

Portland Public Schools Board of Education



2010-2011

Agenda

Regular Meeting
October 12, 2010

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
October 12, 2010

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

AGENDA

1. **STUDENT PERFORMANCE** 5:30 pm
 - Cloud 9
2. **STUDENT TESTIMONY** 5:45 pm
3. **STUDENT REPRESENTATIVE'S REPORT** 6:00 pm
4. **SUPERINTENDENT'S REPORT** 6:05 pm
5. **EXCELLENCE IN TEACHING AND LEARNING** 6:10 pm
 - High School System Design (*action item*)
6. **BUSINESS AGENDA** 7:45 pm
7. **OTHER BUSINESS** 7:50 pm
8. **CITIZEN COMMENT** 8:00 pm
9. **ADJOURN** 8:30 pm

The next regular meeting of the Board will be held on **October 25, 2010**, at 5:30 pm at the Blanchard Education Service Center.

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

Portland Public Schools Nondiscrimination Statement

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

Board of Education Policy 1.80.020-P

Cloud 9

Wesley Allen
Collin Faunt
Alex Meshenuk
Jason Morrison
Sam Nichols
Michael Ponz
Sean Sele
Duncan Tuomi
Rocky Whitehill

Carl Jeppesen, Director

Student Representative Report

Without a doubt, every student has returned to a school this September that's been affected by the budget cuts one way or another. For many, they started their classes with 40 classmates, almost double what it was last year. Others were unable to take electives they wanted because of programs that had been cut, or they lost their favorite teachers due to layoffs. From the conversations I've had with students around the district, in and out of SuperSAC in which three high schools were represented, Lincoln, Wilson and Benson and also one middle school, Mt. Taber, at our October 4th meeting, students are questioning if the Superintendent's High School System Design will really be able to spread the wealth by closing Marshall and ending the Harriett Tubman Young Woman's Academy, and if it will really be offering a robust education with 10 IB or AP courses, which seems impossible with the current state funding. As the Wilson SuperSAC representative pointed out, education will never truly be fixed unless Oregon fixes its volatile tax system. There's a doubt among students that unless Oregon can create a stronger rainy day fund for education, for times like now, we'll continue to face low graduation rate and a wide achievement gap.

From conversations I've had with Marshall students, they implored the Superintendent not to close their school. They pointed out that Marshall graduates twice the amount of Academy Priority students than schools they would end up going to if it were closed.

At SuperSAC, everyone was skeptical whether the High School System Design plan would actually increase the graduation rate and close the achievement gap. However we did discuss problems in education that the plan definitely does not address, and that's teachers who don't teach well. We all talked about how we've had bad teachers in the past, and how we feel an inability to report bad teachers to a person of power and actually have something done about it, whether that person talks to that teacher about the student's concerns, sits in a class to observe for themselves, or takes a more serious action. The students said more often than not that nothing is done about the teachers.

Another topic discussed in SuperSAC was drugs, and how peer pressure plays a role in it. Drugs in high schools are a nationwide problem, and because of that it's been generally accepted and nothing much has been done to counter it outside of health class. We look forward to discussing it further with more students at the next SuperSAC meeting. We also touched on bullying and how much of a problem it played in Portland Public Schools, because recently it's been a highlighted problem around the U.S. Our Mt. Taber representative said it is very much prevalent in middle school, but the high school representatives said they don't see much bullying in their high schools.

Our next steps in SuperSAC is to visit other high schools and discuss schools with students in focus groups. We hope that at the November 1st meeting that every high school will be represented, so we can discuss every high school's perspective on the High School System Design plan. We also entertained the idea of trying to hold a private screening of the movie "Waiting for Superman" free for all PPS students to start a conversation around the achievement gap. Right now the focus on SuperSAC rep's minds is the High School System Design. Everyone agrees that something needs to be done to fix our educational system, and acknowledges that the school district does face a budget crisis.

School Reconfiguration/Closure Report for Biz Tech High School at Marshall

Date:
October 12, 2010

School Reconfiguration/Closure Process

The PPS Board determines whether schools will be reconfigured and/or closed. Board determination on school reconfigurations and closures is based on the superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) provides that the superintendent's recommendation be accompanied by a School Report. If you have questions about this process or this report, see contact information below.

Contact Person: Mark Davalos

Location: 501 N Dixon, Portland OR
97227

Phone Number: 503-916-6542

1. School Profile

School Name: Biz Tech High School at Marshall

Location: 3905 SE 91st, Portland OR
97226

Administrator: Devon Baker

1a. School Description

Grade Levels Served: 9-12

• Description of programs, e.g., curriculum, course offerings, staffing:

BizTech High School has created a small high school environment that supports the integration of business, technology and entrepreneurship with core subjects. Biz Tech offers a series of career related courses such as: Accounting 1-2, Computer Applications, Digital Media I-II, and Architectural Design. The school also offers additional support classes in math and reading.

BizTech currently has 19.22 staff.

1b. Financial

Projected overall cost or savings to the district:

The primary benefit of closing BizTech along with the other two small schools on the Marshall campus is to enhance PPS' ability to offer a strong core program at all community comprehensives, by increasing the number of students at each community comprehensive. The superintendent recommends consolidating programs and schools to bolster the entire high school system's program quality, not necessarily to cut costs.

Cost savings related to closing the Marshall schools are limited to non-existent during the first year. After year one, cost savings from closing the three small schools is estimated to be \$855,000 per year, using current compensation levels and staffing practices, which could change in the near future due to budget uncertainty. In the long term, the primary drivers of cost savings result from: 1) school administrative 2) custodial labor and 3) utilities costs.

1c. Student Enrollment

Past enrollment over last five years:

2006-2007	2007-2008	2008-2009	2009-10	10/1 2010
292	262	279	284	280

Marshall Campus Attendance area data for 2009-10:

	Number of Students	Percentage of Total
Neighborhood PPS Student Population	1592	
Attending Marshall campus	665	42%
Other PPS Neighborhood Schools	433	27%
Special Programs/Focus Schools	231	15%
PPS Charter Schools	27	2%
Special Services	67	4%
Community Based Alternatives	169	11%

Student performance information

Graduation Rates: ODE (Cohort Methodology)

Total Graduation Rate	African American	Asian/Pacific Islander	Hispanic	White	FRL	Limited English	SPED
36%	14%	36%	40%	40%	40%	23%	16%

Biz Tech High School Achievement - % Meeting or Exceeding Benchmarks

Year	Reading	Math
2006-2007	41%	35%
2007-2008	52%	33%
2008-2009	43%	32%
2009-10	59%	37%

Neighborhood and School Demographic Information October 2009 Enrollment Data

	Total School Enrollment						
	White	Non-white	Unspecified/Other	Free and Reduced Lunch	Special Education	TAG	ELL
RA2	52%	46%	2%	77%	21%	5%	10%
Biz Tech	39%	60.5%	.5%	83%	16%	7%	18%
Pauling	44%	64%	2%	78%	18%	7%	16%
Marshall Neighborhood	45%	64%	1%	67%	NA	10%	10%

2. School Facilities and Student Reassignment

There are several options for setting new high school attendance boundaries and assigning current Marshall-area students to community comprehensives. If the board approves the superintendent's recommendation, these options will be discussed with the affected communities. PPS will use the input gained from these discussions to create boundary change proposals to bring to the school board.

Much discussion would revolve around the assignment of Whitman, Woodmere and Woodstock elementary students (following middle school) and Creston K-8 students to Cleveland and Franklin high schools. Some options result in greater balance of family income at the schools, while others keep students from middle schools together as they move into high school. We anticipate that recommendations on boundary changes will be provided to the school board no later than December 1, 2010.

Similar discussions will occur regarding the assignment of existing 9th-11th Marshall students to community schools.

2a. Current School Facility Profile

School Name: Biz Tech High School at Marshall	
School location: 3905 SE 91 st Ave, Portland OR 97226	Building condition: Marshall's 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) is 53.02%

<p>1592</p> <p>Students attending Marshall from the Marshall neighborhood (2009-2010): 665 (an additional 82 students attend from outside the Marshall area)</p> <p>Current 9-11th graders (October 2010 count): 555 students</p>	<p>Franklin high school's capital improvement needs include seismic, accessibility, HVAC, plumbing, security, technology, building envelope and athletic facility upgrades.</p> <p>Madison High School Madison high school's capital improvement needs include seismic, accessibility, plumbing, security, technology, building envelope and athletic facility upgrades.</p>
--	--

Proposed attendance boundary (see accompanying map):

Transportation options and barriers: Students will rely on public transportation. PPS anticipates that similar to this current year, all students will be provided a free Tri-Met pass.

How will this school location accommodate the reassigned students? Space exists at Madison and Franklin to accommodate reassigned students while limited space exists at Cleveland for possible incoming freshmen assignment.

Additional commentary: PPS recommends assigning all of the current 9th-11th grade Marshall students to Madison and Franklin for the 2011-12 school year. Dialog with the community will assist in determining boundaries for incoming freshmen which could additionally include Cleveland assignments.

3. Educational Impact

The most recent data shows that surrounding community schools (Cleveland, Franklin and Madison) can serve affected students as well as, if not better, than BizTech. (See the attached spreadsheet labeled, "Comparison of Achievement and Other Key Metrics" for more information).

How will the newly assigned school(s) meet the needs of low achieving, special needs, ELL, and TAG students?

General District Protocols

English Language Learners (ELL), Special Education (Sped) Students, and Talented and Gifted (TAG) students, as much as possible, will attend the community school for their attendance area. All efforts will be made to provide the special services these students need at their reassigned high school while having access to the core program. In small schools it has been difficult to group English Language Learners appropriately, but with larger school populations students (due to the High School Design Initiative) similar language levels can be placed in the appropriate level English Language Development (ELD) class. With all schools offering advanced academic and elective classes and at least 10 AP, IB or dual credit classes, TAG students will have opportunities to take a challenging curriculum no matter where they live. There may be some exceptions to neighborhood placement. For newcomer English Language Learners who come with very little education PPS offers a Transition/Reconnection Center at Madison. Students with certain disabilities may not be able to attend their community school if

they need highly specialized instruction only available at a few high schools. TAG students who qualify for ACCESS at the high school level will currently continue at Grant High School. (Students with disabilities at focus schools will have equal access in the least restrictive environment, following their Individualized Education Plans.)

To support ninth graders and low achieving students, Portland Public Schools has invested in freshman academies. Typically, freshman academies bring one group of ninth-grade students together for three core classes. A counselor assigned to the academy meets regularly with the three academy teachers, selected for their sensitivity to the unique needs of ninth-graders and skills to build relationships. This allows teachers to share strategies and support their common group of students. The below matrix outlines in greater detail which supports the receiving schools offer.

School	Low Achieving / Student Support	ELL	SPED	TAG
Cleveland	<p>Freshman academies in place</p> <p>Peer to peer mentoring</p> <p>All academic priority students assigned an adult mentor</p> <p>Academic priority students take a "freshman success" course to provide further academic and transition support.</p>	<p>ELD Academic Support (Newcomer)</p> <p>ELD Reading</p> <p>ELD Writing</p> <p>LE Literature</p> <p>LE Composition</p> <p>LE Reading</p> <p>LE Writing</p>	<p>Special Education team consists of teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, and educational assistants</p>	<p>International baccalaureate opportunity to earn an IB Diploma</p> <p>In-house Portland State University courses, one in calculus and the other in physics that offer both high school and PSU credit.</p> <p>Mandarin Chinese Immersion program.</p> <p>Students who complete advanced offerings may enroll in the Reed College Young Scholars program or the Portland State University Challenge program.</p>
Franklin	<p>Freshman academies in place</p>	<p>ELD E1 paired with English language classes</p>	<p>Special Education team consists of</p>	<p>10 or more AP Courses</p>

	<p>Peer to peer mentoring through Link Crew</p> <p>Academic priority students take a course to provide further academic and transition support.</p> <p>Before and after school tutoring for math and English; also have a tutoring program provided by Reed College students.</p> <p>Credit recovery opportunities available at the end of each semester.</p> <p>Jump Ahead! Summer Geometry offered for future Franklin Quakers to get a year ahead in math.</p>	<p>ELD E2 paired with English language classes</p> <p>ELD E3</p> <p>ELD E4</p> <p>ESL Study Skills</p>	<p>teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, educational assistants</p>	<p>Advanced Scholars Program</p> <p>Dual college credit with PCC, Mt. Hood and PSU</p> <p>Will have Spanish Immersion beginning in 2011</p>
Madison	<p>Freshman academies in place</p> <p>AVID already in place</p> <p>SUN program</p> <p>STEP UP</p> <p>IGNITE Peer Mentoring,</p> <p>4 counselors (including one counselor assigned to each learning community plus a prevention/retention counselor who works</p>	<p>ELD E1</p> <p>ELD E2</p> <p>ELD E3</p> <p>ELD E4</p> <p>Transition/reconnection center located at Madison</p>	<p>Special Education team consists of teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, educational assistants</p>	<p>10 Advanced Placement / advanced courses available</p> <p>Dual college credit in Spanish is also available with PCC</p> <p>Speech and debate</p> <p>3 different World Languages (French, Spanish, and German)</p>

	with enrollment, family involvement, AVID, Gear Up and ASPIRE programs)			
--	---	--	--	--

4. Community/Cluster and District Impact Analysis

4a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices? By operating fewer community high schools, the district can offer a deeper and more sustainable program at each school because enrollment at existing community schools will be larger and more stable. For example, at our existing ratio, we believe it is not feasible to offer the core program as defined with an enrollment of fewer than 1000 students. With the revenue shortfall that is anticipated in the upcoming years, it is likely that the threshold enrollment level to offer the core program will exceed 1000 students, which provides further rationale for why the District must consolidate programs and schools.

