff
- 5. Build shared leadership and accountability for results
- 6. Measure and report on effectiveness of schools and programs
- 7. Design and Implement Capital Improvement Plan
- 8. Deepen community and student engagement



**Current and proposed staffing: YOUNG WOMEN'S LEADERSHIP ACADEMY**

	6-12 Enrollment		Staff by category (without consolidation)				
	Forecast (spring)	Actual (fall)	Admin	Grade 1-12 Ratio	SES	Subtotal	Total staff allocation
<b>2011-12</b>	233	171	2	10.52	0.73	13.25	13.25
<b>2012-13</b>	188		1.8	7.2	0.51	9.51	9.51
<b>Difference</b>	-45		-0.2	-3.32	-0.22	-3.74	-3.74

**Estimated impacts of staff cuts:**

Programs that would be cut: SMS, Library support, 2 AVID sections, 1 MS & 1 HS Writing class, Playwriting/Drama 1 section, 2 sections Dance; MS Technology, Leadership class, reduce 1 section each in ms science and hs science, .2 Instructional coach.

All remaining teachers would have to be certified as highly qualified in multiple subjects, which is not the case with all current staff.



# Young Women's Leadership Academy: Fact Sheet on Proposed Closure

April 2012



On April 2, 2012, Superintendent Smith announced a proposal to close the Young Women's Leadership Academy at Harriet Tubman. The proposal is due to large district-wide cuts that would reduce the YWLA teaching staff below where the school can provide all the classes that students need given PPS budget limitations. Access to a full core program and adequate academic preparation is a matter of equity. **The School Board is expected to vote on this proposal on April 23. (See below)**

This information sheet provides answers to some of the questions asked since the proposal was made.

## Why is YWLA's enrollment now viewed as too small?

Prior to opening, the enrollment target for YWLA was 75 students per grade level. Initial enrollment was for grades 6-9, with an additional grade of high school added each year. The enrollment target was never reached. In addition, the net number of new students expected for 2012-13 (see second chart) is not enough to increase enrollment to a sustainable level given the budget situation.

**YWLA Enrollment 2007-08 through 2011-12**

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2007-08	52	41	29	37				159
2008-09	33	39	35	29	18			154
2009-10	43	40	39	25	22	13		182
2010-11	42	50	51	25	23	9	6	206
2011-12	26	33	37	31	20	18	6	171

**Net Number\* of New Students Expected for 2012-13**

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2012-13	29	6	1	-10	-3	-3	-1	19

*\* 6th grade could increase by 5 to 10 students if students who made YWLA their second choice decide to attend. A few additional students might enter under hardship petitions.*

*\*The net number is the number accepted to the school minus the number who are leaving the school.*

**Next Steps:** YWLA has been on a priority list for schools with unsustainable enrollment due to these factors. The district had planned to work with YWLA and other Jefferson area schools to address enrollment issues in Fall 2012. However, the sharp impacts of the 2012-13 budget on the school's staffing required immediate action. YWLA community members will be invited to take part in the broader discussions that will happen in Fall 2012 to determine the next use for Tubman School, as well as other issues that nearby schools are facing.

## **What has PPS done to help promote the YWLA program?**

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PPS is not able to provide marketing and promotional support for most neighborhood and focus schools. YWLA has been an exception to this practice. In 2006, administrator Aurora Lora was hired nearly a year before the school opened to begin marketing and outreach to build support for the school. YWLA is the only school in PPS that is allowed to make presentations and send marketing information to all 5th grade girls. The Communications Office assisted the school in creating and sending promotional materials encouraging girls to apply for 6th grade.

YWLA is one of only three high schools that can make presentations and send marketing information to all district 8th graders. PPS ramped up marketing for all of its high schools in 2010-11, with a particular focus on focus high schools – Young Women's, Jefferson and Benson – leading up to the School Choice period. The Communications Office produced a detailed marketing flier for Young Women's in English and five other languages, which the school gave to prospective families, and worked with Principal Hobson and the school counselor on messaging. In addition to a general mailing to all 8th graders about their high school choices that described each focus high school, staff also designed and mailed a Young Women's postcard to all 5th and 8th grade girls in the district. For the past two years, communications staff sponsored a breakfast for all middle grades counselors in early January so that Young Women's, Jefferson and Benson could market their schools.

## **What enrollment choices do YWLA students have for next year?**

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Young women who will be in grades 9-12 have a guaranteed space at Jefferson High School - Middle College for Advanced Studies. Principal Margaret Calvert is standing by to answer questions, provide tours for families and students. Please call Jefferson at 503-916-5180 for more information.

High school students who do not live in the Jefferson neighborhood and middle school students have the right to attend their neighborhood school next year. All students also have the right to request transfer to other schools and will be considered based on available space.

### **IMPORTANT NEXT STEP:**

**PPS encourages YWLA families to call the Enrollment and Transfer Center at 503-916-3205 by Monday, April 16 to begin discussing specific transfer options for your students.** ETC staff will work with you to match your interests and needs with available schools.

## **When will the School Board vote on this proposal?**

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**The Superintendent and School Board will discuss the Humboldt/Boise-Eliot consolidation proposal at a work session on April 16. They are expected to vote on the proposal April 23.** Both meetings are open to the public and will be held at 501 N. Dixon, beginning at 5 pm. A limited public comment period is available. Call 503-916-3906 to inquire about available slots. The meetings are also televised live on TV-Channel 28 or on the web at [www.pps.net/departments/tv-services/2493.htm](http://www.pps.net/departments/tv-services/2493.htm) .



## Proposed Closure of Young Women’s Leadership Academy @ Harriet Tubman

Portland Public Schools is proposing to close Young Women’s Leadership Academy at the end of this school year because it is no longer feasible to provide the core academic program given the school’s small size.

Current sixth through 12th graders at the school would remain until the end of the school year and PPS would work with sixth through 11th grade families to select a school for the coming fall. The closure is part of Portland Public School’s proposed 2012-13 budget that the school board will vote on May 14. (See more below)

### Why is PPS proposing to close Young Women’s Leadership Academy?

YWLA’s current projected enrollment for 2012-13 is about 200 students for seven grade levels. Given staffing cuts proposed for next year’s budget, that is not enough students to offer a core program and provide the consistent opportunities they need to graduate and move on to post-secondary success.

YWLA has made a profound difference for many young women. Parents, teachers and students have worked hard to build and support the school community. But given the enrollment, PPS believes that connecting YWLA students with schools where they can access a full core program is the best way to support them at this time.

### Is this really necessary?

PPS is proposing this closure — and other changes across the district — to close a \$27.5 million budget gap for 2012-13 and to give students the best possible access to a full core academic program.

### What options do middle grades students have for next fall?

The School Choice lottery will be open until April 13 for current sixth and seventh graders who would like to choose another school with available space. In addition to lottery choices, middle grades girls have a guaranteed space at their neighborhood school. Enrollment & Transfer Center staff will be at upcoming school meetings to assist families with lottery and other choices. Families can also call the Enrollment & Transfer Center at 503-916-3205.

### What options do high school students have for next fall?

All current YWLA 8th, 9th, 10th and 11th grade students have a guaranteed space at Jefferson High School – Middle College for Advanced Studies, 5210 N. Kerby St., which offers a full high school experience as well as up to a year or more of courses, free of charge, at Portland Community College, and mentoring and tutoring from Self Enhancement Inc. (See enclosed informational flier)

Students can alternatively choose to attend their neighborhood high school or discuss other options with PPS Enrollment & Transfer Center staff. ETC staff will be at upcoming school meetings to talk with families. Families can also call the Enrollment & Transfer Center at 503-916-3205.

### What options do students in YWLA’s special needs classroom have?

Special Education staff will meet with each family to determine placement for next year.

### Will there be a meeting at the school to discuss this proposed change?

A meeting for YWLA families is Tuesday **April 10 at 5:30 pm** at the school. Dinner will be provided. At this meeting, PPS staff will explain the proposal, next steps and answer questions. High school-age families will then have the opportunity to be transported to Jefferson High School – Middle College for Advanced Studies to learn about the school. Middle school families and high school families not wishing to tour Jefferson that evening will remain at Young Women’s to meet with counselors and Enrollment & Transfer Center staff to work on their school choices.

### How can I share my thoughts and what impact might I have?

The school district’s budget situation requires difficult and significant cuts. It is likely that this proposed closure will go through. We encourage you to voice your view of this proposal and also to tell school officials how a transition could be made easier, should the proposal go forward. You can testify at a budget hearing about the proposed closure and other cuts:

- ▶ **April 9, 5 p.m. to 7 p.m.,** at Cleveland High School, 3400 S.E. 26th Ave.
- ▶ **April 11, 6 p.m.,** at Roosevelt High School, 6491 N. Central St.

**Note: You must sign up to testify prior to the start time of the hearing by coming early or by calling the School Board Office in advance at 503-916-3906. You can also email a comment to the School Board at [schoolboard@pps.net](mailto:schoolboard@pps.net).**

**Additional opportunities for input may be scheduled.** Please check the school website for updates at [www.pps.net/schools/tubman-academy](http://www.pps.net/schools/tubman-academy). Please also make sure that YWLA has your latest phone number, email and mailing address so that they can keep you up to date with new information. Contact YWLA at 503-916-5630.

### What happens next?

The Portland School Board is scheduled to vote on Superintendent Carole Smith’s budget proposal, which includes the closure of Young Women’s Leadership Academy, on **May 14**.

However, the Superintendent and School Board will discuss the closure proposal during their **Monday April 16** work session in an effort to bring clarity as soon as possible. The meeting begins at 5 pm at 501 N. Dixon Street. It is televised live on TV-Channel 28 or on the web at [www.pps.net/departments/tv-services/2493.htm](http://www.pps.net/departments/tv-services/2493.htm). You can learn more about PPS’ proposed budget at [www.pps.net](http://www.pps.net) and, again, can check the school’s website for updates at [www.pps.net/schools/tubman-academy](http://www.pps.net/schools/tubman-academy).



## Propuesta de cerrar Young Woman's Leadership Academy at Harriet Tubman (La Academia de Liderazgo de Jovencitas en Harriet Tubman)

Las Escuelas Publicas de Portland (PPS) está recomendando cerrar Young Woman's Leadership Academy at Harriet Tubman (YWLA) al final de este año escolar porque ya no es posible proveer un programa académico balanceado en una escuela tan pequeña.

Las estudiantes en los grados 6-12 en la escuela se quedarían hasta el final del año escolar y PPS trabajaría con las familias de 6 al 11 grado para elegir una escuela para el próximo otoño. La recomendación de cerrar la escuela es parte del presupuesto de las Escuelas Publicas de Portland para el año escolar 2012-13 y que será votado el 14 de mayo.

### ¿Por qué PPS está recomendando cerrar Young Woman's Leadership Academy at Harriet Tubman?

La recomendación de cerrar YWLA fue basada en el tamaño tan pequeño de la escuela. Se espera que la inscripción para el año escolar 2012-2013 sea como 200 estudiantes en los siete grados. Los recortes de personal debido al presupuesto para el próximo año, no son suficientes estudiantes para mantener un programa académico adecuado y proveer oportunidades consistentes que se necesitan para graduar y preparar a las estudiantes para una experiencia exitosa en sus estudios más allá de la preparatoria.

YWLA ha echo cambios profundos en muchas de las jovencitas. Los padres, maestros y estudiantes han trabajado muy fuerte para construir y apoyar la comunidad escolar. Pero debido a la inscripción, PPS cree que conectar a las estudiantes a escuelas donde ellas puedan tener acceso a un programa completo es la mejor forma de apoyarlas en este momento.

### ¿En realidad es necesario hacer esto?

PPS está recomendando cerrar la escuela – y otros cambios en el distrito – para cerrar el hoyo en nuestro presupuesto de \$27.5 millones para el año 2012-13 y dar a los estudiantes la mejor posibilidad de tener acceso a un programa académico completo.

### ¿Qué opciones tienen los estudiantes de la secundaria para el próximo otoño?

El Sorteo de Selección de Escuela estará abierto hasta el 13 de abril para los estudiantes que actualmente están en los grados de sexto y séptimo que quieren escoger otra escuela que tiene espacio disponible. Adicionalmente a las opciones en el sorteo, las jovencitas en la secundaria tienen la garantía de regresar a la escuela de su vecindario. El personal del Centro de Inscripción y Traslado estará en las juntas y eventos para ayudar a las familias con sus opciones. Las familias también pueden llamar al Centro de Inscripción y Traslado al 503-916-3205.

### ¿Qué opciones tienen las jovencitas de la preparatoria para el próximo otoño?

Todas las estudiantes de YWLA en los grados 8, 9, 10 y 11 tienen la garantía de asistir a Jefferson High School – Middle College for Advance Studies (La Preparatoria Jefferson – Colegio de Estudios Avanzados), 5210 N. Kerby St., que ofrece una experiencia de una preparatoria con un programa académico completo al igual que un año o más de cursos gratuitos en Portland Community College, y apoyo y tutoría de Self Enhancement Inc. (Información adicional está incluida en el folleto adjunto)

Las estudiantes también tienen la opción de la preparatoria de su vecindario o de considerar otras opciones adecuadas con el personal del Centro de Inscripción y Traslado. El personal del Centro de

Inscripción y Traslado estará disponible en las juntas que se aproximan para platicar con las familias. Las familias pueden llamar al Centro de Inscripción y Traslado al 503-916-3205.

### ¿Que opciones tienen las estudiantes de YWLA que están en clases de necesidades especiales?

El personal de Educación Especial se reunirá con cada familia para determinar sus opciones para el próximo año.

### ¿Habrá una junta en la escuela para platicar sobre la propuesta?

Una junta para las familias de YWLA en se llevara a cabo el **martes 10 de abril a las 5:30 pm.** La cena será proveída. Durante la junta, el personal de PPS explicara la propuesta, los próximos pasos y contestara sus preguntas. Las familias de las jovencitas en la preparatoria tendrán la oportunidad ir a la Preparatoria Jefferson – Colegio de Estudios Avanzados para aprender más sobre la escuela. Las familias de la secundaria y las de la preparatoria que no quieren ir a Jefferson esa noche podrán quedarse en Young Women's para reunirse con la consejera de la escuela y el personal del Centro de Inscripción y Traslado para entender sus opciones escolares.

### ¿Como yo puedo compartir mi opinión y que impacto puedo tener?

El presupuesto del distrito escolar requiere que hagamos recortes difíciles y significantes. Es muy probable que la propuesta de consolidación sea aprobada. Le invitamos a compartir su opinión y voz sobre la propuesta y también a que nos diga como el personal del distrito puede ayudar para que el cambio sea más fácil para ustedes si la propuesta es aprobada. Usted puede dar su testimonio sobre la propuesta de consolidación y otros recortes:

► **9 de abril, de 5 p.m. a 7 p.m.,** en la Preparatoria Cleveland, 3400 S.E. 26th Ave.

► **11 de abril, 6 p.m.,** en la Preparatoria Roosevelt, 6491 N. Central St.

**Nota: Usted puede llegar temprano a la junta y anotarse para dar su testimonio o llamando de antemano a la Oficina de la Meza Directiva al 503-916-3906. También puede enviar sus comentarios a la Meza Directiva Escolar: [schoolboard@pps.net](mailto:schoolboard@pps.net)**

**Oportunidades adicionales para dar su opinión estarán disponibles.** Por favor visite la pagina de internet at [www.pps.net/schools/tubman-academy/](http://www.pps.net/schools/tubman-academy/) para la información más reciente. También le pedimos que por favor se asegure que la escuela tenga su numero de teléfono, correo electrónico y domicilio postal correcto para poder mantenerlos informados con nueva información. Comuníquese con YWLA al 503-916-5630

### ¿Que pasa ahora?

La Meza Directiva de las Escuelas Publicas de Portland votara en la propuesta del presupuesto de la Superintendente Carole Smith, que incluida la consolidación de Humboldt y Boise-Eliot el **14 de mayo.**

Sin embargo, la Superintendente y la Meza Directiva Escolar platicaran sobre la propuesta de consolidación durante la junta prevista para el lunes 16 de abril para tratar de traerles más detalles lo más pronto posible. La junta comenzara a las 5 pm en 501 N Dixon Street. La junta será televisada en vivo en el canal 28 o por internet [www.pps.net/departments/tv-services/2493.htm](http://www.pps.net/departments/tv-services/2493.htm). Usted puede aprender más sobre la propuesta del presupuesto en [www.pps.net](http://www.pps.net) también visitando la página de internet de la escuela [www.pps.net/schools/tubman-academy](http://www.pps.net/schools/tubman-academy).

## Young Women's Academy Lottery Applicants, Approvals and Enrollment 2009-2012

2009-10 School Year

2010-11 School Year

2011-12 School Year

	Roll Forward			Roll Forward			Lottery		
	Enrollment	Net Lottery Results	Enrollment + Lottery	Enrollment	Net Lottery Results	Enrollment + Lottery	Enrollment	Lottery Apps/Results*	
	2009-Oct	2010-Mar	2010-Apr	2010-Oct	2011-Mar	2011-Apr	2011-Oct	2012-Mar	
6	43	35	35	42	24	24	26	29	
7	40	17	60	50	5	47	33	6	
8	39	13	53	51	2	52	37	1	
9	25	5	44	25	3	54	31	-10	
10	22	0	25	23	0	25	20	-3	
11	13	0	22	9	0	23	18	-3	
12		0	13	6	0	9	6	-1	
	182	70	252	206	34	234	171	19	
Change from April estimate to October Actual				-46					-63

### Lottery Applicants/Results to date (HS closed, Middle closes 3/9)

	1st choice	2nd choice	3rd choice	Total	Applying out
6	29	12	4	45	
7	6	1		7	2 daVinci
8	1			1	
9	8			8	18 Includes dual assignment
10	1			1	4 RTN
11	0			0	3 RTN
12	0			0	1 RTN



## **Future of Marshall Campus**

It is important to consider why the Marshall Campus has not been identified as a location for a community comprehensive program.

Last spring, Portland Public Schools, using grant funding, hired SeerAnalytics, a research firm that specializes in predictive modeling, to analyze multiple factors that would help determine the optimal locations for community comprehensive high schools. That research indicated that scenarios eliminating the Marshall and Jefferson campuses as community school locations tended to consistently score the highest for proximity. Students' average travel times and distances were lower when the seven schools listed above (and not Marshall and Jefferson) were the assigned community schools.

However, the Superintendent has indicated that she does not intend to permanently shutter or recommend the sale of a high school campus through this process. The Superintendent and her staff will continue to explore options that would effectively use the Marshall campus after the 2011-12 school year in a manner that best suits the surrounding community and students across the district and will report to the school board and to the community about these options prior to the end of this school year.

## **Harriet Tubman Leadership Academy for Young Women**

The Young Women's Leadership Academy, now a grade 6-12 girls academy of Jefferson High School, focuses on engineering, biomedical/health and leadership. The academy has been one of the only focus programs within Portland Public Schools that has attracted a diverse population of students, both by race/ethnicity and socioeconomic status. It also offers a unique program not readily available at all community schools. However, the retention of academy students into the high school grades has been challenging: The academy this fall enrolled 63 students in grades 9 to 12.

The Harriet Tubman Leadership Academy for Young Women design group, including parents, students, teachers and district officials, last spring recommended that the academy become a grade 6 to 12 school, independent of Jefferson High School. That recommendation anticipated a marketing effort to allow the school to grow to sustainability – and even in the best-case scenario would require subsidies in staffing to support program through 2014.

Superintendent Smith considered that recommendation seriously, but ultimately decided to recommend that the Harriet Tubman Leadership Academy for Young Women revert to a middle school model – serving grades 6 to 8 – for the 2011-12 school year.

The Superintendent supports the recommendation that Harriet Tubman Leadership Academy for Young Women should become a stand-alone school, autonomous from Jefferson High School. The program is by and large already operating independently of Jefferson and its affiliation is confusing to parents and students. A new school initiation report will be brought to the Portland School Board and completed by January 2011, before the enrollment and transfer cycle for 2011-12 begins.

**Harriet Tubman Leadership Academy for Young Women  
Recommendations to Superintendent Carole Smith  
7/19/2010**

**Executive Summary**

In April 2010, Harriet Tubman Leadership Academy for Young Women (HTLAYW) was charged by Superintendent Carole Smith to demonstrate the viability and future growth of its high school program.

To meet this challenge, a design team was formed of parents, students, teachers, and staff. The design team worked in collaboration with other school community members and developed the following proposal. Incoming and existing families were also involved in this process through surveys and an interactive community meeting.

The design team's proposal meets the charge set forth by the Superintendent. It outlines the reasons why HTLAYW is unique and important to the PPS system, and the components necessary to develop a sustainable, successful high school program:

- HTLAYW is the only all girls school public school in Oregon, and the only one which focuses on math, science and leadership for young women.
- There is more than ample need, and community support, for a single-gender girls school focused on science, technology, engineering and math (STEM).
  - Studies indicate students who graduate from single gender schools have significantly higher interest in math and science. The gap in math and science interest between boys and girls begins in middle school and accentuates in high school. Of those girls who graduate from a single-gender school, 13% intend to major in math and science in college. This is much higher than the number of girls (2%) or boys (10%) who graduate from co-ed schools who choose these subjects.
- There is a significant gender gap in STEM fields, with very few women, and especially few women of color, focused on these subjects in high school and college – but that number changes dramatically in single-gender environments.
  - HTLAYW fosters hard science education and leadership skills among traditionally underrepresented students, and represents a diverse population (40% African American and 77 % free and reduced lunch).
- Portland has a growing immigrant population. HTLAYW would potentially draw girls who may otherwise choose to be home-schooled.
- The high enrollment/waiting list at the all girls private school in Portland, St. Mary's Academy (with tuition of over \$10,000 a year), is a key indicator that there is strong interest in this unique programming.

In order to develop a sustainable and successful high school program at HTLAYW:

- HTLAYW must remain true to its original mission of providing a rigorous academic program, focused on math, science, and leadership, for young women of diverse racial, socioeconomic, and family educational histories.
- The high school must offer Advanced Placement (AP) courses and/or other advanced education programming.
  - This is the most common concern voiced by students and families for either not enrolling in or leaving the HTLAYW high school.



- In order for the high school to have AP and/or other advanced programming, it must grow to a minimum of 200 high school students.
  - This proposal will show that by retaining middle school students, and with very attainable growth in the 9<sup>th</sup>/10<sup>th</sup> grade population, this goal can be met within a reasonable time frame.
  - While the middle school portion of HTLAYW is not considered at risk, it is important to point out that it is one of the key draws for incoming students. Students are given the opportunity to work to their ability rather than grade or age, and many middle schoolers have risen to the challenge of high school class work. This critical and unique integrated programming will be lost if the high school closes.
- The lack of success as indicated by enrollment numbers, to date, can be attributed to a number of factors, all of which are easily resolved. This proposal indicates very modest support is needed over the next four years to make the 200 student high school possible and sustainable.
  - Marketing is a critical issue. Most families in the PPS system are simply unaware that HTLAYW exists. Even the most rudimentary marketing has resulted in immediate interest.
  - The inability to separate Jefferson High School/HTLAYW assessment data and funding has been a barrier to families who seek out focus option schools.
  - HTLAYW was originally slated to have added support from PPS as it grew into a sustainable program. That support, in funding, staffing, and marketing, has not always been acquired, to the detriment of school success.

Finally, this proposal will outline the on-going and growing community support in the Portland area for the school, plans for encouraging more partnerships and support, and ways for the HTLAYW families to become involved in “owning” the success of the school (through initiatives and action teams).

HTLAYW can succeed, and the plans to make it a sustainable 6 – 12 program are achievable. Our proposal indicates a modest four-year growth model. It also reflects a balance between highly desired small class size with the need for sustainable enrollment.

The design team believes that if the program cannot achieve enrollment through these program enhancements, then indeed, HTLAYW was not destined to have a place in the PPS system.

