

Portland Public Schools Board of Education



2010-2011

Agenda

Regular Meeting
December 13, 2010

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
December 13, 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
 - Panache - Gray Middle School

2. **STUDENT TESTIMONY** 5:45 pm

3. **STUDENT REPRESENTATIVE'S REPORT** 6:00 pm

4. **SUPERINTENDENT'S REPORT** 6:10 pm

5. **EXCELLENCE IN OPERATIONS AND SERVICES** 6:15 pm
 - Capital Improvement Bond Referral (*action item*)
 - Marysville Plan (*action item*)
 - Annual Audit of PPS Financial Statement/Comprehensive Annual Financial Report -- (*action item*)

6. **EXCELLENCE IN TEACHING AND LEARNING** 7:45 pm
 - Spanish Immersion Feeder Patterns (*action item*)
 - Madison, Franklin and Cleveland Boundaries (*action item*)

7. **BUSINESS AGENDA** 8:45 pm

8. **OTHER BUSINESS** 8:50 pm
 - Oregon School Board Association Elections (*action item*)

9. **CITIZEN COMMENT** 9:00 pm

10. **ADJOURN** 9:30 pm

The next regular meeting of the Board will be held on **January 10, 2011**, at 5:30 pm at the Blanchard Education Service Center.

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

Portland Public Schools Nondiscrimination Statement

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

Board of Education Policy 1.80.020-P

Student Representative's Report

Last time I gave my student report a month ago, I said the Student Advisory Committee had the most diverse group of students and rich conversation than I've ever seen. This Monday we had a more diverse, and a richer conversation than last month's. Our group was diverse in both schools and races. Fourteen students were present from Wilson, Grant, Marshall, Benson and a strong representation from Lincoln's Latino Student Union and Black Student Union. The majority of students were minorities. African American, Latino, Asian, Middle Eastern and Caucasian were all represented. The theme of Monday's discussion was Race, and the Achievement Gap. We invited Tony Hopson, founder of Self Enhancement Incorporated, and Mike Sweeney, a retired African American Studies and Anthropology teacher who taught the unit, the culture of poverty, to join our discussion. We talked about the achievement gap, individual schools, and statistics, but we got to the core of the problems by talking about individual experiences, which I want to talk about in my report because it's stories like these that give faces to the numbers, and make the problem that much more real.

One transfer to Lincoln from the Black Student Union brought up how even if there are all the rigorous courses offered in a school, like there are at Lincoln, the fact that much of the minority population at Lincoln are transfers means they attended elementary and middle schools that did not prepare them for an IB school, and since typically our minority transfer students are from lower-socio economic families, their parents don't have the resources like an average Lincoln family does. Dr. Hopson gave the example of the Jefferson dance team, and how many students are white, even though this is the *Jefferson* dance team. "Don't tell me black girls can't dance, because they can," he cautioned. However, he explained, they did not and do not have the opportunity like many of the white dancers whose families could afford to take dance classes, lessons, camps, etc as a child which gave them more experience with dancing, and made them more qualified for the Jefferson dance team. That, is the opportunity gap—a gap that starts at a young age, and affects students whether or not they go to a school with many opportunities. And that gap is more prevalent for minorities than any other group of students.

Then there are the social barriers that we also discussed. Many of our white student representatives did not attend Monday's meeting, so we could not expand into a conversation revolving around stereotypes and segregation. However we discussed individual experiences of being a minority. One rep from Lincoln's Latino Student Union explained why the achievement gap is so wide. She bluntly said that people don't expect much from low-income minority students as they would for white students. She told us that a teacher once asked her if she was planning on graduating—that person would not have asked any other Lincoln student. She answered, "hell yeah". But we know for many are not as motivated. But why? We talked, and the social barriers were our answer. For many students who fall victim to the achievement gap, their parents are busy and tired from working full-time, even two, rigorous jobs to just put food on the table. Many parents just don't have the energy or the time to make sure their students are not falling behind in school, or the money, to put them in extra curricular activities. Also relating to poverty, if a student grows up in a low-income area where there isn't that big white house with a picket fence and a Ferrari next door, the American Dream seems less tangible

than for a student living in a wealthier neighborhood. Students typically make as much money as their parents do, and for low-income students, this leads into a cycle of poverty.

And for individual experiences with race, we talked about how teachers assume their students know certain things that are usually what the majority of students would know—but these things, including the Bible, where I as a Muslim for example, know little about Genesis, or any of the stories. In social science classes, I'm expected to know. I'm expected to pinpoint biblical allusions in a poem, or talk about the biblical significance of a painting. I get confused, and I get embarrassed when I have to ask questions that are obvious for all the other students in the class. Teachers need to be more cultural competent, because it makes minorities uncomfortable in classrooms. This is why we take comfort in going to the minority student unions or groups, or segregate ourselves from other students. We shouldn't feel this way in our own schools, which are meant to be a mixing pot of cultures and students.

Two students from Benson and Marshall pointed out, that this doesn't happen at their schools. Benson High School, and the three Marshall schools, have achieved what no other school has—closing the achievement gap, and graduating minority and low-income students at larger rates than the other schools. Yet these two schools are being closed, and downsized.

At SuperSAC, we also discussed how important effective teachers are. Effective teachers, who we agreed, are the ones who teach us subjects that we'll actually remember beyond the final exam, that give us homework meant to help us, and help us when we need help. What was really unique, and important, about this discussion, was that we did not just talk about ineffective teachers but effective teachers—and how the ineffective teachers can learn from them. A few students brought up the idea of schools having more meetings, maybe once a month, where teachers can meet and share ideas that have been working in their classrooms. Or even a district-wide sharing of effective ideas.

We're also keeping our word about talking to Marshall students about ideas to make the transition between this year and next school year as smooth as possible. This Thursday SuperSAC will be meeting at Marshall to talk to students, student-to-student, where we'll transfer their recommendations and input to the transition team, and the school board. Although our discussion ended on race and the achievement gap, courageous conversations continue everyday among brave students. It's these conversations, like the one last Monday, that are going to change how our schools function because in the long run it'll change hearts and minds, lead to societal change, to more diverse, and equal schools. Our schools are meant to be a place where students can walk in and drop all their baggage from home. I encourage students, teachers, administrators, parents, to have these real courageous conversations. SuperSAC won't stop having them. We've decided to start organizing for a minority student conference in February, for minority student unions and our LGBT students, to talk about what we can do in the short run to help close the achievement gap, which we see as the biggest challenge this school district and country faces.

Dina Yazdani

Explanatory Statement:

Portland Public Schools is the largest public school district in Oregon, with 95 school buildings and over 47,000 students.

PPS buildings average 65 years in age; most were built in the 1920's, 40's and 50's. Only two schools have been built in the last 30 years. A dozen schools have been closed in the last ten years.

Years of tight budgets have deferred major school repairs in order to direct funds to teachers and learning materials.

As a result, the schools face multiple issues:

- Schools need updated plumbing, electrical wiring, heating and ventilation, fire alarms, lighting, and more;
- Classrooms, science labs and libraries are out of date and cannot support modern educational programs;
- Buildings need additional earthquake safety, handicapped accessibility, and safety in stage areas;
- School grounds, fields and exteriors need repair or replacement.

The proposed bond measure funds capital projects for school and classroom needs to extend their use, including:

- Increasing school safety;
- Renovating and updating school building systems, classrooms and grounds;
- Rebuilding or comprehensively renovating schools located across Portland for which it's more cost effective to do so;
- Retiring existing school projects debt; and

Increase school safety:

- Safety updates such as fire and security systems; replacing electrical wiring, plumbing and lighting; replacing deteriorated outdoor play areas; installing exterior security; replacing unsafe school stage rigging.