When schools cannot offer a strong core program, the District has two choices: 1) provide the school with additional staff beyond what the staffing formula purports; this will generally mean taking away staff from other high schools, thereby increasing these school's class size and/or reducing their programs. Currently, Marshall in total receives a staff subsidy of approximately one full time employee. Historically, the three small schools on the Marshall campus have received a subsidy. 2) allow the school to offer a sub-par program.

Neither of these options is optimal to students.

Closing the Marshall small schools increases enrollment at Franklin to an estimated range in 2014 of 1408-1452. Franklin currently enrolls 1039 students. If PPS were to not consolidate any programs or schools, PSU projects that Franklin's enrollment will drop to 990 students (assuming the medium growth scenario) by 2014.

Closing the Marshall small schools increases enrollment at Madison to approximately 1305 students. Madison's current enrollment is 923. If PPS were to not consolidate any programs or schools, PSU projects that Madison's enrollment would drop to 858 students (assuming the medium growth scenario) by 2014.

In the initiation of these small schools the Board affirmed a goal of at least 1200 students on the campus, and by 2007 the schools ability to sustain themselves within their regular staffing allocation. Additionally, the small schools strategy was identified explicitly as a way to attract back neighborhood students. These goals have not been accomplished.

4b. District Analysis

Community partnerships and possible community impact:

How does the proposed closure and redistribution align with other districts goals and plans (e.g. cluster plans, facilities plan, strategic plan, others)?

Superintendent Carole Smith presented to the Portland School Board with her proposal to strengthen secondary education in Portland Public Schools by creating a high school system that guarantees all students access to a comprehensive program. Part of this plan includes offering an engaging and rigorous core program at all community schools. In order to offer this program, community schools need to have an enrollment of more than 1000 students. This requires the District to consolidate and offer fewer schools with more robust programs.

Summary of key elements of operational plan for implementing the recommendations:

Action Steps/Timeline

TIMELINE	EVENT
November 2010	Student Assignment - gather feedback from parents, students and PPS staff
November 2010	Student Transition - Develop detailed process for integrating students with new schools
November 2010	Notify all district partners (after school programs, state and county etc..) of school closure
December 2010 - December 2011	Student Transition - Implement detailed process
December, 2010	Student Assignment - Finalize new boundaries
December, 2010	Student Assignment - Determine where students will be assigned
December 2010	Student Assignment - Inform families of new boundaries/assignment
December 2010	Reassign staff - Decide upon approach to staff reassignment
December 2010	Reassign staff - staff meetings with affected parties staff reassignment
January 2011	Update/Revise enrollment projections
March 2011	Update/Revise budgets / (new accounting codes etc...
March 2011	Reassign staff - staff reassignment implementation
January - June 2011	Facilities - Determine new use of Marshall facility
November 2010- August 2011	Facilities - Prepare receiving schools for increased enrollments and core program requirements
November - December 2010	Facilities - Ensure all legal requirements with City are met
December 2010 - April 2011	Facilities and SPED - develop plans to accommodate needs of students with special needs
December 2010	Transportation Plan - finalize transportation plan for affected students
March 2011	School moves - Develop comprehensive plan for moving staff, equipment and materials
January - March 2011	School/ Program moves - find location for teen parent program, clothes closet

December – August 2011	School/ Program moves – work with county to relocate health clinic and/or SUN program	
December – August 2011	School/Program moves – determine if and how SUN program can be located at Franklin and/or Cleveland	
April – May 2011	Student Cumulative Records – develop plan to transfer and/or store student records	
June – July 2011	Student Cumulative Records – implement	
Explain how the report has been reviewed by appropriate district staff. This report has been reviewed by the Chief of Staff, the COO, the CAO and the Deputy Superintendent in charge of the Marshall cluster.		This
Recommended by (Superintendent):		Date:

School Reconfiguration/Closure Report for Pauling High School at Marshall

Date:
October 12, 2010

School Reconfiguration/Closure Process

The PPS Board determines whether schools will be reconfigured and/or closed. Board determination on school reconfigurations and closures is based on the superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) provides that the superintendent's recommendation be accompanied by a School Report. If you have questions about this process or this report, see contact information below.

Contact Person: Mark Davalos

Location: 501 N Dixon, Portland OR
97227

Phone Number: 503-916-6542

1. School Profile

School Name: Pauling Academy of Integrated Science - Marshall Campus

Location: 3905 SE 91st, Portland OR
97226

Administrator: David Hamilton

1a. School Description

Grade Levels Served: 9-12

• Description of programs, e.g., curriculum, course offerings, staffing:

Named for Linus Pauling, Portland-raised Nobel Laureate, Pauling Academy of Integrated Science is a college preparatory small school with a focus on Science and Math. Pauling Academy's mission is to create a community of socially aware and engaged citizens.

Pauling currently has 11.83 full time equivalent staff.

1b. Financial

Projected overall cost or savings to the district:

The primary benefit of closing Pauling along with the other two small schools on the Marshall campus is to enhance PPS' ability to offer a strong core program at all community comprehensives, by increasing the number of students at each community comprehensive. The superintendent recommends consolidating programs and schools to bolster the entire high school system's program quality, not necessarily to cut costs.

Cost savings related to closing the Marshall schools are limited to non-existent during the first year. After year one, cost savings from closing the three small schools is estimated to be \$855,000 per year, using current compensation levels and staffing practices, which could change in the near future due to budget uncertainty. In the long term, the primary drivers of cost savings result from: 1) school administrative 2) custodial labor and 3) utilities costs.

1c. Student Enrollment

Past enrollment over last five years:

2006-2007	2007-2008	2008-2009	2009-10	10/1 2010
254	219	186	175	170

Marshall Campus Attendance area data for 2009-10:

	Number of Students	Percentage of Total
Neighborhood PPS Student Population	1592	
Attending Marshall campus	665	42%
Other PPS Neighborhood Schools	433	27%
Special Programs/Focus Schools	231	15%
PPS Charter Schools	27	2%
Special Services	67	4%
Community Based Alternatives	169	11%

Student performance information

Graduation Rates: ODE (Cohort Methodology)

Total Graduation Rate	African American	Asian/Pacific Islander	Hispanic	White	FRL	Limited English	SPED
51%	Too small	67%	45%	49%	49%	43%	29%

Pauling Academy High School Achievement - % Meeting or Exceeding Benchmarks

Year	Reading	Math
2006-2007	57%	42%
2007-2008	60%	55%
2008-2009	66%	57%
2009-10	66%	59%

Neighborhood and School Demographic Information October 2009-10 Enrollment Data

	Total School Enrollment						
	White	Non-white	Unspecified/Other	Free and Reduced Lunch	Special Education	TAG	ELL
RA2	52%	46%	2%	77%	21%	5%	10%
Biz Tech	39%	60.5%	.5%	83%	16%	7%	18%
Pauling	44%	64%	2%	78%	18%	7%	16%
Marshall Neighborhood	45%	64%	1%	67%	NA	10%	10%

2. School Facilities and Student Reassignment

There are several options for setting new high school attendance boundaries and assigning current Marshall-area students to community comprehensives. If the board approves the superintendent's recommendation, these options will be discussed with the affected communities. PPS will use the input gained from these discussions to create boundary change proposals to bring to the school board.

Much discussion would revolve around the assignment of Whitman, Woodmere and Woodstock elementary students (following middle school) and Creston K-8 students to Cleveland and Franklin high schools. Some options result in greater balance of family income at the schools, while others keep students from middle schools together as they move into high school. We anticipate that recommendations on boundary changes will be provided to the school board no later than December 1, 2010.

Similar discussions will occur regarding the assignment of existing 9th-11th Marshall students to community schools.

2a. Current School Facility Profile

School Name: Pauling at Marshall	
School location: 3905 SE 91 st Ave, Portland OR 97226	<p>Building condition: Marshall's 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) is 53.02%</p> <p>Marshall's original construction date is 1960, includes 3 stories, approximately 271,427</p>

	<p>square feet, and is situated on a 23 acre site.</p> <p>Marshall's maximum recommended planning capacity range is 1350-1620 students at a 75% utilization rate with an average class size of 25-30 students.</p>
<p>Capital Needs: Marshall high school's capital improvement needs include seismic, accessibility, HVAC (including boiler conversion), plumbing, security, technology, building envelope and athletic facility upgrades.</p>	<p>ADA accessibility: Marshall's accessibility is comparable to other PPS high schools, all of which need upgrades. Marshall is close to full program accessibility with the exception of athletic support spaces.</p>

Building use: Currently, Marshall houses 3 small schools plus night school, a teen parent program and childcare, a SUN program, a Multnomah County health clinic, a Lents Tech Center, and a Step up program.

Analysis of current and potential use of the facility, including recommended disposition:
The Superintendent has indicated that she does not recommend permanently shuttering or selling the 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 2010-11 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.

2b. Student Reassignment

School Names: Franklin High School and Madison High School; potentially Cleveland High School for incoming freshmen.

<p>School location:</p> <p>Cleveland High School: 3400 SE 26th Ave. Portland, OR</p> <p>Franklin High School: 5405 SE Woodward St. Portland, OR</p>	<p>Building condition and Facility Capacity:</p> <p>Cleveland High School Cleveland's 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) is 49.66%</p> <p>Cleveland's original construction date is 1928, includes 3 stories, several additions, approximately 253,895 square feet, and is situated on a 12 acre site.</p> <p>Cleveland's maximum recommended planning capacity range is 1500-1800 students at a 75% utilization rate with an average class size of 25-30 students.</p> <p>Franklin High School The 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) for Franklin is 50.27%.</p>
---	---

<p>Madison High School 2735 NE 82nd Ave. Portland, OR</p>	<p>Franklin’s original construction date is 1915, includes 3 floors, several additions, approximately 237,027 square feet, and is situated on an 18 acre site.</p> <p>Franklin’s maximum recommended planning capacity range is 1444-1733 students at a 75% utilization rate with an average class size of 25-30 students.</p> <p>Madison High School Madison’s 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) is 39.44%</p> <p>Madison’s original construction date is 1955, includes 3 stories, approximately 370,112 square feet, and is situated on a 20 acre site. Madison’s maximum recommended planning capacity range is 1406-1688 students at a 75% utilization rate with an average class size of 25-30 students.</p> <p>ADA accessibility:</p> <p>Cleveland High School Cleveland’s main entry is not accessible. The accessible entrance is located on the east side of the building. Cleveland’s accessibility is comparable to other PPS high schools which need upgrades. Cleveland is close to full program accessibility.</p> <p>Franklin High School An accessible ramp to the front entry way was installed during the summer of 2010.</p> <p>Franklin is moderate in regards to full program accessibility needing accessibility to the cafeteria, several classrooms, and athletic support spaces.</p> <p>Madison High School Madison’s accessibility is comparable to other PPS high schools which need upgrades. Madison is close to full program accessibility with the exception of athletic support spaces.</p>
<p>Number of students affected:</p> <p>Students in Marshall boundary (2009-2010): 1592</p>	<p>Capital needs:</p> <p>Cleveland High School Cleveland high school’s capital improvement needs include seismic, accessibility, HVAC, plumbing, technology, building envelope and security upgrades.</p> <p>Franklin High School Franklin high school’s capital improvement needs include</p>

<p>Students attending Marshall from the Marshall neighborhood (2009-2010): 665 (an additional 82 students attend from outside the Marshall area)</p> <p>Current 9-11th graders (October 2010 count): 555 students</p>	<p>seismic, accessibility, HVAC, plumbing, security, technology, building envelope and athletic facility upgrades.</p> <p>Madison High School Madison high school's capital improvement needs include seismic, accessibility, plumbing, security, technology, building envelope and athletic facility upgrades.</p>
--	---

Proposed attendance boundary (see accompanying map):

Transportation options and barriers: Students will rely on public transportation. PPS anticipates that similar to this current year, all students will be provided a free Tri-Met pass.