The design team respectfully points out that it is premature to close this unique program, which offers so much to a very diverse population of young women.

## **Superintendent's Charge to Harriet Tubman Leadership Academy for Young Women**

### ***The Superintendent's charge***

The Superintendent's April 26th, 2010 High School Redesign recommendation to the board, states:

Harriet Tubman Leadership Academy for Young Women: Currently a grade 6-11 girls' academy of Jefferson High School that focuses on math, engineering and the sciences, has matured enough to become a stand-alone focus school.

However, given the small enrollment in the high school grades, PPS will undertake a 60-day planning process with school leadership and the community to assess the potential to expand. A recommendation then will be made to the school board to keep high school grades or change the academy to a middle-grade school.

The specific criteria outlined for the 60-day planning process to determine the potential of Harriet Tubman Leadership Academy for Young Women was later communicated to Aurora Lora, school administrator:

#### **1. What will make Tubman a sustainable high school?**

Courses to offer?

How many will be enough (to keep enrollment up?)

#### **2. Is it feasible?**

Can we get the courses/FTE?

How many students will enroll/stay in Tubman HS?

Will the FTE be available based on the enrollment numbers?

Tubman may be able to get higher FTE ratio during start-up phase.

#### **3. Given what we've defined as ideal program, is there enough interest in current families?**

This charge was taken up by the HTLAYW design team, made up of dedicated and excited parents, teachers, students, and staff.

### **HTLAYW Background**

#### ***A brief recap of HTLAYW experience in developing the existing program***

- School Board approved the Jefferson Redesign Proposal in January 2006. In the proposal, the superintendent recommended that Tubman Middle School be closed down at the end of the 2006-07 school year. HTLAYW would open in September 2006 and would be co-located with the coed middle school program for one year. After the coed program closed, the HTLAYW would remain and add the high school grades.
- February 2006 – Aurora Lora named the district lead assigned to the implementation for the HTLAYW. She was involved with the original work of the design team and organized the Jefferson design team's site visit to the Young Women's Leadership School of East Harlem.
- March - June 2006 – HTLAYW Work Group was established to plan the design and vision of the school. The group met weekly from March through June on planning and recruitment of new students for the fall of 2006. Aurora also held planning meetings with general counsel, outside counsel, and ODE to discuss the federal and state regulations surrounding single-sex schools so that the district could ensure compliance with all regulations in the planning.

## Summary of Recommendations

### **Overall recommendations re high school configuration**

The design team recommendation is to build HTLAYW as originally envisioned, as an integrated 6 – 12 program, with expansion of the high school enrollment to have a growth in enrollment of a minimum of 200 students within 4 -5 years.

### **Enrollment Scenarios**

This Possible Growth Scenarios spreadsheet demonstrates a 200 and 300 high school model, with anticipated growth patterns.

The 200 student model, based on current enrollment, is the most viable and achievable -- if the program aspects most requested and required by students to stay enrolled in HTLAYW, namely AP, are implemented.

### **HTLAYW Possible Growth Scenarios**

#### **Strong Enrollment Growth:**

**Build to 75 per grade but adding at 6th and 9th over time**

Grade	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
6th	52	33	44	45	75	75	75	75
7th	41	39	39	50	45	75	75	75
8th	29	35	39	50	55	50	75	75
9th	37	29	25	42	75	75	75	75
10th		18	23	25	42	75	75	75
11th			12	18	25	42	75	75
12th				11	18	25	42	75
<b>Total</b>	<b>159</b>	<b>154</b>	<b>182</b>	<b>241</b>	<b>335</b>	<b>417</b>	<b>492</b>	<b>525</b>
<b>Total 9-12</b>	<b>37</b>	<b>47</b>	<b>60</b>	<b>96</b>	<b>160</b>	<b>217</b>	<b>267</b>	<b>300</b>

#### **Modest Enrollment Growth:**

**Build to 50 per grade by holding onto students who enter at 6th but don't pick up at 9th**

Grade	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
6th	52	33	44	45	50	50	50	50
7th	41	39	39	50	50	50	50	50
8th	29	35	39	50	50	50	50	50
9th	37	29	25	42	50	50	50	50
10th		18	23	25	42	50	50	50
11th			12	18	25	42	50	50
12th				11	18	25	42	50
<b>Total</b>	<b>159</b>	<b>154</b>	<b>182</b>	<b>241</b>	<b>285</b>	<b>317</b>	<b>342</b>	<b>350</b>
<b>Total 9-12</b>	<b>37</b>	<b>47</b>	<b>60</b>	<b>96</b>	<b>135</b>	<b>167</b>	<b>192</b>	<b>200</b>

### ***Proposed program vision and specific course focus***

The following components comprise the vision for the High School Program of HTLAYW:

1. This High School's focus is on personalized learning relationships among students and faculty in a small school and with small class sizes.
2. The Mission is to serve all young women, with an emphasis on traditionally underrepresented groups – women of color, non-native English speakers and women who will be the first in their families to attend college.
3. HTLAYW provides a rigorous education, preparing students for college and offering AP courses and other opportunities to obtain college credit. Extra support is provided to students who need it to be able to access advanced level courses.
4. The school focuses on engineering, health/biomedical fields and developing leaders. The school welcomes all young women who are willing to take on the challenge of academic rigor.
5. Integration of leadership, engineering and health fields with core and elective classes allows for greater depth of learning and increased enthusiasm.
6. The learning approach within the small school environment is flexible and innovative, e.g. use of project based learning, on-line options, student portfolios, independent study, dual enrollment, internships, modified scheduling, teacher collaboration, etc.
7. The learning is well-integrated across disciplines and sequential from 6<sup>th</sup> through 12<sup>th</sup> grade.
8. Students are expected to be committed, considerate and disciplined in their learning.

### ***Proposed specific course focus***

The "HTLAYW High School Options Chart" demonstrates course outline/options for a 200 and 300 student population ratio. The options chart explores basic scenarios, based on standard funding and no grants/business partnerships.

Students and families have indicated that they would like to see expanded options. This is an area that will be explored as the program grows, and will be further addressed through options to expand curriculum and electives to provide more variety (e.g. other hard sciences including biomedical/health sciences, choosing electives that are applicable to the core programming, etc.).

Other potential options to explore may be creative integrated programming, grants, and business partnerships, and expanded after-school programs. The staff and school administrator have indicated enthusiasm in exploring these options, but it will require additional planning.

**Harriet Tubman Leadership Academy for Young Women**  
**High School Options Chart**  
**6/7/2010**

**Regardless of the scenario, the school will focus on engineering and health/biomedical fields.** Classes that support this mission within Engineering include: Introduction to Engineering Design, Principles of Engineering, Civil Engineering & Architecture, Engineering Design & Development (Capstone Course). Classes that support this mission within biomedical science include: Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, Biomedical Innovation

All scenarios include classes required for graduation and Oregon University entry including: English (4 years), Social Studies (3 years), Math (3 years), World Language (2 years), 1 CTE/Art or additional World Language (1 year), PE/Health. The estimates of class size do not include additional allocation for ESL, Special Ed or Title I.

**Program Comparison Chart**

Option	Description	Core Class Size	# of Electives	Possible AP Courses
1	200 Students (Average of 50 students per grade)  Lower core class sizes  Fewer Electives	Grade 9 = 28-33 Grade 10 = 25-33 Grade 11 = 33 Grade 12 = 33-38	4 Engineering electives (pathway program) 4 Biomedical Science electives (pathway program)  Plus  AVID – Grades 9-10, Grades 11-12  Speech/Debate 1-2, Speech/Debate 3-4  Average elective class size: 35-38  All of the courses listed in option 1 plus:  Mock Trial  Digital Media 1-2, Digital Media 3-4 (or two sections of some other elective)  Average elective class size: 35-38	AP English, AP U.S. History, 2 AP Science courses, AP Calculus  *These courses could be offered if enough students enroll to make a full section of at least 30 students.
2	300 Students (Average of 75 per grade)  Lower core class sizes  More electives	Grade 9 = 28 (3 sections) Grade 10 = 25 (3) Grade 11 = 37 (2) Grade 12 = 34 (2)		Same as option 1

- June 2006 – The opening of the HTLAYW was delayed a year due to low enrollment at the Young Men's Academy. The new plan was to open the school in fall 2007.
- 2006-07 School Year – HTLAYW work group with interested teachers continued to meet monthly to plan for the new school. A student work group with girls attending Tubman Middle School also met monthly to plan for the new school. The district helped support a publicity campaign. A series of information nights were held throughout the spring. New staff members were hired in the spring.
- May 2007 – 10 of the founding staff members at the HTLAYW did a site visit to the Young Women's Leadership School of East Harlem to see the model in action and learn best practices from the teachers and administrators.
- September 2007 – HTLAYW opens with approximately 150 students in grades 6-9.
- January 2008 – HTLAYW banned from recruitment. The school was not allowed to do a mailing or visit any schools to advertise information sessions.
- February/March 2008 – Low turnout at information sessions due to the ban on recruiting
- September 2008 – HTLAYW opens with approximately 150 students in grades 6-10. Enrollment basically stayed the same despite the fact that we added a new grade.
- January 2009 – Recruitment rights were restored, although we were not given a budget for advertising. We ran copies of a flyer on our copy machine and distributed them at approximately 20 schools. The school did not have money to reprint brochures.
- September 2009 – HTLAYW opens with approximately 180 students in grades 6-11. Enrollment is up, but we had to cut staff positions while adding 11<sup>th</sup> grade. Staff stretched very thin.

#### ***Current enrollment***

HTLAYW ended the current academic year with approximately 175 students. HTLAYW is projected to open with 235 in 2010-11.

#### ***Challenges the school has faced***

- Not having a budget separate from Jefferson
- Ban on recruitment in year two of operation
- Having to cut staff while adding 11<sup>th</sup> grade in year three (loss of electives in order to add core courses/staff stretched too thin)
- AYP status tied to the test scores of Jefferson High School
- Lack of publicity/ confusion over the name of the school (consistent and recognizable branding)
- Closure of the Young Men's Academy / uncertainty about high school redesign in general

### Process Followed by the design team

May 4<sup>th</sup>: design team meeting

- Discussion of the Superintendent's charge to HTLAYW.
- design team tentatively formed
  - Staff: Administrator Aurora Lora. Teachers: Nicole Tews, Dorie MacCormack, Julie Coburn.
  - Parents: Paul Atkinson, Rhonda Henderson, Toye Jones, Anna S. King, Jyothi Pulla.
  - Students: Shea Turner, Catlin Hull, Aimen Khakwani, Zhiara James.
- Task teams formed
  - Phone Tree (managed by English and Spanish speaking parents).
  - Business/Community Allies (to research/build list of local companies/individuals who would likely provide support for HTLAYW, to provide to the marketing group).
  - Marketing (to develop marketing materials, and use information from Community Outreach team for distribution/follow up).
  - Internal marketing.
  - PPS communication info.
  - Student Recruitment (to get students involved/encourage parents).

May 13<sup>th</sup>, design team meeting (attendees included PPS affiliated officials and school community observers).

- Meeting focus: Achieve an understanding of the purpose and process for the newly formed design team.
- Discussion points:
  - Overview of the PPS High School Design Initiative
  - Funding/Budgetary
  - Superintendent's decision criteria
  - Marketing and identity of HTLAYW
  - Increasing retention rates
  - Autonomy from Jefferson

May 26<sup>th</sup>, design team meeting (attendees included PPS affiliated officials and school community observers).

Discussion points:

- Feedback on program scenarios
- Parameters of focus schools
- Summary of comments from May 24 meeting with new parents
- PPS does not have the resources to pay for an additional scientific survey

June 1, Design team prepared for larger family/school community forum (June 7)

June 7, Family/School Community Forum to discuss design team scenario/provide feedback

- Overview
- Enthusiastic and in-depth discussion with current and incoming families and students.

June 9, Design team meeting to integrate feedback from Family/School Community Forum

June 16, Design team meeting to integrate all information for submission to PPS staff for report.

***Other accomplishments***

- Community contact list built
- Brochure developed and school video produced
- Facebook page set up/managed.
- Two surveys, one specific to students and one to the school community at large

***Identify any constraints the Team faced and how these were managed***

- Limited time to accomplish task of assessing current status of school, history, research how to improve program, poll students/community, develop community list, outreach to community. There is so much left to be done, and people in the community eager to take action.
- Family/community involvement and excitement is building, but is still lagging, particularly among those who feel the closure of HTLAYW high school is “a done deal.”
- Lack of information/knowledge about the school, in general, makes everything we do – increasing enrollment, generating school/family involvement, soliciting community support – difficult. Portland residents simply do not know about HTLAYW, and this likely impacted the results of the survey (when questioned about single gender schools, response was lukewarm – but very few people have heard of the value/success of such programs, and don’t know one exists in PPS).
- The design team believes a survey that asked residents on their opinion on a girls-only leadership academy, after a description of the benefits and need for women in hard sciences, would be more enthusiastically met. There was not enough time/funding to have this survey completed for this proposal.



***Jefferson High School link; why or why not***

As noted by the Superintendent in the High School Redesign proposal, HTLAYW has matured enough to become a stand-alone program. The school has a unique program that deserves the opportunity to be autonomous. Therefore, it is the design team recommendation that HTLAYW be a stand-alone focus option 6 – 12 school.

Much of what makes HTLAYW special is lost in being linked to a non-focus school, particularly the key factors of being a scholastically integrated, single-gender, subject-focused program. In addition:

- There is a general perception with students, family, and staff that there isn't an actual link to between the schools, which makes this a somewhat moot point.
- The current AYP status of Jefferson High School makes marketing HTLAYW as a focus school very challenging.
- Combined budgeting between Jefferson and HTLAYW results in difficult financial management at HTLAYW.

In accordance with the Superintendent's proposed high school redesign, and current focus school practices, it is the recommendation of the design team that sister school and other opportunities be explored with both Jefferson and the student's neighborhood school to augment sports, extracurricular activities, and additional electives as well as non-focus electives.

***Enrollment policy – 100% lottery or preference for certain groups***

The design team recommends that the HTLAYW enrollment be weighted for Jefferson cluster neighborhood applicants.

The design team recommends that incoming families/students enter into a Statement of Understanding as part of the transfer process. The Statement will be developed by a team of parents, students, teachers and staff, and will reflect that that incoming students and families understand that HTLAYW offers a rigorous, disciplined academic program focused on math, science, and leadership.

## **Supporting Rationale**

### ***HTLAYW as a unique program/Data support for single-gender education***

HTLAYW offers a unique experience within the public school system, fulfilling a vital need for Portland's students.

Right on the surface Tubman is different. As a single-gender, uniformed, math and science focus 6-12 school it offers an education not generally available to families in the public school system. Any one of those things might differentiate it, but the combination is powerful.

Students benefit from a learning environment that gives them the best chance to thrive in areas of study not traditionally opened to women. Coed education has been shown to foster a culture of gender intensification, with young men and women feeding on each others' prejudices. The result is that young women are excluded from the hard sciences, which is a handicap absent in single-gender education.

At single-gender schools such as HTLAYW studies have found that test scores are better, graduation rates are higher, and teen pregnancies are lower. HTLAYW builds on this foundation with a uniform dress code to deemphasize socioeconomic differences and a focus on rigorous mathematics and science education, training its young women to be confident leaders.

A 2009 UCLA Higher Education Research Institute study found girls' SAT scores were 43 points higher for girls in single-sex education. Confidence in math was 11 percentage points higher, and girls were three times more likely to go into engineering. They were more confident about public speaking (45% to 39%), and even more politically active (58% to 48%). Many other studies have shown similar improvements.

As noted on the information compiled by the National Association for Single Sex Public Education:

Arguably the single greatest benefit of girls-only education is the greater breadth of educational opportunity which girls enjoy in an all-girls classroom. At every age, girls in girls-only classroom are more likely to explore "non-traditional" subjects such as computer science, physics (or the primary school precursors to the physical sciences), woodworking, etc.

This is evident at HTLAYW. Young women repeatedly verbalize and demonstrate their increased or new-found interests in the math, engineering, and science – fields they often indicate they were reluctant, or felt inadequate, about pursuing in co-ed environments.

In encouraging young women to enter into fields of science and engineering, NASA made this statement in February 2009:

From Hypatia of Alexandria, through Caroline Herschel, to Sally Ride, women have participated in humanity's quest to explore the world. Unfortunately, women have been kept from full participation. According to the National Science Foundation, although women currently make up a little less than half the total workforce in America, they only make up a quarter of America's scientific and engineering workforce. Often, the barriers to entering those fields are raised in grade school and continue to impede women long after their graduation from college.

HTLAYW is not about giving its students advantages that aren't available elsewhere. It's about removing the roadblocks and disadvantages that are intrinsic in the culture of coed education, and allowing young women – so catastrophically underrepresented in the sciences – to grow and thrive in these fields. It is about creating an environment where tomorrow's leaders in math, science, engineering, and medicine can learn to the best of their ability.

Single gender education is not the only answer to encouraging young women to pursue and excel in STEM subjects, but it does provide a clear advantage and opportunity. That is why HTLAYW is important – it is a totally unique focus option. There is no other public school in Portland that can do what we can do.

### **Evidence of Community Support**

There is evidence of growing community support for HTLAYW. Community support will be key in advancing the HTLAYW. Efforts are already underway to enhance corporate partnerships and community involvement.

Listed here are some of community partners who have invested in the school through grants or supported programs. For the purpose of this proposal, only the major partnerships are listed, and these are categorized into different areas such as math/science; college prep, media; law and leadership.

#### ***Math and Science***

Since the focus of HTLAYW is math and science, community support in these fields is critical to enhance and help the program grow to its full potential and fulfill its mission.

- In 2008, Project Lead the Way, at the Oregon Institute of Technology, helped start an engineering program at HTLAYW. It funded tuition, stipends and laptops for two teachers, and provided equipment and software costs totaling approximately \$18,000. Students are able to earn college credit in engineering through this program.
- In 2008 Intel awarded a \$30,000 grant to HTLAYW to buy SMART boards, graphing calculators and fund a summer math intervention program in 2009, as well as promote other STEM activities in the school.
- OMSI has supported HTLAYW since its inception by enhancing learning experiences in science. In 2010 OMSI was awarded a Portland Schools Foundation award for \$22,500 to partner with HTLAYW to enhance science education.

#### ***College Preparation***

- Students from HTLAYW are making use of the Mid-College Program at PCC and Upward Bound program to take college classes.

#### ***Media***

- Mount Hood Cable Regulatory Commission granted \$47,000 to help set up a Young Women's Media Center, which started a digital media class. The class produced several videos for the school, including a student testimony presented to the PPS school board, and a social justice project on Measure 11 presented in Salem.
- Portland Community Media donated a \$40,000 cityscape screen for the media lab.
- KGW- Channel 8 and KATU Channel 2 news stations have arranged for speakers and organized job shadows for digital media students.
- Beth Slovic from Willamette Week has indicated an interest in starting a newspaper club at HTLAYW

#### ***Law and Leadership***

- Classroom Law Project/Project Citizen: Funded substitute teachers and transportation to Salem for social justice class presentation in Salem. There is potential for this to become a regular leadership training program.
- NEW leadership Oregon: HTLAYW student participated in Teens Lead program. Potential partnership to develop leadership content.

#### ***Other support***

- Chess for Success: First year, two middle school students went to state level competition
- Nike Funded a grant which brought a Ballet program for middle school students.

- Portland Schools Foundation awarded a First Octave grant by the Portland Schools Foundation in order to expand HTLAYW school orchestra for 2010-2011.
- Self Enhancement, Inc. funds the after school Strings program, and a drama club.
- Oregon Tradeswomen sponsored a Women in Trade after school program.
- Bike Transportation Alliance.
- Oregon Family Nutrition program.
- Girls Inc.
- Global Sistergoods sponsored Community Cinema.
- Friends of Trees helped students plant trees worth \$1200 on HTLAYW campus.
- Matt Dishman Community Center partnered to provide the Adventure Club and a Young Women's Leadership group located at the community center.

***Future Potential Partners***

- Oregon Health and Science University (OHSU): Physicians and medical students at OHSU have expressed an interest in mentoring HTLAYW students interested in medical profession
- OHSU School of Nursing: The President of the Faculty of Nursing, a HTLAYW parent, began conversations with funders at Oregon Community Foundation to develop a mentorship program between OHSU School of Nursing and HTLAYW.
- The Oregon Nanoscience and Microtechnologies Institute (ONAMI) is Oregon's first signature research center has stated interest in supporting HTLAYW. Involvement with ONAMI will provide students with direct access to industry business and research leaders in micro-nanoscience.
- Home Dialysis Plus, Ltd. (HD+), a local bio-tech company, has also pledged partnership with HTLAYW, and is expected to provide students the opportunity to meet with women leaders, providing students with a "real world" connection to academic learning.
- OR Bike has been engaged to assist the school to expand cycling opportunities for students.
- A partnership with Gracie's Wrench, a woman-owned bike shop in SE Portland, is currently in discussion.
- Verbal commitments have been secured from a number of high end professionals, including Sarah Moore Design, to provide pro-bono services to support enhancing marketing efforts.
- A middle school parent has volunteered to take on the responsibility of coordination and maintaining the website.

## **Alignment with Goals of PPS High School System Redesign**

Over the last two years, Portland Public Schools [PPS] has been engaged in a High School System Design process to address the inequities across the system. Gaining feedback from students, staff, and community members over the course of multiple community meetings, the District created the following desired outcomes for High School System Design:

1. Increasing graduation rates
2. Closing of achievement gaps
3. Inspiring and engaging all students
4. Ensuring all schools are in high demand, and
5. Ensuring all students are prepared for success at the next level.

The Superintendent's plan proposes that all students be guaranteed access to a strong core program through a community-comprehensive school. The community school will deliver a core comprehensive program that guarantees students access to rigor and support, with well-rounded course offerings, including college-credit opportunities, art, music and world languages. This type of school will be larger in size (approximately 1000-1400 students) and contained within an attendance boundary. Transfers across community schools will be significantly limited.

The Superintendent's plan also proposes that students have access to focus schools. These schools provide districtwide access to unique programs that would otherwise not be offered in a community school. These schools should be smaller, more personalized environment and their demographics should be representative of system as whole. Students would opt into focus school as opposed to being automatically assigned.

The Young Women's Academy fits well into the new system as a focus school. Its small size of 200-300 students would provide students with a personalized environment not available at the larger community schools; its engineering and all girls focus would also offer a unique program not readily available at all community schools. It has already demonstrated an ability to attract a diverse population of students and is one of the only focus option programs to date to have been successful in this domain. Lastly, the Superintendent's plan does not include very many focus schools. We know that community-comprehensive schools work for only some students. Having another small school option in the form of the Young Women's Academy will contribute toward the overarching goals of High School Design, including increasing graduation rates and narrowing the achievement gap.

## **Implementation Considerations**

### ***How should program be phased in over time***

HTLAYW will focus efforts on 6 – 9th grade retention and increased enrollment, along with increased high school student enrollment, with the goal of building the high school to two sections per class.

Again, the aforementioned Possible Growth Scenarios spreadsheet demonstrates reasonable growth to meet these goals. Marketing, retention, and increased enrollment are key to this successful growth.

The marketing approach would be put into place for 9<sup>th</sup> and 10<sup>th</sup> graders starting with the 2011-12 academic year, as transfer options for are closed for the upcoming year.

(Another potential option for increased enrollment is marketing the HTLAYW engineering program as a partnership offering to students at other schools. This approach is yet to be explored.)

### ***Proposed marketing/outreach approaches***

A marketing team to continue exploring a multifaceted approach to local community partners and other parties will be launched upon Superintendent and Board approval to continue the HTLAYW high school program.

An initial action team has formulated an extensive list of regional contacts. These business and potential community partners will be approached regarding support for the school. In addition, there is a local group of alumni from of last PPS single-gender school, Monroe (closed in late 1970s), who may be interested in partnering with HTLAYW, and tying into sororities for additional support.