Renovate and update school facilities buildings, classrooms, grounds, including:

- Modernize heating systems with more efficient and lower-maintenance fuel source;
- Replace leaking roofing;
- Upgrade or create some science labs for grades 6-12 needed to support a modern science program including equipment, sinks, outlets, lab benches, burners and more;
- Provide up-to-date classroom teaching technology for every school;
- Refurbish school grounds, exteriors, and fields to reduce injury, and increase security and safety.

Rebuild schools not cost-effective to repair piecemeal, including:

- Rebuild Roosevelt and Cleveland High Schools, Rigler, Faubion, Laurelhurst, Marysville K-8 schools, Markham Elementary, and East Sylvan on West Sylvan campus;
- Conduct planning and design to prepare for Lincoln High rebuild in the next phase of school modernization;

- Establish Middle College Program open to all PPS students, with Portland Community College, at rebuilt Jefferson High

Debt retirement and oversight for bond expenditures

- Pay off approximately \$33 million in school projects debt including Rosa Parks School;

Citizen oversight and annual audits to review bond projects and expenditures are required.

Bonds funded through a ‘pay-as-you-go’ system

Bonds would mature primarily in 1,2 or 3 years, saving interest payments of over \$200 million. Remaining bonds would be issued over 20 years or less.

The bonds’ principal amount cannot exceed \$548 million.

Bond cost for six years is estimated at approximately \$2.00 per \$1,000 of assessed property value, reduced to an estimated fifteen cents per \$1,000 for not to exceed 20 years.

The median assessed home value in the school district is \$147,000. Median homeowner would pay approximately \$300 annually for 6 years then reduced to \$22 per year.



PORTLAND PUBLIC SCHOOLS

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STAFF REPORT SUPERINTENDENT RECOMMENDATION TO FAO

To: Superintendent Smith

Thru: C.J. Sylvester, Chief Operations Officer

From: Sarah Lynn Schoening, Director of Office of School Modernization
Scott Martin, Project Manager

Date: November 16, 2010

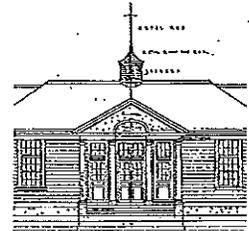
Subject: Rebuilding Marysville K-8 School

Issue Statement

The 2009 Marysville K-8 school fire requires that programmatic and financial decisions be made as regards its rebuilding. Staff is recommending a specific plan and program for Board approval.

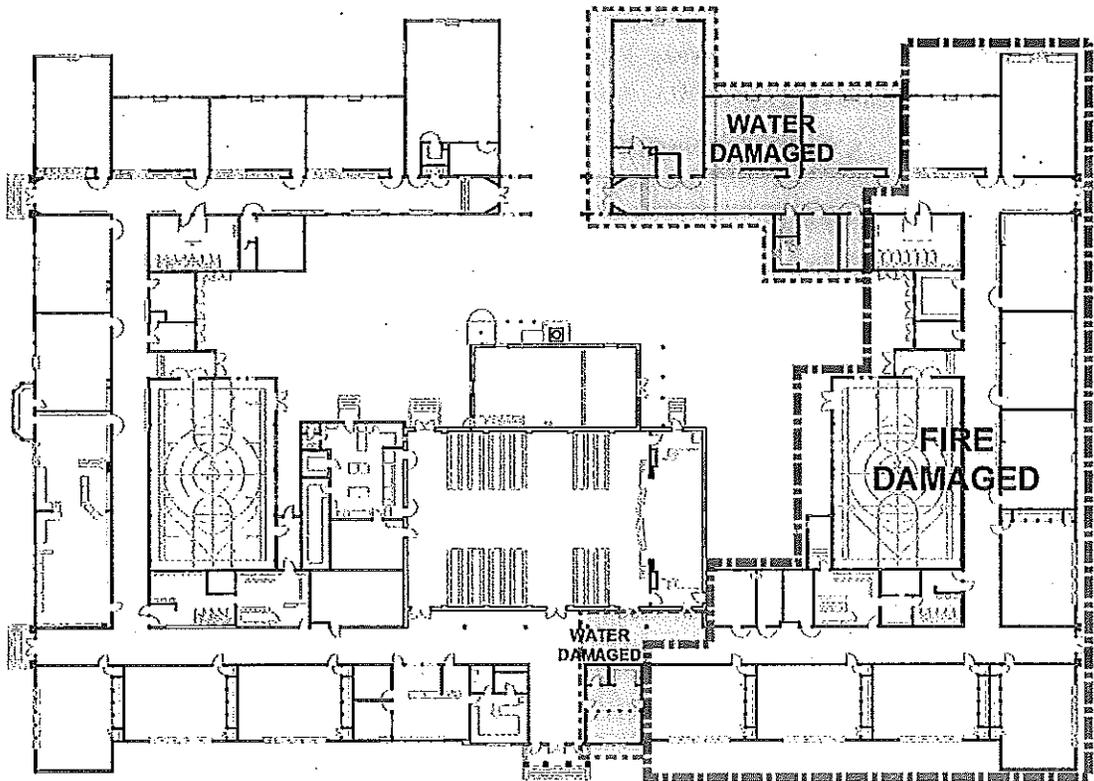
Background

The original Marysville (1921, 1925, 1956) functioned as a K-5 school until 2006, when it transitioned into a K-8. The school added one grade level each year until the 2009-2010 school year when all nine grade levels were included. Student enrollment has increased from 368 to 435 since 2006.



The well-documented, three-alarm fire broke out on Tuesday, November 10, 2009 in the old Girls Gym turned "Discovery Zone". Approximately one-third of the structure was destroyed with additional damage caused by water. Staff recommends that the school be modernized to accommodate 500 students, grades Pre-K through 8, while maintaining the historic integrity, neighborhood scale, and intimacy of the original building.

The site, including the 3.35 acre playground, totals 5.20 acres.



Existing Marysville plan with fire and water damage overlays

Following a competitive procurement process at the end of April 2010, DLR Group, a team of architects, engineers, and consultants were selected to provide design services for rebuilding Marysville. Program parameters included restoring, rebuilding, adding on to, and otherwise improving the old Marysville structure to bring the facility up to 21st century standards. Assuming an average of 25 students per classroom and two classes per grade level, with 10 grades levels (PK-8), the preliminary capacity for the rebuilt facility was set at 500.

Programming & Schematic Design Phases

Since early May 2010, PPS' Office of School Modernization, in conjunction with the design team, has conducted a series of interviews and design charrettes with Marysville faculty, PPS departments, the Marysville PTA, parents, and students. Both personal and public notices were distributed to maximize turnout and participation at these events, including phone calls and language translation for all parents. The qualitative and quantitative information gleaned from these meetings and interviews was combined with school curriculum prerequisites to establish minimum program requirements, critical adjacencies, patterns, and standards for the redesigned facility.

Single and two-story options were explored as well as consolidated and expansive plans. Initially, all options included remodeling the undamaged portion of the structure as required to meet current life safety, seismic, and energy codes; as well as district standards for all building support systems and finishes to essentially extend the useful life of the remaining structure another 50 years. Three plan options, presented with greater detail in the attached Board presentation materials represent the range of options considered.

- Option 1:** Rebuild only the destroyed or damaged spaces and systems of the building explicitly covered by the insurance claim. Existing, undamaged spaces would not be modernized or upgraded. (Minimum option)
- Option 2:** Reconstruct destroyed or damaged spaces to match the original building AND improve undamaged spaces to meet current code standards. (Alternate minimum option)
- Option 3:** Fully modernize facility to account for all PK-8 program spaces required to support District curriculum. This option maximizes overlapping program efficiencies, includes incorporation of the central courtyard, and reconfiguration of interior spaces to support 21 century learning and teaching models. It provides new fire/life safety and HVAC equipment for a healthier and more energy efficient environment. It improves site access and security, minimizing pedestrian/vehicular interfaces, and provides full compliance with ADA, seismic, and applicable building codes.