How will this school location accommodate the reassigned students? Space exists at Madison and Franklin to accommodate reassigned students while limited space exists at Cleveland for possible incoming freshmen assignment.

Additional commentary: PPS recommends assigning all of the current 9th-11th grade Marshall students to Madison and Franklin for the 2011-12 school year. Dialog with the community will assist in determining boundaries for incoming freshmen which could additionally include Cleveland assignments.

3. Educational Impact

The most recent data shows that Cleveland and Franklin can serve affected students as well as Pauling. (See the attached spreadsheet labeled, "Comparison of Achievement and Other Key Metrics" for more information).

Madison graduates approximately the same percentage of students by subgroup as does Pauling. Madison has also seen growth in the last year in both reading and math 10th grade OAKS scores.

How will the newly assigned school(s) meet the needs of low achieving, special needs, ELL, and TAG students?

General District Protocols

English Language Learners (ELL), Special Education (Sped) Students, and Talented and Gifted (TAG) students, as much as possible, will attend the community school for their attendance area. All efforts will be made to provide the special services these students need at their reassigned high school while having access to the core program. In small schools it has been difficult to group English Language Learners appropriately, but with larger school populations students (due to the High School Design Initiative) similar language levels can be placed in the appropriate level English Language Development (ELD) class. With all schools offering advanced academic and elective classes and at least 10 AP, IB or dual credit classes, TAG students will have opportunities to take a challenging curriculum no matter where they live. There may be some exceptions to neighborhood placement. For newcomer English Language

Learners who come with very little education PPS offers a Transition/Reconnection Center at Madison. Students with certain disabilities may not be able to attend their community school if they need highly specialized instruction only available at a few high schools. TAG students who qualify for ACCESS at the high school level will currently continue at Grant High School. (Students with disabilities at focus schools will have equal access in the least restrictive environment, following their Individualized Education Plans.)

To support ninth graders and low achieving students, Portland Public Schools has invested in freshman academies. Typically, freshman academies bring one group of ninth-grade students together for three core classes. A counselor assigned to the academy meets regularly with the three academy teachers, selected for their sensitivity to the unique needs of ninth-graders and skills to build relationships. This allows teachers to share strategies and support their common group of students. The below matrix outlines in greater detail which supports the receiving schools offer.

School	Low Achieving / Student Support	ELL	SPED	TAG
Cleveland	<p>Freshman academies in place</p> <p>Peer to peer mentoring</p> <p>All academic priority students assigned an adult mentor</p> <p>Academic priority students take a "freshman success" course to provide further academic and transition support.</p>	<p>ELD Academic Support (Newcomer)</p> <p>ELD Reading</p> <p>ELD Writing</p> <p>LE Literature</p> <p>LE Composition</p> <p>LE Reading</p> <p>LE Writing</p>	<p>Special Education team consists of teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, and educational assistants</p>	<p>International baccalaureate opportunity to earn an IB Diploma</p> <p>In-house Portland State University courses, one in calculus and the other in physics that offer both high school and PSU credit.</p> <p>Mandarin Chinese Immersion program.</p> <p>Students who complete advanced offerings may enroll in the Reed College Young Scholars program or the Portland State University Challenge program.</p>
Franklin	Freshman academies	ELD E1 paired	Special	10 or more AP

	<p>in place</p> <p>Peer to peer mentoring through Link Crew</p> <p>Academic priority students take a course to provide further academic and transition support.</p> <p>Before and after school tutoring for math and English; also have a tutoring program provided by Reed College students.</p> <p>Credit recovery opportunities available at the end of each semester.</p> <p>Jump Ahead! Summer Geometry offered for future Franklin Quakers to get a year ahead in math.</p>	<p>with English language classes</p> <p>ELD E2 paired with English language classes</p> <p>ELD E3</p> <p>ELD E4</p> <p>ESL Study Skills</p>	<p>Education team consists of teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, educational assistants</p>	<p>Courses</p> <p>Advanced Scholars Program</p> <p>Dual college credit with PCC, Mt. Hood and PSU</p> <p>Will have Spanish Immersion beginning in 2011</p>
Madison	<p>Freshman academies in place</p> <p>AVID already in place</p> <p>SUN program</p> <p>STEP UP</p> <p>IGNITE Peer Mentoring,</p> <p>4 counselors (including one counselor assigned to each learning community plus a</p>	<p>ELD E1</p> <p>ELD E2</p> <p>ELD E3</p> <p>ELD E4</p> <p>Transition/reconnection center located at Madison</p>	<p>Special Education team consists of teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, educational assistants</p>	<p>10 Advanced Placement / advanced courses available</p> <p>Dual college credit in Spanish is also available with PCC</p> <p>Speech and debate</p> <p>3 different World Languages (French, Spanish, and</p>

	prevention/retention counselor who works with enrollment, family involvement, AVID, Gear Up and ASPIRE programs)			German)
--	--	--	--	---------

4. Community/Cluster and District Impact Analysis

4a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices? By operating fewer community high schools, the district can offer a deeper and more sustainable program at each school because enrollment at existing community schools will be larger and more stable. For example, at our existing ratio, we believe it is not feasible to offer the core program as defined with an enrollment of fewer than 1000 students. With the revenue shortfall that is anticipated in the upcoming years, it is likely that the threshold enrollment level to offer the core program will exceed 1000 students, which provides further rationale for why the District must consolidate programs and schools.

When schools cannot offer a strong core program, the District has two choices: 1) provide the school with additional staff beyond what the staffing formula purports; this will generally mean taking away staff from other high schools, thereby increasing these school’s class size and/or reducing their programs. Currently, Marshall in total receives a staff subsidy of approximately one full time employee. Historically, the three small schools on the Marshall campus have received a subsidy. 2) allow the school to offer a sub-par program.

Neither of these options is optimal to students.

Closing the Marshall small schools increases enrollment at Franklin to an estimated range in 2014 of 1408-1452. Franklin currently enrolls 1039 students. If PPS were to not consolidate any programs or schools, PSU projects that Franklin’s enrollment will drop to 990 students (assuming the medium growth scenario) by 2014.

Closing the Marshall small schools increases enrollment at Madison to approximately 1305 students. Madison’s current enrollment is 923. If PPS were to not consolidate any programs or schools, PSU projects that Madison’s enrollment would drop to 858 students (assuming the medium growth scenario) by 2014.

In the initiation of these small schools the Board affirmed a goal of at least 1200 students on the campus, and by 2007 the schools ability to sustain themselves within their regular staffing allocation. Additionally, the small schools strategy was identified explicitly as a way to attract back neighborhood students. These goals have not been accomplished.

4b. District Analysis

Community partnerships and possible community impact:

How does the proposed closure and redistribution align with other districts goals and plans (e.g. cluster plans, facilities plan, strategic plan, others)?

Superintendent Carole Smith presented to the Portland School Board with her proposal to strengthen secondary education in Portland Public Schools by creating a high school system that guarantees all students access to a comprehensive program. Part of this plan includes offering an engaging and rigorous core program at all community schools. In order to offer this program, community schools need to have an enrollment of more than 1000 students. This requires the District to consolidate and offer fewer schools with more robust programs.

Summary of key elements of operational plan for implementing the recommendations:

Action Steps/Timeline

TIMELINE	EVENT
November 2010	Student Assignment - gather feedback from parents, students and PPS staff
November 2010	Student Transition - Develop detailed process for integrating students with new schools
November 2010	Notify all district partners (after school programs, state and county etc..) of school closure
December 2010 - December 2011	Student Transition - Implement detailed process
December, 2010	Student Assignment - Finalize new boundaries
December, 2010	Student Assignment - Determine where students will be assigned
December 2010	Student Assignment - Inform families of new boundaries/assignment
December 2010	Reassign staff - Decide upon approach to staff reassignment
December 2010	Reassign staff - staff meetings with affected parties staff reassignment
January 2011	Update/Revise enrollment projections
March 2011	Update/Revise budgets / (new accounting codes etc...
March 2011	Reassign staff - staff reassignment implementation
January - June 2011	Facilities - Determine new use of Marshall facility
November 2010- August 2011	Facilities - Prepare receiving schools for increased enrollments and core program requirements
November - December 2010	Facilities - Ensure all legal requirements with City are met
December 2010 - April 2011	Facilities and SPED - develop plans to accommodate needs of students with special needs
December 2010	Transportation Plan - finalize transportation plan for affected students

March 2011	School moves - Develop comprehensive plan for moving staff, equipment and materials	
January - March 2011	School/ Program moves - find location for teen parent program, clothes closet	
December - August 2011	School/ Program moves - work with county to relocate health clinic and/or SUN program	
December - August 2011	School/Program moves - determine if and how SUN program can be located at Franklin and/or Cleveland	
April - May 2011	Student Cumulative Records - develop plan to transfer and/or store student records	
June - July 2011	Student Cumulative Records - implement	
<p>Explain how the report has been reviewed by appropriate district staff. This report has been reviewed by the Chief of Staff, the COO, the CAO and the Deputy Superintendent in charge of the Marshall cluster.</p>		
Recommended by (Superintendent):		Date:

School Reconfiguration/Closure Report for Renaissance Arts High School at Marshall

Date:
October 12, 2010

School Reconfiguration/Closure Process

The PPS Board determines whether schools will be reconfigured and/or closed. Board determination on school reconfigurations and closures is based on the superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) provides that the superintendent's recommendation be accompanied by a School Report. If you have questions about this process or this report, see contact information below.

Contact Person: Mark Davalos

Location: 501 N Dixon, Portland OR
97227

Phone Number: 503-916-6542

1. School Profile

School Name: Renaissance High School at Marshall

Location: 3905 SE 91st, Portland OR
97226

Administrator: Fred Locke

1a. School Description

Grade Levels Served: 9-12

• Description of programs, e.g., curriculum, course offerings, staffing:

Renaissance Arts Academy, RA2, is a small college preparatory arts focus high school on the Marshall campus. The mission at the Renaissance Arts Academy is "to ignite in our students, through the arts and rigorous arts-infused academics, the enduring passion, creativity and intellectual curiosity that will empower them to affect positive change in our dynamic, intercultural society." Students are expected to take 4 years of English, 3-4 years of Math, 3 years of Science, 3 years of Social Studies, Spanish, Health/Wellness, and art electives that fulfill their Pathways requirement. Arts offerings include Painting/Drawing, Ceramics, Photography, Music, Video Production, and Dance.

RA2 currently has 17.9 staff.

1b. Financial

Projected overall cost or savings to the district:

The primary benefit of closing RA2 along with the other two small schools on the Marshall campus is to enhance PPS' ability to offer a strong core program at all community comprehensives, by increasing the number of students at each community comprehensive. The superintendent recommends consolidating programs and schools to bolster the entire high school system's program quality, not necessarily to cut costs.

Cost savings related to closing the Marshall schools are limited to non-existent during the first year. After year one, cost savings from closing the three small schools is estimated to be \$855,000 per year, using current compensation levels and staffing practices, which could change in the near future due to budget uncertainty. In the long term, the primary drivers of cost savings result from: 1) school administrative 2) custodial labor and 3) utilities costs.