There is evidence that even minimal effort will achieve results. A simple, school-generated flyer used last year garnered immediate increased awareness and enrollment at HTLAYW. A parent has developed a new color brochure which will be reviewed/utilized for marketing.

Outreach by existing parents to local media, community meetings, word of mouth, ongoing phone tree work, and other outlets is also being explored.

In order to be successful in marketing efforts, a small marketing budget from the PPS (\$3500) to printing, postage, etc. is requested.

### ***Any specific district resources you think will be necessary***

All of the design team's assumptions for growth, budgeting, and added support are based on current and standard funding rationales. Grants and other funding would reduce the need for added PPS support. A major grant application has been submitted which would allow HTLAYW to offer additional electives, as well as AP.

The critical barrier to HTLAYW success as a thriving high school focus option is the ability to offer AP or other advanced (college level) course work. This has been the primary reason for students not enrolling, or for not staying after middle school.

There is every indication that a high school of 200 students is achievable, and within four years, if the key programs (advanced education) are available. The number of students, however, will not reach the critical number needed until year four of the projected growth to have adequate staffing (teachers per student standard ratios applied) for that course work.

*Without AP, HTLAYW cannot succeed to grow to the numbers needed to sustain AP staff.*

Therefore, we respectfully request that PPS provide additional support during the critical growth years, as shown below. If, by year five, the school does not have the numbers needed to self-sustain staffing for AP, then the school is not a success. The design team, however, has faith that HTLAYW projected growth, if AP is offered, is achievable and sustainable.

Existing students: The design team recognizes that the current enrollment does not support additional FTE support for current 11<sup>th</sup> and 12<sup>th</sup>, particularly with the current budget outlook.

We cannot, however, abandon these students who have made sacrifices to attend a school in its initial stages of development. PPS originally asked that HTLAYW expand the program to high school, and we need the support originally anticipated for these existing students.

The design team requests PPS support to provide advanced education options to these students, through partnerships and off-site programs (i.e., PCC, Jefferson, etc.), while building the on-site AP and other advanced options for incoming students. Supporting the development of options for our existing 11<sup>th</sup> and 12<sup>th</sup> graders will not require additional FTE.

Incoming Students: The design team proposal demonstrates a ramped increase in enrollment, with corresponding program options.

- Year 1: offer current students entering 11<sup>th</sup> and 12<sup>th</sup> grade creative options for AP and college level courses. No request for additional FTE support. Minimal support requested for marketing.
- Year 2: Phase in on-site AP. This will require one additional FTE to reflect the increased enrollment. In the meantime, HTLAYW staff and teachers will continue to explore options to provide low-cost advanced programs.
- Year 3: Phase in on-site AP. This will require one additional FTE.
- Year 5: As enrollment reaches the project numbers, no additional FTE will be needed. HTLAYW will be a fully sustainable, successful, stand-alone 6 – 12 integrated focus option program.

### ***Other factors***

Action teams, some already formed, will be charged with tasks to enhance the HTLAYW program, and increase family involvement and enthusiasm in the school (which will also lead to increased enrollment and community support).

- High School design team recommendation implementation
- Enrollment team
- Leadership focus team
- STEM focus team
- Representatives to local organizations/meetings to recruit students, i.e., Girl Fest, Girl Scouts, etc.
- Weekly, on-going newsletter
- School Spirit Team (proposed to be student team)
- Improve outreach and communication to ESL families

Other factors key to the success of the design team proposal:

- Consistent use of the school name/branding. We consistently heard that interested parties simply could not find the school through information, the PPS website, etc.



- Better school website. Volunteers are ready to take action on this initiative.
- Marketing budget of \$3500, which will be used to produce brochures, direct marketing letters to potential community partners, recruitment mailings, postage, etc.
- Better signage at the school, which had been part of the original plans for HTLAYW.

## **Risks Inherent in these Recommendations**

### ***Identify risks in this plan and how they might be mitigated***

The design team recognizes there are risks to the success of the proposal, but views these can be met through action/attention:

- The primary risk for failure is, frankly, a potential lack of sustained support from PPS district. The design team sees the requests being made to PPS as modest: minimal, future FTE support and marketing dollars, and other minor items. Without these, however, the growth simply will not happen, and the school will not succeed.
- New school administrator: PPS has recently announced a new school leader, Bonnie Hobson. The design team supports the new administrator, who we believe will embrace and enthusiastically support the original and on-going vision of HTLAYW.
- Not enough creative program or future additional support for AP and/or other advanced placement classes, which is the key issue noted for non-enrollment/non-retention
- Implementation: planning time will be needed for staff to develop more integrated and creative programming
- Studying other small schools and learning more "best practices."

### **Conclusion**

HTLAYW deserves the opportunity to grow and succeed to its original full potential as an entirely unique and much-valued focus option high school program. The support needed for this success to occur is short-term and minimal.

The design team has often voiced its appreciation for the opportunity Superintendent Smith offered to develop and present this proposal. The support of PPS staff members (Sarah Singer, Sara Allan), and a facilitator (Carol Turner), have been of tremendous help, and indicated to us the sincerity of PPS in considering the outcome of our efforts.

Thank you.



# PORTLAND PUBLIC SCHOOLS

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## SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

**TITLE: CONSOLIDATION OF HUMBOLDT AND BOISE-ELIOT SCHOOLS**

Board Committee Meeting Date:

District Priority: 1

Board Meeting Date: April 23, 2012

Executive Committee Lead: Zeke Smith

Department: Office of Schools/Enrollment & Transfer

Staff Lead: Harriet Adair/Judy Brennan

### I. ISSUE STATEMENT

Humboldt is the smallest PK-8 school in the district, with 219 students attending 10 grades. Staffing changes forced by budget cuts will reduce the number of teachers at Humboldt next year, and the remaining program will be too limited to prepare students for high school. The Superintendent is proposing that Humboldt consolidate next year with Boise-Eliot PK-8 school, which is located within one-mile of most of the Humboldt neighborhood.

### II. BACKGROUND

Humboldt and Boise-Eliot each began the conversion from PK-5 to PK-8 schools in 2005. Both schools have relatively small catchment areas which produce neighborhood K-8 populations of about 300 students. To offset their small neighborhoods and low capture rates, both schools accept a relatively high number of transfer students: 70 of 201 K-8 students (35%) enrolled at Humboldt live in other neighborhoods, while at Boise-Eliot, 191 of 369 K-8 students (52%) are transfers. (See attached data analysis sheets for details)

Adding grades 6-8 bolstered enrollment somewhat, but has not completely offset continuing declines in neighborhood population. The Humboldt facility is small and is likely not large enough to house a PK-8 program of 500-600 students—PPS' current ideal target enrollment size for assuring access to a robust program.

At the same time, continued budget shortfalls have meant higher staffing ratios. When paired with declining enrollment at Humboldt, the result has been too few teacher positions assure that all core program offerings are available at Humboldt, particularly in grades 6-8, which have a combined enrollment of 51 students. In past years, PPS has been able to contribute some above allocation staff to help Humboldt make ends meet. However, the cuts proposed for 2012-13 would move the school's program offerings below an acceptable level. The cuts would reduce or eliminate enrichments and supports, including art, the Extreme Reading program, P.E., and library staff. Where we do not have sufficient enrollment to provide core academic offerings for students without a significant staffing subsidy, we must consider boundary changes, consolidations and program closures.

Due to low enrollment and declining neighborhood populations, Humboldt and Boise-Eliot have both been listed for multiple years as priority schools for enrollment balancing efforts. Both schools were expected to be included in a clusterwide enrollment balancing discussion slated for Fall 2012. At the time of that decision, the impact of the 2012-13 budget was not fully understood.

As a consolidated school Boise-Eliot/Humboldt school will potentially enroll as many as 600 students next year, which will allow a staff allocation sufficient to meet core program needs as well as offer additional elective classes and student supports. A broader community dialogue regarding long-term stability for this consolidation will take place in Fall 2012 with representatives from all Jefferson cluster schools and impacted neighborhoods.

**III. RELATED POLICIES/BEST PRACTICES**

Policy 4.10.045-P, Student Assignment to Neighborhood Schools and Administrative Directive 4.10.049-AD, Student Assignment Review and School Boundary Changes direct the regular monitoring of enrollment, program demand and demographic trend, and assess what corrective options are most appropriate.

**IV. FISCAL IMPACT**

Annual savings of operational and maintenance costs based on square footage is estimated at about \$40K, which will be offset by the cost to move staff to Boise-Eliot and make facility changes at that school to incorporate approximately 200 new students and 7 staff positions.

Transportation costs are expected to remain neutral, as a large majority of Humboldt neighborhood students are within the one-mile walk zone for Boise-Eliot. Two existing buses for Boise-Eliot have capacity to absorb Humboldt students who reside outside the walk zone.

**V. COMMUNITY ENGAGEMENT**

Direct community engagement did not begin until the announcement of the proposal. This is not normal practice, however, it was seen as necessary given the tight timeline for budget-based decisions and the tentative status of other budget issue that may have impacted this proposal.

Since the announcement of the proposal April 2<sup>nd</sup>, Humboldt and Boise-Eliot staff, students and community members have received information via auto-dialers, informational fliers (examples attached) and at community meetings held April 6<sup>th</sup> (Principal's coffee), April 10<sup>th</sup> (Community information meeting) and April 12<sup>th</sup> (Listening Session). Stakeholders have provided feedback through meeting testimony and comment cards, which have been summarized and posted on the enrollment balancing webpage at [www.pps.net](http://www.pps.net).

Families have been offered other transfer choices beyond Boise-Eliot School. Final assignment information will be shared with families following the School Board's vote on the proposed consolidation.

Boise-Eliot staff, parents and community members are preparing to reach out to Humboldt families through an open house and other welcoming activities, should the proposed consolidation be approved.

A broader community-based process for addressing under- and over-enrollment issues in the Jefferson cluster will take place in Fall 2012. Humboldt community members will be invited to join this process, which will consider the future uses for the Humboldt school building and the long-term viability of Boise-Eliot/Humboldt as a merged PK-8 school.

**VI. BOARD OPTIONS**

**There are several possible approaches to achieve equitable program access for Humboldt students:**

A. **Supplement staff to maintain current program level.** Currently, Humboldt has 219 PK-8 students which generated 11.29 staff positions. PPS funded 1.52 positions above standard staffing ratios and provided itinerant staff in three subjects to help the school meet core curriculum requirements this year. Proposed staffing ratio changes, combined with flat enrollment growth, would result in 10.84 staff positions at Humboldt next year. PPS would need to supplement Humboldt with 2 teaching positions to maintain current program levels, along with additional itinerant positions necessary to meet minimum program requirements for grades 6-8.

With approximately 25 positions set aside for the entire district, Humboldt, with .4% of District enrollment would need to receive 8% of the District's supplemental teaching resources in order to retain the current program. The above formula staff would not include restoring the PK classroom program, which is currently funded by Title I but would be cut due to budget reductions in that department.

**B. Reconfigure Humboldt's grade structure to concentrate teachers into fewer grade levels.** With an average of 17 students per grade, the middle grades portion of Humboldt could be moved to another school, so that those students could be combined with others and generate a sufficient number of teachers to provide a robust pre-high school program. However, this change would cause siblings who are now together at Humboldt to be split between schools, and it would leave the PK-5 portion with only about 170 students—not a sustainable number.

**C. Consolidate Humboldt with another nearby school.** Bringing two small populations together results in greater program access for all students involved. However, it does require the relocation of an entire student body, as well as teachers and other building staff. While Humboldt is near several schools that have low enrollment, Boise-Eliot is the most accessible, as 80% of neighborhood students live within the one-mile walk zone and there are no major streets to cross between the Humboldt neighborhood and Boise-Eliot. The combined enrollment of nearly 600 students will allow for a considerable range of program offerings and student supports, including continuity of SEI services.

**VII. STAFF RECOMMENDATION**

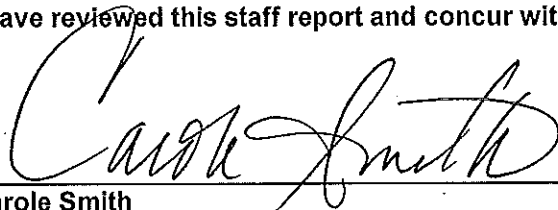
Staff recommends that the Humboldt K-8 program be consolidated with Boise-Eliot PK-8 School, beginning in the 2012-13 school year. The change would apply for all students currently attending Humboldt, as well as incoming kindergartners and other students who move into the Humboldt neighborhood. Current students would also have an opportunity to transfer to another school, following transfer policies.

A Jefferson cluster community enrollment balancing conversation will take place in Fall 2012 and will address the long-term use of the Humboldt campus.

**VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

Humboldt and Boise-Eliot consolidation would take effect September 2012.

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



**Carole Smith**  
Superintendent  
Portland Public Schools

*f. 19. 2012*  
Date

**ATTACHMENTS**

*(List all supporting documentation, including resolution, etc.)*

- A. Humboldt and Boise-Eliot staff change analysis
- B. Humboldt data analysis and census reports
- C. Boise-Eliot data analysis and census reports
- D. Consolidation information filers

### Current and proposed staffing: HUMBOLDT

K-8 Enrollment			Staff by category (without consolidation)						
	Forecast (spring)	Actual (fall)	Admin	K	Grade 1-8 Ratio	SES	Subtotal	Above formula	Total staff allocation
2011-12	206	201	1.8	1	7.67	0.82	11.29	1.52	12.81
2012-13	209		1.8	1	7.09	0.95	10.84		10.84
Difference	3	-201	0	0	-0.58	0.13	-0.45	-1.52	-1.97

**Estimated impacts of staff cuts:**

Elimination of all enrichment positions, including Art, Extreme Read, P.E. Classroom teachers would be responsible for teaching enrichments.

Loss of library assistant would result in Humboldt not meeting minimal library program requirement.

Loss of educational assistants may result in increased teacher duties. All planning would likely have to occur outside of the instructional day. These and other changes have with potential contractual consequences.

### Current and proposed staffing: BOISE-ELIOT

K-8 Enrollment			Staff by category (without consolidation)						
	Forecast (spring)	Actual (fall)	Admin	K	Grade 1-8 Ratio	SES	Subtotal		Total staff allocation
2011-12	407	369	3.5	1	14.85	1.51	20.86		20.86
2012-13	373		2.25	1	12.8	1.48	17.53		17.53
Difference	-34		-1.25	0	-2.05	-0.03	-3.33		-3.33

K-8 Enrollment			Staff by category (WITH consolidation)						
	Forecast (spring)	Actual (fall)	Admin	K	Grade 1-8 Ratio	SES	Subtotal		Total staff allocation
2011-12	407	369	3.5	1	14.85	1.51	20.86		20.86
2012-13	603		4	2	19.89	2.42	28.31		28.31
Difference	196		0.5	1	5.04	0.91	7.45		7.45

**Estimated impacts of program consolidation:**

Boise-Eliot/Humboldt will maintain an Assistant Principal and 2 secretaries. Counseling and library assistant positions will increase to full time.

The addition of nearly 6 positions through formula and SES allocation will result in 4-5 enrichments per week for K-5 students, allowing embedded professional development time for K-5 teachers.

Middle grades students will have two sections of enrichment, and be able to choose between world language, art, counseling, band, math intervention, P.E. or creative writing/tech classes.



## Proposed consolidation of Humboldt and Boise-Eliot PK-8 schools

Portland Public Schools is proposing to move Humboldt PK-8 students to Boise-Eliot PK-8 School, 620 N. Fremont St.

The move would take effect this fall: September 2012.

### Why is PPS proposing to consolidate Humboldt?

By combining Humboldt with Boise-Eliot, PPS will create a larger student body. This will allow PPS to provide a strong core program — ensuring students are ready for high school and beyond.

### Is this really necessary?

PPS is proposing this consolidation — and other changes across the district — to close a \$27.5 million budget gap for 2012-13. Pooling the resources of Humboldt and Boise-Eliot will allow PPS to continue meeting students' needs.

### Why Humboldt?

Humboldt has fewer than 225 students enrolled this year, making it the smallest PK-8 school in PPS. Resources are spread thin now, and additional budget cuts will make the situation worse next year. Joining with Boise-Eliot, which had 389 students this year, ensures that all students get a strong core program delivered in a more efficient way.

### What can you tell me about Boise-Eliot?

Boise-Eliot, 620 N. Fremont St., has 389 students in grades PK-8. Principal Molly Chun and her leadership team create a welcoming and supportive environment with high expectations for all students. This racially and economically diverse student body posts especially high achievement in 3rd and 5th grade reading. Boise-Eliot's SUN (Schools Uniting Neighborhoods) program provides free after-school activities and Self Enhancement Inc. offers mentoring and tutoring. Boise-Eliot eighth graders can choose to attend Jefferson High School – Middle College for Advanced Studies or Grant High School as freshmen. For more go to: [www.pps.net/schools-c/profiles/enrollment](http://www.pps.net/schools-c/profiles/enrollment) or [www.pps.net/schools/boise-eliot](http://www.pps.net/schools/boise-eliot) or call the school, 503-916-6171.

### Will there be transportation to Boise-Eliot?

Most of the Humboldt School neighborhood is within the one-mile Boise-Eliot walk zone. Areas outside of the one-mile zone will have bus service to Boise-Eliot. Maps and possible bus routes and times will be available soon.

### Does my child have other school choices for next year?

The School Choice lottery will be open until April 13 for Humboldt students who would like to choose another school with available space. Students who transferred into Humboldt also have a guaranteed place at their neighborhood school. Enrollment &

Transfer Center staff will be at upcoming school meetings to assist families with lottery and other choices. Families can also call the Enrollment & Transfer Center at 503-916-3205.

### Will there be a meeting at the school to discuss the proposed consolidation?

Principal Willie Poinsette will discuss the proposal at her principal's coffee at **8:30 am on Friday April 6**. In addition, there will be a Humboldt family meeting on **Tuesday April 10 at 6 p.m.** at Humboldt where families can meet Boise-Eliot Principal Molly Chun. Dinner will be provided. A tour of Boise-Eliot will soon be arranged.

### How can I share my thoughts and what impact might I have?

The school district's budget situation requires difficult and significant cuts. It is likely that this proposed consolidation will go through. We encourage you to voice your view of this proposal and also to tell school officials how a transition could be made easier, should the proposal go forward. You can testify at a budget hearing about the proposed consolidation and other cuts to schools:

- ▶ **April 9, 5 p.m. to 7 p.m.**, at Cleveland High School, 3400 S.E. 26th Ave.
- ▶ **April 11, 6 p.m.**, at Roosevelt High School, 6491 N. Central St.

**Note: You must sign up to testify prior to the start time of the hearing by coming early or by calling the School Board Office in advance at 503-916-3906. You can also email a comment to the School Board at [schoolboard@pps.net](mailto:schoolboard@pps.net).**

### Additional opportunities for input may be scheduled.

Please check the school website for updates at [www.pps.net/schools/humboldt](http://www.pps.net/schools/humboldt). Please also make sure that the school has your latest phone number, email and mailing address so that they can keep you up to date with new information. Contact Humboldt at 503-916-5468.

### What happens next?

The Portland School Board is scheduled to vote on Superintendent Carole Smith's budget proposal, which includes the consolidation of Humboldt and Boise-Eliot on **May 14**.

However, the Superintendent and School Board will discuss the consolidation proposal during their **Monday April 16** work session in an effort to bring clarity as soon as possible. The meeting begins at 5 pm at 501 N. Dixon Street. It is televised live on TV-Channel 28 or on the web at [www.pps.net/departments/tv-services/2493.htm](http://www.pps.net/departments/tv-services/2493.htm). You can learn more about PPS' proposed budget at [www.pps.net](http://www.pps.net) and, again, can check the school's website for updates at [www.pps.net/schools/humboldt](http://www.pps.net/schools/humboldt).





## La propuesta de consolidación de la Escuela Humboldt PK-8

Las Escuelas Públicas de Portland está proponiendo de mover a los estudiantes de la escuela Humboldt PK-8 a la escuela Boise-Eliot PK-8 ubicada en, 620 N. Fremont St.

La cambio se tomara en efecto este otoño: Septiembre 2012.

### ¿Por qué PPS está haciendo la propuesta de consolidar a Humboldt?

Al juntar a Humboldt con Boise-Eliot, PPS creará una escuela más grande. Esto permitirá que podamos proveer un programa completo más fuerte — y asegurara que los estudiantes estén listos para la preparatoria y más allá.

### ¿Esto en realidad es necesario?

PPS está recomendando la consolidación – y otros cambios en el distrito – para cerrar el hoyo en nuestro presupuesto de \$27.5 millones para el año 2012-13. Juntando los recursos de Humboldt y Boise-Eliot permitirá que PPS siga cumpliendo con las necesidades de los estudiantes.

### ¿Por qué Humboldt?

Humboldt tiene 225 estudiantes matriculados este año, haciéndola la escuela de PK-8 más pequeña en PPS. Los recursos son muy limitados ahora, y los recortes del presupuesto empeoraran la situación para el próximo año. El unirse con Boise-Eliot, que tiene 389 estudiantes este año, asegura que todos los estudiantes reciban un programa completo y fuerte en una forma más eficiente.

### ¿Qué me pueden decir de Boise-Eliot?

La escuela Boise-Eliot, ubicada en 620 N. Fremont Street., tiene 389 estudiantes de grados PK-8. La directora Molly Chun y su equipo han creado un ambiente positivo donde dan la bienvenida a todos los estudiantes con altas expectativas. Este grupo de estudiantes racialmente y económicamente diverso han logrado las metas en el 3ro y 5to grado en lectura. El programa de SUN en Boise-Eliot (Escuelas Uniendo Vecindades) provee actividades después de la escuela que son gratuitas y Self Enhancement Inc ofrece apoyo y tutoría. Los estudiantes del octavo grado en Boise-Eliot pueden elegir asistir a la Escuela Secundaria Jefferson – Middle College Program for Advance Studies (Colegio de Estudios Avanzados) o la Secundaria Grant para el noveno grado. Para más información visite: [www.pps.net/schools-c/profiles/enrollment](http://www.pps.net/schools-c/profiles/enrollment) o [www.pps.net/schools/boise-eliot](http://www.pps.net/schools/boise-eliot) o llame a la escuela, 503-916-6171.

### ¿Habrá transporte a Boise-Eliot?

La mayoría del vecindario de la Escuela Humboldt está dentro de una milla de retirado a la escuela Boise-Eliot. En estos casos no habrá transporte. En casos donde las familias viven más de una milla de retirado de la escuela Boise-Eliot tendrán transporte. Los mapas, rutas de autobús y horarios estarán disponibles pronto.

### ¿Mi hijo tiene otras opciones de escuela para el próximo año?

El Sorteo de Selección de Escuela estará abierto hasta el 13 de abril para los estudiantes de Humboldt que quieren escoger otra escuela con espacio disponible. Los estudiantes que están en Humboldt por medio de una transferencia también tienen la garantía de regresar a la escuela de su vecindario. El personal del Centro

de Inscripción y Traslado estará en las juntas que se aproximan para ayudar a las familias con sus opciones. Las familias también pueden llamar al Centro de Inscripción y Traslado al 503-916-3205.

### ¿Habrá una junta en la escuela para platicar sobre la propuesta de consolidación?

La Directora, Willie Poinsette platicara sobre la propuesta el **viernes 6 de abril a las 8:30 am** durante su reunión conocida como “café con la directora” Adicionalmente, habrá una junta para las familias de Humboldt el **martes 10 de abril a las 6 pm**. Las familias podrán conocer a la Directora de la Escuela Boise-Eliot, Molly Chun. La cena será proveída. Un tour de la Escuela Boise-Eliot también será coordinado.