Option Comparisons			
Options	Size	Student Capacity	Total Development Costs*
Option 1	18,000 sf	435	\$5,132,405
Option 2	53,500 sf	435	\$14,012,700
Option 3	68,750 sf	500	\$21,632,160

* Refer to DLR Board presentation materials for cost details

Related Policies/Fiscal Impact

The 500 student capacity estimate for Marysville is consistent with the latest (2009/10) enrollment projections compiled by the PSU Population Research Center. PK-8 enrollment is expected to hold steady at 435 over the next five years. However, currently 64% of the school-aged neighborhood students attend Marysville. It is anticipated this percentage will likely increase with the advent of a newly modernized school.

The limited size of the site, as well as its residential nature and traffic capacity constraints, prohibit the development of a school supporting more than 500 students without adding a second story. A two-story design increases costs and would require significant alteration of the historic significance and character of the building. Increasing the capacity beyond 500 would strain the street and parking infrastructure beyond permissible capacities.

FAO previously requested staff consider, in addition to building capacity, site and street capacities of neighboring schools to determine which locations could best accommodate additional students. Schools with ample off-street parking, separate bus and parent loading zones, and proximity to mass transit would be able to handle increases in student population better than schools without. Based on this review, it was found that other nearby school facilities could provide more appropriate options for handling future growth. See table below:

Neighboring School Site Capacity	Off-Street School Bus Load Zone	# School Buses SPED* (small) Per Day	# School Buses GT** (large) Per Day	School Bus Pkg. Length	Off-Street Parent Load Zone	Parent & Bus Shared Load Zone	Parent Load Zone Length	Off-Street Auto Pkg. Stalls	Surrounding Street City Designation	1/4 Mile to Mass Transit	Boundary Within 1 Mile Radius ***
School											
Bridger	Yes	4	1	117 LF	Yes	Yes	155 LF	25	Urban Road	Yes	95%
Creative Science (Clark)	Yes	0	0	152 LF	Yes	No	180 LF	32	Neighborhood Collector	Yes	Magnet
Harrison Park (Binnsmead)	No	3	4	-	Yes	No	472 LF	58	District Collector	Yes	90%
Kellogg	Yes	0	0	352 LF	No	No	-	66	Major City Street	Yes	-
Kelly	Yes	0	2	238 LF	Yes	No	92 LF	97	Local Street	No	100%
Lane	Yes	3	4	278 LF	No	No	-	115	Local Street	Yes	50%
Lent	No	4	0	-	No	No	172 LF	15	Local Street	Yes	100%
Marysville	No	2	0	213 LF	No	Yes	109 LF	25	Local Street	Yes	100%
Woodmere	Yes	4	1	142 LF	Yes	Part	418 LF	42	Neighborhood Collector	Yes	90%

Board Options

Proceeding with the reconstruction and rebuilding of Marysville (Option 3) will require the investment of capital funds yet to be procured through a voter-approved ballot measure. Total insurance claim dollars, estimated in the range of \$5 – 7 million, will only cover a portion of the full project costs.

The Board could choose to proceed with either Option 1 or Option 2 to reduce the total initial project cost to the District. If either Option 1 or Option 2 is selected, it is anticipated that additional funds will be needed to address existing functional deficiencies within the next decade.

Staff Recommendation

Staff recommends Board approval of the full rebuilding **Option 3** for the following reasons:

1. **Program:** The proposed plan accounts for current K-8 program needs as determined by district staff, school faculty, the public, and design professionals. The program has been amplified to improve SUN School programs, community access, and public services deemed essential to the neighborhood. The school was never remodeled when originally converted to include grades 6-8.
2. **Capacity:** Based on program information, the site can accommodate approximately 500 students.
3. **Size:** The proposed 68,750 sf primarily single-story plan comfortably fits into the buildable area, avoiding increased costs associated with extensive two-story construction. The lone second story mechanical space, inserted above the kitchen and across from the gymnasium, will provide visual balance to the north façade, maintaining the historic symmetry of the building.

4. Context: The proposed plan maintains the historic appearance of the facility. The mostly single-story plan maintains the intimate scale of the site and neighborhood.
5. Future: Increases in student populations beyond 500 will need to be accommodated through boundary adjustments with neighboring schools, some of which are currently underutilized. No additional modernization will be needed for this facility until the next life cycle evaluation.
6. Example: Rebuilding Marysville K-8 to 21st century standards will showcase the District's commitment to improving the quality of education and dedication to the community it serves and serve as an educational model for other K-8 sites.

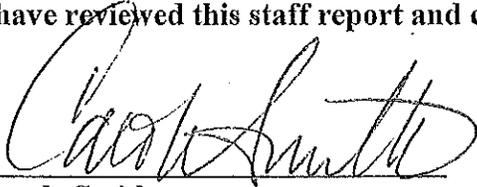
Upon Board approval, staff will use insurance proceeds to fund next-step Design Development documents as well as required development review processes.

It is anticipated construction will start in Summer 2011 with school in session in the newly rebuilt school by September 2012, assuming voter approval of a May 2011 capital bond.

Board Committee Review

The Board's Finance Committee will review this material at their regular meeting of November 16, 2010, and forward their recommendation to the full Board.

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



Carole Smith
Superintendent
Portland Public Schools

11-16-10
Date

ATTACHMENTS

- A. Design Team's Board Presentation Materials



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STAFF REPORT
RECOMMENDATION TO STUDENT ACHIEVEMENT COMMITTEE

To: Superintendent Smith
From: Marcia Arganbright
Date: December 6, 2010 **UPDATED**
Subject: Language Immersion Feeder Patterns

Issue Statement

PPS staff is recommending that six community comprehensive high schools house the high school component of our language immersion programs. The proposal specifies K-12 feeder patterns for the various programs.

Background

The K-12 alignment of immersion programs was a part of the Superintendent's proposal related to High School Design dated September 27, 2010. This proposal outlined a system where immersion programs are spread throughout the city and Spanish immersion is available in every quadrant.

During Spring 2009 PPS staff held a series of work sessions with principals and then with community groups. A national immersion consultant came to Portland to assist in these conversations.

As the system design and boundary recommendation were developed during the summer and fall, there became a need to change the feeder pattern for Beach since Jefferson would not become a community school with immersion to serve those students and because we will have a program in North Portland at Roosevelt.

Throughout the spring and fall principals have met with parents to hear their questions and concerns, and those concerns have been shared with District staff. The Mt. Tabor Principal has met with Atkinson parent representatives three times since the summer. The most recent meeting was in October where the Mt. Tabor Principal shared with the parents that we have assigned our JMP teacher leader to be the staff member who will be assisting the administrator team with the transition. The Franklin administrative team met with Hosford parents in October to answer their questions and explain the planning for transition that Franklin is taking. At the end of September all immersion principals met to review the feeder pattern recommendation. In early November high school principals with immersion programs now or in the future met to affirm the recommendation, and later that day got

support from all high school principals for the recommendation. Hosford immersion parents continue to be concerned about the change and a special communication went out to those families November 9th.

Related Policies/Fiscal Impact

The growth of immersion and transition of the programs to new high schools will require resources for quality instructional materials. The K-5 Spanish programs received core reading materials and writing resources this year. A part of the K-5 math adoption will be materials for immersion classes. All middle level social studies materials are available in Spanish. The middle and high school math materials are available in Spanish. Providing quality materials in Mandarin, Japanese, and Russian is more of a challenge and we have been translating some material and purchasing other resources for core instruction. There are curriculum specialists and achievement coordinators who are facilitating development of district curriculum frameworks, and instructional materials for immersion.