1c. Student Enrollment

Past enrollment over last five years:

2006-2007	2007-2008	2008-2009	2009-10	10/1 2010
314	294	309	288	264

Marshall Campus Attendance area data for 2009-10:

	Number of Students	Percentage of Total
Neighborhood PPS Student Population	1592	
Attending Marshall campus	665	42%
Other PPS Neighborhood Schools	433	27%
Special Programs/Focus Schools	231	15%
PPS Charter Schools	27	2%
Special Services	67	4%
Community Based Alternatives	169	11%

Student performance information

Graduation Rates: ODE (Cohort Methodology)

Total Graduation Rate	African American	Asian/Pacific Islander	Hispanic	White	FRL	Limited English	SPED
37%	15%	80%	40%	31%	36%	28%	8%

Biz Tech High School Achievement - % Meeting or Exceeding Benchmarks

Year	Reading	Math
2006-2007	60%	46%
2007-2008	55%	40%
2008-2009	65%	52%
2009-10	64%	50%

**Neighborhood and School Demographic Information
October 2009-10 Enrollment Data**

	Total School Enrollment						
	White	Non-white	Unspecified/Other	Free and Reduced Lunch	Special Education	TAG	ELL
RA2	52%	46%	2%	77%	21%	5%	10%
Biz Tech	39%	60.5%	.5%	83%	16%	7%	18%
Pauling	44%	64%	2%	78%	18%	7%	16%
Marshall Neighborhood	45%	64%	1%	67%	NA	10%	10%

2. School Facilities and Student Reassignment

There are several options for setting new high school attendance boundaries and assigning current Marshall-area students to community comprehensives. If the board approves the superintendent’s recommendation, these options will be discussed with the affected communities. PPS will use the input gained from these discussions to create boundary change proposals to bring to the school board.

Much discussion would revolve around the assignment of Whitman, Woodmere and Woodstock elementary students (following middle school) and Creston K-8 students to Cleveland and Franklin high schools. Some options result in greater balance of family income at the schools, while others keep students from middle schools together as they move into high school. We anticipate that recommendations on boundary changes will be provided to the school board no later than December 1, 2010.

Similar discussions will occur regarding the assignment of existing 9th-11th Marshall students to community schools.

2a. Current School Facility Profile

School Name: RA2 at Marshall	
School location: 3905 SE 91 st Ave, Portland OR 97226	<p>Building condition: Marshall's 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) is 53.02%</p> <p>Marshall's original construction date is 1960, includes 3 stories, approximately 271,427 square feet, and is situated on a 23 acre site.</p> <p>Marshall's maximum recommended planning capacity range is 1350-1620 students at a 75% utilization rate with an average class size of 25-30 students.</p>
<p>Capital Needs: Marshall high school's capital improvement needs include seismic, accessibility, HVAC (including boiler conversion), plumbing, security, technology, building envelope and athletic facility upgrades.</p>	<p>ADA accessibility: Marshall's accessibility is comparable to other PPS high schools, all of which need upgrades. Marshall is close to full program accessibility with the exception of athletic support spaces.</p>
<p>Building use: Currently, Marshall houses 3 small schools plus night school, a teen parent program and childcare, a SUN program, a Multnomah County health clinic, a Lents Tech Center, and a Step up program.</p>	
<p>Analysis of current and potential use of the facility, including recommended disposition: The Superintendent has indicated that she does not recommend permanently shuttering or selling the 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 2010-11 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.</p>	

2b. Student Reassignment

School Names: Franklin High School and Madison High School; potentially Cleveland High School for incoming freshmen.	
<p>School location: Cleveland High School: 3400 SE 26th Ave. Portland, OR</p>	<p>Building condition and Facility Capacity: Cleveland High School Cleveland's 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) is 49.66%</p> <p>Cleveland's original construction date is 1928, includes 3</p>

<p>Franklin High School: 5405 SE Woodward St. Portland, OR</p> <p>Madison High School 2735 NE 82nd Ave. Portland, OR</p>	<p>stories, several additions, approximately 253,895 square feet, and is situated on a 12 acre site.</p> <p>Cleveland's maximum recommended planning capacity range is 1500-1800 students at a 75% utilization rate with an average class size of 25-30 students.</p> <p>Franklin High School The 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) for Franklin is 50.27%.</p> <p>Franklin's original construction date is 1915, includes 3 floors, several additions, approximately 237,027 square feet, and is situated on an 18 acre site.</p> <p>Franklin's maximum recommended planning capacity range is 1444-1733 students at a 75% utilization rate with an average class size of 25-30 students.</p> <p>Madison High School Madison's 2009 Facilities Condition Index (Magellan 2008 FCI plus some updated estimates) is 39.44%</p> <p>Madison's original construction date is 1955, includes 3 stories, approximately 370,112 square feet, and is situated on a 20 acre site. Madison's maximum recommended planning capacity range is 1406-1688 students at a 75% utilization rate with an average class size of 25-30 students.</p> <p>ADA accessibility:</p> <p>Cleveland High School Cleveland's main entry is not accessible. The accessible entrance is located on the east side of the building. Cleveland's accessibility is comparable to other PPS high schools which need upgrades. Cleveland is close to full program accessibility.</p> <p>Franklin High School An accessible ramp to the front entry way was installed during the summer of 2010.</p> <p>Franklin is moderate in regards to full program accessibility needing accessibility to the cafeteria, several classrooms, and athletic support spaces.</p> <p>Madison High School Madison's accessibility is comparable to other PPS high schools which need upgrades. Madison is close to full</p>
---	--

	program accessibility with the exception of athletic support spaces.
<p>Number of students affected:</p> <p>Students in Marshall boundary (2009-2010): 1592</p> <p>Students attending Marshall from the Marshall neighborhood (2009-2010): 665 (an additional 82 students attend from outside the Marshall area)</p> <p>Current 9-11th graders (October 2010 count): 555 students</p>	<p>Capital needs:</p> <p>Cleveland High School Cleveland high school's capital improvement needs include seismic, accessibility, HVAC, plumbing, technology, building envelope and security upgrades.</p> <p>Franklin High School Franklin high school's capital improvement needs include seismic, accessibility, HVAC, plumbing, security, technology, building envelope and athletic facility upgrades.</p> <p>Madison High School Madison high school's capital improvement needs include seismic, accessibility, plumbing, security, technology, building envelope and athletic facility upgrades.</p>

Proposed attendance boundary (see accompanying map):

Transportation options and barriers: Students will rely on public transportation. PPS anticipates that similar to this current year, all students will be provided a free Tri-Met pass.

How will this school location accommodate the reassigned students? Space exists at Madison and Franklin to accommodate reassigned students while limited space exists at Cleveland for possible incoming freshmen assignment.

Additional commentary: PPS recommends assigning all of the current 9th-11th grade Marshall students to Madison and Franklin for the 2011-12 school year. Dialog with the community will assist in determining boundaries for incoming freshmen which could additionally include Cleveland assignments.

3. Educational Impact

The most recent data shows that surrounding community schools (Cleveland, Franklin and Madison) can serve affected students as well as RA2. (See the attached spreadsheet labeled, "Comparison of Achievement and Other Key Metrics" for more information)

How will the newly assigned school(s) meet the needs of low achieving, special needs, ELL, and TAG students?

General District Protocols

English Language Learners (ELL), Special Education (Sped) Students, and Talented and Gifted (TAG) students, as much as possible, will attend the community school for their attendance area. All efforts will be made to provide the special services these students need at their reassigned high school while having access to the core program. In small schools it has been

difficult to group English Language Learners appropriately, but with larger school populations students (due to the High School Design Initiative) similar language levels can be placed in the appropriate level English Language Development (ELD) class. With all schools offering advanced academic and elective classes and at least 10 AP, IB or dual credit classes, TAG students will have opportunities to take a challenging curriculum no matter where they live. There may be some exceptions to neighborhood placement. For newcomer English Language Learners who come with very little education PPS offers a Transition/Reconnection Center at Madison. Students with certain disabilities may not be able to attend their community school if they need highly specialized instruction only available at a few high schools. TAG students who qualify for ACCESS at the high school level will currently continue at Grant High School. (Students with disabilities at focus schools will have equal access in the least restrictive environment, following their Individualized Education Plans.)

To support ninth graders and low achieving students, Portland Public Schools has invested in freshman academies. Typically, freshman academies bring one group of ninth-grade students together for three core classes. A counselor assigned to the academy meets regularly with the three academy teachers, selected for their sensitivity to the unique needs of ninth-graders and skills to build relationships. This allows teachers to share strategies and support their common group of students. The below matrix outlines in greater detail which supports the receiving schools offer.

School	Low Achieving / Student Support	ELL	SPED	TAG
Cleveland	<p>Freshman academies in place</p> <p>Peer to peer mentoring</p> <p>All academic priority students assigned an adult mentor</p> <p>Academic priority students take a "freshman success" course to provide further academic and transition support.</p>	<p>ELD Academic Support (Newcomer)</p> <p>ELD Reading</p> <p>ELD Writing</p> <p>LE Literature</p> <p>LE Composition</p> <p>LE Reading</p> <p>LE Writing</p>	<p>Special Education team consists of teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, and educational assistants</p>	<p>International baccalaureate opportunity to earn an IB Diploma</p> <p>In-house Portland State University courses, one in calculus and the other in physics that offer both high school and PSU credit.</p> <p>Mandarin Chinese Immersion program.</p> <p>Students who complete advanced offerings may enroll in the Reed College Young Scholars program or the</p>

				Portland State University Challenge program.
Franklin	<p>Freshman academies in place</p> <p>Peer to peer mentoring through Link Crew</p> <p>Academic priority students take a course to provide further academic and transition support.</p> <p>Before and after school tutoring for math and English; also have a tutoring program provided by Reed College students.</p> <p>Credit recovery opportunities available at the end of each semester.</p> <p>Jump Ahead! Summer Geometry offered for future Franklin Quakers to get a year ahead in math.</p>	<p>ELD E1 paired with English language classes</p> <p>ELD E2 paired with English language classes</p> <p>ELD E3</p> <p>ELD E4</p> <p>ESL Study Skills</p>	<p>Special Education team consists of teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, educational assistants</p>	<p>10 AP Courses</p> <p>Advanced Scholars Program</p> <p>Dual college credit with PCC, Mt. Hood and PSU</p> <p>Will have Spanish Immersion beginning in 2011</p>
Madison	<p>Freshman academies in place</p> <p>AVID</p> <p>SUN program</p> <p>STEP UP</p> <p>IGNITE Peer Mentoring,</p>	<p>ELD E1</p> <p>ELD E2</p> <p>ELD E3</p> <p>ELD E4</p> <p>Transition/reconnection center located at Madison</p>	<p>Special Education team consists of teachers, psychologists, a speech pathologist, occupational therapists, physical therapists, educational</p>	<p>10 Advanced Placement / advanced courses available</p> <p>Dual college credit in Spanish is also available with PCC</p> <p>Speech and</p>

	4 counselors (including one counselor assigned to each learning community plus a prevention/retention counselor who works with enrollment, family involvement, AVID, Gear Up and ASPIRE programs)		assistants	debate 3 different World Languages (French, Spanish, and German)
--	---	--	------------	---

4. Community/Cluster and District Impact Analysis

4a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices? By operating fewer community high schools, the district can offer a deeper and more sustainable program at each school because enrollment at existing community schools will be larger and more stable. For example, at our existing ratio, we believe it is not feasible to offer the core program as defined with an enrollment of fewer than 1000 students. With the revenue shortfall that is anticipated in the upcoming years, it is likely that the threshold enrollment level to offer the core program will exceed 1000 students, which provides further rationale for why the District must consolidate programs and schools.

When schools cannot offer a strong core program, the District has two choices: 1) provide the school with additional staff beyond what the staffing formula purports; this will generally mean taking away staff from other high schools, thereby increasing these school’s class size and/or reducing their programs. Currently, Marshall in total receives a staff subsidy of approximately one full time employee. Historically, the three small schools on the Marshall campus have received a subsidy 2) allow the school to offer a sub-par program.

Neither of these options is optimal to students.