### ¿Como yo puedo compartir mi opinión y que impacto puedo tener?

El presupuesto del distrito escolar requiere que hagamos recortes difíciles y significantes. Es muy probable que la propuesta de consolidación sea aprobada. Le invitamos a compartir su opinión y voz sobre la propuesta y también a que nos diga como el personal del distrito puede ayudar para que el cambio sea más fácil para ustedes si la propuesta es aprobada. Usted puede dar su testimonio sobre la propuesta de consolidación y otros recortes:

▶ **9 de abril, de 5 p.m. a 7 p.m.**, en la Preparatoria Cleveland, 3400 S.E. 26th Ave.

▶ **11 de abril, 6 p.m.**, en la Preparatoria Roosevelt, 6491 N. Central St.

**Nota: Usted puede llegar temprano a la junta y anotarse para dar su testimonio o llamando de antemano a la Oficina de la Meza Directiva al 503-916-3906. También puede enviar sus comentarios a la Meza Directiva Escolar: [schoolboard@pps.net](mailto:schoolboard@pps.net)**

Oportunidades adicionales para dar su opinión estarán disponibles. Por favor visite la pagina de internet at [www.pps.net/schools/humboldt](http://www.pps.net/schools/humboldt) para la información más reciente. También le pedimos que por favor se asegure que la escuela tenga su numero de teléfono, correo electrónico y domicilio postal correcto para poder mantenerlos informados con nueva información. Comuníquese con Humboldt al 503-916-5468

### ¿Que pasa ahora?

La Meza Directiva de las Escuelas Públicas de Portland votara en la propuesta del presupuesto de la Superintendente Carole Smith, que incluida la consolidación de Humboldt y Boise-Eliot el **14 de mayo**.

Sin embargo, la Superintendente y la Meza Directiva Escolar platicaran sobre la propuesta de consolidación durante la junta prevista para el **lunes 16 de abril** para tratar de traerles más detalles lo más pronto posible. La junta comenzara a las 5 pm en 501 N Dixon Street. La junta será televisada en vivo en el canal 28 o por internet [www.pps.net/departments/tv-services/2493.htm](http://www.pps.net/departments/tv-services/2493.htm). Usted puede aprender más sobre la propuesta del presupuesto en [www.pps.net](http://www.pps.net) también visitando la página de internet de la escuela [www.pps.net/schools/humboldt](http://www.pps.net/schools/humboldt).





# Humboldt/Boise-Eliot Schools Proposed Consolidation Upcoming Events



## Information Events

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- **Family Information Meeting**
  - **Tuesday, April 10, 6 p.m.**, Humboldt PK-8 School, 4915 N Gantenbein Ave.
  - Learn about the proposed consolidation and what it means for students
  - Meet Boise-Eliot Principal Molly Chun and hear about her school
  - District staff will answer questions about transfers to other schools, transportation, and other important topics
  - Dinner and childcare will be provided
- **Boise-Eliot PK-8 School Open House for Humboldt families**
  - **Thursday, April 19, 6 pm**, Boise-Eliot School, 620 N Fremont St.
  - Meet Boise-Eliot staff, students and families and learn about their programs
  - Childcare and bus transportation provided from Humboldt School for this event

## Public Comment Events

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- **Portland School Board budget hearings:**
  - **April 9, 5 p.m. to 7 p.m.**, Cleveland High School, 3400 S.E. 26th Ave.
  - **April 11, 6 p.m.**, Roosevelt High School, 6491 N. Central St.
  - Sign up to testify by arriving early or by calling 503-916-3906.
- **Superintendent's Listening Session on the proposed Humboldt/Boise-Eliot consolidation and the Young Women's Leadership Academy program closure**
  - **April 12, 6:30 p.m.**, Humboldt PK-8 School
  - Sign up to testify by arriving early or by calling 503-916-3906.
  - Childcare will be provided

## Next Steps

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- **School Board Meetings**
  - **April 23, 5:00 p.m.**, Board Auditorium, 501 N. Dixon Street **School Board is tentatively scheduled to vote on the proposed school consolidation.**
  - **May 14, 5:00 p.m.**, Board Auditorium, 501 N. Dixon Ave School. Board is tentatively scheduled to vote on the overall 2012-13 budget.



# Eventos que se aproximan sobre La Consolidación de Humboldt y Boise-Eliot



## Información de Eventos

---

- **Juntas de información para las Familias**
  - **Martes 10 de abril, 6:00 p.m.**, en la Escuela Humboldt, 4915 N Gatenbein Ave.
  - Aprendan más sobre lo que la propuesta de consolidación significa para sus estudiantes
  - Conosca a la directora de Boise-Eliot, Molly Chun y escuche sobre su escuela
  - El personal del distrito estará disponible para contestar sus preguntas acerca del proceso de transferencia de escuela, transportación, y otros temas importantes
  - Tendremos cena y cuidado de niños
- **La Escuela Boise-Eliot PK-8 Abrirá sus Puertas para las familias de Humboldt (Open House)**
  - **Jueves, 19 de abril, 6 pm**, en la Escuela Boise-Eliot, 620 N Fremont St.
  - Conocer el personal de Boise-Eliot, estudiantes y familias y aprender sobre sus programas
  - Cuidado de niños y transporte desde la Escuela Humboldt serán proveídos (mas información sobre este evento estará disponible la próxima semana)

## Eventos de Testimonio Público

---

- **La Meza Directiva de las Escuelas de Portland escuchara testimonios sobre el presupuesto:**
  - **9 de abril, de 5 p.m. a 7 p.m.**, en la Preparatoria Cleveland, 3400 S.E. 26th Ave.
  - **11 de abril, 6 p.m.**, La Preparatoria Roosevelt, 6491 N. Central St.
  - Anotarse para dar su testimonio llegando temprano a la junta o llamando a la oficina de la Meza Directiva de Portland al 503-916-3906.
- **La Superintendente escuchara testimonios de las familias sobre la propuesta de la consolidación de Humboldt y Boise-Eliot y el cierre del programa de Young Women's Leadership Academy**
  - **12 de abril, 6:30 p.m.**, en la Escuela Humboldt
  - Puede anotarse para dar su testimonio llegando temprano a la junta o llamando a la oficina de la Meza Directiva de Portland al 503-916-3906.
  - Cuidado de niños será proveído

## Próximos Pasos

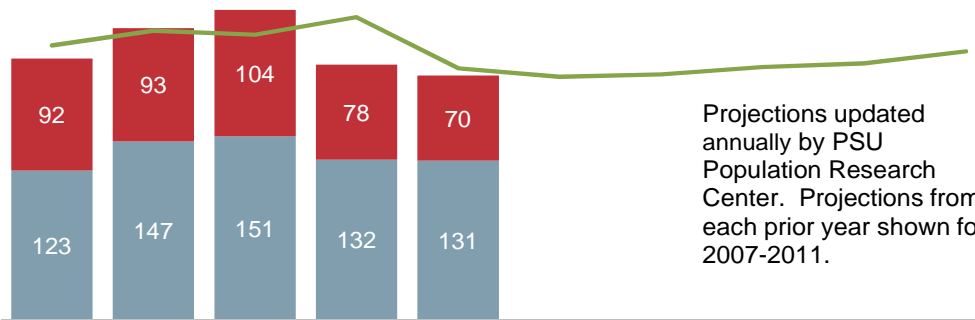
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- **Junta de la Meza Directiva**
  - **23 de abril, 5:00 p.m.**, En el Auditorio de la Meza Directiva, 501 N. Dixon Ave **La Meza Directiva Escolar está tentativamente planeando en votar en la propuesta de consolidación de Humboldt y Boise-Eliot**
  - **14 de mayo, 5 p.m.** En el Auditorio de la Meza Directiva, 501 N. Dixon Ave La Meza Directiva Escolar está tentativamente planeando en votar en el presupuesto del año



School Enrollment Snapshot

This chart shows the number of students who attended a school over the past five years and whether they lived in or out of the school's neighborhood. Grade level details are on the next page.

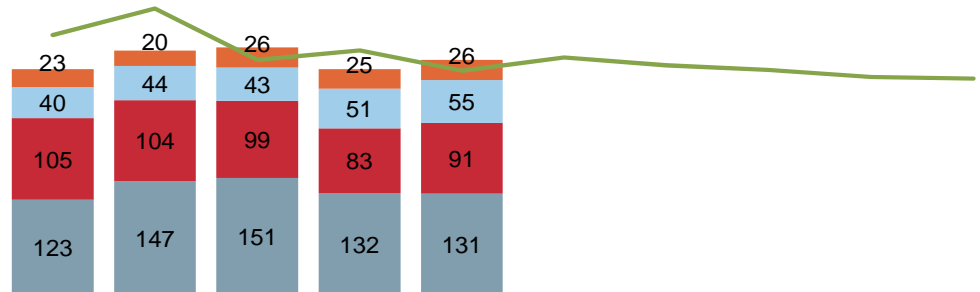


Projections updated annually by PSU Population Research Center. Projections from each prior year shown for 2007-2011.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Non-Residents	92	93	104	78	70					
Residents	123	147	151	132	131					
Total Enrollment	215	240	255	210	201					
Percent Resident	57%	61%	59%	63%	65%					
Percent Non-Resident	43%	39%	41%	37%	35%					
Projection	226	238	235	249	207	200	202	208	211	221

Neighborhood Students and the Schools They Attend

The number of public school students who lived in a school's neighborhood over the past five years, and the type of school they attended are shown here. More attendance details are on page 3.



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Other	23	20	26	25	26					
Special Program/Focus	40	44	43	51	55					
Other Neighborhood School	105	104	99	83	91					
Own Neighborhood School	123	147	151	132	131					
Total Neighborhood	291	315	319	291	303					
Projection	335	369	303	315	289	306	296	290	281	279

School Capacity & Utilization

As of Sept 2011, there are 12.8 teachers at Humboldt, which has 22 potential classrooms larger than 450 square feet. Average classroom square footage is 869, not including gymnasiums.

Utilization, which is the number of teachers divided by the number of classrooms, is 58%. This calculation does not include other programs and instructional needs, such as counselors, instructional specialists and school psychologists. Special education teachers are counted and ESL teachers are weighted at .5.



School Enrollment Details

Historic School Enrollment by Grade

Year	K	1	2	3	4	5	6	7	8	Total
2007	25	28	32	40	27	30	18	15		215
2008	37	29	26	27	39	24	24	18	16	240
2009	35	36	29	34	26	36	24	22	13	255
2010	26	29	29	23	25	22	19	19	18	210
2011	32	24	28	27	17	22	17	16	18	201

School Demographics (Federal reporting categories shown, based on 2011 enrollment)

Hispanic		Not Hispanic Ethnicity and					Special Programs			
Any Race	White Race	African American Race	Asian and/or Pacific Islander Race	Native American / Alaskan Native Race	Multiple Races	Special Education	Talented and Gifted	Free and/or Reduced Lunch	English Language Learners	
20.5%	8.7%	58%	4.6%	2.7%	5.5%	11.0%	7.3%	95.6%	11.4%	

Neighborhood Enrollment Details

Neighborhood Demographics

Hispanic		Not Hispanic Ethnicity and					Special Programs			
Any Race	White Race	African American Race	Asian and/or Pacific Islander Race	Native American / Alaskan Native Race	Multiple Races	Special Education	Talented and Gifted	Free and/or Reduced Lunch	English Language Learners	
17.8%	28.7%	39.9%	4.6%	2.6%	6.3%	16.8%	9.9%	72.9%	9.6%	

Historic Neighborhood Enrollment by Grade

		K	1	2	3	4	5	6	7	8	Total
2007-08	Live in Neighborhood - Total	33	36	43	46	29	33	35	36		291
	Live in Neighborhood - Enrolled	18	17	20	21	14	15	10	8		123
	% of Neighborhood Enrolled (Capture Rate)	55%	47%	47%	46%	48%	45%	29%	22%		42%
2008-09	Live in Neighborhood - Total	34	38	35	38	41	27	32	36	34	315
	Live in Neighborhood - Enrolled	24	21	15	18	22	13	14	11	9	147
	% of Neighborhood Enrolled (Capture Rate)	71%	55%	43%	47%	54%	48%	44%	31%	26%	47%
2009-10	Live in Neighborhood - Total	37	41	37	43	36	38	26	30	31	319
	Live in Neighborhood - Enrolled	22	24	18	22	16	19	12	12	6	151
	% of Neighborhood Enrolled (Capture Rate)	59%	59%	49%	51%	44%	50%	46%	40%	19%	47%
2010-11	Live in Neighborhood - Total	34	33	39	33	36	29	33	21	33	291
	Live in Neighborhood - Enrolled	19	17	21	14	15	13	11	10	12	132
	% of Neighborhood Enrolled (Capture Rate)	56%	52%	54%	42%	42%	45%	33%	48%	36%	45%
2011-12	Live in Neighborhood - Total	33	40	38	36	33	35	34	33	21	303
	Live in Neighborhood - Enrolled	19	19	18	17	12	14	13	9	10	131
	% of Neighborhood Enrolled (Capture Rate)	58%	48%	47%	47%	36%	40%	38%	27%	48%	43%

School Notes

Humboldt was constructed in 1959 and operated as a K-5 school for much of its history. Peak enrollment was 573 students in 1981. Pre-Kindergarten is a long standing program at the school, with a full-time class of approximately 20 4 year-old students at the school each year. Humboldt was reconfigured to a PK-8 school beginning in 2005. Neighborhood students have a dual assignment guarantee to attend either Jefferson Middle College for Advanced Studies or Grant High School.



Current School and Neighborhood Attendance Patterns

Humboldt School Students by Where They Live	
Student's Neighborhood	Total
Beach	9
Beverly Cleary	1
Boise-Eliot	5
Buckman	1
César Chávez	2
Chief Joseph	1
Faubion	1
George	3
<b>Humboldt</b>	<b>131</b>
James John	1
King	6
Lane	1
Laurelhurst	1
Lee	2
Peninsula	1
Rigler	5
Rosa Parks	1
Roseway Heights	1
Sabin	6
Scott	4
Sitton	1
Vernon	5
Vestal	2
Whitman	1
Woodlawn	7
Non-PPS	2
<b>School Total</b>	<b>201</b>

School Attended by Humboldt Neighborhood Students			
Type	Grade	School	Total
Own Neighborhood School			131
Other Neighborhood School	6-8	Beaumont	2
		George	1
	K-8	Astor	3
		Beach	6
		Beverly Cleary	3
		Boise-Eliot	24
		Faubion	1
		Irvington	3
		King	16
		Ockley Green	1
		Peninsula	3
		Sabin	5
		Vernon	2
		Woodlawn	6
	K-5	Alameda	4
		Buckman	2
		Chapman	3
		Chief Joseph	4
		Whitman	2
Other Neighborhood School Total			91
Special Program/Focus	1-8	ACCESS	2
	6-12	Jefferson	4
	6-8	da Vinci	7
	K-12	Metro. Learning Center	7
	K-8	Beach	6
		Hayhurst	3
		Ockley Green	7
		Rigler	2
		Sunnyside Environmental	6
		Winterhaven	5
	K-5	Richmond	6
Special Program/Focus Total			55
Other	1-8	Open Meadow	2
		PPS Pioneer Programs	4
	6-8	Self Enhancement Inc.	11
	K-12	Trillium	7
	K-5	Arthur Academy Charter	1
		Emerson School	1
Other Total			26
<b>Neighborhood Total</b>			<b>303</b>





# Portland Public Schools

2012-13  
Attendance  
Area with  
Sub-Group  
K-8 Population:

DRAFT

Date: 3/12/2012

## Humboldt

### Legend

PPS School Sites

- High School
- Middle School
- K-5/K-8
- Special Programs

Boundaries

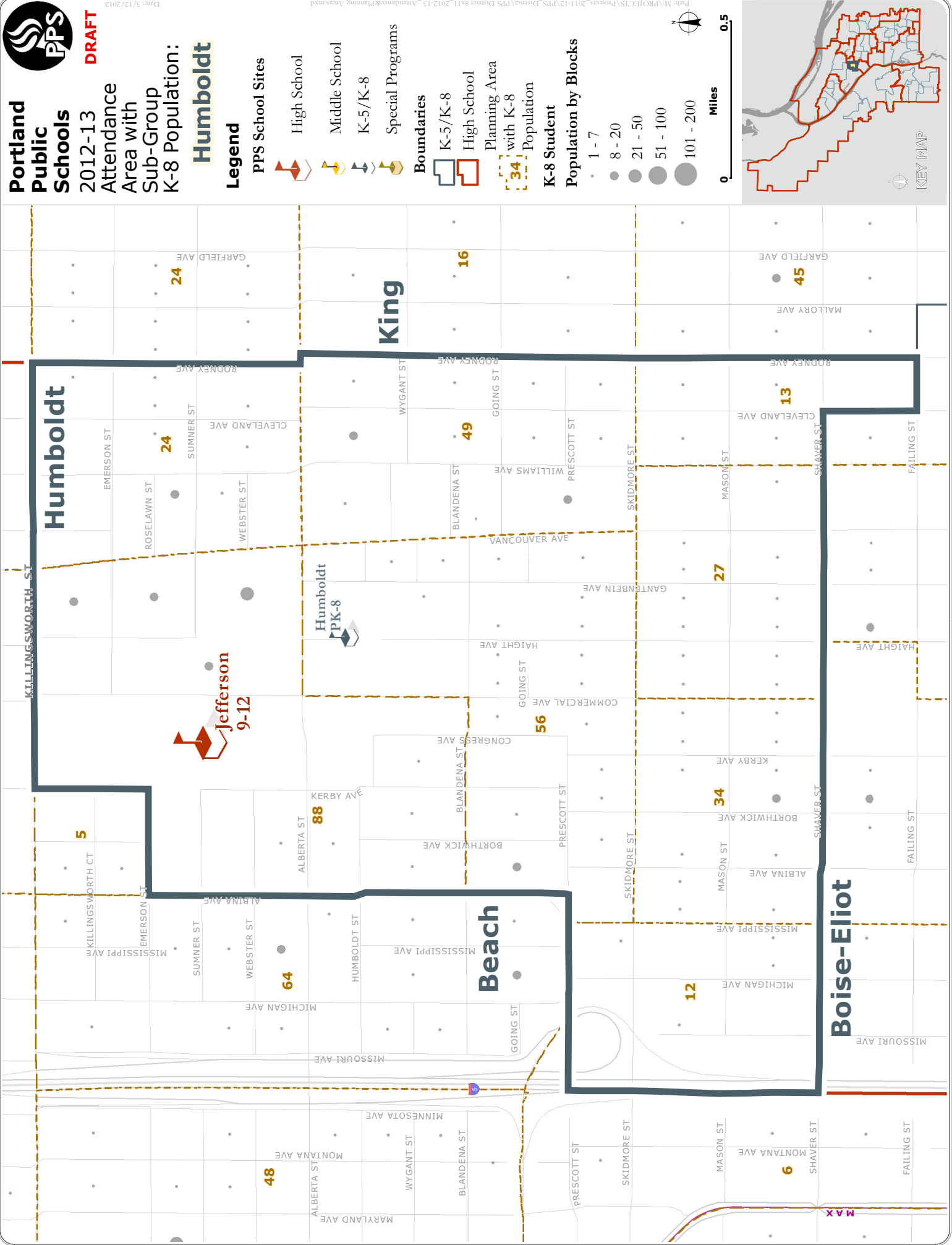
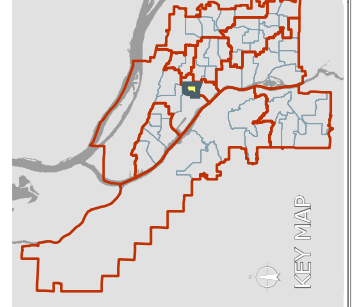
- K-5/K-8
- High School
- Planning Area with K-8
- Population 34

**K-8 Student  
Population by Blocks**

- 1 - 7
- 8 - 20
- 21 - 50
- 51 - 100
- 101 - 200

Miles

0 0.5



## Boise-Eliot

## Beach

## Humboldt

## King

Humboldt  
PK-8

Jefferson  
9-12

MAX

KEY MAP

# 2000 and 2010 Census Profile by PPS Elementary Attendance Area Humboldt

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

POPULATION	2000		2010		Change	
<b>SEX AND AGE</b>						
Total population	3,698	100.0%	3,733	100.0%	35	0.9%
Under 5 years	313	8.5%	275	7.4%	-38	-12.1%
5 to 9 years	321	8.7%	197	5.3%	-124	-38.6%
10 to 14 years	256	6.9%	157	4.2%	-99	-38.7%
15 to 19 years	244	6.6%	187	5.0%	-57	-23.4%
20 to 24 years	288	7.8%	270	7.2%	-18	-6.3%
25 to 29 years	403	10.9%	588	15.8%	185	45.9%
30 to 34 years	373	10.1%	501	13.4%	128	34.3%
35 to 39 years	297	8.0%	434	11.6%	137	46.1%
40 to 44 years	265	7.2%	277	7.4%	12	4.5%
45 to 49 years	215	5.8%	171	4.6%	-44	-20.5%
50 to 54 years	199	5.4%	159	4.3%	-40	-20.1%
55 to 59 years	123	3.3%	162	4.3%	39	31.7%
60 to 64 years	108	2.9%	119	3.2%	11	10.2%
65 to 69 years	87	2.4%	72	1.9%	-15	-17.2%
70 to 74 years	64	1.7%	56	1.5%	-8	-12.5%
75 to 79 years	59	1.6%	42	1.1%	-17	-28.8%
80 to 84 years	46	1.2%	36	1.0%	-10	-21.7%
85 years and over	37	1.0%	30	0.8%	-7	-18.9%
Median age (years)	30.3		31.9		1.6	
Under 18 years	1,038	28.1%	750	20.1%	-288	-27.7%
18 to 64 years	2,367	64.0%	2,747	73.6%	380	16.1%
65 years and over	293	7.9%	236	6.3%	-57	-19.5%
Male population	1,823	100.0%	1,812	100.0%	-11	-0.6%
Under 5 years	148	8.1%	150	8.3%	2	1.4%
5 to 9 years	169	9.3%	106	5.8%	-63	-37.3%
10 to 14 years	135	7.4%	74	4.1%	-61	-45.2%
15 to 19 years	121	6.6%	102	5.6%	-19	-15.7%
20 to 24 years	131	7.2%	124	6.8%	-7	-5.3%
25 to 29 years	203	11.1%	268	14.8%	65	32.0%
30 to 34 years	199	10.9%	252	13.9%	53	26.6%
35 to 39 years	153	8.4%	220	12.1%	67	43.8%
40 to 44 years	120	6.6%	143	7.9%	23	19.2%
45 to 49 years	118	6.5%	87	4.8%	-31	-26.3%
50 to 54 years	95	5.2%	68	3.8%	-27	-28.4%
55 to 59 years	58	3.2%	82	4.5%	24	41.4%
60 to 64 years	48	2.6%	55	3.0%	7	14.6%
65 to 69 years	40	2.2%	31	1.7%	-9	-22.5%
70 to 74 years	36	2.0%	17	0.9%	-19	-52.8%
75 to 79 years	20	1.1%	10	0.6%	-10	-50.0%
80 to 84 years	21	1.2%	16	0.9%	-5	-23.8%
85 years and over	8	0.4%	7	0.4%	-1	-12.5%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.

Tabulated by Population Research Center, Portland State University.