We have estimated that the cost of additional Spanish immersion materials at the high schools over the next four years would be approximately \$20,000 per year. Materials that we have been using at Hosford and Cleveland may be moved to Mt. Tabor and Franklin. During the transition from Hosford to Mt. Tabor the District will need to purchase additional materials since the program will be in both schools.

Critical to the long-term success of the program is identifying skilled immersion teachers and providing them with supports to observe the Lincoln program, time to align the curriculum framework to instruction and materials, support for the teachers in the programs at current schools to coordinate with the schools receiving new programs. Since we are looking to create a district aligned program, all Spanish immersion teachers will need to have time to collaborate. The cost of this teacher time is estimated at \$4000 for this year and the summer. As new teachers are hired there is a cost for additional professional development.

Immersion principals and staff have developed a draft set of guidelines for high school programs continuing the advanced language and culture learning for immersion students. Through a process involving teachers, principals, parents, and students PPS will have a common expectation for high school programs by Spring 2011.

Board Options

This revised Action Plan of September 27, 2010 does not significantly change the language immersion recommendations proposed in the June 2, 2010, memo. In the recommended plan, six of the seven community comprehensive schools will house the 9-12 component of a K-12 focus option language immersion program.

The plan proposes that we establish high school Spanish immersion programs serving each region of the city -- Lincoln on the west side, Roosevelt for the north, Madison for the northeast and Franklin for the SE. Students who transfer into the program at the K-8 level from within the region will feed to the specified community comprehensive as a cohort. Specifically, the Spanish immersion regions are defined as follows:

Regional HS Immersion Program	Clusters in region	Feeder schools
Lincoln	Lincoln, Wilson	Ainsworth/West Sylvan
Roosevelt	Roosevelt, Jefferson/Roosevelt Dual Assignment Zone	Cesar Chavez, Beach
Madison	Madison, Grant, Jefferson/Grant, Jefferson/Madison Dual Assignment Zone	Rigler, Bridger*
Franklin	Franklin, Cleveland	Atkinson/Mt. Tabor, Lent, Bridger*

*Bridger assignment of either Franklin or Madison to be determined as part of the HS boundary decision Dec 13

Over time, PPS would build feeder patterns to keep students together – and within their region – through high school. Currently, all students in an immersion feeder pattern are assigned together to the next school level in an immersion program. To support a regional program for Spanish Immersion, program applicants will be given priority to attend the immersion program within their region beginning with the Spring 2011 lottery.

Beginning in September 2014, students who have been enrolled in a Spanish Immersion program outside of their region through 8th grade will be assigned to the high school program in their region.

These recommendations involve the shifting of the Cleveland Spanish program to Franklin to create a K-12 feeder pattern for Spanish within the Franklin cluster, thereby keeping immersion students from that region within a single feeder pattern as a cohort K-12.

The proposed Spanish feeder patterns by campus and language are below:

- Ainsworth to West Sylvan to Lincoln
- Rigler and Bridger* to Madison
- Cesar Chavez and Beach to Roosevelt
- Atkinson to Mt. Tabor to Franklin; Bridger* and Lent to Franklin.

*Bridger's final assignment for immersion is dependent on the final Marshall boundary decisions on December 13, 2010.

Franklin/Cleveland Spanish Immersion Transition

Student assignment proposal

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Hosford 8th graders	9th Franklin	10th - Franklin	11th Franklin	12th Franklin	
Hosford 7th graders	8th Hosford	9th Franklin	10th - Franklin	11th Franklin	12th Franklin
Hosford 6th graders	7th Hosford	8th Hosford	9th Franklin	10th Franklin	11th Franklin
Atkinson 5th graders	6th Mt Tabor	7th Mt Tabor	8th Mt Tabor	9th Franklin	10th Franklin

Program phasing	2010-11	2011-12	2012-13	2013-14	2014-15
Hosford	6th-8th (~80 kids)	7-8th (~85 kids)	8th (~27 kids)		
Mt Tabor		6th (~27 kids)	6-7th (~55 kids)	6-8th (~80 kids)	6-8th (~80 kids)
Cleveland	9-12th	10-12th	11-12th	12th	
Franklin		9th (20-25 kids)	9-10th (40-50 kids)	9-11th (60-75 kids)	9-12th (80-100 kids)

A change from the June proposal is that Beach Spanish Immersion students would feed to Roosevelt High School. Roosevelt is investing in a rigorous college-level Spanish language and literature program that immersion students will be able to access in 2011-12, alongside the significant number of native Spanish speakers. Roosevelt will be ready to accept immersion students sooner than proposed in the previous plan.

Japanese immersion

- Continues at Richmond to Mt. Tabor to Grant.

Mandarin immersion

- Continues at Woodstock to Hosford to Cleveland.

Russian immersion

- Kelly to Lane to Franklin.

In the future we may continue to explore the location of the high school Japanese immersion program at Grant because of school population size.

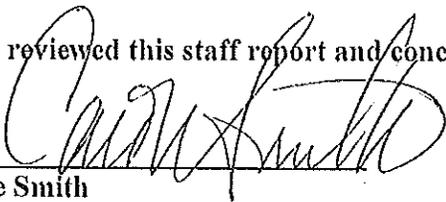
Staff Recommendation

Staff recommends that the Board of Education approve the recommendation in the Superintendent's Action Plan of September 27, 2010 for language immersion feeder patterns.

Board Committee Review

This recommendation was first reviewed by the Student Achievement Committee on November 18, 2010.

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



Carole Smith
 Superintendent
 Portland Public Schools

12-7-10
 Date



PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT RECOMMENDATION TO THE BOARD

DATE: December 7, 2010

TO: Board of Education Ad Hoc Committee on Student Assignment,
Program Initiation and Reconfiguration (SAPIR)

FROM: Superintendent Carole Smith

SUBJECT: Marshall Boundary Changes

Having reviewed the updated Staff Report from December 6, 2010, as well as the initial recommendation from staff, I am comfortable forwarding Option 3A (Whitman to Cleveland, Woodmere to Franklin) for Board approval. This has been a difficult decision, given the tension of trying to balance the different criteria by which this decision was to be made. At the same time, I believe this is the option which provides the best path for meeting the needs of the students who will be transitioning.

Some of the benefits of this option include:

- It is projected to increase socio-economic balance between Cleveland and Franklin high schools beyond our current state,
- Fewer students are impacted by this move, given that existing feeders outside of the current Marshall cluster are not changed. (Creston would remain a Franklin feeder and Woodstock a Cleveland feeder),
- While one of the criteria had been to keep middle school feeder patterns whole, parents in the Marshall community have not expressed this as a particular concern,
- Both schools have shown positive results in meeting academic priority students needs,
- It represents an acceptable impact on both enrollment stability and proximity. (It was neither the worst nor the best option on either issue),
- The impact of new student enrollment due to this change is balanced across all three campuses, increasing the likelihood of having adequate capacity on the ground to address student needs and manage a successful transition

One outstanding question is about the ability to provide adequate supports for academic priority students at each of the campuses. I am confident that the internal resources that will be designated for academic priority students will be effectively utilized to support these students in each school. At the same time, the external supports that were in place at Marshall – namely the SUN School Program, the Marshall Health Clinic, and the STEP Up Program – will not be

available in all three schools. Madison has all three services already in place. In conversations with our partners, we are advocating for the Marshall SUN School, the STEP Up program and Health Clinic to be relocated to Franklin. Cleveland will continue to house a high quality health clinic but not a SUN School program.