Closing the Marshall small schools increases enrollment at Franklin to an estimated range in 2014 of 1408-1452. Franklin currently enrolls 1039 students. If PPS were to not consolidate any programs or schools, PSU projects that Franklin’s enrollment will drop to 990 students (assuming the medium growth scenario) by 2014.

Closing the Marshall small schools increases enrollment at Madison to approximately 1305 students. Madison’s current enrollment is 923. If PPS were to not consolidate any programs or schools, PSU projects that Madison’s enrollment would drop to 858 students (assuming the medium growth scenario) by 2014.

In the initiation of these small schools the Board affirmed a goal of at least 1200 students on the campus, and by 2007 the schools ability to sustain themselves within their regular staffing allocation. Additionally, the small schools strategy was identified explicitly as a way to attract

back neighborhood students. These goals have not been accomplished.

4b. District Analysis

Community partnerships and possible community impact:

How does the proposed closure and redistribution align with other districts goals and plans (e.g. cluster plans, facilities plan, strategic plan, others)?

Superintendent Carole Smith presented to the Portland School Board with her proposal to strengthen secondary education in Portland Public Schools by creating a high school system that guarantees all students access to a comprehensive program. Part of this plan includes offering an engaging and rigorous core program at all community schools. In order to offer this program, community schools need to have an enrollment of more than 1000 students. This requires the District to consolidate and offer fewer schools with more robust programs.

Summary of key elements of operational plan for implementing the recommendations:

Action Steps/Timeline

TIMELINE	EVENT
November 2010	Student Assignment – gather feedback from parents, students and PPS staff
November 2010	Student Transition – Develop detailed process for integrating students with new schools
November 2010	Notify all district partners (after school programs, state and county etc..) of school closure
December 2010 – December 2011	Student Transition – Implement detailed process
December, 2010	Student Assignment - Finalize new boundaries
December, 2010	Student Assignment - Determine where students will be assigned
December 2010	Student Assignment - Inform families of new boundaries/assignment
December 2010	Reassign staff – Decide upon approach to staff reassignment
December 2010	Reassign staff – staff meetings with affected parties staff reassignment
January 2011	Update/Revise enrollment projections
March 2011	Update/Revise budgets / (new accounting codes etc...
March 2011	Reassign staff – staff reassignment implementation
January – June 2011	Facilities - Determine new use of Marshall facility
November 2010- August 2011	Facilities – Prepare receiving schools for increased enrollments and core program requirements
November – December 2010	Facilities – Ensure all legal requirements with City are met

December 2010 - April 2011	Facilities and SPED – develop plans to accommodate needs of students with special needs	
December 2010	Transportation Plan – finalize transportation plan for affected students	
March 2011	School moves - Develop comprehensive plan for moving staff, equipment and materials	
January – March 2011	School/ Program moves – find location for teen parent program, clothes closet	
December – August 2011	School/ Program moves – work with county to relocate health clinic and/or SUN program	
December – August 2011	School/Program moves – determine if and how SUN program can be located at Franklin and/or Cleveland	
April – May 2011	Student Cumulative Records – develop plan to transfer and/or store student records	
June – July 2011	Student Cumulative Records – implement	
Explain how the report has been reviewed by appropriate district staff. This report has been reviewed by the Chief of Staff, the COO, the CAO and the Deputy Superintendent in charge of the Marshall cluster.		
Recommended by (Superintendent):		Date:

COMPARISON OF HIGH SCHOOL ACHIEVEMENT AND OTHER KEY METRICS

KEY ACHIEVEMENT DATA

Green = performing 60% or above

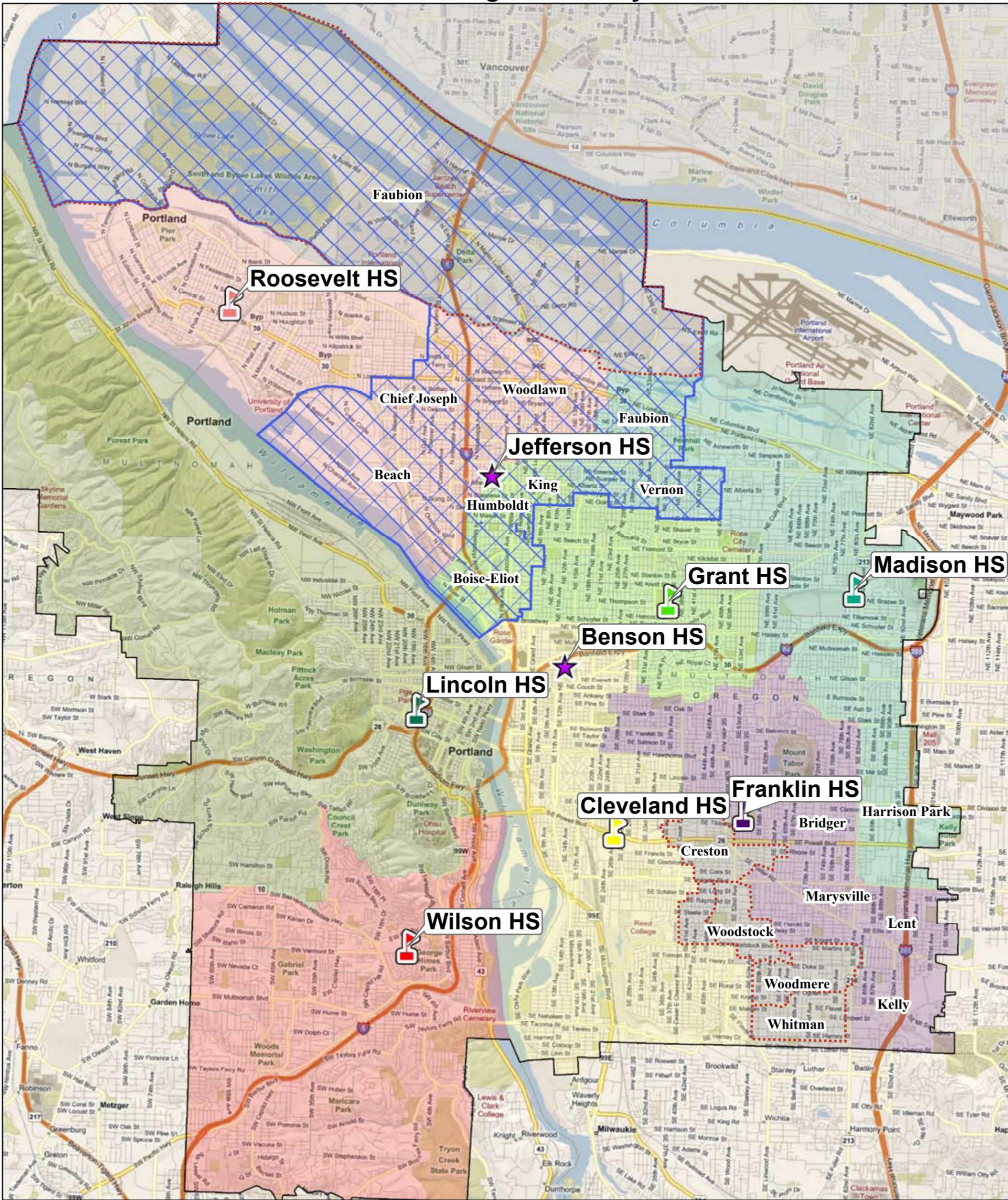
Yellow = performing 40%-59%

Red = performing below 40%

Student Achievement (2009-10)							
Metric	Subgroup	Biz Tech	Pauling	Ren. Arts	Franklin	Madison	Cleveland
Graduation	Overall	36%	51%	37%	61%	52%	72%
	FRL	40%	49%	36%	57%	49%	55%
	SPED	16%	29%	8%	38%	38%	55%
	ESL	23%	43%	28%	55%	36%	48%
	Black	14%	too small	15%	48%	49%	52%
	Hispanic	40%	45%	40%	50%	45%	67%
On Track to Graduate	Black	43%	too small (5)	50%	29%	23%	63%
	Hispanic	39%	too small (5)	47%	38%	33%	58%
	White	52%	67%	51%	62%	41%	76%
	Non Academic Priority	55%	64%	50%	72%	49%	87%
	Academic Priority	41%	64%	47%	26%	20%	33%
OAKS Reading Grade 10	Overall	59%	66%	64%	79%	50%	81%
	FRL	55%	61%	63%	73%	45%	69%
	SPED	14%	too small (5)	31%	46%	17%	45%
	ESL	0%	too small (3)	too small (5)	30%	6%	0%
	White	82%	67%	63%	85%	73%	83%
	Black	14%	too small (4)	too small (5)	70%	27%	56%
	Hispanic	50%	67%	54%	63%	32%	73%
OAKS Math Grade 10	Overall	37%	59%	50%	77%	46%	69%
	FRL	33%	64%	52%	68%	40%	52%
	SPED	14%	too small (5)	8%	63%	25%	21%
	ESL	10%	too small (3)	too small (5)	57%	12%	0%
	White	55%	33%	50%	81%	63%	71%
	Black	14%	too small	too small (5)	70%	27%	38%
	Hispanic	20%	67%	42%	57%	32%	48%
OAKS SCIENCE Grade 10	Overall	41%	56%	46%	66%	36%	73%
	FRL	38%	58%	43%	56%	30%	56%
	SPED	29%	too small (5)	23%	43%	13%	34%
	ESL	10%	too small (3)	too small (5)	21%	9%	0%
	White	59%	56%	44%	73%	59%	77%
	Black	14%	too small (4)	too small (5)	55%	22%	33%
	Hispanic	20%	33%	23%	47%	24%	55%
ACT (meeting 3 of 4 subjects)	Overall	14%	9%	8%	22%	14%	50%
Discipline Data							
In school/out of school suspensions*	Overall	19%	9%	25%	15%	14%	3%

* 2008-9 data. Percentage of students with at least one in school suspension or out of school suspension. High School district average is 10%.

High School System



Legend

- | | | | | | | | |
|--|-------------------------|--|---------------|--|-----------|--|---------------------|
| | Boundary to be Reviewed | | Focus Options | | Lincoln | | Jefferson Guarantee |
| | Cleveland | | Cleveland | | Madison | | |
| | Franklin | | Franklin | | Roosevelt | | |
| | Madison | | Lincoln | | Wilson | | |
| | Grant | | Grant | | Wilson | | |

THESE STAFF DOCUMENTS ARE WORKING DRAFTS.
 As PPS develops an implementation plan for high school design, staff are researching and evaluating many different hypothetical options for program distribution, school locations and other decisions. Due diligence requires exploring all options prior to staff recommendations for the superintendent's approval and the school boards consideration.