[www.pdx.edu/prc](http://www.pdx.edu/prc)

# 2000 and 2010 Census Profile by PPS Elementary Attendance Area Humboldt

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

POPULATION (continued)	2000		2010		Change	
Male population (continued)						
Median age (years)	30.1		31.6		1.5	
Under 18 years	530	29.1%	400	22.1%	-130	-24.5%
18 to 64 years	1,168	64.1%	1,331	73.5%	163	14.0%
65 years and over	125	6.9%	81	4.5%	-44	-35.2%
Female population	1,875	100.0%	1,921	100.0%	46	2.5%
Under 5 years	165	8.8%	125	6.5%	-40	-24.2%
5 to 9 years	152	8.1%	91	4.7%	-61	-40.1%
10 to 14 years	121	6.5%	83	4.3%	-38	-31.4%
15 to 19 years	123	6.6%	85	4.4%	-38	-30.9%
20 to 24 years	157	8.4%	146	7.6%	-11	-7.0%
25 to 29 years	200	10.7%	320	16.7%	120	60.0%
30 to 34 years	174	9.3%	249	13.0%	75	43.1%
35 to 39 years	144	7.7%	214	11.1%	70	48.6%
40 to 44 years	145	7.7%	134	7.0%	-11	-7.6%
45 to 49 years	97	5.2%	84	4.4%	-13	-13.4%
50 to 54 years	104	5.5%	91	4.7%	-13	-12.5%
55 to 59 years	65	3.5%	80	4.2%	15	23.1%
60 to 64 years	60	3.2%	64	3.3%	4	6.7%
65 to 69 years	47	2.5%	41	2.1%	-6	-12.8%
70 to 74 years	28	1.5%	39	2.0%	11	39.3%
75 to 79 years	39	2.1%	32	1.7%	-7	-17.9%
80 to 84 years	25	1.3%	20	1.0%	-5	-20.0%
85 years and over	29	1.5%	23	1.2%	-6	-20.7%
Median age (years)	30.6		32.2		1.6	
Under 18 years	508	27.1%	350	18.2%	-158	-31.1%
18 to 64 years	1,199	63.9%	1,416	73.7%	217	18.1%
65 years and over	168	9.0%	155	8.1%	-13	-7.7%

## RACE

Total population	3,698	100.0%	3,733	100.0%	35	0.9%
White alone	1,317	35.6%	2,108	56.5%	791	60.1%
Black or African American alone	1,730	46.8%	1,055	28.3%	-675	-39.0%
American Indian and Alaska Native alone	50	1.4%	66	1.8%	16	32.0%
Asian alone	61	1.6%	56	1.5%	-5	-8.2%
Native Hawaiian and Other Pacific Islander alone	35	0.9%	16	0.4%	-19	-54.3%
Some Other Race alone	319	8.6%	195	5.2%	-124	-38.9%
Two or More Races	186	5.0%	237	6.3%	51	27.4%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.

Tabulated by Population Research Center, Portland State University.

[www.pdx.edu/prc](http://www.pdx.edu/prc)



# 2000 and 2010 Census Profile by PPS Elementary Attendance Area Humboldt

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

POPULATION (continued)	2000		2010		Change	
<b>RACE (continued)</b>						
Race alone or in combination with one or more other races <sup>1</sup>						
White	1,436	38.8%	2,297	61.5%	861	60.0%
Black or African American	1,845	49.9%	1,185	31.7%	-660	-35.8%
American Indian and Alaska Native	119	3.2%	151	4.0%	32	26.9%
Asian	92	2.5%	110	2.9%	18	19.6%
Native Hawaiian and Other Pacific Islander	45	1.2%	25	0.7%	-20	-44.4%
Some Other Race	373	10.1%	232	6.2%	-141	-37.8%
<b>HISPANIC OR LATINO AND RACE</b>						
Total population	3,698	100.0%	3,733	100.0%	35	0.9%
Hispanic or Latino	601	16.3%	441	11.8%	-160	-26.6%
Not Hispanic or Latino	3,097	83.7%	3,292	88.2%	195	6.3%
White alone	1,109	30.0%	1,948	52.2%	839	75.7%
Black or African American alone	1,708	46.2%	1,026	27.5%	-682	-39.9%
American Indian and Alaska Native alone	25	0.7%	37	1.0%	12	48.0%
Asian alone	56	1.5%	55	1.5%	-1	-1.8%
Native Hawaiian and Other Pacific Islander alone	34	0.9%	6	0.2%	-28	-82.4%
Some Other Race alone	7	0.2%	34	0.9%	27	385.7%
Two or More Races	158	4.3%	186	5.0%	28	17.7%
<b>RELATIONSHIP</b>						
Total population	3,698	100.0%	3,733	100.0%	35	0.9%
In households	3,651	98.7%	3,733	100.0%	82	2.2%
In family households	2,761	74.7%	2,248	60.2%	-513	-18.6%
Householder	776	21.0%	714	19.1%	-62	-8.0%
Spouse <sup>2</sup>	343	9.3%	348	9.3%	5	1.5%
Child	1,040	28.1%	797	21.4%	-243	-23.4%
Own child under 18 years	811	21.9%	620	16.6%	-191	-23.6%
Other relatives	393	10.6%	223	6.0%	-170	-43.3%
Nonrelatives	209	5.7%	166	4.4%	-43	-20.6%
In nonfamily households	890	24.1%	1,485	39.8%	595	66.9%
Householder	588	15.9%	886	23.7%	298	50.7%
Nonrelatives	302	8.2%	599	16.0%	297	98.3%
Population under 18 in households	1,038	100.0%	750	100.0%	-288	-27.7%
Population 18 to 64 in households	2,342	98.9%	2,747	100.0%	405	17.3%
Population 65 and over in households	271	92.5%	236	100.0%	-35	-12.9%
In group quarters	47	1.3%	0	0.0%	-47	-100.0%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.  
Tabulated by Population Research Center, Portland State University.

[www.pdx.edu/prc](http://www.pdx.edu/prc)

## 2000 and 2010 Census Profile by PPS Elementary Attendance Area Humboldt

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

POPULATION (continued)	2000		2010		Change	
<b>GROUP QUARTERS</b>						
Total group quarters population	47	100.0%	0	--	-47	-100.0%
Institutionalized population	0	0.0%	0	--	0	--
Male	0	0.0%	0	--	0	--
Female	0	0.0%	0	--	0	--
Noninstitutionalized population	47	100.0%	0	--	-47	-100.0%
Male	24	51.1%	0	--	-24	-100.0%
Female	23	48.9%	0	--	-23	-100.0%
Population under 18 in group quarters	0	0.0%	0	0.0%	0	--
Population 18 to 64 in group quarters	25	1.1%	0	0.0%	-25	-100.0%
Population 65 and over in group quarters	22	7.5%	0	0.0%	-22	-100.0%
<b>HOUSEHOLDS</b>						
Total households	1,364	100.0%	1,600	100.0%	236	17.3%
Family households (families) <sup>3</sup>	776	56.9%	714	44.6%	-62	-8.0%
With own children under 18 years	422	30.9%	379	23.7%	-43	-10.2%
Husband-wife family	343	25.1%	348	21.8%	5	1.5%
With own children under 18 years	163	12.0%	152	9.5%	-11	-6.7%
Male householder, no wife present	101	7.4%	75	4.7%	-26	-25.7%
With own children under 18 years	48	3.5%	46	2.9%	-2	-4.2%
Female householder, no husband present	332	24.3%	291	18.2%	-41	-12.3%
With own children under 18 years	211	15.5%	181	11.3%	-30	-14.2%
Nonfamily households <sup>3</sup>	588	43.1%	886	55.4%	298	50.7%
Householder living alone	397	29.1%	522	32.6%	125	31.5%
Male	193	14.1%	245	15.3%	52	26.9%
65 years and over	34	2.5%	25	1.6%	-9	-26.5%
Female	204	15.0%	277	17.3%	73	35.8%
65 years and over	55	4.0%	58	3.6%	3	5.5%
Households with individuals under 18 years	508	37.2%	445	27.8%	-63	-12.4%
Households with individuals 65 years and over	228	16.7%	197	12.3%	-31	-13.6%
Average household size	2.68		2.33		-0.34	-12.8%
Average family size <sup>3</sup>	3.29		2.92		-0.37	-11.3%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.  
Tabulated by Population Research Center, Portland State University.

[www.pdx.edu/prc](http://www.pdx.edu/prc)

# 2000 and 2010 Census Profile by PPS Elementary Attendance Area Humboldt

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

HOUSING UNITS	2000		2010		Change	
Total housing units	1,486	100.0%	1,718	100.0%	232	15.6%
Occupied housing units	1,364	91.8%	1,600	93.1%	236	17.3%
Owner occupied <sup>4</sup>	605	44.4%	673	42.1%	68	11.2%
Owned with a mortgage or a loan	N/A		567	84.2%		
Owned free and clear	N/A		106	15.8%		
Renter occupied	759	55.6%	927	57.9%	168	22.1%
Vacant housing units <sup>5</sup>	122	8.2%	118	6.9%	-4	-3.3%
For rent	51	41.8%	18	15.3%	-33	-64.7%
For sale only	30	24.6%	57	48.3%	27	90.0%
Rented or sold, not occupied	9	7.4%	2	1.7%	-7	-77.8%
For seasonal, recreational, or occasional use	0	0.0%	3	2.5%	3	--
For migrant workers	0	0.0%	0	0.0%	0	--
All other vacants	32	26.2%	38	32.2%	6	18.8%
Owner-occupied housing units	605	44.4%	673	42.1%	68	11.2%
Population in owner-occupied housing units	1,591		1,658		67	4.2%
Average household size of owner-occupied units	2.63		2.46		-0.17	-6.5%
Renter-occupied housing units	759	55.6%	927	57.9%	168	22.1%
Population in renter-occupied housing units	2,060		2,075		15	0.7%
Average household size of renter-occupied units	2.71		2.24		-0.47	-17.3%

1. In combination with one or more of the other races listed. The six numbers may add to more than the total population, and the six percentages may add to more than 100 percent because individuals may report more than one race.

2. "Spouse" represents spouse of the householder. It does not reflect all spouses in a household. Responses of "same-sex spouse" were edited during processing to "unmarried partner."

3. "Family households" consist of a householder and one or more other people related to the householder by birth, marriage, or adoption. They do not include same-sex married couples even if the marriage was performed in a state issuing marriage certificates for same-sex couples unless there is at least one additional person related to the householder by birth or adoption. Same-sex couple households with no relatives of the householder present are tabulated in nonfamily households. "Nonfamily households" consist of people living alone and households which do not have any members related to the householder.

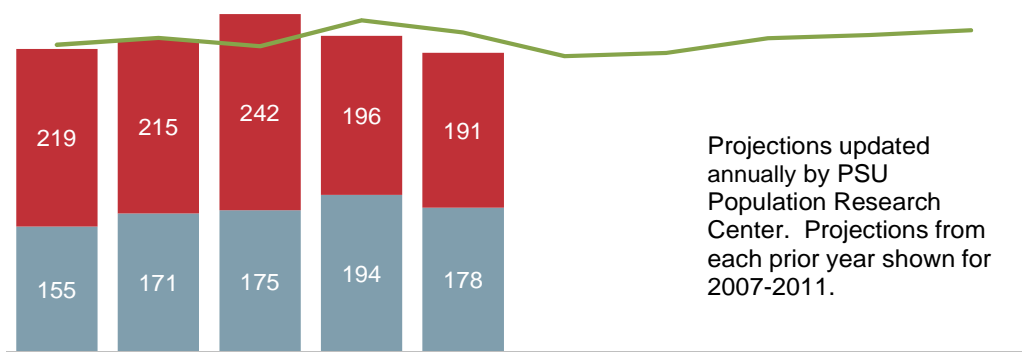
4. Percentage distribution of ownership categories ("owned with a mortgage or a loan" and "owned free and clear") adds to 100 percent.

5. Percentage distribution of vacancy categories ("for rent," etc.) adds to 100 percent.



School Enrollment Snapshot

This chart shows the number of students who attended a school over the past five years and whether they lived in or out of the school's neighborhood. Grade level details are on the next page.

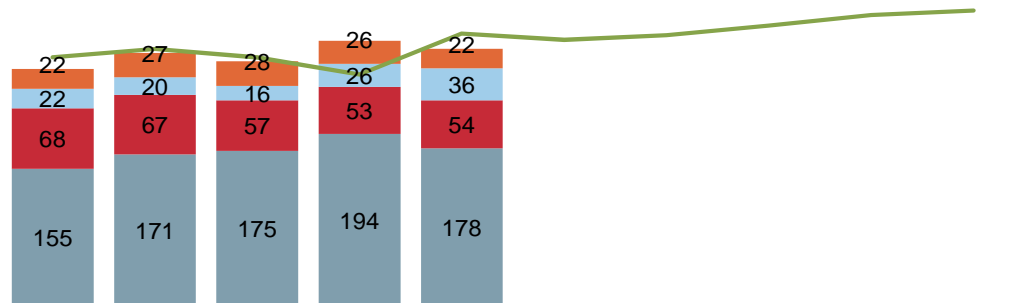


Projections updated annually by PSU Population Research Center. Projections from each prior year shown for 2007-2011.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Non-Residents	219	215	242	196	191					
Residents	155	171	175	194	178					
Total Enrollment	374	386	417	390	369					
Percent Resident	41%	44%	42%	50%	48%					
Percent Non-Resident	59%	56%	58%	50%	52%					
Projection	379	387	377	409	394	365	369	387	391	397

Neighborhood Students and the Schools They Attend

The number of public school students who lived in a school's neighborhood over the past five years, and the type of school they attended are shown here. More attendance details are on page 3.



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Other	22	27	28	26	22					
Special Program/Focus	22	20	16	26	36					
Other Neighborhood School	68	67	57	53	54					
Own Neighborhood School	155	171	175	194	178					
Total Neighborhood	267	285	276	299	290					
Projection	280	290	280	261	307	300	305	316	328	333

School Capacity & Utilization

As of Sept 2011, there are 22.3 teachers at Boise-Eliot, which has 35 potential classrooms larger than 450 square feet. Average classroom square footage is 596, not including gymnasiums.

Utilization, which is the number of teachers divided by the number of classrooms, is 64%. This calculation does not include other programs and instructional needs, such as counselors, instructional specialists and school psychologists. Special education teachers are counted and ESL teachers are weighted at .5.



### School Enrollment Details

#### Historic School Enrollment by Grade

Year	K	1	2	3	4	5	6	7	8	Total
2007	63	59	53	57	47	47	26	22		374
2008	47	50	53	50	57	56	26	24	23	386
2009	72	46	51	50	50	57	42	25	24	417
2010	58	56	48	41	45	50	33	34	25	390
2011	53	48	54	45	45	44	18	28	34	369

#### School Demographics (Federal reporting categories shown, based on 2011 enrollment)

Hispanic		Not Hispanic Ethnicity and				Special Programs			
Any Race	White Race	African American Race	Asian and/or Pacific Islander Race	Native American / Alaskan Native Race	Multiple Races	Special Education	Talented and Gifted	Free and/or Reduced Lunch	English Language Learners
12.9%	13.6%	62.7%	3.9%	0.0%	6.9%	17.5%	8.5%	78.7%	6.7%

### Neighborhood Enrollment Details

#### Neighborhood Demographics

Hispanic		Not Hispanic Ethnicity and				Special Programs			
Any Race	White Race	African American Race	Asian and/or Pacific Islander Race	Native American / Alaskan Native Race	Multiple Races	Special Education	Talented and Gifted	Free and/or Reduced Lunch	English Language Learners
13.8%	32.4%	44.8%	3.1%	0.3%	5.5%	18.3%	13.1%	68.6%	6.2%

#### Historic Neighborhood Enrollment by Grade

		K	1	2	3	4	5	6	7	8	Total
2007-08	Live in Neighborhood - Total	41	34	31	38	31	33	30	29		267
	Live in Neighborhood - Enrolled	29	23	18	24	12	24	12	13		155
	% of Neighborhood Enrolled (Capture Rate)	71%	68%	58%	63%	39%	73%	40%	45%		58%
2008-09	Live in Neighborhood - Total	35	34	37	27	35	33	24	32	28	285
	Live in Neighborhood - Enrolled	28	25	27	15	23	16	15	12	10	171
	% of Neighborhood Enrolled (Capture Rate)	80%	74%	73%	56%	66%	48%	63%	38%	36%	60%
2009-10	Live in Neighborhood - Total	41	34	33	28	24	35	25	25	31	276
	Live in Neighborhood - Enrolled	37	23	21	19	15	23	12	13	12	175
	% of Neighborhood Enrolled (Capture Rate)	90%	68%	64%	68%	63%	66%	48%	52%	39%	63%
2010-11	Live in Neighborhood - Total	48	40	38	27	34	29	32	25	26	299
	Live in Neighborhood - Enrolled	36	31	26	17	20	20	18	13	13	194
	% of Neighborhood Enrolled (Capture Rate)	75%	78%	68%	63%	59%	69%	56%	52%	50%	65%
2011-12	Live in Neighborhood - Total	42	37	38	40	28	27	22	32	24	290
	Live in Neighborhood - Enrolled	29	23	29	27	20	17	5	17	11	178
	% of Neighborhood Enrolled (Capture Rate)	69%	62%	76%	68%	71%	63%	23%	53%	46%	61%

### School Notes

The Eliot building opened in 1926 as a K-8 school. Grade reconfigurations occurred over the years, and Eliot was a K-3 school in the 1970s, serving around 500 students each year. An Early Childhood Education program was added to Eliot in the early 1980s, attracting students from across the district. The nearby Boise school was consolidated into this facility in 1984. Boise-Eliot operated as a PK-5 school, feeding Harriet Tubman Middle School and Grant High School until K-8 reconfiguration began in 2005. The school currently houses one self-contained Special Education classroom. Boise-Eliot neighborhood students have a dual assignment guarantee to attend either Jefferson Middle College for Advanced Studies or Grant High School.



## Current School and Neighborhood Attendance Patterns

Boise-Eliot School Students by Where They Live	
Student's Neighborhood	Total
Astor	6
Beach	6
<b>Boise-Eliot</b>	<b>178</b>
Buckman	2
César Chávez	7
Chapman	2
Chief Joseph	9
Faubion	3
George	12
Glencoe	2
Grout	1
Harrison Park	2
Humboldt	24
Irvington	4
James John	11
King	12
Lane	1
Laurelhurst	3
Lee	5
Marysville	1
Mt Tabor	1
Ockley Green	4
Peninsula	4
Rigler	6
Rosa Parks	11
Roseway Heights	1
Sabin	1
Scott	2
Sitton	12
Skyline	1
Vernon	10
Vestal	1
West Sylvan	1
Whitman	4
Woodlawn	18
Non-PPS	1
<b>School Total</b>	<b>369</b>

School Attended by Boise-Eliot Neighborhood Students			
Type	Grade	School	Total
Own Neighborhood School			178
Other Neighborhood School	6-8	Beaumont	9
		Hosford	1
		West Sylvan	1
	K-8	Beach	2
		Beverly Cleary	1
		Humboldt	5
		Irvington	11
		King	2
		Ockley Green	1
		Peninsula	1
		Sabin	3
		Vernon	2
	K-5	Ainsworth	2
		Alameda	1
		Buckman	5
		Chapman	3
		Chief Joseph	1
		Glencoe	1
		Llewellyn	1
		Sitton	1
Other Neighborhood School Total			54
Special Program/Focus	1-8	ACCESS	1
	6-12	Jefferson	4
	6-8	da Vinci	7
		Mt Tabor	1
		West Sylvan	1
	K-12	Metro. Learning Center	6
	K-8	Beach	5
		César Chávez	1
		Sunnyside Environmental	3
		Winterhaven	3
	K-5	Richmond	4
Special Program/Focus Total			36
Other	1-8	PPS Pioneer Programs	1
	6-8	Self Enhancement Inc.	3
	K-12	Trillium	8
	K-6	Portland Village School	5
	K-5	Arthur Academy Charter	2
		Cm2 Opal School	1
		Emerson School	2
Other Total			22
<b>Neighborhood Total</b>			<b>290</b>





# Portland Public Schools

2012-13

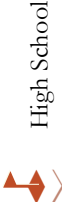
**DRAFT**

## Attendance Area with Sub-Group K-8 Population:

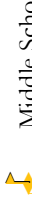
### Boise-Eliot

#### Legend

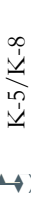
PPS School Sites



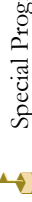
High School



Middle School



K-5/K-8

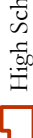


Special Programs

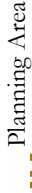
#### Boundaries



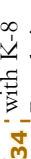
K-5/K-8



High School



Planning Area



Population

#### K-8 Student

1 - 7

8 - 20

21 - 50

51 - 100

101 - 200

#### Population by Blocks

1 - 7

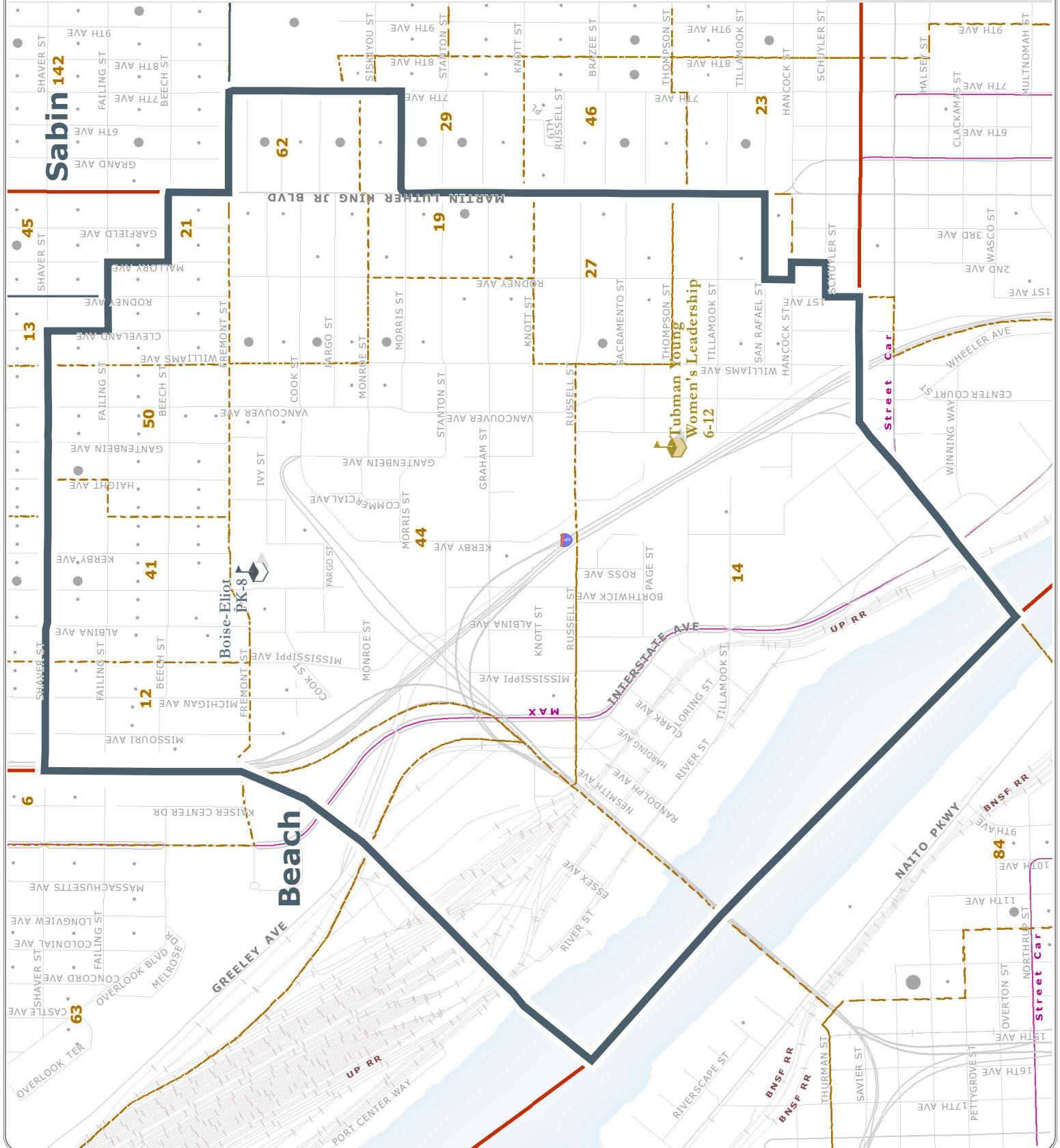
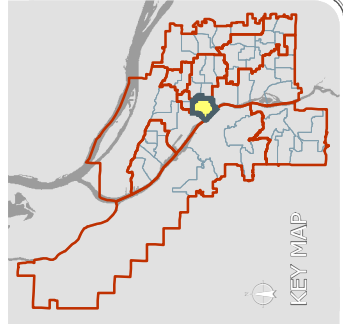
8 - 20