More information is required regarding the specific needs of the incoming students at Cleveland, both from Marshall and its existing feeders, prior to specifying the exact nature of enhanced supports required at that campus. I am directing staff to investigate this in more depth prior to making a recommendation about additional service requirements at Cleveland.

I hope the Board will concur with this recommendation, and will have staff available at the Student Assignment, Program Initiation, and Reconfiguration Ad Hoc Committee to answer any ongoing questions you may have.

Sincerely,

A handwritten signature in black ink that reads "Carole Smith". The signature is written in a cursive style with a large, prominent "C" at the beginning.

Carole Smith
Superintendent
Portland Public Schools



PORTLAND PUBLIC SCHOOLS

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STAFF REPORT – UPDATED MARSHALL BOUNDARY OPTIONS

December 7, 2010

I. SUMMARY

After initial review of the three boundary options that were defined for reassigning the Marshall feeder pattern, staff analyzed an additional option and a variation on an existing one, on the request of the Superintendent. This report summarizes the impacts of all of the options, in order to provide sufficient information for the board and superintendent to make a final decision.

II. OPTIONS OVERVIEW

The options that are currently under analysis involve how to assign the Lane and Bridger portions of the current Marshall feeder pattern. In every version, Harrison Park is assigned to Madison, while Kelly, Lent and Marysville are assigned to Franklin. The options differ as follows:

Option 1	Assign all of Lane Middle School (Whitman, Woodmere and Kelly) and Bridger to Franklin. Shift Creston to Cleveland in order to balance enrollment between Franklin and Cleveland.
Option 2	Assign Whitman and Woodmere to Cleveland and Kelly and Bridger to Franklin. Shift the Woodstock neighborhood back to Franklin in order to balance enrollment between Franklin and Cleveland.
Option 3A	Assign Whitman to Cleveland, and Kelly, Woodmere and Bridger to Franklin. Maintain Woodstock at Cleveland and Creston at Franklin.
Option 3B	Assign Whitman to Cleveland, and Kelly, Woodmere to Franklin. Maintain Woodstock at Cleveland and Creston at Franklin. Assign the Marshall portion of Bridger and Bridger's Spanish immersion to Madison.
Option 4	Assign all of Lane Middle School (Whitman, Woodmere and Kelly) to Franklin. Maintain Woodstock at Cleveland and Creston at Franklin. Assign the Marshall portion of Bridger and Bridger's Spanish immersion to Madison.

All of these options involve trade-offs between the various criteria. The impact is summarized in Table I below.

Table I

Option	Enrollment Stability (Est. 2014 Enrollment)	Proximity (Geographic distance Trimet travel time/)	Student Impact	Economic Diversity (estimated)
1. Lane to Franklin, Creston to Cleveland	Cleveland: 1315 Franklin: 1452 Madison: 1308 Maximum Difference: 144 students	<p>Shortest commute times for Lane students:</p> <p>Whitman to/from Franklin: 3.2 mi, 25-29 minutes by bus (#71) (10 minutes walk)</p> <p>Woodmere to/from Franklin: 2.5 miles, 33-36 minutes by bus (#71) (16 minutes walk/wait)</p> <p>Creston to/from Cleveland: 1.5 mi, 12-14 minutes by bus (#9) (6 minutes walk)</p> <p>Woodstock to/from Cleveland: 2.5 mi, 12-15 minutes by bus (#10)</p> <p>Bridger N. to Franklin: 36 minutes (#72,9) (25 minutes walk/wait)</p>	No split feeder patterns Creston shifts from current HS assignment.	Cleveland: 30% FRL Franklin: 55% FRL Madison: 61% FRL

Option	Enrollment Stability (Est. 2014 Enrollment)	Proximity (Geographic distance Trimet travel time/)	Student Impact	Economic Diversity (estimated)
2. Whitman/ Woodmere to Cleveland, Woodstock to Franklin	<ul style="list-style-type: none"> • Cleveland: 1361 • Franklin: 1407 • Madison: 1308 • Difference: 99 students 	<p>Longest commute times for Lane and Bridger students:</p> <p>Whitman to Cleveland: 4.3 mi, 30-43 minutes to/from bus (#9 or 10, 71) (11-24 minutes walk/wait)</p> <p>Woodmere to Cleveland: 3.6 miles, 38-46 minutes to/from bus (#9 or 10, 71 or 72) (23-32 minutes walk/wait)</p> <p>Creston to/from Franklin: 0.6 mi, 12 minutes by bus (#71) (10 minutes walk)</p> <p>Woodstock to/from Franklin: 1.4 mi, 12 minutes by bus (#71)</p> <p>Bridger N. to Franklin: 36 minutes (#72,9) (25 minutes walk/wait)</p>	<p>Largest student impact</p> <p>Lane and Woodstock split feeder patterns, Woodstock shifts from current HS assignment.</p>	<p>Smallest difference in economic diversity:</p> <ul style="list-style-type: none"> • Cleveland: 37% FRL • Franklin: 50% FRL • Madison: 61% FRL

Option	Enrollment Stability (Est. 2014 Enrollment)	Proximity (Geographic distance Trimet travel time/)	Student Impact	Economic Diversity (estimated)
3A. Whitman to Cleveland, Woodmere to Franklin. Creston stays at Franklin. Woodstock stays at Cleveland.	Cleveland: 1345 Franklin: 1423 Madison: 1308 Difference: 115 students	Whitman to/from Cleveland: 4.3 mi, 30-43 minutes by bus (#9 or 10, 71) (11-24 minutes walk/wait) Woodmere to/from Franklin: 2.5 miles, 33-36 minutes by bus (#71) (16 minutes walk/wait) Creston to/from Franklin: 0.6 mi, 12 minutes by bus (#71) (10 minutes walk) Woodstock to/from Cleveland: 2.5 mi, 12-15 minutes by bus (#10) Bridger N. to Franklin: 36 minutes (#72,9) (25 minutes walk/wait)	Lane becomes split feeder pattern. Only Marshall students are impacted by a change.	Cleveland: 33% FRL Franklin: 53% FRL Madison: 61% FRL
3B. Whitman to Cleveland, Woodmere to Franklin. Creston stays at Franklin. Woodstock stays at Cleveland. Bridger (north section) to Madison.	Smallest enrollment imbalance: Cleveland: 1345 Franklin: 1376 Madison: 1343 Difference: 33 students	Whitman to/from Cleveland: 4.3 mi, 30-43 minutes by bus (#9 or 10, 71) Woodmere to/from Franklin: 2.5 miles, 33-36 minutes by bus (#71) (16 minutes walk/wait) Bridger N. to Madison: 23 minutes (#72) (10 minutes walk/wait)	Lane becomes and Bridger remains a split feeder pattern. Only Marshall students are impacted by a change.	Cleveland: 33% FRL Franklin: 53% FRL Madison: 60% FRL

Option	Enrollment Stability (Est. 2014 Enrollment)	Proximity (Geographic distance Trimet travel time/)	Student Impact	Economic Diversity (estimated)
4. Whitman, Woodmere to Franklin. Creston stays at Franklin. Woodstock stays at Cleveland. Bridger (north section) to Madison.	Largest enrollment imbalance: <ul style="list-style-type: none"> • Cleveland: 1215 • Franklin: 1499 • Madison: 1343 • Difference: 284 students 	Shortest commute times for Lane and Bridger students: Whitman to/from Franklin: 3.2 mi, 25-29 minutes by bus (#71) (10 minutes walk) Woodmere to/from Franklin: 2.5 miles, 33-36 minutes by bus (#71) (16 minutes walk/wait) Bridger N. to Madison: 23 minutes(#72) (10 minutes walk/wait)	Smallest student impact: <ul style="list-style-type: none"> • Only Marshall students impacted by a change. • Bridger remains a split feeder pattern. • Lane moves together 	Largest difference in economic diversity: <ul style="list-style-type: none"> • Cleveland: 29% FRL • Franklin: 55% FRL • Madison: 60% FRL