Report

Expenditure Contracts Exceeding \$25,000

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Laura Bennett, Ph.D.	09/01/10 through 10/31/11	Personal/ Professional Services PS 57849	District-wide: Mental health consultations with Head Start students, families, and staff.	\$34,430	D. Berry Fund 205 Dept. 6303 Grants G1022 & G1144
Smith and Greene Company	09/24/10	Purchase Order PO 96692	District-wide: Purchase of 60 food warmers for school kitchens; part of 2010 Recovery Zone Project.	\$93,063	G. Grether-Sweeney Fund 421 Various Depts. Project E0112
Susan Nisbet	11/01/10 through 06/30/11	Personal / Professional Services PS 57842	District-wide: Private investigation services related to matters involving District schools, departments, and employees.	\$35,000	H. Harris Fund 101 Dept. 5441
Vogt, LLC	10/01/10 through 09/30/11	Personal / Professional Services PS 57836	District-wide: Design and develop PK-12 Course Standardization Project.	\$65,000	N. Jwayad Fund 407 Dept. 5581 Project A1009
Advantage Learning Center, dba Sylvan Learning Center 101	09/07/10 through 06/30/11	Personal / Professional Services PS 57876	Rosemary Anderson HS/POIC and Albina Youth Opportunity School: Title I math and literacy tutoring services.	\$97,373	S. Kosmala Fund 205 Depts. 6986 & 6962 Grants G0987 & G1001
SERP Alternative School	09/01/10 through 06/30/11	Personal / Professional Services PS 57701	District-wide: Transition services to 14 District students with mild to significant disabilities.	\$52,500	J. Mabbott Fund 101 Dept. 5414
Strada Communications	08/07/10 through 06/30/11	Personal / Professional Services PS 57855	District-wide: Transcription services for deaf and hard-of-hearing students.	\$45,000	J. Mabbott Fund 101 Dept. 5414
Myriad Growers, LLC	10/01/10 through 06/30/11	Personal / Professional Services PS 57872	Sunnyside ES: Development, implementation, and evaluation of SES's sustainability and outdoor education curriculum and practices.	\$28,480	S. Taylor Fund 101 Dept. 1191

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
A & J Educational and Professional Consulting	08/24/10 through 06/30/11	Personal / Professional Services PS 57782	Roosevelt Campus: Consultation, training, and materials for ENVoY non-verbal classroom management techniques.	\$91,700	C. Williams Fund 205 Depts. 3330, 3331, & 3332 Grants G1108, G1109 & G1110
The Story Project	10/01/10 through 06/30/11	Personal / Professional Services PS 57865	BizTech HS, Renaissance Arts Academy, and Roosevelt Campus: Student, parent, and community school success engagement services.	\$33,000	G. Wolleck Fund 205 Dept. 5482 Grant G0677

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Portland Softball Umpires Association	06/01/10 through 05/30/11	Personal / Professional Services PS 56127 Amendment 2	District-wide: Softball umpires for the 2010-11 school year.	\$31,000 \$92,000	G. Ross Fund 101 Dept. 5423

INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	07/01/10 through 06/30/11	IGA 57854	Head Start: MESD will provide 1.2 FTE registered nurse services.	\$107,669	D. Berry Fund 205 Dept. 6303 Grants G1022, G1044 & G1144

N. Sullivan

Report

Expenditure Contracts that Exceeding \$25,000

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

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Project Number(s)	Description of Services	Amendment Amount, Contract Total
Paradigm Construction, LLC	05/25/10 through 02/28/11 Construction C 57525 Amendment 1	C0406, C0407 & C0410	Astor K-8, Lee K-8, and Rigler K-8: Installation services for new modular classrooms, including electrical, flooring, trenching, sewer, athletic field, and City of Portland review revision services.	\$64,481 \$249,570

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

INDEX TO THE AGENDA
REGULAR BUSINESS MEETING

October 12, 2010

Board Action Number	Page
---------------------------	------

Personnel

4348	Election of Probationary Administrators	3
4349	Election of First-Year Probationary Teachers (Full-Time).....	4
4350	Election of Second-Year Probationary Teachers (Full-Time).....	6
4351	Election of Third-Year Probationary Teachers (Full-Time).....	7
4352	Election of First-Year Probationary Teachers (Part-Time).....	8
4353	Election of Second-Year Probationary Teachers (Part-Time).....	9
4354	Appointment of Temporary Teachers and Notice of Nonrenewal	10

Purchases, Bids, Contracts

4355	Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority	14
4356	Personal/Professional Services, Goods, and Services Expenditure Contracts Exceeding \$150,000 for Delegation of Authority	15

Other Matters Requiring Board Action

4357	High School System Framework	17
4358	Designation of Jefferson High School as a Focus High School with a Middle College Program, Guaranteed Dual Assignment for Students in the Jefferson Attendance Area to a Comprehensive High School	20
4359	Closure of BizTech High School, Linus Pauling Integrated Arts Academy and the Renaissance Arts Academy on the Marshall High School	23

Personnel

The Superintendent RECOMMENDS adoption of the following items:

Number 4348 through 4354

RESOLUTION No. 4348

Election of Probationary 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 First-Year Probationary Administrators.

RESOLUTION

The Board accepts the Superintendent's recommendation and by this resolution hereby elects as First-Year Probationary Administrators for the school year 2010-11 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:

- Bagby, Eryn E
- Brawley, Ewan
- Brown, Koreen N
- Diaz, Martha B
- Fuller, Edmund
- Garrido, Celina
- Goff, Melissa S
- Goldstein, Matthew S
- Guerra, Ivonne K
- Higgins, Sue Ann
- John, Marylyn J
- Osterhagen Brock, Traci L
- Pearson, Bradley J
- Torres-Wilhelm, Rebecca

H. Harris

RESOLUTION No. 4349

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 2010-11, 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

Aalto, Johanna J	Fanger, Michael J
Alongi, Aleta	Ferguson, Joseph G
Asencio, Meriba E	Fields, Timothy T
Auda-Capel, Laurel M	Flores, Yolanda F
Bartels, Eric F	Gale, Melinda
Bennett, Adele Patricia	Gallusser, Megan A
Biello, Gena L	Gibbard, Gail L
Brown, Julie M	Gierer, William J
Bulow, Annelies Theresa	Gildersleeve, Nathan D
Camp, Jessica M	Greenidge, Whitney K
Christy, Ross M	Guildner, Dawn N
Cline, Heather M	Gullish, Jeffrey D
Collinge, Amy A	Hardy, Rosina T
Collins, Diana C	Harkness, Devin C
Collins, Julia P	Heaton, Jennifer A
Daley, Sara M	Herman, Matthew D
Dang, Tina R	Hildner, Benjamin T
Denlinger, Seth D	Hughes, Melody Kate
Dillavou, Leslie M	Huntington, Gregory C
Doern, Margie M	Kennedy, Pamela P
Duffy, Owen J	Kittrick, Shannon M
	Klaus, Julia R
Dunn, Melissa L	Krekorian, Maria A
Espinoza, Renee L	Lee, James K

Lizaola,David C
Loewen,Katherine M
MacNeill,Marla S
Marquardt,Christopher G
McBride,Amy K
McCarty,Christine
Morales-Vazquez,Karina F
Murchison,Jessica E
Nygaard,Matthew
O'Malley,Sarah J
ONeal,Shawna L
Olivera,Christine M
Pawol,Shannon C
Pierre,Patrice N
Pizarro,Luisa
Priest,Tanya S
Revay,Akiko B
Rintoul,Richard D
Rodriguez,David W
Rolwes,Kelly A
Ruhlman,Margaret J
Russell,Jessica C
Sanders,Caitlin M
Schaes,Stephanie Roepke
Schulze,Timothy C
Sellers,Andrew R
Sexton,Merry A
Sherman,Martha M
Shuler-Krause,Elizabeth B
Sinnott,Jill A
Skyles,Adam
Solomon,Pylaar Y
Speicher,Julia A
Standish,Sarah
Sterry,Claudia E
Thomas,Dean B
Tinling,James R

Tovar Valdes,Nayibe E
Velasco,Andreina A
Victorine,Lisa R
Walker,Susanna A
Walsh,Stephen P
Washington,Andre L
Watson,Nathan E
Watson,Nicole M
Woods,Tanan A
Yarbrough,Curtis French
Zook,Daren C

H. Harris

RESOLUTION No. 4350

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 2010-11, 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

Chun, Mary Elizabeth M
Conable, Victoria K
Diller, Lynnette J
Fuller, Kathryn W
Gadway, Mitzi M
Galen, Mark D
Gibson, Neil K
Henry, Amy
Hobby, Holly
Isbell, Jason M
Johnson, Sean
Landis, Kali E
Nelson, Cheryl R
Nicholson, Todd L
Olson, William P
Petrushkin, Lindsey J
Stremming, Norman E
Tighe, Betsy J
Urbano-Neilson, Diane

H. Harris

RESOLUTION No. 4351

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 2010-11, 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

Biornstad, Kaoru K

Hobbs, Brian T

Nicholl, Alicia S

H. Harris

RESOLUTION No. 4352

Election of First-Year Probationary Teachers (Part-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 2010-11, 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:

Part-Time

Anderson, Louise

Benton, Sean R

Bottman, Tereza T

Brinks, Harmony J

Camara, Nicole Lynette

Chon, Alicia Y

Chubarova, Nataliya V

Doltar, Robert M

Dunn, Ria L

Gray, Catherine M

Gunderson, Kristin A

Jones, Sandra L

Kimball, Katharine H

King, Christine L

Knoblich, Jeffrey D

Koenig, Misty N

Kurz, Catherine A

Kyle, Sheryl L

Mafara, Kathleen L

Mayo-Hudson, Kathryn V

Meyers, Craig W

Meyers, Michael W

Phillips, Wilson L

Rainey, John M

Reid, Anne-Marie M

Relaford, Rosemary K

Ruess, Nicholas J

Sinner, Kyle E

Thompson, Rory

Vandenburgh, Lauren V

Wendel, Kara B

H. Harris

RESOLUTION No. 4353

Election of Second-Year Probationary Teachers (Part-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 2010-11, 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:

Part-Time

Sedlock, Sarah Catherine

Torres, Julana R

H. Harris

RESOLUTION No. 4354

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.

Full Name	Location	Job Title	FTE	Start Date	End Date
Arias, Erin L	Faubion PK-8	Teacher-K8 Gr 1	1.00	8/16/2010	6/17/2011
Armendariz, Febe C	Rigler K-8	Teacher-K8 Gr 4 Dual Immersion	0.50	8/16/2010	6/17/2011
Backer, Ella Robinson	Alameda K-5	Teacher-ES Gr 1-3 Math	0.50	9/21/2010	6/17/2011
Bennon, Brady W	Jefferson HS	Teacher-HS SS	1.00	9/13/2010	6/17/2011
Beutler, Morgan E	Irvington K-8	Teacher-K8 Gr 5	0.50	8/16/2010	2/9/2011
Britton, Nettajane	Winterhaven K-8	Teacher-K8 Gr 3	1.00	8/16/2010	6/17/2011
Champlain, Cheryl L	George MS	Teacher-MS Reading/LA	0.50	8/16/2010	6/17/2011
Chapin, Richard L	Lee K-8	Teacher-K8 Gr 6-8 Reading	0.70	8/26/2010	6/17/2011
Clark, Geoffrey A	Sellwood MS	Teacher-MS Art	0.80	8/16/2010	6/17/2011
Crosman, Nathaniel H	Beach PK-8	Teacher-K8 Gr 6 Science	0.50	8/16/2010	6/17/2011
Dove, Cecilia C	Harrison Park K-8	Teacher-ES ESL	1.00	8/16/2010	12/18/2010
Early, Elisabeth	Rigler K-8	Teacher-K8 Gr 6-8 Xtrem Read	0.50	9/2/2010	6/17/2011
Ewing, Shauna L	Franklin HS	Teacher-HS Adv Math	1.00	8/16/2010	6/17/2011
Gaede, Adam P	Chapman K-5	Teacher-ES Gr 5	1.00	8/16/2010	12/18/2010
Gebhart, Tonia K	Cleveland HS	Teacher-HS Biology	0.50	8/16/2010	6/17/2011
Glascocock, Gregory S	Laurelhurst K-8	Teacher-K8 Gr 7-8 Science	0.50	8/16/2010	6/17/2011
Goff, Diane C	Ainsworth K-5	Teacher-ES Gr 3 English Imm	1.00	8/16/2010	6/17/2011
Gomez, Raul	Cleveland HS	Teacher-HS Spanish	1.00	8/16/2010	2/1/2011
Green, Kelsey L	Roosevelt HS Campus	Counselor-HS	1.00	9/10/2010	6/23/2011