21 - 50

51 - 100

101 - 200

Miles 0 0.5



**Sabin 142**

**Boise-Eliot PK-8**

**Beach**

**Tubman Young Women's Leadership 6-12**

**Street Car**

**Street Car**

## 2000 and 2010 Census Profile by PPS Elementary Attendance Area Boise-Eliot

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

POPULATION	2000		2010		Change	
<b>SEX AND AGE</b>						
Total population	4,304	100.0%	4,638	100.0%	334	7.8%
Under 5 years	306	7.1%	229	4.9%	-77	-25.2%
5 to 9 years	274	6.4%	161	3.5%	-113	-41.2%
10 to 14 years	286	6.6%	137	3.0%	-149	-52.1%
15 to 19 years	238	5.5%	125	2.7%	-113	-47.5%
20 to 24 years	403	9.4%	451	9.7%	48	11.9%
25 to 29 years	522	12.1%	830	17.9%	308	59.0%
30 to 34 years	513	11.9%	703	15.2%	190	37.0%
35 to 39 years	362	8.4%	491	10.6%	129	35.6%
40 to 44 years	290	6.7%	393	8.5%	103	35.5%
45 to 49 years	288	6.7%	245	5.3%	-43	-14.9%
50 to 54 years	217	5.0%	234	5.0%	17	7.8%
55 to 59 years	144	3.3%	196	4.2%	52	36.1%
60 to 64 years	114	2.6%	162	3.5%	48	42.1%
65 to 69 years	80	1.9%	110	2.4%	30	37.5%
70 to 74 years	74	1.7%	70	1.5%	-4	-5.4%
75 to 79 years	84	2.0%	39	0.8%	-45	-53.6%
80 to 84 years	60	1.4%	31	0.7%	-29	-48.3%
85 years and over	49	1.1%	31	0.7%	-18	-36.7%
Median age (years)	31.2		32.7		1.5	
Under 18 years	1,013	23.5%	594	12.8%	-419	-41.4%
18 to 64 years	2,944	68.4%	3,763	81.1%	819	27.8%
65 years and over	347	8.1%	281	6.1%	-66	-19.0%
Male population	2,127	100.0%	2,297	100.0%	170	8.0%
Under 5 years	165	7.8%	116	5.1%	-49	-29.7%
5 to 9 years	131	6.2%	66	2.9%	-65	-49.6%
10 to 14 years	145	6.8%	67	2.9%	-78	-53.8%
15 to 19 years	115	5.4%	54	2.4%	-61	-53.0%
20 to 24 years	172	8.1%	192	8.4%	20	11.6%
25 to 29 years	255	12.0%	425	18.5%	170	66.7%
30 to 34 years	270	12.7%	352	15.3%	82	30.4%
35 to 39 years	192	9.0%	263	11.4%	71	37.0%
40 to 44 years	158	7.4%	213	9.3%	55	34.8%
45 to 49 years	175	8.2%	139	6.1%	-36	-20.6%
50 to 54 years	107	5.0%	121	5.3%	14	13.1%
55 to 59 years	68	3.2%	101	4.4%	33	48.5%
60 to 64 years	54	2.5%	66	2.9%	12	22.2%
65 to 69 years	26	1.2%	57	2.5%	31	119.2%
70 to 74 years	27	1.3%	33	1.4%	6	22.2%
75 to 79 years	37	1.7%	14	0.6%	-23	-62.2%
80 to 84 years	18	0.8%	9	0.4%	-9	-50.0%
85 years and over	12	0.6%	9	0.4%	-3	-25.0%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.

Tabulated by Population Research Center, Portland State University.

[www.pdx.edu/prc](http://www.pdx.edu/prc)



## 2000 and 2010 Census Profile by PPS Elementary Attendance Area Boise-Eliot

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

POPULATION (continued)	2000		2010		Change	
Male population (continued)						
Median age (years)	31.5		33.3		1.8	
Under 18 years	510	24.0%	278	12.1%	-232	-45.5%
18 to 64 years	1,497	70.4%	1,897	82.6%	400	26.7%
65 years and over	120	5.6%	122	5.3%	2	1.7%
Female population	2,177	100.0%	2,341	100.0%	164	7.5%
Under 5 years	141	6.5%	113	4.8%	-28	-19.9%
5 to 9 years	143	6.6%	95	4.1%	-48	-33.6%
10 to 14 years	141	6.5%	70	3.0%	-71	-50.4%
15 to 19 years	123	5.6%	71	3.0%	-52	-42.3%
20 to 24 years	231	10.6%	259	11.1%	28	12.1%
25 to 29 years	267	12.3%	405	17.3%	138	51.7%
30 to 34 years	243	11.2%	351	15.0%	108	44.4%
35 to 39 years	170	7.8%	228	9.7%	58	34.1%
40 to 44 years	132	6.1%	180	7.7%	48	36.4%
45 to 49 years	113	5.2%	106	4.5%	-7	-6.2%
50 to 54 years	110	5.1%	113	4.8%	3	2.7%
55 to 59 years	76	3.5%	95	4.1%	19	25.0%
60 to 64 years	60	2.8%	96	4.1%	36	60.0%
65 to 69 years	54	2.5%	53	2.3%	-1	-1.9%
70 to 74 years	47	2.2%	37	1.6%	-10	-21.3%
75 to 79 years	47	2.2%	25	1.1%	-22	-46.8%
80 to 84 years	42	1.9%	22	0.9%	-20	-47.6%
85 years and over	37	1.7%	22	0.9%	-15	-40.5%
Median age (years)	30.9		32.3		1.4	
Under 18 years	503	23.1%	316	13.5%	-187	-37.2%
18 to 64 years	1,447	66.5%	1,866	79.7%	419	29.0%
65 years and over	227	10.4%	159	6.8%	-68	-30.0%

### RACE

Total population	4,304	100.0%	4,638	100.0%	334	7.8%
White alone	1,920	44.6%	3,121	67.3%	1,201	62.6%
Black or African American alone	1,687	39.2%	979	21.1%	-708	-42.0%
American Indian and Alaska Native alone	80	1.9%	67	1.4%	-13	-16.3%
Asian alone	72	1.7%	106	2.3%	34	47.2%
Native Hawaiian and Other Pacific Islander alone	39	0.9%	13	0.3%	-26	-66.7%
Some Other Race alone	215	5.0%	98	2.1%	-117	-54.4%
Two or More Races	291	6.8%	254	5.5%	-37	-12.7%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.  
Tabulated by Population Research Center, Portland State University.

[www.pdx.edu/prc](http://www.pdx.edu/prc)

# 2000 and 2010 Census Profile by PPS Elementary Attendance Area Boise-Eliot

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

POPULATION (continued)	2000		2010		Change	
<b>RACE (continued)</b>						
Race alone or in combination with one or more other races <sup>1</sup>						
White	2,111	49.0%	3,340	72.0%	1,229	58.2%
Black or African American	1,874	43.5%	1,090	23.5%	-784	-41.8%
American Indian and Alaska Native	171	4.0%	143	3.1%	-28	-16.4%
Asian	112	2.6%	185	4.0%	73	65.2%
Native Hawaiian and Other Pacific Islander	60	1.4%	35	0.8%	-25	-41.7%
Some Other Race	306	7.1%	129	2.8%	-177	-57.8%
<b>HISPANIC OR LATINO AND RACE</b>						
Total population	4,304	100.0%	4,638	100.0%	334	7.8%
Hispanic or Latino	417	9.7%	297	6.4%	-120	-28.8%
Not Hispanic or Latino	3,887	90.3%	4,341	93.6%	454	11.7%
White alone	1,808	42.0%	2,991	64.5%	1,183	65.4%
Black or African American alone	1,674	38.9%	960	20.7%	-714	-42.7%
American Indian and Alaska Native alone	44	1.0%	48	1.0%	4	9.1%
Asian alone	69	1.6%	103	2.2%	34	49.3%
Native Hawaiian and Other Pacific Islander alone	37	0.9%	13	0.3%	-24	-64.9%
Some Other Race alone	22	0.5%	11	0.2%	-11	-50.0%
Two or More Races	233	5.4%	215	4.6%	-18	-7.7%
<b>RELATIONSHIP</b>						
Total population	4,304	100.0%	4,638	100.0%	334	7.8%
In households	4,224	98.1%	4,543	98.0%	319	7.6%
In family households	2,596	60.3%	2,143	46.2%	-453	-17.4%
Householder	742	17.2%	687	14.8%	-55	-7.4%
Spouse <sup>2</sup>	350	8.1%	383	8.3%	33	9.4%
Child	1,012	23.5%	658	14.2%	-354	-35.0%
Own child under 18 years	811	18.8%	489	10.5%	-322	-39.7%
Other relatives	310	7.2%	230	5.0%	-80	-25.8%
Nonrelatives	182	4.2%	185	4.0%	3	1.6%
In nonfamily households	1,628	37.8%	2,400	51.7%	772	47.4%
Householder	1,098	25.5%	1,447	31.2%	349	31.8%
Nonrelatives	530	12.3%	953	20.5%	423	79.8%
Population under 18 in households	1,000	98.7%	589	99.2%	-411	-41.1%
Population 18 to 64 in households	2,898	98.4%	3,675	97.7%	777	26.8%
Population 65 and over in households	326	93.9%	279	99.3%	-47	-14.4%
In group quarters	80	1.9%	95	2.0%	15	18.8%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.  
Tabulated by Population Research Center, Portland State University.

[www.pdx.edu/prc](http://www.pdx.edu/prc)

## 2000 and 2010 Census Profile by PPS Elementary Attendance Area Boise-Eliot

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

POPULATION (continued)	2000		2010		Change	
<b>GROUP QUARTERS</b>						
Total group quarters population	80	100.0%	95	100.0%	15	18.8%
Institutionalized population	33	41.3%	14	14.7%	-19	-57.6%
Male	3	3.8%	7	7.4%	4	133.3%
Female	30	37.5%	7	7.4%	-23	-76.7%
Noninstitutionalized population	47	58.8%	81	85.3%	34	72.3%
Male	33	41.3%	28	29.5%	-5	-15.2%
Female	14	17.5%	53	55.8%	39	278.6%
Population under 18 in group quarters	13	1.3%	5	0.8%	-8	-61.5%
Population 18 to 64 in group quarters	46	1.6%	88	2.3%	42	91.3%
Population 65 and over in group quarters	21	6.1%	2	0.7%	-19	-90.5%
<b>HOUSEHOLDS</b>						
Total households	1,840	100.0%	2,134	100.0%	294	16.0%
Family households (families) <sup>3</sup>	742	40.3%	687	32.2%	-55	-7.4%
With own children under 18 years	392	21.3%	324	15.2%	-68	-17.3%
Husband-wife family	350	19.0%	383	17.9%	33	9.4%
With own children under 18 years	165	9.0%	165	7.7%	0	0.0%
Male householder, no wife present	84	4.6%	66	3.1%	-18	-21.4%
With own children under 18 years	38	2.1%	31	1.5%	-7	-18.4%
Female householder, no husband present	308	16.7%	238	11.2%	-70	-22.7%
With own children under 18 years	189	10.3%	128	6.0%	-61	-32.3%
Nonfamily households <sup>3</sup>	1,098	59.7%	1,447	67.8%	349	31.8%
Householder living alone	772	42.0%	849	39.8%	77	10.0%
Male	380	20.7%	431	20.2%	51	13.4%
65 years and over	54	2.9%	54	2.5%	0	0.0%
Female	392	21.3%	418	19.6%	26	6.6%
65 years and over	92	5.0%	80	3.7%	-12	-13.0%
Households with individuals under 18 years	461	25.1%	371	17.4%	-90	-19.5%
Households with individuals 65 years and over	276	15.0%	245	11.5%	-31	-11.2%
Average household size	2.30		2.13		-0.17	-7.3%
Average family size <sup>3</sup>	3.25		2.85		-0.40	-12.4%

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.  
Tabulated by Population Research Center, Portland State University.

[www.pdx.edu/prc](http://www.pdx.edu/prc)

## 2000 and 2010 Census Profile by PPS Elementary Attendance Area Boise-Eliot

Approximations of 2011-12 attendance area based on 2000 and 2010 census blocks

HOUSING UNITS	2000		2010		Change	
Total housing units	2,008	100.0%	2,292	100.0%	284	14.1%
Occupied housing units	1,840	91.6%	2,134	93.1%	294	16.0%
Owner occupied <sup>4</sup>	675	36.7%	721	33.8%	46	6.8%
Owned with a mortgage or a loan	N/A		618	85.7%		
Owned free and clear	N/A		103	14.3%		
Renter occupied	1,165	63.3%	1,413	66.2%	248	21.3%
Vacant housing units <sup>5</sup>	168	8.4%	158	6.9%	-10	-6.0%
For rent	76	45.2%	72	45.6%	-4	-5.3%
For sale only	29	17.3%	15	9.5%	-14	-48.3%
Rented or sold, not occupied	15	8.9%	10	6.3%	-5	-33.3%
For seasonal, recreational, or occasional use	4	2.4%	10	6.3%	6	150.0%
For migrant workers	0	0.0%	0	0.0%	0	--
All other vacants	44	26.2%	51	32.3%	7	15.9%
Owner-occupied housing units	675	36.7%	721	33.8%	46	6.8%
Population in owner-occupied housing units	1,709		1,776		67	3.9%
Average household size of owner-occupied units	2.53		2.46		-0.07	-2.8%
Renter-occupied housing units	1,165	63.3%	1,413	66.2%	248	21.3%
Population in renter-occupied housing units	2,515		2,767		252	10.0%
Average household size of renter-occupied units	2.16		1.96		-0.20	-9.3%

1. In combination with one or more of the other races listed. The six numbers may add to more than the total population, and the six percentages may add to more than 100 percent because individuals may report more than one race.

2. "Spouse" represents spouse of the householder. It does not reflect all spouses in a household. Responses of "same-sex spouse" were edited during processing to "unmarried partner."

3. "Family households" consist of a householder and one or more other people related to the householder by birth, marriage, or adoption. They do not include same-sex married couples even if the marriage was performed in a state issuing marriage certificates for same-sex couples unless there is at least one additional person related to the householder by birth or adoption. Same-sex couple households with no relatives of the householder present are tabulated in nonfamily households. "Nonfamily households" consist of people living alone and households which do not have any members related to the householder.

4. Percentage distribution of ownership categories ("owned with a mortgage or a loan" and "owned free and clear") adds to 100 percent.

5. Percentage distribution of vacancy categories ("for rent," etc.) adds to 100 percent.



# PORTLAND PUBLIC SCHOOLS

P.O. Box 3107 / Portland, Oregon 97208-3107  
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## EXECUTIVE SESSION - STAFF REPORT

### EXECUTIVE SESSION - REAL ESTATE RELATED ISSUES

**Board Meeting Date:** April 16, 2012

**Executive Committee Lead:** C.J. Sylvester, COO

**Department:** Facilities and Asset Management

**Through:** Tony Magliano, Director – Facilities and Asset Management

**Staff Lead:** Robert Alexander, Program Director, Planning and Asset Management

#### I. EXECUTIVE SUMMARY

The 1.27 acre Washington Monroe High School (WHS) site has been declared surplus. The Portland Public School's Real Estate Trust (RET) has recommended that the property be sold. In August, 2011 the deal points of the Purchase and Sale Agreement (Agreement) with Venerable Group, Inc. (Venerable), was reviewed with the Board. The Agreement is now completed substantially in accordance with those deal points. If there is concurrence, the Agreement will be brought to the April 23, 2012 Board meeting for consideration and potential action.

#### II. BACKGROUND

In 2003, the WHS site was declared surplus real property.

In 2004, PPS conducted a four-month community process that recommended to the Board of Education (Board) selling part of the site to the City of Portland for use as a community center and recommended redeveloping the remaining two parcels as housing.

In 2004, PPS sold 4.5 acres of the 7 acre WHS site to the City of Portland for \$5.4 million.

In 2006, the Board authorized the sale of the remainder of the WHS site by means of a modified Request for Qualification and Request for Proposal process.

In 2007, the Board selected Beam Development, LLC and authorized the negotiation of a sales agreement.

In 2008, Beam withdrew from negotiations citing the serious economic downturn in the housing and financial markets.

In early 2010, Portland Parks and Recreation (PP&R) completed a master planning process that included the use of part of the WHS building as part of a proposed community center.

During this planning process, PP&R was contacted by private development interests to determine whether PP&R would have interest in leasing a portion of the WHS building for community center use, should PPS be willing to sell the property. PPS received similar inquiries.

In early 2010, PPS financial consultants reported that the community recommendation to PP&R had renewed interest by the development community in the acquisition of the WHS site and



recommended that the District consider marketing the property and negotiating an acquisition agreement in a timely manner through a Request for Letters of Interest (RFI) process.

The Board of Education adopted Resolution No. 4346 on September 27, 2010 directing District staff to conduct an RFI process to identify qualified developers of the Washington High School Building parcel and to negotiate an acquisition agreement subject to final Board approval.

In November of 2010, the District released a Request for Letters of Interest (RFI). The District received four RFI responses of which two qualified to proceed to the interview step of the selection process. Venerable was selected by a District panel to proceed and staff began negotiations with the firm. The FAO Committee was briefed on February 17, 2011 on the RFI process and the selection of Venerable.

Venerable and District staff reached agreement on major terms of a proposed ground lease agreement for the Washington High School Building Site in May of 2011. Portland Public School's Real Estate Trust (RET) reviewed the proposed business terms for a ground lease on May 26, 2011. The RET recommended an outright sale of the property according to the proposed deal points attached, which would provide an equitable and fair market return to the District.

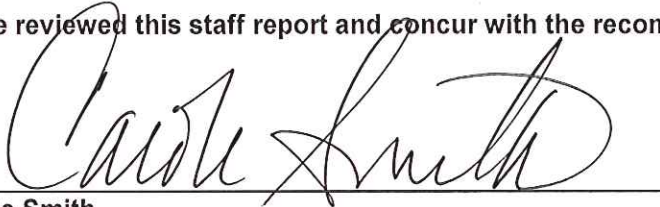
The Board reviewed the proposed business terms at their August 22, 2011 Executive Session and directed staff to develop a Purchase and Sale Agreement with Venerable.

The Board also requested that Venerable seek support and plan ongoing coordination with neighbors of the Washington site and specifically the Buckman Community Association. Venerable has received support from the Association and has agreed to a process of regular communication and will apprise them of progress during the redevelopment of the site.

**III. STAFF RECOMMENDATION**

Staff recommends Board consideration at their April 23, 2012 meeting of the Purchase and Sale Agreement for the sale of Washington High School to Venerable Group, Inc.

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



**Carole Smith**  
**Superintendent**  
**Portland Public Schools**

4.12.2012

**Date**

**Attachment:**

- 1) Proposed Purchase and Sale Agreement With Earnest Money Between Portland Public Schools and Venerable Group, Inc. for the Purchase of Washington Monroe High School
- 2) Summary of Purchase and Sale Agreement
- 3) Letter of Support from Buckman Community Association
- 4) Aerial Site Photo

## **EXECUTIVE SESSION - STAFF REPORT**

### **APRIL 16, 2012**

#### **PROPOSED PURCHASE AND SALE AGREEMENT WITH EARNEST MONEY BETWEEN PORTLAND PUBLIC SCHOOLS AND VENERABLE GROUP, INC. FOR THE PURCHASE OF WASHINGTON MONROE HIGH SCHOOL**

1. **Terms of Sale:** Portland Public Schools (PPS) agrees to sell the Washington Monroe High School building and site to Venerable Group, Inc. (Venerable) for \$2 million cash at closing.
2. **Earnest Money Deposit:** Upon execution of the Purchase and Sale Agreement (P&SA), Venerable will deposit \$50,000 as refundable earnest money. Earnest money will be applicable to the purchase price.
3. **Due Diligence:** Venerable has nine months (270 days) to complete due diligence. If Venerable desires to extend the due diligence period it may do so for up to two additional ninety day periods with payment of \$25,000 for each extension. These payments are also applicable to the purchase price but are non-refundable if Venerable does not close the purchase.
4. **Assignment:** Venerable may assign the P&SA to another Venerable entity provided that the transferee entity is able to carry out terms of the P&SA.
5. **Completion Guarantee:** Assuming that a single asset LLC controlled by Venerable (“Owner”) will close on the property acquisition,. Venerable will provide a completion guarantee in the form attached as Exhibit C that allows PPS to seek a specific performance remedy, in lieu of damages, if the Owner does not perform the redevelopment. “Performance” will be defined as undertaking the project according to the plans approved by the City’s building permit, and according to an agreed upon schedule, and constructing the project to the point of sign off on the building permit by the City of Portland, also according to an agreed schedule, subject to force majeure.
6. **Building and Site Access:** Prior to closing Venerable and its consultants will have access to the site based on terms and conditions of the P&SA.
7. **Utilities:** During the due diligence period, PPS will be responsible for all utility payments. Upon closing, all utilities will transfer to Venerable.
8. **Communications between the parties during due diligence:** Venerable agrees to meet with PPS property management staff and its consultants (if appropriate) on a monthly basis (or other agreed upon schedule) during due diligence to ensure that progress toward redevelopment is being made and to resolve issues which may arise.

9. Venerable Development has a right to erect a marketing sign, subject to City code and PPS approval, during the due diligence period.
10. PPS will provide to Venerable, any property information documents including appraisals, as-built drawings, property survey, geological surveys/test, seismic/structural reports, utility bills, historic photos and archival information in its possession.
11. PPS and Venerable have remedies in case of default, misrepresentation or failure to comply with the agreement with a maximum of \$50,000 liquidated damages.
12. Venerable will make every effort to pursue listing of the building on the National Register of Historic Places for the National Parks Service or in the absence of the listing agrees to a "Covenant not to Demolish" the school building.
13. Venerable agrees to a public input process, particularly the Buckman Community Association, and to present regular updates on their redevelopment plans.





# BUCKMAN, COMMUNITY ASSOCIATION

c/o Southeast Uplift 3534 SE Main Portland, OR 97214

January 30, 2012

Robert Alexander  
Portland Public Schools  
Facilities and Asset Management  
501 N Dixon St.  
Portland, OR 97227

Dear Bob,

This letter is to inform you that the Board of the Buckman Community Association approves the finalized sale of Washington High School to Venerable Properties. We have met with Art DeMuro, owner of Venerable, and he has discussed his specific plans and timelines regarding the building's assessment, extensive rehabilitation and eventual redevelopment. We stand in support of his efforts to restore, preserve and enhance this beautiful, historic structure, as well as his plans to create housing opportunities for families and children.

We have also discussed with Art his public involvement plans and reviewed his promises and commitments regarding neighborhood engagement including should any changes to his plans occur while the building is in escrow and after the purchase has closed. We are satisfied with these commitments, look forward to the historic rehabilitation and welcome Art in his efforts to bring this grand 'ole building back to life.

Please do not hesitate to contact me directly if I can be of further assistance. Thank you for all your help with facilitating this transaction.

Sincerely Yours,

Susan Lindsay  
Chair, Buckman Community Association



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VENERABLE GROUP, INC.