*Source: eSIS. Trimet.org - Times estimated in order to arrive at school by 7:45 am and depart after 3:30 pm. Addresses used for this analysis represent the geographic center of the most densely populated area of each of the boundary areas, based on current student residential patterns. **Whitman:** 6955 SE Nehalem St, **Woodmere:** 6702 SE 72nd Ave, **Creston:** 3617 SE 50th Ave, **Woodstock:** 5505 SE 52nd Ave, **Bridger north:** 7910 SE Market (school) . Enrollments based on medium growth PSU Population Research Center projections in 2014.*

Continuation of Supports for Students During/Post Transition under various options

There are three primary external wrap around support services that exist at Marshall currently that we would seek to provide at receiving schools:

- SUN after school program: Currently Madison has a SUN program, Franklin and Cleveland do not. We are working with the county to explore options to move the Marshall program to Franklin, however there is very low likelihood that Cleveland will become a SUN site in future. Cleveland does have a robust set of extracurricular activities that function before and after school that will be accessible to all future Cleveland students, but all of the services offered through SUN.
- Health Clinic: Madison and Cleveland currently have health clinics, Franklin does not. We are proposing that the Marshall health clinic will be moved to Franklin in all of the above options.

- Step-Up 9th grade transition services: Marshall has benefited from a set of drop-out prevention services including mentoring, tutoring and case management through the Step Up program. Madison has a Step-Up program in place, and the Marshall program is slated to be moved to Franklin. Establishing an additional Step-Up site at Cleveland would require annual resources of approximately \$120,000 for counseling, administration and case management staff.
- Teen parent services (including childcare): Marshall has an existing childcare and teen parent program. We are investigating opportunities to provide this service in multiple locations, but at a minimum it will be in place at Franklin or Madison.

Summary of overall impacts:

- Proximity: Option 1 minimizes commute times for Lane students, Option 4 minimizes commute times for both Bridger and Lane students. Option 2 maximizes commute times for both Lane and Bridger students.
- Economic diversity: Option 2 minimizes the differences in economic diversity, Option 4 maximizes those differences
- Student impact: Option 4 represents the smallest amount of change, option 2 represents the largest amount of change
- Enrollment balance: Option 3B best balances enrollment, option 4 results in the largest imbalance.
- Option 3A neither maximizes nor minimizes the impacts across the factors

Student Transportation Options

It would be possible to somewhat mitigate the impact of the distances Lane students would have to travel to their new community school in several of the above options by providing school bus services. The Lane feeder pattern could be serviced with approximately 5 yellow buses, at a cost of approximately \$300,000 (\$60,000 per route) total, 70% of which would be reimbursable.

III. **ADDITIONAL COMMUNITY FEEDBACK**

Since the last update, staff has gathered additional feedback from Lane students on these options. There was not a clear preference expressed by students for which high school they would prefer to feed to. The primary concern expressed by students, almost universally, was regarding their need for transportation to get to school. It was clear that the majority of students

will rely on public transportation as their means of getting to and from school, as they do not have access to rides from parents or others.

Over the past week, staff telephoned families in the Whitman and Woodmere neighborhoods to hear their questions and concerns about the options that are under consideration. Staff called 132 families with 8th grade students who live in the Whitman or Woodmere portion of the Lane boundary. We talked with 90 families, or 68%. About half of the families in both neighborhoods prefer Franklin over Cleveland, because of distance, siblings and general familiarity with the school. 25%-33% of families prefer Cleveland, for similar reasons. A summary of preferences is below:

Whitman

11 Cleveland
20 Franklin
8 Undecided or No Preference
2 Benson
1 Private
42 Total

Woodmere

16 Cleveland
25 Franklin
5 Undecided or No Preference
1 Benson
1 Sp Ed
48 Total

Last week, over 500 families Bridger neighborhood and immersion families received a letter and auto-dialer with information about the new proposal. A drop-in information session occurred on Monday, December 6th, from 2-6 pm in the Bridger library. About 20 parents attended, while others provided feedback via e-mail. No Bridger neighborhood families were in support of the change. The most frequent reasons given were: Franklin is a closer school, they have older students at Franklin now, they would like all Bridger students to go to high school together, and because they did not have sufficient time to learn about Madison. Families were very upset that they were contacted about the proposal so close to the scheduled Board vote.



Membership, Dues and Assessments

WHEREAS, the dues income has fallen behind the cost of association operations as a percentage of total Association revenues, requiring subsidy of association programs by other revenue sources; and

WHEREAS, in November 1996, members approved a 5% increase for 1997-98 and a 5% increase for 1998-99. Dues have not increased since then. Consequently, the percentage of dues revenue as a proportion of total association revenue has fallen from 25.9% in 1998-99 to 14.66% in 2010-11.

NOW, THEREFORE, BE IT RESOLVED that Article 4, Section 2 of the OSBA Constitution be amended as follows:

The dues of this association may be increased annually by the Urban CPI as approved by the OSBA board membership, shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. School boards delinquent in payment of dues shall no longer be deemed a member and membership will be terminated unless an extension is requested and granted by the board of directors.

Submitted by: OSBA Board of Directors

NOMINATION FORM OSBA BOARD OF DIRECTORS REGIONAL MEMBER

Date August 23, 2010

Bobbie Regan, OSBA President-Elect
Oregon School Boards Association
P.O. Box 1068
Salem, OR 97308
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Return this form, all candidate information forms and your photo to the OSBA office.
Fax to 503-588-2813
E-mail to osbaelections@osba.org
Mail to Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308.

Dear Bobbie Regan:

With this letter, our board nominates the candidate named below to the OSBA Board of Directors position # _____.

CANDIDATE INFORMATION

Name: James Woods
District/ESD/Community College: Parkrose School District #3
Address: 10612 NE Sacramento
City: Portland, Oregon ZIP 97220
E-mail: james_woods@parrkrose.k12.or.us Phone: 503-408-0487

This nomination was approved by an official action of our board of directors at a duly called meeting on 8/23/10
(date)

Sincerely, Edward Grassel, Jr.
(Board chair)

Name: Ed Grassel, Board Chair
District: Parkrose School District
Address: 10636 NE Prescott Street
City: Portland, OR ZIP 97220

Candidate Questionnaire

OSBA Board of Directors

Name: James Woods _____ Date: September 5, 2010

District/ESD/CC: Parkrose _____ Position: #5

I certify that if elected, I will faithfully serve as a member of the OSBA board of directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: via email, James Woods

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

To provide services to school boards that they can not individually provide for themselves. These services include board policy advice, coordinating advocacy at the state and federal level as well as education and training for local school boards.

2. What do you want to accomplish by serving on the OSBA board of directors?

Continue with the process of democratizing OSBA; Create new ways for districts to coordinate negotiations similar to East County Bargaining Council (ECBC) ; Influence the necessary changes in state funding formulas and cost sharing. That final point will be the big issue in Oregon budgets for the next three years.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I don't know much about leadership skills, but I have walked many groups through complex decisions in electricity demand management, R&D funding portfolios and evaluation design. I served as school board vice-chairman for a superintendent search and chairman through the tumultuous first years of a new superintendent.

4. What do you see as the two most challenging issues faced by OSBA?

Funding of K12 education could be drastically reduced, or the way funds are allocated will changed or both. In the last 15 years we have faced only funding uncertainty – the ADMw formula has not changed. We need to figure out how to react formula changes, the cost sharing rules, and how to change those rules to the benefit of our students. The revenue and cost message to both the legislators and voters will be more complicated and more difficult to get across than, “more money” and “we cut this out of the budget.”