Griesdorn,Catherine K	Sunnyside Environmental K-8	Teacher-K8 Gr K	1.00	9/10/2010	6/17/2011
Hagen,Mindy C	Forest Park K-5	Teacher-ES Gr 1	1.00	8/16/2010	1/11/2011
Haskell,April M	BESC	Teacher-K8 Reading	1.00	8/16/2010	6/17/2011
Hay,Susan C	Cleveland HS	Teacher-HS Chemistry	1.00	8/31/2010	11/6/2010
Hill- Parks,Stephanie M	ACCESS K-8	Teacher-K8 Gr 2-3	1.00	8/16/2010	11/13/2010
Howe,Douglas B	Young Women's Academy 6-12	Teacher-MHS Gr 8-12 Phy/EC	0.50	8/16/2010	6/17/2011
Johnson,Erika C	Franklin HS	Teacher-HS Health	0.50	8/16/2010	3/1/2011
Joy,Kelli J	Marysville K-8	Teacher-K8 Technology	0.50	8/16/2010	6/17/2011
Kern,Lauren P	Bridlemile K-5	Teacher-ES	0.40	8/16/2010	6/17/2011
Kluss,Susan S	Boise-Eliot PK-8	Teacher-K8 Gr 6-8 LA/SS	1.00	8/16/2010	12/7/2010
Kraig- Turner,Gretchen M	Jefferson HS	Teacher-HS Biology	1.00	8/31/2010	6/17/2011
Lapke,Paul D	Lincoln HS	Teacher-HS Biology IB	1.00	8/16/2010	6/17/2011
Larsen- Wheatley,Linda A	Wilcox	Teacher-CRP Deaf Ed Itinerant	0.49	8/16/2010	12/18/2010
Larson,Jamie M	Hosford MS	Teacher-MS Gr 7-8 Erth/PhysSci	1.00	9/7/2010	6/17/2011
Lemen,Elizabeth	Sellwood MS	Teacher-MS Gr 7-8 Sci/Math	0.50	8/16/2010	6/17/2011
Maier,Elizabeth R	Peninsula K-8	Teacher-K8 Gr 8 LA/SS	1.00	8/16/2010	6/17/2011
Martin,Becky	Woodmere K-5	Teacher-ES Gr 3	0.20	8/16/2010	6/17/2011
Meadows- Cameron,Sonja S	Franklin HS	Teacher-HS SS	0.50	8/16/2010	3/1/2011
Meadows- Cameron,Sonja S	Franklin HS	Teacher-HS LA	0.50	8/16/2010	12/2/2010
Ness,Diane	Whitman K-5	Teacher-ES Gr K	1.00	8/16/2010	12/18/2010
Osborne,Ashley K	Beverly Cleary K-8	Teacher-K8 Gr K	1.00	8/16/2010	6/17/2011
Pereau-Dyer,Julia N	Faubion PK-8	Teacher-K8 Gr 7-8 LA/SS	1.00	8/16/2010	6/17/2011
Perkins,Jerrie A	Marysville K-8	Instructional Spec-K8 Reading	0.475	8/16/2010	6/17/2011

Quigley,Julieanne M	Franklin HS	Teacher-HS Physics	1.00	9/14/2010	6/17/2011
Reeves,Jennifer J	Roosevelt HS Campus	Counselor-HS	1.00	8/16/2010	6/23/2011
Rolwes,Nathaniel G	George MS	Teacher-MS Gr 6 Math	0.25	8/16/2010	6/17/2011
Savage,Magdalene K	Maplewood K-5	Teacher-ES Gr K	0.50	9/13/2010	6/17/2011
Shelman,Caitlin E	West Sylvan MS	Teacher-MS Gr 6 Spanish Imm	1.00	8/16/2010	12/4/2010
Shiple, Kathleen E	Rigler K-8	Teacher-K8 Gr 3 Dual Span Imm	0.50	8/16/2010	6/17/2011
Simpson,Stefanie A	Alameda K-5	Teacher-ES Gr K	1.00	8/16/2010	12/1/2010
Smith,Suzanne L	Maplewood K-5	Teacher-ES Gr 5	0.50	8/16/2010	6/17/2011
Sullivan,Michael M	Rigler K-8	Teacher-K8 Gr 4 Dual Immersion	0.50	8/16/2010	6/17/2011
Sullwold,Marcy L	Ockley Green K-8	Teacher-K8 Gr 6-8 Reading	0.50	8/16/2010	6/17/2011
Tetrick,Susan E	Roseway Heights K-8	Teacher-K8 Gr 6-8 Read/LA/SS	1.00	8/16/2010	6/17/2011
Van Horne,Beth A	Atkinson K-5	Teacher-ES Gr 3	1.00	9/13/2010	12/11/2010
Wager,Geraldine M	Humboldt PK-8	Teacher-K8 Gr 6-8 Xtreme Read	0.50	8/16/2010	6/17/2011
Walker,Jennifer L	Metropolitan Learning Ctr K-12	Teacher-K12 Gr 3	1.00	8/31/2010	6/17/2011
Werts,Kristin E	Beverly Cleary K-8	Teacher-SPED Learning Center	1.00	8/31/2010	6/17/2011
Winn,Randolph T	George MS	Teacher-MS Gr 8 Math/Adv Math	0.20	8/16/2010	6/17/2011

H. Harris

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4355 and 4356

RESOLUTION No. 4355

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

No amendments to existing contracts

INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Colton School District	07/01/10 through 06/30/11	IGA/R 57875	Columbia Regional Program will provide deaf / hard of hearing classroom services for regionally eligible students residing within CSD boundaries.	\$52,500	C. Gilliam Fund 299 Dept. 5430 Grant S0031

LIMITED SCOPE REAL PROPERTY AGREEMENTS

No limited scope real property agreements

N. Sullivan

RESOLUTION No. 4356

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 reaches \$150,000 or more per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

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

new contracts

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Catapult Learning West, LLC	09/07/10 through 08/03/11	Personal / Professional Services PS 57873	District-wide: Title I reading and math tutoring services at 10 parochial schools within District’s boundaries.	\$470,294	S. Kosmala Fund 205 Depts. 6937, 6913, 6984, 6938, 6903, 6923, 6917, 6914, 6920 & 6953 Grants G0987 & G1121
Curtis Restaurant Equipment	09/23/10	Purchase Order PO 96666	District-wide: Purchase of 14 double-stack ovens for school kitchens; part of 2010 Recovery Zone Project.	\$150,309	Fund 421 Various Depts. Project E0113

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

No IGAs

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4357 through 4359

RESOLUTION No. 4357

High School System Framework

RECITALS

- A. Over the last two years, under the leadership of the Board of Education (“Board”) and the Superintendent, Portland Public Schools (“PPS”) has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. The high school system design effort has been guided by a set of goals identified by principals, teachers, parents and community leaders, including increasing the graduation rate, closing the achievement gap, inspiring and engaging all students, ensuring all schools are in high demand, and ensuring all students are prepared for success at the next level.
- C. The need for the high school system design process was driven both by the chronically inadequate academic results for many students across our high school system, as measured by graduation rate, the achievement gap, and college persistence and the current inequity in access to course offerings among high schools. Another driver was declining high school enrollment, which has dropped by over 2,500 students since 2001. In addition, the current economic downturn further restricts the resources of the District. PPS cannot afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. Under these circumstances PPS must deliver academic services in a fiscally sustainable manner that also provides greater equity and consistency in access to a core program and that reduces the achievement gap that currently exists in every high school.
- D. By Resolution 4236, on March 8, 2010, the Board directed the Superintendent to recommend a high school system design plan that would: 1) reduce the number of current high school campuses with neighborhood attendance boundaries, 2) guarantee a common core program for each of the community comprehensive schools, and 3) establish enrollment parity across the community comprehensive schools.
- E. On April 26, 2010, the Superintendent recommended a detailed high school system design plan, and after a 30-day comment period, presented an amended plan to the Board on June 2, 2010. Following further discussion and additional citizen comment, the Superintendent stated that she would bring a revised proposal to the Board following the summer recess. On September 27, 2010, the Superintendent presented her revised plan.
- F. In accordance with Resolution 4236, the September 2010 plan provides that every student shall have access to the courses needed to meet PPS diploma requirements. Through the community comprehensive schools, every student will also have access to a core program that will include visual and performing arts, at least two world languages, advanced courses in each core area, a rigorous college level program, courses to meet the Oregon University System admissions standards, career related learning, and academic support courses. Focus and education options schools will not necessarily provide all of the elements above, because their program will be designed around a specific focus and students will elect to attend these schools. If future budget reductions force reduction of any aspect of the core program, the Superintendent will provide system-wide recommendations to the Board through the budget process, ensuring equity of access and comparability in offerings is maintained across the community comprehensive high schools.
- G. As directed by the Board in Resolution 4236, the Superintendent’s plan reduces the current portfolio of neighborhood high schools. The Superintendent’s plan includes seven community comprehensive schools: Roosevelt, Grant, Madison, Franklin, Cleveland, Lincoln and Wilson. As

required by the Board, the Superintendent's plan takes into account student proximity, enrollment diversity, student stability and optimal campus utilization when determining the number and location of community comprehensive high schools and focus option schools.

- H. Under the Superintendent's plan, Jefferson High School will operate as a focus high school with a middle college program, which will have strong ties to the Jefferson neighborhood. Students in the Jefferson attendance boundary will have dual assignment at either Jefferson or one of the neighboring comprehensive programs at Roosevelt, Madison or Grant.
- I. Benson Polytechnic High School will continue as a four-year career-technical education ("CTE") school serving from 425 – 850 students, depending on the number of CTE pathways housed at the school. This will provide an intensive CTE opportunity for students whose need for an applied, hands-on learning experience will not be met by the core program offered at the community comprehensive high schools. The Superintendent will focus on the continued development and implementation of CTE-related college credit opportunities on the Benson campus and at the community comprehensive schools, as well as more developed industry partnerships and larger number of students participating in internships, apprenticeships and other opportunities with Portland employers.
- J. In addition, the Superintendent's plan includes the following recommendations to bolster the core program:
 - 1. The Superintendent will identify the career technical and career exploration opportunities that should be available at Benson, our other focus schools and the community comprehensive schools. The Superintendent will work with economic development, workforce development, industry sector, and trade sector representatives, as well as PPS educators, to identify a set of prioritized career interest areas that PPS should build out or sustain within its high school system, aligned with industry/ community needs, workforce development trends in the Portland region, and student interest.
 - 2. As part of the budget process, the Superintendent will recommend to the Board that the current allocation of a limited pool of staff at high schools based on the socio-economic status of their students shift to an allocation based on the academic priority status of their incoming freshmen. The Superintendent proposes to use this staffing specifically to provide additional literacy and math classes as well as other classes meant to support academic priority students. Schools will be allocated FTE based on the percentage of academic priority students in their enrollment – those incoming freshman identified as at risk to not graduate.
 - 3. In accordance with Resolution 4236, the Superintendent will provide a process for designing and initiating specific enrollment and transfer changes in order to create enrollment stability and parity among the comprehensive high schools. Under the revised plan, the Superintendent will establish transfer rules that will promote enrollment of between 1100-1450 full-time students at the seven comprehensive schools by 2014-15.

RESOLUTION

- 1. The Board of Education commends the Superintendent, staff, students, families and community members for the intensive thought and engagement on the High School System Design process. This effort has brought out the best in Portland Public Schools and our community as together we strive to do what is best for all of our students with ever-dwindling resources. It has also led to painful losses for some communities.
- 2. The Board directs the Superintendent to implement the core program set forth in her revised proposal, which is in accordance with the requirements set forth in Resolution 4236, at seven community comprehensive high schools. The Board recognizes that reductions in state funding

may impact the ability to offer the core academic program in all of our schools, K-12; should budgetary constraints prevent PPS from offering the core program in its entirety, the Superintendent will prioritize those aspects that enable the District to meet its milestones and should provide the Board with recommended cuts that maintain equity and consistency system-wide.

3. The Board directs the Superintendent to identify the career technical and career exploration opportunities that should be available at Benson and the community comprehensive schools, and bring recommendations to the Board no later than December 2010 for Benson and spring 2011 for the community comprehensives.
4. As stated in Resolution 4236, the Board directs the Superintendent to establish a process for designing and initiating specific enrollment and transfer changes in order to create enrollment stability and parity among the comprehensive high schools.
5. The Board recognizes that the Superintendent is responsible for implementation of the high school system design. Thoughtful and proper implementation is key to the success of the plan. The Board directs the Superintendent to submit proposed metrics for success of the implementation of the high school system design to the Board by December 2010. The Superintendent shall report to the Board on at least a quarterly basis on the implementation process, starting in January 2011. As set forth in Resolution 4236, this implementation report will include the management of the overall transition of the high school system, and the alignment of the high school system plan with both the long-range facilities plan and preK-8 implementation, and will also include results data on Academic Priority students and Academic Priority Zone schools.