January 26, 2012

Susan Lindsay  
President  
Buckman Community Association  
625 SE 17<sup>th</sup> Avenue  
Portland, OR 97214

Re: Washington High School

Dear Susan:

I write this letter on behalf of Venerable Group, Inc.

Portland Public Schools (PPS) has entered into exclusive negotiations with Venerable for sale of Washington High School (WHS). One of PPS's remaining issues to be resolved concerns its desire to honor its commitment to ensure that the BCA has ample opportunity to be engaged in our process for redevelopment of WHS.

We feel confident that while we have been pursuing the acquisition of this property during the last couple of years, you have witnessed how hard we have worked to establish a close rapport with the BCA, your Land Use Committee and interested property owners. Additionally, Venerable has supported BCA in other ways on a volunteer basis in an effort to reflect a broad base of support for the neighborhood. We also like to think that Venerable secured its reputation in the Buckman Neighborhood recently when we successfully completed the award-winning rehabilitation of Buckman's beloved Fire Station No. 7 at SE 11<sup>th</sup> and Stark—only three blocks from WHS.

As I have explained to you, as well as others in a public group setting, the redevelopment of WHS presents a number of hurdles that will challenge the financial feasibility of this project. Our highest priority will be to generate a use or combination of uses that will conform to the current zoning requirements of the R-1 zone. We will thoroughly explore and vigorously pursue all possible types of multi-family uses that would best fit into the physical constraints of this historic building and conform to the current zoning requirements. Should there be no financially feasible path to accomplish this, Venerable will work closely with BCA to explore other options that may require either a Conditional Use Permit or a possible re-zoning of the property, however, with the full understanding that the BCA may not be willing to support such a path change.

We have read and digested the substantial volumes of information recorded that reflects the years of input from the many stakeholders. They are filled with many concerns and requests for how this project could be approached that would provide benefits to the neighborhood, in addition to the most obvious single benefit – the redevelopment of this important historic building. Therefore, Venerable has a clear understanding of these desires. As a follow up to all of that public input, Venerable is willing to commit to additional opportunities for public input, both formally and informally. We are committed to work cooperatively, within the bounds of reasonable financial feasibility, in order to seek the input of the neighborhood.

Below are our commitments to seek informal input and feedback from the BCA.



- Minimum two (2) presentations to BCA Land Use Committee (BCA LUC) to present preliminary redevelopment plans
- Minimum one (1) presentation to the BCA membership to present preliminary redevelopment plans
- Regular contact with the chair of the BCA LUC throughout the redevelopment design process so that he/she may regularly communicate with the committee and general neighborhood membership
- Development of a webpage and/or blog that will be regularly updated with information on redevelopment plans, concept images, historic designation progress, and upcoming opportunities for neighborhood comment.

Additionally, there will be opportunity for formal input and feedback through public forums mandated by the City of Portland code process. Examples of such include:

- Unless WHS is nominated by BCA as a Contributing Resource to the National Register District, Venerable is committing to PPS to nominate WHS as an individually listed resource to the National Register. In either instance, placement on the National Register will ensure that Venerable's redevelopment plans will be mandated to be submitted to a public review process that will include, at minimum, the Portland Historic Landmarks Commission and the State Historic Preservation Office. Such review will afford BCA the opportunity for meaningful public commentary and influence.
- The WHS property is zoned R-1, which guides the redevelopment toward multi-family uses that BCA can support. Beyond the R-1 zoning designation, there are a number of uses that Venerable could propose that would trigger the requirement for either a Conditional Use Permit or a Re-zoning. These uses could include something as small as a proposed commercial use for the WHS auditorium or exceeding the number of multi-family units allowed within an R-1 zone. The application for a Conditional Use Permit or a Re-zoning would generate the opportunity for public commentary. Therefore, the current zoning offers BCA protection to influence the ultimate use of the property as Venerable moves forward.
- Venerable wishes to take advantage of the inclusion of WHS within the Central Eastside Urban Renewal Area and the significant urban renewal funds remaining in that account. Accessing such funding would require significant participation by the Central Eastside Urban Renewal Committee, and we would certainly invite such from the BCA.

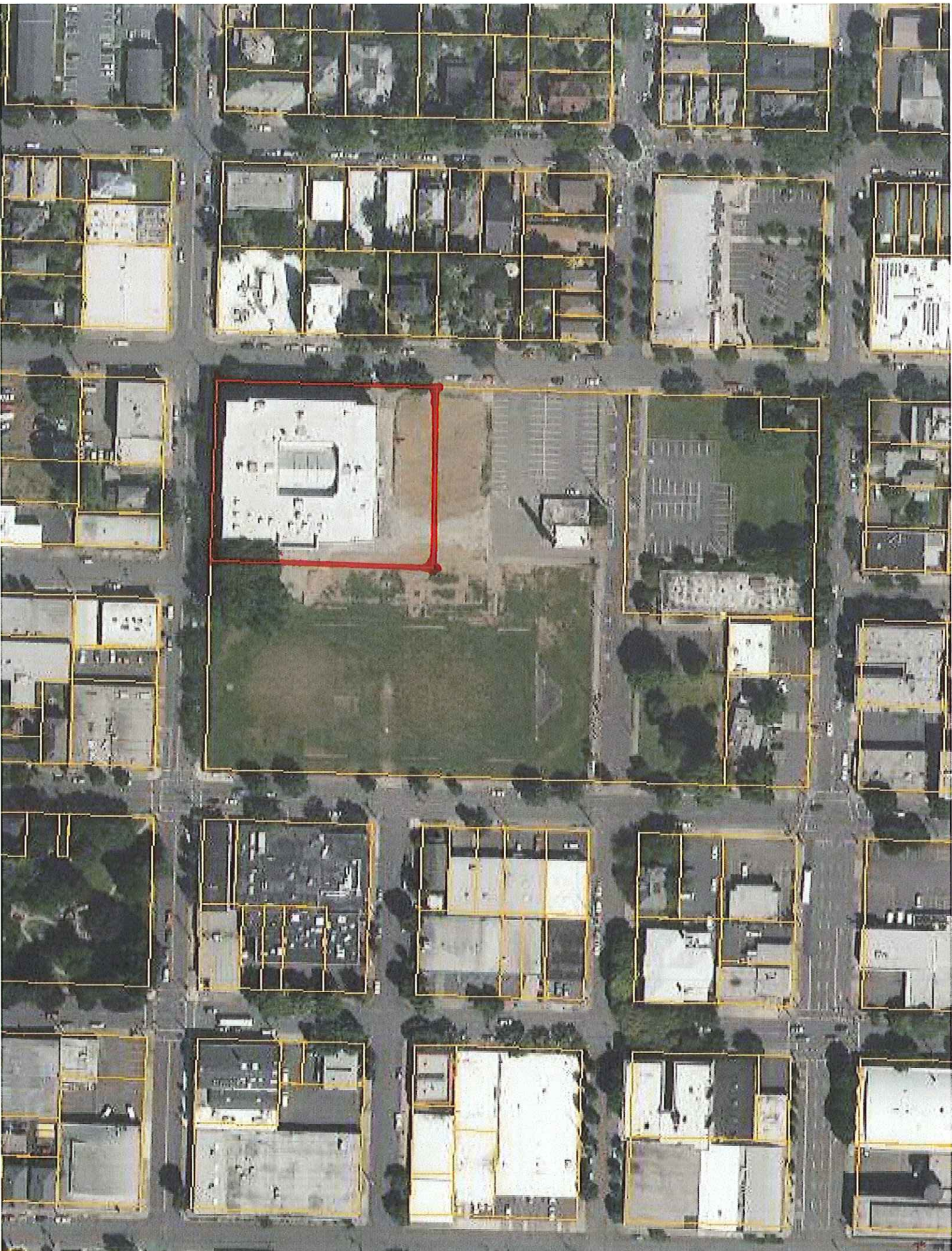
If I can be of any further assistance, please contact me, Susan.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Art DeMuro', with a long horizontal line extending to the right.

Art DeMuro  
President  
Venerable Group, Inc.









# PORTLAND PUBLIC SCHOOLS

P.O. Box 3107 / Portland, Oregon 97208-3107

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## **SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT**

### **CREATION OF NEW FUND 435 – ENERGY EFFICIENT SCHOOLS FUND**

Board Meeting Date: April 23, 2012

Executive Committee Lead: C. J. Sylvester, COO

Department: Facilities and Asset Management

Staff Lead: Jeff Hamman, Energy Program Manager

#### **I. ISSUE STATEMENT**

Creation of new Fund 435 to separately account for resources and requirements of the Energy Efficient Schools Program (EESP) receipts from the collections of the Public Purpose Charge funds by an electric company in accordance with HB 2960, Section 10, of the Oregon Legislative Assembly – 2011 Regular Session.

#### **II. BACKGROUND**

The EESP was created when the Oregon Legislature passed Senate Bill 1149 in the 1999 legislative session and went into effect on March 1, 2002. This provided that Portland General Electric and Pacific Power must collect a "Public Purpose Charge" (PPC) from consumers within their service areas that is equal to 3 percent of the total revenues from electricity services. The first ten percent of these PPC funds must go towards energy efficiency efforts in public schools within their service areas and was distributed directly to local Educational Service Districts (ESD). School districts implemented energy efficiency projects with their own funds. The ESD then reimbursed the local school districts for qualified EESP projects. Multnomah ESD managed PPS' SB1149 funds.

The passing of SB 838 in 2007 extended the public purpose charge through 2025.

House Bill 2960 was passed on June 24, 2011. Section 10 of this bill amended SB1149 and changed the existing distribution of SB 1149 funds from educational service districts to a direct allocation to school districts.

HB 2960 has the same requirements as SB 1149 as to the allowable purposes of the use of the funds by the school district as stated in the recitals of the attached resolution.

The Oregon Department of Energy (ODOE) remains the state agency that establishes rules and program requirements in compliance with the EESP as amended.

Multnomah ESD has remitted all remaining SB 1149 funds held on behalf of Portland Public Schools. The District will finish all ODOE approved projects in the accounts previously established for the SB 1149 funds.

Wire transfer arrangements have been made with the two electric companies referenced above. The District has already received a wire transfer from one of the electric companies and this deposit will be re-classified to the new fund established in the resolution. This will enable the district to account for and report on all activities under the new HB 2960 provisions.

### **III. RELATED POLICIES/BEST PRACTICES**

As of June 30, 2012 any remaining funds established by SB1149 will be transferred and/or reclassified to this new fund.

ODOE advised PPS in allowing that these funds may be accounted for in a Capital Projects Fund.

This action applies to the District Strategic Framework foundational elements "Stable Operating Model" and "Modernize Ingrastructure".

### **IV. FISCAL IMPACT**

Funds are distributed monthly to the school districts directly by the electric companies (Portland General Electric and Pacific Power).

The estimated average contributions are over \$800,000 annually.

The distributed funds are calculated according to the Weighted Average Daily Membership of the individual School District for the prior fiscal year, as prescribed by ODOE.

### **V. COMMUNITY ENGAGEMENT**

No community engagement has occurred as this is following recently passed restrictive legislation.



**VI. BOARD OPTIONS**

As a preferred best practice of transparency staff recommends the Board adopt the attached resolution establishing a new fund for the purpose of accounting and reporting for this legislative change.

To not establish a new fund and not be transparent for the purpose of accounting for and reporting of the legislative change of SB 1149 funds and the new funding stream as established by HB 2960.

**VII. STAFF RECOMMENDATION**

Board approval of the attached resolution.

**VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

The district has already been receiving funds directly from the electric utilities.

A budget amendment to the 2011-12 budget will be submitted with the spring balancing budget amendment and will require a public hearing at that time.

An annual budget and project plan will be completed every year that summarizes projected energy projects, estimated program/project expenses, and implementation timeline.

Annual utility savings and comparison graphs will be reported to highlight district progress.

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



\_\_\_\_\_  
Carole Smith  
Superintendent  
Portland Public Schools



\_\_\_\_\_  
Date

**ATTACHMENTS**

A. Board resolution No. xxxx

## Report – April 9, 2012

### 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 exceeding \$25,000 and through \$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
Apple Computers, Inc.	03/22/12	Purchase Order PO 107220	Lent K-8: Purchase of 30, 21.5" iMacs and 31, 13" MacBook Pros for student use.	\$74,212	N. Jwayad & B. Meyers  Fund 101 Depts. 5581 & 5540
XIOLOGIX, LCC	03/23/12	Purchase Order PO 107264	District-wide: Purchase of upgrade to District servers used for data backups; price includes credit for trade-in parts.	\$58,415	N. Jwayad  Fund 101 Dept. 5581
Broadway Cab, LLC	03/27/12 through 03/31/13	Service Requirements SR 59046	District-wide: Flat-rate taxi cab services for District special needs students with IEPs, as needed.	\$140,000	A. Leibenguth  Fund 101 Dept. 5560
Group MacKenzie, Inc.	03/06/12 through 12/31/12	Personal / Professional Services PS 59044	Franklin HS: Development of design and construction documents, and contract administration services for track and field renovation.	\$25,257	T. Magliano  Fund 191 Dept. 5597 Project F0720

#### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Radio Cab Company	02/16/12 through 03/31/12	Service Requirements SR 54235 Amendment 6	District-wide: Additional funds for already incurred flat-rate taxi cab services.	\$66,000 \$3,343,000	A. Leibenguth  Fund 101 Dept. 5560
e-Builder Incorporated	02/15/12 through 06/30/12	Personal / Professional Services PS 57999 Amendment 4	District-wide: Purchase of 30 additional seats for project management staff and contractors, and associated implementation and District staff training.	\$32,280 \$208,993	J. Owens  Funds 191 & 405 Depts. 5597 & 5511 Projects F0264 & C0100

#### INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs



## Report – April 23, 2012

### 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 exceeding \$25,000 and through \$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
Nexus IS, Inc.	02/10/12 through 06/30/12	Construction C 59000	District-wide: Installation services for partially donated equipment to upgrade existing access control and surveillance system in the IT Department and Imaging Services Office.	\$26,778	N. Jwayad Fund 101 Dept. 5581
Scott Edwards Architecture, LLP	02/13/12 through 12/31/12	Personal / Professional Services PS 58982	Grant and Madison HS, and Roosevelt Campus: Architectural design services for renovation of health clinics; paid for through a U.S. Department of Health and Human Services grant to Multnomah County.	\$35,600	T. Magliano Fund 205 Dept. 5597 Grant G1221
Williamsen & Bleid, Inc.	04/02/12 through 06/30/12	Construction C 59058	District-wide: Painting and related services at 15 sites as part of Lead Paint Stabilization Project; funded through a City of Portland Water Bureau grant.	\$35,200	T. Magliano Fund 205 Dept. 5597 Grant G0999
PetroCard Systems, Inc.	04/17/12	Purchase Order PO 107405	District-wide: Purchase of gasoline for District school buses.	\$65,000	A. Leibenguth Fund 101 Dept. 5560

#### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Marlow Enterprises, Inc. dba Eden Advanced Pest Management	07/01/12 through 06/30/13 Year 4 of Contract	Service Requirements SR 56861 Amendment 3	District-wide: One-year extension of contract for continued integrated pest control services, as needed; RFP 09-1128.	\$55,000 \$220,000	T. Magliano Fund 101 Dept. 5593
JLD-JMD, Inc. dba cleandango.com	07/01/12 through 06/30/13 Year 4 of Contract	General Services GS 57208 Amendment 4	District-wide: One-year extension of contract for floor repair, refinishing, and cleaning services, as needed; RFP 07-09-51.	\$65,000 \$600,000	T. Magliano Fund 101 Dept. 5593

#### INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

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

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4576 through 4584

**RESOLUTION No. 4576**

Election of Temporary Administrators

**RECITAL**

The following persons have served or will serve in administrative positions with the District, and the Superintendent recommends them to the Board of Education ("Board") for election as Temporary Administrators.

**RESOLUTION**

The Board accepts the Superintendent's recommendation and by this resolution hereby elects as Temporary Administrators for the school year 2011-12 the following persons, according to the employment terms and conditions set out in the standard District contract, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

First	Last	ID
Kathleen	Gaitan	006761
Dennis	Moist	000329
Lisa	Newlyn	000527
Cynthia	MacLeod	006007

*M. Riddell*

**RESOLUTION No. 4577**

Contract Extension for Teacher

**RESOLUTION**

Based on the recommendation of the Interim Executive Director of Human Resources and accepted by the Superintendent of Portland Public Schools, the employment contracts for the following contract teachers are hereby extended through June 30, 2014.

Last Name	First Name
Moist	Dennis
Newlyn	Lisa

*M. Riddell*

**RESOLUTION No. 4578**

Election of Contract Teachers

**RECITAL**

The Superintendent recommends to the Board of Education ("Board") the following named persons for election as Contract Teachers.

**RESOLUTION**

The Board accepts the recommendation and by this resolution hereby elects as Contract Teachers for the school year 2011-12, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

First	Last	ID
Jinnie	Kim	016665

*M. Riddell*

## RESOLUTION No. 4579

### Appointment of Temporary Teachers and Notice of Nonrenewal

#### RESOLUTION

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

First	Last	Location	Job Title	FTE	Eff Date	Term Date
H	Alton	Benson HS	Athletic Director-HS	0.50	2/1/2012	6/16/2012
Leslie	Ankney	Mt. Tabor MS	Teacher-MS Gr 6 LA/SS	1.00	11/28/2011	6/16/2012
Kimberly	Baker	Vestal K-8	Teacher-K8 Reading	0.65	1/4/2012	6/16/2012
Laresa	Beck	Sellwood MS	Teacher-MS Gr 8 LA/SS	0.80	12/13/2011	6/16/2012
Susan	Berniker	Forest Park K-5	Teacher-ES Gr 3	1.00	1/17/2012	6/16/2012
Karen	Boyer	Creston K-8	Teacher-K8 Gr 1	1.00	12/12/2011	4/17/2012
Bridget	Brown	César Chávez K-8	Teacher-K8 ESL	1.00	11/17/2011	6/16/2012
Elizabeth	Buelow	Benson HS	Teacher-HS LA	0.50	2/3/2012	6/16/2012
Dennis	Carline	Humboldt PK-8	Teacher-K8 PE	0.30	11/28/2011	6/16/2012
Jeanne	Carlson	Markham K-5	Counselor-ES	0.50	12/1/2011	6/22/2012
Daniel	Carver	Irvington K-8	Teacher-K8 Gr 7-8 Science	1.00	3/1/2012	6/16/2011
Nathaniel	Crosman	Laurelhurst K-8	Teacher-K8 Gr 6-8 Science	1.00	3/8/2012	6/16/2012
Sarah	Daily	Benson HS	Teacher-HS Advanced Math	1.00	2/1/2012	6/16/2012
Brooke	Date	Beverly Cleary K-8	Teacher-K8 Art	0.50	11/28/2011	6/16/2012
Elizabeth	Dawson	Boise-Eliot PK-8	Counselor-K8	0.80	12/9/2011	6/22/2012
Thomas	Doebler	Grant HS	Teacher-SPED LC Class Suppt	1.00	12/2/2011	6/16/2011
Leslie	Dorobek	Gray MS	Teacher-MS Gr 6 Math	1.00	2/13/2012	6/16/2011
Kelly	Edwards	Harrison Park K-8	Teacher-K8 Gr 1	1.00	1/3/2012	6/16/2011
Aaron	Finley	Lee K-8	Teacher-K8 Gr 5	1.00	4/2/2012	6/16/2011
Michele	Gardner	Rigler K-6	Teacher-SPED Gr K-5 Learn Ctr	0.50	1/3/2012	6/16/2011
John	Gordon	Roseway Heights K-8	Instr Spec-K8 Reading	0.90	11/28/2011	6/16/2011
Kathryn	Grone	Lincoln HS	Instructional Specialist-HS	1.00	2/21/2012	6/16/2011
Terry	Heath	Roosevelt HS Campus	Teacher-HS Physics/Technology	0.50	2/6/2012	6/16/2011
Jennifer	Heilman	Glencoe K-5	Teacher-ES Gr 4	1.00	11/2/2011	6/16/2011
Marisa	Hirata	Alameda K-5	Teacher-ES Gr 3	1.00	1/30/2012	6/16/2011
Craig	Holt	Metropolitan Learning Ctr	Teacher-K12 Gr 7-8 Math	1.00	1/23/2012	6/16/2011
Harley	Hopkins	Itinerant @ BESC	Speech Language Pathologist	0.80	1/19/2012	6/16/2011
Jennifer	Janguila-McNabb	West Sylvan MS	Teacher-MS Gr 8 LA/SS	1.00	1/4/2012	6/16/2011
David	Kaplowe	Itinerant @ BESC	Speech Language Pathologist	0.60	1/3/2012	6/16/2011
Tara	Keeler	Rigler K-6	Teacher-K8 Gr K	1.00	2/6/2012	6/16/2011
Christine	Knab	Alameda K-5	Teacher-ES Gr 5	0.50	2/6/2012	6/16/2011
Adam	Kopet	Jefferson HS-Mid Coll	Teacher-HS Advanced Math	1.00	1/3/2012	6/16/2012
Rob	Kyker	Roosevelt HS Campus	Teacher-HS Physics/Technology	0.70	1/3/2012	1/3/2012
Lesley	Langan	Hosford MS	Counselor-MS	0.50	1/9/2012	6/22/2012
Lesley	Langan	Hosford MS	Counselor-MS	0.50	6/22/2012	6/22/2012
Julia	Langston	Sitton K-5	Teacher-ES Gr 5	1.00	10/20/2011	6/16/2012

First	Last	Location	Job Title	FTE	Eff Date	Term Date
Paul	Lapke	Franklin HS	Teacher-HS Biology/Forensics	1.00	11/1/2011	6/16/2012
Emily	Laughlin	Peninsula K-8	Teacher-K8 Gr 6	1.00	12/12/2011	3/3/2012
Karen	Margolis	Roosevelt HS Campus	Teacher-HS LA/AP LA	1.00	1/12/2012	6/16/2011
Carol	Martin	King PK-8	Teacher-SPED Gr K-2 Intsv Acad	1.00	1/3/2012	6/16/2012
Joseph	Martin	Madison HS	Teacher-SPED SE-Behavior	1.00	11/30/2011	6/16/2012
Mauria	McClay	Holladay Center	Teacher-SPED Gr K-3 SE-Intsv	1.00	10/17/2011	4/14/2012
Virginia	Moayyad	Bridger K-8	Counselor-K8	0.50	1/25/2012	6/22/2012
Marc	Morales	Gray MS	Teacher-MS Math Adv Math	1.00	2/28/2012	6/16/2012
Ronald	Morgan	Lent K-8	Teacher-K8 Gr 5	1.00	11/29/2011	4/3/2012
Kathryn	Mouery	Woodstock K-5	Counselor-ES	0.50	1/31/2012	5/5/2012
Kayci	Murray	King PK-8	Teacher-K8 Positive BehavSuppt	1.00	1/3/2012	6/16/2012
Diane	Ness	Whitman K-5	Teacher-ES Gr 4-5	1.00	3/12/2012	6/16/2012
Anthony	Pernice	King PK-8	Teacher-K8 Gr 6-8 Math	1.00	1/3/2012	3/20/2012
Sarah	Piazza	Benson HS	Teacher-HS Spanish	1.00	1/9/2012	4/17/2012
David	Pierce	Lee K-8	Teacher-K8 Gr 1	1.00	11/30/2011	2/28/2012
Leslie	Quenell	Rigler K-6	Teacher-K8 Gr K	1.00	2/4/2012	2/3/2012
Julieanne	Quigley	Wilson HS	Teacher-HS Bio/FPC	1.00	3/2/2012	6/16/2011
Heather	Rakoz	Ockley Green K-8	Counselor-K8	1.00	1/3/2012	6/16/2012
Mark	Rees	White Shield Home	Teacher-DART Art/History	1.00	1/30/2012	5/1/2012
Mark	Rees	White Shield Home	Teacher-DART Art/History	1.00	5/1/2012	6/16/2011
Jeremy	Reinholt	Grant HS	Teacher-HS SS	0.50	1/3/2012	6/16/2012
Evelyn	Rivera	Scott K-8	Teacher-K8 Gr 6-8 Spanish	1.00	10/20/2011	6/16/2012
Elizabeth	Rohloff	Duniway K-5	Teacher-ES Gr 1	1.00	1/23/2012	4/3/2012
Suzanne	Root	Jefferson HS-Mid Coll	Teacher-HS Art	1.00	1/6/2012	3/31/2012
Matthew	Schlotte	Bridger K-8	Teacher-K8 Gr 7-8 Math/Science	1.00	2/3/2012	5/1/2012
Sarah	Serven	Faubion PK-8	Teacher-K8 Gr K	1.00	1/12/2012	3/24/2012
Erica	Shah	Abernethy K-5	Teacher-ES Gr 5	1.00	1/17/2012	4/1/2012
Sarah	Shoemaker	Wilson HS	Teacher-HS French	1.00	1/3/2012	4/11/2012
Carl	Solomon	Hosford MS	Counselor-MS	0.50	1/9/2012	6/22/2012
Susan	Stahl	Wilson HS	Counselor-HS	0.75	2/6/2012	6/22/2012
Marcy	Sullwold	Vernon PK-8	Teacher-K8 Gr PK-5 LA Support	0.50	1/3/2012	6/16/2011
Erin	Thomas	Vestal K-8	Teacher-K8 Gr K	1.00	1/3/2012	4/2/2012
James	Ward	Jefferson HS-Mid Coll	Teacher-SPED SE-Behavior	1.00	2/6/2012	6/16/2012
Suzanna	Wilcox	Bridlemile K-5	Teacher-ES ESL	0.50	1/12/2012	4/17/2012
Elenoir	WilderTack	Franklin HS	Teacher-HS LA	0.50	2/27/2012	6/1/2012
Moe	Yonamine	Roosevelt HS Campus	Teacher-HS SS	1.00	2/6/2012	6/16/2012
Betty	Zambrano	da Vinci Arts MS	Teacher-SPED CB-Team	1.00	2/13/2012	5/16/2012

M. Riddell

**RESOLUTION No. 4580**

Election of First-Year Probationary Teachers (Full-Time)

**RECITAL**

The Superintendent recommends to the Board of Education (“Board”) the following named persons for election as First-Year Probationary Teachers.