5. What do you see as the two most challenging issues faced by your region?

My region is a county. Our school districts' greatest challenge is unequal treatment by local governments. Our students don't have equal access to city and county services, transportation or even our college and university partners.

6. What is your plan for communicating with boards in your region?

I'm sticking with the basics, event driven email for all and scheduled phone and in-person meetings for chairs. I will sort more of this out as needed. Methods are lower priority than the requirement that communication be frequent and two-way.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

Candidate personal/professional resume

OSBA Board of Directors

Name: James Woods _____ Date: _____ Sept 5, 2010

Address: 10612 NE Sacramento

City / ZIP Portland, OR 97220

Business phone: 503.465.4883

Residence phone: Same

E-mail: James_Woods@parkrose.k12.or.us

Fax (if applicable): N/A

District/ESD/CC: Parkrose School District

Term expires: 2013 Years on board: 5

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; e-mail to OSBAelections@osba.org or mail to:
Oregon School Boards Association
P.O. Box 1068, Salem, OR 97308

Work or service performed for OSBA or local district (include committee name and if you were chair):

Parkrose Board of Education, Position #5

Member 2005 - Current

Chairman, 2007 - 2010

Vice Chairman, 2005 - 2007

Parkrose School District Budget Committee

Ex Officio Member, 2005 - Current

Position #3, 2005

Other education board positions held/dates:

Education Cabinet, City of Portland and Multnomah County, Member, 2008 - Current

Undergraduate Curriculum Committee, Economics, Portland State University, 2010 - Current

Promotion and Tenure Committee, Economics, Portland State University, 2005 - Current

University Budget Committee, Portland State University, 2006 - 2008

Portland Schools Foundation, "Schools, Family, Housing Community Grants Program", Selection Committee, 2007-2008

Judge, "Civic Engagement Awards", Center for Academic Excellence, Portland State University, 2006

Parkrose Educational Foundation

Liaison from Parkrose Board of Education, 2005 - 2007

Board Member, 2004-2005

Multnomah County, School and Community Partnerships, Citizen Budget Advisory Committee (Merged with Human Services)

Chairman, 2006 - 2007

Member, 2006 - 2007

Occupation (Include at least the past five years): Economist/Professor

Employers:

Portland State University, Assistant Professor, 2000-Current

Behavioral Economics, Owner, 2001-Current

Schools attended (Include official name of school, where and when):

High school: Elgin High School, Elgin IL, 1985

College: University of California, Davis, 2003

Degrees earned: Ph.D.

Education honors and/or awards: Various

Other applicable training or education: OSBA Leadership Oregon, 2007

Activities, other state and local community services:

Parkrose Farmers Market, Volunteer, 2008 - Current

Multnomah County, Central Citizen Budget Advisory Committee, Member, 2006 - 2009

Multnomah County, Human Services, Citizen Budget Advisory Committee, Member, 2007 - 2009

"The Better Business Bureau: Oregon and Southwest Washington Business of the Year Awards", Better Business Bureau, Judge, November, 2007

Hobbies/special interests:

Behavioral Economics, Energy Conservation, Cooking, Soccer

Business/professional/civic group memberships; offices held and dates:

American Economic Association

Western Economic Association

Additional comments:

See attached CV for additional details.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

REPORT

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

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 through \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent's delegated authority. Contracts meeting this criterion are listed below.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
A+ Advantage Point Learning	10/01/10 through 05/27/10	Personal / Professional Services PS 58026	George 6-8, Jefferson and BizTech HS, and Roosevelt Campus: SES after-school tutoring services.	\$125,000	S. Kosmala Fund 205 Dept. 5407 Grant G1121
Logic. Study Direction, LLC	10/01/10 through 05/28/11	Personal / Professional Services PS 58028	George 6-8, Jefferson and BizTech HS, and Roosevelt Campus: SES after-school tutoring services.	\$25,000	S. Kosmala Fund 205 Dept. 5407 Grant G1121
Self Enhancement Inc.	10/01/10 through 06/30/11	Personal / Professional Services PS 58024	Humboldt PK-7 and Ockley Green K-8: Mentoring services to 40 students, as part of SUN Community School programming.	\$140,000	L. Poe Fund 205 Dept. 5406 Grant G0987
Oregon Career Information System	11/17/10	Purchase Order PO 97926	District-wide: Purchase of 12 high school and 44 K-8 software one-year licenses for the OCIS.	\$38,140	D. Wood Fund 101 Dept. 5447

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Lewis & Clark College	12/01/10 through 12/31/11	Master Contract MSTR 54812 Amendment 5	District-wide: Professional development training focused on licensed teacher certification and endorsement, curriculum development, and related services.	\$125,000 \$375,000	D. Fajer Funding dependent on Department usage
Portland State University	01/01/11 through 12/31/11	Master Contract MSTR 54890 Amendment 3	District-wide: Research, policy analysis, professional development, and related services.	\$100,000 \$850,000	D. Fajer Funding dependent on Department usage
Open Text, Inc.	01/01/11 through 12/31/11	Information Technology IT 55724 Amendment 4	District-wide: One-year extension of contract for Red Dot maintenance and support services.	\$49,334 \$316,827	N. Jwayad Fund 101 Dept. 5581

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Gartner, Inc.	10/01/10 through 06/30/11	Service Requirements SR 57130 Amendment 2	District-wide: One-year extension of contract for upgraded subscription-based research and related services.	\$40,506 \$90,398	N. Jwayad Fund 101 Dept. 5581

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

* The total listed here represents the total amount actually paid to the vendor since July 1, 2010, and thus may be more or less than the “Contract / Amendment Amount” or “Contract Total.” Total Payments are not included for IGAs.

N. Sullivan

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

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December 13, 2010

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4380	A Resolution of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon, Calling a Measure Election to Submit to the Electors Of the District the Question of Updating, Increasing Safety and Rebuilding Public School Buildings by Contracting General Obligation Bonded Indebtedness in an Aggregate Principal Amount not to Exceed \$548,000,000 to Finance the Costs of These Capital Projects and Improvements; Declaring Intent to Reimburse Expenditures; and Related Matters.....	7
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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4378 and 4379

RESOLUTION No. 4378

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
Columbia Regional Program	07/01/10 through 06/30/11	IGA/R 57985	In lieu of CRP, the District will provide autism services for eligible students residing within its boundary.	\$784,800	C. Gilliam Fund 205 Dept. 5414 Grant G1025
Portland State University	06/01/10 through 05/31/11	IGA/R 58041	Sub-award from U.S. DE for My Life Project, facilitating the self-determination of youth with disabilities in foster care and evaluating intervention efficacy in improving transition outcomes.	\$47,133	J. Jackson Fund 205 Dept. 5414 Grant G1159

LIMITED SCOPE REAL PROPERTY AGREEMENTS

No Limited Scope Real Property Agreements

N. Sullivan

RESOLUTION No. 4379

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
Mountain States Networking	12/02/10	Purchase Order PO 98269	District-wide: One-year contract for Smartnet subscription for support and maintenance for District’s network, VoIP, and wireless infrastructure.	\$166,031	N. Jwayad Fund 101 Dept. 5581
Oracle America Inc.	12/3/10	Purchase Order PO 98337	District-wide: One-year contract for PeopleSoft modules licenses and support.	\$339,281	N. Jwayad Fund 101 Dept. 5581
Playworks	08/30/10 through 06/30/11	Personal / Professional Services PS 57966	Various: Recess and after-school student management and behavior supports at 12 District grade schools.	\$285,000	S. Kosmala Fund 205 Various Depts. Grant G0987
Open Meadow Alternative Schools	10/01/10 through 05/27/10	Personal / Professional Services PS 58027	George 6-8, BizTech HS, and Roosevelt Campus: SES after-school tutoring services.	\$275,000	S. Kosmala Fund 205 Dept. 5407 Grant G1121

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
TEKsystems Inc.	11/13/10 through 11/12/11	Personal / Professional Services PS 54675 Amendment 4	District-wide: Final one-year extension of a five-year contract for temporary IT staffing services.	\$1,000,000 \$4,980,000	N. Jwayad Fund 101 Dept. 5581

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County Department of Human Services	10/01/10 through 06/30/11	IGA 57973	District-wide: Attendance support at Tier I Academic Priority Zone schools.	\$196,000	L. Poe Fund 205 Dept. 5406 Grant G0987

* The total listed here represents the total amount actually paid to the vendor since July 1, 2010, and thus may be more or less than the “Contract / Amendment Amount” or “Contract Total.” Total Payments are not included for IGAs.