Z. Smith

RESOLUTION No. 4358

Designation of Jefferson High School as a Focus High School with a Middle College Program; Guaranteed Dual Assignment for Students in the Jefferson Attendance Area to a Comprehensive High School

RECITALS

- A. Over the last two years, under the leadership of the Board of Education (“Board”), Portland Public Schools (“PPS”) has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. The high school system design effort has been guided by a set of goals identified by principals, teachers, parents and community leaders, including increasing the graduation rate, closing the achievement gap, inspiring and engaging all students, ensuring all schools are in high demand, and ensuring all students are prepared for success at the next level.
- C. The need for the high school system design process was driven both by the chronically inadequate academic results for many students across our high school system, as measured by graduation rate, the achievement gap, and college persistence and the current inequity in access to course offerings between high schools. Another driver was declining high school enrollment, which has dropped by over 2,500 students since 2001. In addition, the current economic downturn further restricts the resources of the District. PPS cannot afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. Under these circumstances PPS must deliver academic services in a fiscally sustainable manner that also provides greater equity and consistency in access to a core program and that reduces the achievement gap that currently exists in every high school.
- D. By Resolution 4236, on March 8, 2010, the Board directed the Superintendent to recommend a high school system design plan that would: 1) reduce the number of current high school campuses with neighborhood attendance boundaries, 2) guarantee a common core program for each of the community comprehensive schools, and 3) establish enrollment parity across the community comprehensive schools.
- E. On April 26, 2010, the Superintendent recommended a detailed high school system design plan, and after a 30-day comment period, presented an amended plan to the Board on June 2, 2010. Following further discussion and additional citizen comment, the Superintendent stated that she would bring a revised proposal to the Board following the summer recess. On September 27, 2010, the Superintendent presented her revised plan.
- F. In Resolutions 4236 and 4357, the Board endorsed the framework of the high school system design plan, including the following key components:
1. The high school system will contain seven community comprehensive high schools with neighborhood attendance boundaries, and a system of focus and education options schools.
 2. Every student shall have access to the courses needed to meet PPS diploma requirements at either a community comprehensive, focus or education options school. Through the community comprehensive schools, every student will also have access to a core program that may include visual and performing arts, at least two world languages, advanced courses in each core area, a rigorous college level program, courses to meet the Oregon University System admissions standards, career related learning, and academic support courses. Focus and education options schools will not necessarily

provide all of the elements above, because their program will be designed around a specific focus and students will elect to attend these schools.

3. Career technical and career exploration opportunities will be available at Benson, our other focus schools and the community comprehensive schools. The Superintendent will bring recommendations back to the Board by December 2010 for Benson and spring 2011 for the community comprehensives.
 4. The enrollment and transfer system will support enrollment stability and parity among the comprehensive high schools.
- G. Under the Superintendent's plan, Jefferson High School will operate as a focus high school with a middle college program that will have strong ties to the Jefferson neighborhood. Students in the Jefferson attendance boundary will have dual assignment to Jefferson or one of the neighboring comprehensive programs at Roosevelt, Madison or Grant.
- H. Students entering Jefferson as 9th-graders in 2011-12 will be required to participate in the Middle College program. When academically ready, they will enroll in a minimum number of Portland Community College or Portland State University dual credit courses during their high school years. At least some of these dual credit courses will be offered on the PCC-Cascade campus alongside other adult learners. As part of building a college-oriented culture and to support all students not ready to access college-level coursework, Jefferson will offer the AVID (Advancement Via Individual Determination) program for freshmen entering in fall 2011 or a program with similar proven results, will commit to prioritizing staffing for academic support courses and interventions within the school day, and will expand its partnerships with community providers to provide extended-day and extended-year academic support services. Jefferson will prioritize college-preparatory and career-interest electives within its elective program, such as Biotechnology or Health Services. Jefferson will continue to have an athletic program for boys' and girls' teams; the number and type of teams will be dependent on student interest.
- I. During fall 2010, the Superintendent and her staff will continue and accelerate the work of two Jefferson work teams: (1) A Jefferson Community Program Advisory Team. This team will build on the existing Jefferson community group that has advised the Superintendent during spring and summer 2010, including representatives from the Jefferson cluster feeder schools' parent groups, while adding the voices of current Jefferson teachers and administrative staff. The Jefferson Community Program Advisory Team will give overall guidance about Jefferson's academic programs, community outreach, and partnerships. This team will coordinate with the Career Technical Education workgroup to ensure alignment of the recommendations for Jefferson's core programs and partnerships. (2) A PPS-PCC Middle College/Dual Credit Planning Team. This team will have the specific charge of expanding and identifying resources to support the Middle College Program and expanded Dual Credit opportunities at the Jefferson campus.
- J. By January 2011, the Superintendent will bring forward a recommendation to establish the Harriet Tubman Leadership Academy for Young Women as an independent middle grades 6-8 focus option program.

RESOLUTION

1. The Board directs the Superintendent to establish a focus high school with a middle college program on the Jefferson campus. The program at Jefferson will include dual-credit classes with PCC, academic support classes, extended day opportunities and athletic offerings.
2. Students living in the current Jefferson attendance boundary will be guaranteed enrollment at Jefferson or at a nearby community comprehensive high school. The Board directs the Superintendent to immediately initiate a process so that the Board can vote by no later than December 30, 2010 to establish the community comprehensive high school – Roosevelt, Madison

or Grant – to which each student within the Jefferson attendance will be assigned. As Boise Elliot is a school that historically has fed into Jefferson, students in the Boise Elliot attendance boundary will also be given dual assignment to Jefferson as well as the current assignment to Grant.

Z. Smith

RESOLUTION No. 4359

Closure of BizTech High School, Linus Pauling Integrated Arts Academy and the Renaissance Arts Academy on the Marshall High School

RECITALS

- A. Over the last two years, under the leadership of the Board of Education (“Board”), Portland Public Schools (“PPS”) has engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process has involved input from thousands of students, staff members, families and citizens.
- B. The high school system design effort has been guided by a set of goals identified by principals, teachers, parents and community leaders, including increasing the graduation rate, closing the achievement gap, inspiring and engaging all students, ensuring all schools are in high demand, and ensuring all students are prepared for success at the next level.
- C. The need for the high school system design process was driven both by the chronically inadequate academic results for many students across our high school system, as measured by graduation rate, the achievement gap, and college persistence and the current inequity in access to course offerings between high schools. Another driver was declining high school enrollment, which has dropped by over 2,500 students since 2001. In addition, the current economic downturn further restricts the resources of the District. PPS cannot afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. Under these circumstances PPS must deliver academic services in a fiscally sustainable manner that also provides greater equity and consistency in access to a core program and that reduces the achievement gap that currently exists in every high school.
- D. By Resolution 4236, on March 8, 2010, the Board directed the Superintendent to recommend a high school system design plan that would: 1) reduce the number of current high school campuses with neighborhood attendance boundaries, 2) guarantee a common core program for each of the community comprehensive schools, and 3) establish enrollment parity across the community comprehensive schools.
- E. On April 26, 2010, the Superintendent recommended a detailed high school system design plan, and after a 30-day comment period, presented an amended plan to the Board on June 2, 2010. Following further discussion and additional citizen comment, the Superintendent stated that she would bring a revised proposal to the Board following the summer recess. On September 27, 2010, the Superintendent presented her revised plan.
- F. In Resolutions 4236 and 4357, the Board endorsed the framework of the high school system design plan, including the following key components:
1. The high school system will contain seven community comprehensive high schools with neighborhood attendance boundaries, and a system of focus and education options schools.
 2. Every student shall have access to the courses needed to meet PPS diploma requirements at either a community comprehensive, focus or education options school. Through the community comprehensive schools, every student will also have access to a core program that may include visual and performing arts, at least two world languages, advanced courses in each core area, a rigorous college level program, courses to meet the Oregon University System admissions standards, career related learning, and academic support courses. Focus and education options schools will not necessarily provide all of the elements above, because their program will be designed around a specific focus and students will elect to attend these schools.

3. Career technical and career exploration opportunities will be available at Benson, our other focus schools and the community comprehensive schools. The Superintendent will bring recommendations back to the Board by December 2010 for Benson and spring 2011 for the community comprehensives.
 4. The enrollment and transfer system will support enrollment stability and parity among the comprehensive high schools.
- G. The Superintendent's plan also includes a recommendation to close the three small schools at the Marshall High School Campus -- BizTech High School, Linus Pauling Integrated Arts Academy and the Renaissance Arts Academy -- at the end of the 2010-11 school year. Students in the existing Marshall High School boundary area will be reassigned to Franklin, Madison or Cleveland.
- H. The Superintendent and Board acknowledge that closing a school is never easy, and the impact is felt most deeply by the students, staff and families at that school. However, given the current economic reality, the district is not in a position to offer a well-rounded core program and a diverse portfolio of options at all of the existing high school campuses. Several difficult and compelling factors led to the Superintendent's recommendation, including:
- The ability to offer a strong core program at all community schools will be enhanced if enrollment is bolstered at community schools surrounding Marshall, especially at Madison and Franklin high schools.
 - Consolidation of programs, especially in light of projected declines in state funding, provides the most logical option for ensuring a strong core program across our system.
 - Student achievement data indicates that Marshall students can be comparably served at surrounding community comprehensives, and student demand (as indicated by the almost 60 percent of Marshall neighborhood students who choose an option other than those on the Marshall campus) has consistently pointed towards other offerings.
 - Under the multivariate analysis (performed in spring 2010 by SeerAnalytics), the Marshall Campus scored high as a site for potential re-purposing, but did not score as high as others did as a site for a neighborhood school. Travel times by public transportation will increase somewhat, particularly for those living close to the Marshall campus, but overall the distance to Madison, Franklin, and Marshall is not significantly greater than the distance traveled by students in other attendance zones.
 - The district lacks the capacity and the resources either to continue to support three separate, small programs or to create a single, new focus option program at the Marshall campus (which would require re-forming of teacher teams and a school design/initiation process).
- I. The Superintendent acknowledges that Marshall small schools' recent student achievement gains demonstrate that the model of a smaller, more personalized learning environment works well for many students. At the same time, schools on the Marshall Campus have struggled to attract students, even before the uncertainty created by the high school redesign process. The capture rate of the Marshall campus is currently 42 percent, and none of the existing small schools has proven its ability to attract a viable number of students.
- J. However, the Superintendent 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 the 2010-2011 school year.

- K. Pursuant to Board Policy 6.10.030 School Initiation and Closure, the Superintendent prepared school closure reports for each of the Marshall small schools.
- L. In accordance with Board Policy 4.10.045 Student Assignment to Neighborhood Schools, the Superintendent will present to the Board boundary change recommendations for the current Marshall High School attendance area. Under her recommendations, the students currently assigned to Marshall will be reassigned to Franklin, Madison or Cleveland.

RESOLUTION

1. The Board directs the closure of the three small schools on the Marshall High School Campus -- BizTech High School, Linus Pauling Integrated Arts Academy and the Renaissance Arts Academy -- at the end of the 2010-11 school year. The Board has been presented with school closure reports in accordance with Board Policy 6.10.030.
2. The Board commends the faculty and staff of BizTech High School, Linus Pauling Integrated Arts Academy and the Renaissance Arts Academy for their tireless efforts to support student success, their outstanding dedication to their students, and the strong gains in achievement they have made under challenging circumstances. The Board expresses its confidence in the students attending these three schools and remains committed to their continued success.
3. The Board directs the Superintendent to immediately establish strong transition supports for Marshall students and families as they move from a small school setting to a comprehensive high school environment. For those Marshall students who would be best served in a smaller learning environment, the Board directs the Superintendent to work with those students and their families to find an optimal school assignment whenever possible. The Superintendent will report to the Board by the end of the 2010-2011 school year, and on at least an annual basis thereafter, on the implementation of support structures for academic priority students at Madison, Franklin and Cleveland.
4. The Board directs the Superintendent to work with staff currently assigned to the Marshall campus, as well as the district's labor associations, to provide a smooth transition for Marshall staff. The Board recognizes that the strong, supportive relationships established by the staff at these schools has played a major role in the success of their students. The Board directs the Superintendent to immediately initiate a process so that the Board can vote by no later than December 30, 2010, on the new boundaries for the current Marshall High School attendance area. Students currently assigned to Marshall shall be assigned to Franklin, Madison or Cleveland.
5. The Board directs the Superintendent to lead a process with partners currently operating on the Marshall campus, as well as the surrounding neighborhoods, regarding the continued provision of key services for students and the use of the Marshall facility. The Superintendent shall report to the Board by the end of the 2010-2011 school year and on an ongoing basis regarding plans for use of the Marshall campus in future years. The Board also directs the Superintendent to establish clear lines of communication and outreach with community groups in the Marshall area, including designation of a contact person at PPS.

Z. Smith