**RESOLUTION**

The Board accepts the recommendation and by this resolution hereby elects as First-Year Probationary Teachers for the school year 2011-12, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

*Full-time*

First	Last	ID
Ilisa	Bruer	020704

*M. Riddell*

**RESOLUTION No. 4581**

Election of Second-Year Probationary Teachers (Full-Time)

**RECITAL**

The Superintendent recommends to the Board of Education (“Board”) the following named persons for election as Second-Year Probationary Teachers.

**RESOLUTION**

The Board accepts the recommendation and by this resolution hereby elects as Second-Year Probationary Teachers for the school year 2011-12, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

*Full-Time*

First	Last	ID
Kianne	Noakes	018013
Daniel	Aaker	020057
Cynthia	Radler-Okby	019989

*M. Riddell*



**RESOLUTION No. 4582**

Election of Third-Year Probationary Teachers (Full-Time)

**RECITAL**

The Superintendent recommends to the Board of Education ("Board") the following named persons for election as Third-Year Probationary Teachers.

**RESOLUTION**

The Board accepts the recommendation and by this resolution hereby elects as Third-Year Probationary Teachers for the school year 2011-12, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

*Full-Time*

<b>First</b>	<b>Last</b>	<b>ID</b>
Alana	Burny	018994
Christine	King	017710

*M. Riddell*

**RESOLUTION No. 4583**

Rescinding Board Resoution No. 4566

The Board of Education hereby rescinds Resolution No. 4566 that was approved on March 5, 2012.

*M. Riddell*

## RESOLUTION No. 4584

### Three Year Contract Extension for Administrators

Based on the recommendation of the Interim Executive Director of Human Resources and accepted by the Superintendent of Portland Public Schools, the Board of Education extends the contracts of the following supervisors, administrative personnel and building administrators through June 30, 2015.

Last Name	First Name
Casson-Taylor	Elizabeth
O'Neill	Tammy
Matier	Kimberly
Neuman	Gregory
Bacon	Kevin
Brent	Susan
Spalding	Jeffrey
Harris	Lorraine
Demarco	Anthony
Truong	Van
Froehlich	Deanne
Lauer	Timothy
Hull	Heather
Berry	Deborah
Kitchen	Karen
Barron	Tamara
Hall	Deadra
Crabtree	Gregory
Wilson	Pamela
Russell	Charlene
Pinder	Karen
Thompson	Patricia
Galati	Joseph
Patterson	Kim
Valder	Juanita
LaFramboise	Michael
LaFramboise	Michael
Vimegnon	Harriette
Osborn	Robi
Morrison	Robin
Weber	Colleen
Horn	John
Robertson	Lavert
Fox	Brenda

Last Name	First Name
Chatard	Brian
Keefer	Benjamin
Robbins	Gayle
Arganbright	Marcia
Jones	Seth
Lee	LaShawn
Wood	David
McKean	Gary
Cunin	Kristie
Choate	Gerald
Gutierrez	Verenice
Kleiner	Amy
Sandilands	Mark

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4585 and 4586

## RESOLUTION No. 4585

### Revenue Contracts that Exceed \$25,000 Limit 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”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts for \$25,000 or more per contractor 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

No New Contracts

#### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
State of Oregon Employment Department, Child Care Division	07/01/12 through 06/30/13	IGA 58469 Amendment 2	Madison HS and Roosevelt Campus: One-year extension to contract for continued child care services to eligible teen parents participating in an approved high school or GED completion program.	\$50,000 \$100,000	S. Higgins  Fund 205 Dept. 4306 Grant G1194

#### INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Nike USA, Inc.	09/28/11 through 09/27/21	Revenue R 58763	Lincoln HS: Ratification of grant to fund a portion of the cost of removing and replacing LHS’s multi-sport synthetic turf field.	\$60,000	T. Magliano  Fund 299 Dept. 5597 Grant S0248

#### LIMITED SCOPE REAL PROPERTY AGREEMENTS

No Limited Scope Real Property Agreements

*N. Sullivan*

**RESOLUTION No. 4586**

Personal / Professional Services, Goods, and Services Expenditure Contracts  
Exceeding \$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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
TBD – Responses received on 04/16/12; vendor selection under evaluation.	04/24/12 through 12/31/12	Material Requirements MR 59xxx	District-wide: Purchase of 88 gas burner assemblies for 47 sites; part of the Boiler Burner Purchase; ITB-12-1469.	Not-to-exceed \$1,000,000	T. Magliano Fund 191 Dept. 5597 Project F0259

**AMENDMENTS TO EXISTING CONTRACTS**

No Amendments to Existing Contracts

**INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Multnomah County Department of Transportation and Fleet and Electronic Services	07/01/12 through 06/30/13 Year 5 of Contract	IGA 56108 Amendment 5	District wide: One-year extension of contract for continued maintenance and repair of District vehicles and equipment, and continued District use of County fleet vehicles.	\$600,000 \$2,860,000	T. Magliano Fund 101 Dept. 5592

*N. Sullivan*

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4587 through 4593

## **RESOLUTION No. 4587**

### Resolution to Celebrate National Teacher Appreciation Week May 7 through 11, 2012

#### **RECITALS**

- A. Our 2,954 professional teachers, through their expertise and determination, prepare thousands of students in Portland Public Schools each year to succeed in college and career and to become responsible members of our community.
- B. The Board of Education acknowledges our teachers in Head Start, preschool, elementary, middle and high school, special education, English as a second language and alternative education as well as our curriculum coordinators, coaches, librarians, instructional specialists, counselors, psychologists and teachers on special assignment for their commitment to excellence in education for all students of Portland Public Schools.
- C. Every day, PPS teachers strive to engage all of their students by offering instruction and curriculum that are relevant to their lives and by building strong relationships with students that give them the confidence to succeed.
- D. Every day, teachers collaborate with students' families to more deeply understand students' needs and to nurture teamwork that supports active, engaged learners.
- E. Every day, teachers reach outside the classroom to build relationships with community partners that create vibrant and productive learning environments for all students.

#### **RESOLUTION**

The Board of Education declares May 7 through 11, 2012 Teacher Appreciation Week in recognition of our teachers' dedicated efforts to ensure the success of students in Portland Public Schools.

*M. Riddell*

## RESOLUTION No. 4588

### Closure of the Young Women's Leadership Academy Program and Grade Reconfiguration of Jefferson High School

#### RECITALS

- A. Portland Public Schools projects a \$27.5 million gap in our general fund between the amount of resources we expect and what it will cost to provide our current level of service for the 2012-13 school year. As K-12 Education in Oregon continues to receive a smaller share of the state budget, we will be forced to cut high leverage strategies and essential services to our students.
- B. As a district, we have defined a core program that every student deserves in order to prepare them to graduate and move on to post-secondary success. Even in these lean times, we will not abandon those expectations for our students, but we cannot provide this at every school with our current funding levels. Where we do not have sufficient enrollment to provide core academic offerings for students without a significant staffing subsidy, we must consider boundary changes, consolidations and program closures.
- C. The Harriet Tubman Leadership Academy for Young Women (YWLA) is a program of Jefferson High School serving grades 6-12. Started in 2006, YWLA is the only all girls public school program in the state of Oregon and has a focus on math, science and leadership development. Despite the tremendous efforts of the program staff, students and families to attract more students, the YWLA only had 171 students enrolled across the seven grades in October 2011. Since its inception, the District has provided the YWLA academy with additional staffing to meet the program requirements.
- D. Staff recommends closing the YWLA at the end of the 2011-12 school year and reconfiguring Jefferson High School to be a 9-12 grade school. The Superintendent and Board acknowledge that closing programs is never easy and the impact is felt most deeply by students, families, and program staff. The young women from the YWLA have demonstrated incredible leadership through this process and should be commended for their passion for their school.
- E. For the 2012-13 school year, all the students entering grades 9-12 will be offered enrollment at the Jefferson High School- Middle College for Advanced Studies as well as the opportunity to transfer to a different high school. Next year's 7<sup>th</sup> and 8<sup>th</sup> graders will be assigned to their neighborhood K-8 or middle schools, and also have the opportunity to select a different transfer school.
- F. While a full community engagement process around enrollment balancing has been planned for Fall of 2012 for the Jefferson cluster, the budget reality required an expedited process for the YWLA. Staff will still engage in this discussion with the community and make recommendations to the Board by December 2012 to ensure that decisions can be implemented in time for the 2013-14 school year. This process will address the long-term use for the Harriet Tubman facility. The site currently also houses the district's Student Services , Interpretation and Translations Services and Athletics departments.
- G. Additional rationale and implementation details regarding this recommendation are included in the accompanying staff report.

#### RESOLUTION

1. The Board accepts the Superintendent's recommendation to reconfigure Jefferson High School to a 9<sup>th</sup>-12<sup>th</sup> grade school.



2. The Board acknowledges the leadership and dedication of the YWLA students and their families. The Board expresses its confidence in these students enrolling in their new schools and remains committed to their continued success.
3. The Board commends the faculty and staff of the Young Women's Leadership Academy for their commitment to their students and their academic achievement.
4. The Board directs staff to identify transitional supports and opportunities for these students as they transition from a single-gender program into co-ed schools.
5. The Board directs staff to implement a process for community engagement around enrollment balancing in the Jefferson cluster for the Fall of 2012.

*Z. Smith*

## RESOLUTION No. 4589

### Consolidation of Humboldt PreK-8 and Boise Eliot PreK-8 Schools on the Boise Eliot Campus

#### RECITALS

- A. Portland Public Schools projects a \$27.5 million gap in our general fund between the amount of resources we expect and what it will cost to provide our current level of service for the 2012-13 school year. As K-12 Education in Oregon continues to receive a smaller share of the state budget, we will be forced to cut high leverage strategies and essential services to our students.
- B. As a district, we have defined a core program that every student deserves in order to prepare them to graduate and move on to post-secondary success. Even in these lean times, we will not abandon those expectations for our students, but we cannot provide this at every school with our current funding levels. Where we do not have sufficient enrollment to provide core academic offerings for students without a significant staffing subsidy, we must consider consolidating schools.
- C. Humboldt PK-8, is the district's smallest PK-8 or K-8 school with only 219 students attending and only 303 school-aged students living within the school boundary. The District has provided Humboldt with additional staffing for at least the last 5 years to meet program requirements. However, the proposed staffing reductions for the 2012-13 school year would move the school's program offerings below an acceptable level. Boise Eliot has 389 students grades PreK-8 and only 290 school aged students living within the neighborhood.
- D. Staff recommends consolidating Humboldt and Boise Eliot onto the Boise Eliot campus for the 2012-13 school year. By consolidating the two programs, Boise Eliot/Humboldt could potentially enroll up to 600 students for next year. The combined enrollment would result in every students having access to core classes and a considerable range of enrichment and support offerings. A description of anticipated program impacts is included in the accompanying staff report.
- E. Current students attending Humboldt, along with incoming kindergarteners and other Humboldt neighborhood students new to PPS, will be assigned to Boise-Eliot school beginning in September 2012.
- F. Most of the Humboldt neighborhood is within the Boise-Eliot one-mile walk zone. Staff will develop bus routes for neighborhood students who reside outside of the walk zone and work with families and transportation agencies to establish safe walk routes from Humboldt neighborhood to Boise-Eliot.
- G. Staff acknowledges that this recommendation's timing is challenging for families this late in the school year. Staff is committed to ensuring a smooth transition for students and families and is currently working on transfer options to address transportation and childcare issues that may arise because of the consolidation.
- H. While a full community engagement process around enrollment balancing has been planned for Fall of 2012 for the Jefferson cluster, the budget reality required an expedited process for Humboldt. Staff will still engage in this discussion with the community and make recommendations to the Board by December 2012 to ensure that decisions can be implemented in time for the 2013-14 school year. Since the current proposal is a consolidation and not a closure, the long-term use of the Humboldt facility will be incorporated into the Jefferson cluster community enrollment balancing conversation.

#### RESOLUTION

- 1. The Board accepts the Superintendent's recommendation to consolidate Humboldt and Boise Eliot on the Boise Eliot campus for the 2012-13 school year.

2. The Board acknowledges the leadership and dedication of the Humboldt students and their families. The Board expresses its confidence in these students enrolling in Boise-Eliot and remains committed to their continued success.
3. The Board commends the faculty and staff of Humboldt for their commitment to their students and their academic achievement.
4. The Board requests that the Superintendent or staff brief Board members on the transition and the supports that are provided to Humboldt students.
5. The Board directs staff to implement a process for community engagement around enrollment balancing in the Jefferson cluster for the Fall of 2012.

*Z.Smith*

## RESOLUTION No. 4590

### Approval of Purchase and Sale Agreement for former Washington Monroe High School property to Venerable Group, Inc.

#### RECITALS

- A. The District owns a 55,360 square foot site developed with a 112,256 square foot former high school building, Washington Monroe High School (WHS), located at 531 SE 14<sup>th</sup> Ave., Portland, Oregon (all of Block 282, along with portions of Lots 1 and 8, Block 283) ("Property").
- B. In July, 2003, by way of Resolution No. 2735, the Board of Education ("Board") declared the Property surplus real property.
- C. In 2004, PPS conducted a four-month community process that recommended to the Board selling part of the site to the City of Portland for use as a community center and recommended redeveloping the remaining two parcels as housing.
- D. In 2004, PPS sold 4.5 acres of the 7 acre WHS site to the City of Portland for \$5.4 million.
- E. In 2006, the Board authorized the sale of the remainder of the WHS site by means of a modified Request for Qualification and Request for Proposal process.
- F. In 2007, the Board selected Beam Development, LLC and authorized the negotiation of a sales agreement.
- G. In 2008, Beam withdrew from negotiations citing the serious economic downturn in the housing and financial markets.
- H. In early 2010, Portland Parks and Recreation (PP&R) completed a master planning process that included use of part of the WHS building as part of a proposed community center.
- I. During this planning process, PP&R was contacted by private development interests to determine whether PP&R would have interest in leasing a portion of the WHS building for community center use, should PPS be willing to sell the property. PPS received similar inquiries.
- J. In early 2010, PPS financial consultants reported that the community recommendation to PP&R had renewed interest by the development community in the acquisition of the WHS site and recommended that the District consider marketing the property and negotiating an acquisition agreement in a timely manner through a Request for Letters of Interest (RFI) process.
- K. The Board of Education adopted Resolution No. 4346 on September 27, 2010 directing District staff to conduct an RFI process to identify qualified developers of the Washington High School Building parcel and to negotiate an acquisition agreement subject to final Board approval.
- L. In November of 2010, the District released a Request for Letters of Interest (RFI). The District received four RFI responses of which two qualified to proceed to the interview step of the selection process. Venerable Development was selected by a panel to proceed and staff began negotiations with the firm. The FAO Committee was briefed on February 17, 2011 on the RFI process and the selection of Venerable Development.
- M. Venerable and District staff reached agreement on major terms of a proposed ground lease agreement for the Washington High School Building Site in early May of 2011. Portland Public School's Real Estate Trust (RET) reviewed the proposed business terms for a ground lease on May 26, 2011. The RET recommended an outright sale of the property.

- N. The District and Venerable have reached agreement on the terms of the sale, including a purchase price of \$2,000,000 based on the fair market value in cash at closing according to the summary provided as Attachment A.
- O. Board Policy 8.70.044-P provides that net revenues from the sale of surplus property shall be dedicated to a special Capital Asset Renewal Fund to support renovation and maintenance of the District's capital infrastructure or to leverage additional capital funds.

**RESOLUTION**

- 1. The Board hereby approves the sale of the former Washington Monroe High School (Property) to Venerable Group, Inc.
- 2. The Board authorizes the Deputy Clerk to enter into and execute a purchase and sale agreement for the Property consistent with the above recitals and in a form approved by General Counsel for the District. The Board directs that the net proceeds are to be used to support the District's capital improvement needs in conformance with Policy 8.70.044-P.

*T. Magliano / R. Alexander*

Attachment A: Summary of Proposed Purchase and Sale Agreement with Earnest Money Between Portland Public Schools and Venerable Group, Inc. For The Purchase Of Washington Monroe High School

**Summary of Proposed Purchase and Sale Agreement with Earnest Money Between Portland Public Schools and Venerable Group, Inc. For The Purchase Of Washington Monroe High School**

1. Terms of Sale: Portland Public Schools (PPS) agrees to sell the Washington Monroe High School building and site to Venerable Group, Inc. (Venerable) for \$2 million cash at closing.
2. Earnest Money Deposit: Upon execution of the Purchase and Sale Agreement (P&SA), Venerable will deposit \$50,000 as refundable earnest money. Earnest money will be applicable to the purchase price.
3. Due Diligence: Venerable has nine months (270 days) to complete due diligence. If Venerable desires to extend the due diligence period it may do so for up to two additional 120 day periods with payment of \$25,000 for each extension. These payments are also applicable to the purchase price but are non-refundable if Venerable does not close the purchase.
4. Assignment: Venerable may assign the P&SA to another Venerable entity provided that the transferee entity is able to carry out terms of the P&SA.
5. Completion Guarantee: Assuming that a single asset LLC controlled by Venerable ("Owner") will close on the property acquisition. Venerable will provide a completion guarantee in the form attached as Exhibit C that allows PPS to seek a specific performance remedy, in lieu of damages, if the Owner does not perform the redevelopment. "Performance" will be defined as undertaking the project according to the plans approved by the City's building permit, and according to an agreed upon schedule, and constructing the project to the point of sign off on the building permit by the City of Portland.
6. Building and Site Access: Prior to closing Venerable and its consultants will have access to the site based on terms and conditions of the P&SA.
7. Utilities: During the due diligence period, PPS will be responsible for all utility payments. Upon closing, all utilities will transfer to Venerable.
8. Communications between the parties during due diligence: Venerable agrees to meet with PPS property management staff and its consultants (if appropriate) on a monthly basis (or other agreed upon schedule) during due diligence to ensure that progress toward redevelopment is being made and to resolve issues which may arise.
9. Venerable Development has a right to erect a marketing sign, subject to City code and PPS approval, during the due diligence period.
10. PPS will provide to Venerable, any property information documents including appraisals, as-built drawings, property survey, geological surveys/test, seismic/structural reports, utility bills, historic photos and archival information in its possession.
11. PPS and Venerable have remedies in case of default, misrepresentation or failure to comply with the agreement with a maximum of \$50,000 liquidated damages.
12. Venerable will make every effort to pursue listing of the building on the National Register of Historic Places for the National Parks Service or in the absence of the listing agrees to a "Covenant not to Demolish" the school building.
13. Venerable agrees to a public input process, particularly the Buckman Community Association, and to present regular updates on their redevelopment plans.

## RESOLUTION No. 4591

### Establishing New Fund: Fund 435 – Energy Efficient Schools Fund

#### RECITALS

- A. The Energy Efficient Schools Program (EESP) was created when the Oregon Legislature passed SB1149 in the 1999 legislative session.
- B. Oregon HB2960, Section 10, passed on June 24,2011 amended SB1149 as follows:
1. The bill changes the existing distribution of Public Purpose Charge (PPC) funds from educational service districts to each school district.
  2. Funds are distributed monthly directly to school districts within their service territory by the electric companies (Portland General Electric, Pacific Power).
- The bill continues to provide that:
3. Portland General Electric and Pacific Power must collect a PPC from consumers within their service areas equal to 3 percent of the total revenues from electricity services.
  4. The first ten percent of these PPC funds must go towards energy efficiency efforts in public schools within their service areas.
  5. The Oregon Department of Energy is the program administrator of the PPC Funds in cooperation with K-12 school districts in Portland General Electric and Pacific Power territory.
- C. PPC funds received directly from the utility companies will be deposited into this new fund and identified as PPC local revenues.
1. The estimated average annual contributions are over \$800,000.
  2. The current average monthly contribution is approximately \$71,000 to Portland Public Schools.
- D. The school district may expend PPC funds for any of the following purposes:
1. Conducting energy audits. The district shall conduct an energy audit prior to expending funds on any other purpose authorized unless the district has conducted an energy audit within the last three years.
  2. Weatherization and upgrading the energy efficiency of school district facilities.
  3. Energy conservation education programs.
  4. Purchasing electricity from environmentally focused sources and investing in renewable energy resources.
  5. May be used to finance borrowing for any energy efficiency measures deemed eligible under the EESP.

- E. The passing of HB 2960 retained the same ending date of the collection of the public purpose charges by the utility companies through calendar year 2025.
- F. As of June 30, 2012, any remaining SB1149 funds will be transferred and/or reclassified to this new fund.

**RESOLUTION**

- 1. The Board hereby establishes "Fund 435: Energy Efficient Schools Fund," which will separately account for resources and requirements of the Energy Efficient Schools Program receipts from the collections of the Public Purpose Charge funds by an electric company in accordance with HB 2960, Section 10, of the Oregon Legislative Assembly – 2011 Regular Session as may be amended from time to time.
- 2. The Board acknowledges that revenue previously identified as SB1149 funding received through Multnomah Educational Service District will now be received directly by PPS and accounted for in Fund 435.

*N. Sullivan / C. Sylvester*

**RESOLUTION No. 4592**

Settlement Agreement

**RESOLUTION**

- 1. The authority to pay \$75,000 is granted in a settlement agreement for employee S.W. to resolve claims brought under Workers' Compensation.
- 2. This expenditure will be charged to the District's self-insurance fund 601.

*J. Patterson / B. Meyers*

**RESOLUTION No. 4593**

Minutes

The following minutes are offered for adoption:  
March 5, 12, and 21, 2012