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4380 through 4384

RESOLUTION No. 4380

A Resolution of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon, Calling a Measure Election to Submit to the Electors of the District the Question of Updating, Increasing Safety and Rebuilding Public School Buildings by Contracting General Obligation Bonded Indebtedness in an Aggregate Principal Amount not to Exceed \$548,000,000 to Finance the Costs of these Capital Projects and Improvements; Declaring Intent to Reimburse Expenditures; and Related Matters.

RECITALS

- A. The Board of Directors of Portland Public Schools, Multnomah County, Oregon (the "District") is committed to maintaining and preserving the useful life of its school buildings; and
- B. Portland Public Schools (PPS) understands that its schools are the property and pride of all citizens of Portland, and are strong anchors needed for livable neighborhoods; and
- C. The average age of PPS school buildings is 65 years old and they have received only minimal updates over time; and
- D. PPS recognizes that condition of its facilities has a direct impact on the ability of teachers to teach and students to learn and succeed; and
- E. PPS is committed to students having the same up-to-date technology, equipment and teaching approaches as students in schools with newer buildings so our students can compete for college and the workplace; and
- F. Due to inadequate state funding for schools, there has been a high prioritization to use General Fund money for the core educational mission that has resulted in deferral of major maintenance, which further leads to secondary damage and increased facility costs; and
- G. Capital dollars last made available in 1995 were fully expended years ago and that debt has been retired; and
- H. Three years of facility assessment, community-wide work sessions, Board of Directors adoption of Guiding Principles in Resolution No. 3987 and Criteria to Determine the Order of Rebuilding and Renovation in Resolution No. 3986 resulted in the District Superintendent's November 8, 2010 school modernization proposal to the Board of Directors; and
- I. The November 8, 2010 proposal to rebuild schools and update learning environments for students was subsequently refined by community input; and
- J. The District has clearly determined that a need exists for the District to finance the costs of capital construction and improvements, as more fully described in Exhibit A, attached hereto, and pay bond issuance costs (the "Project"); and
- K. PPS proposes to finance capital expenditures through a largely pay-as-you-go system that pays off most of the projects within six years and, therefore, to prepare for future modernization the District will conduct the planning and design necessary for the rebuilding of Lincoln High School in this Project to prepare for subsequent electoral referral for capital bonded indebtedness; and
- L. In connection with the Project, the District has evaluated the need for safety improvements, the joint funding of safety improvements with other public and private entities, and the funding of safety improvements in accordance with ORS 332.176 and is in the process of negotiating a Memorandum of Understanding with the City of Portland which will subsequently become an Intergovernmental Agreement, as regards school-related transportation improvements; and

- M. The costs of the Project and issuance costs are estimated not to exceed \$548,000,000; and
- N. ORS 328.205, as amended, subject to voter approval, authorizes the District to contract bonded indebtedness to provide funds to finance the costs of the Project and to pay bond issuance costs; and
- O. The Finance, Audit and Operations Committee reviewed this resolution on December 7, 2010, and unanimously recommends its approval to the Board.

RESOLUTION

NOW, THEREFORE, the Board of Directors of Portland Public Schools, Multnomah County, Oregon, resolves as follows:

1. A measure election is hereby called for the purpose of submitting to the electors of the District the question of contracting general obligation bonded indebtedness in the name of the District in an amount not to exceed \$548,000,000. Bond proceeds will be used to finance the Project and pay all Bond issuance costs. The Bonds shall mature primarily in one (1), two (2) or three (3) years with a portion maturing in not more than twenty (20) years from the date of issuance and may be issued in one or more series. The measure election hereby called shall be held in the District on the 17th day of May, 2011. As authorized by the County Clerk of Multnomah County, Oregon, and the Oregon Secretary of State, the election shall be conducted by mail pursuant to ORS 254.465 and 254.470.
2. The District authorizes the Board Chair, Superintendent, or his or her designee (the "Authorized Representative") to submit the final ballot title and explanatory statement and to take such further action as is necessary to carry out the intent and purposes herein in compliance with the applicable provisions of law.
3. The Authorized Representative shall cause to be delivered to the Election Officer of Multnomah County, Oregon (the "Election Officer"), a Notice of Bond Election (the "Notice") in substantially the form of, attached hereto as Exhibit A, which shall be approved and filed by the Authorized Representative of the District, not later than March 17, 2011.
4. The District hereby declares its official intent to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.
5. The law firm of K&L Gates LLP, is hereby appointed to serve as Bond Counsel with respect to the issuance of the Bonds. The District will pay the fees and expenses of bond counsel and underwriter from Bond proceeds.

ADOPTED by the Board of Directors of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon this 13th day of December, 2010.

**PORTLAND PUBLIC SCHOOLS
MULTNOMAH COUNTY, OREGON**

By: _____

Chair, Board of Directors

ATTEST:

By: _____

Deputy Clerk

EXHIBIT A

NOTICE OF BOND ELECTION

PORTLAND PUBLIC SCHOOLS

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

MULTNOMAH COUNTY, OREGON

NOTICE IS HEREBY GIVEN that on May 17, 2011 a measure election will be held in Multnomah County, Oregon. The following shall be the ballot title of the measure to be submitted to the district's voters on this date:

CAPTION:

**PORTLAND PUBLIC SCHOOLS
BONDS TO UPDATE, RENOVATE LOCAL SCHOOL BUILDINGS**

QUESTION:

Shall PPS update, rebuild, increase safety at public schools; retire debt; issue \$548 million in general obligation bonds, audit spending? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

SUMMARY:

Portland Public Schools buildings average 65 years old. Safety, security, classrooms and technology are out of date in nearly every building.

Bond funds support capital projects at 95 schools:

- 86 schools receive updates such as:
 - Fire and life safety;
 - Electrical, plumbing, lighting, roofing, heating, security;
 - Earthquake safety, handicapped accessibility;
 - Modern science classrooms;
 - Classroom teaching technology;
 - School grounds, exteriors, fields.

- 9 schools rebuilt:
 - N/NE Portland: Roosevelt High; Faubion, Rigler, Laurelhurst
 - SE Portland: Cleveland High; Marysville
 - West Portland: Markham Elementary, East Sylvan on West Sylvan campus
 - Middle College Program with Portland Community College at Jefferson High.

- Planning, design to prepare for rebuilding Lincoln High.

Bond funds will retire existing school projects debt.

Citizen oversight and annual audits of bond projects and expenditures are required.

Most bonds mature in 1 - 3 years to minimize interest expense. Cost estimated to be approximately \$2 per \$1,000 assessed property value for six years, then reduced. Median homeowner pays \$300 annually for six years, reduced to approximately \$22 annually.

The following authorized District Election Authority hereby certifies the above ballot title is true and complete.

Signature of authorized District Election Authority

Date signed

Printed name of authorized District Election Authority

Title

RESOLUTION No. 4381

Authorizing Staff to proceed with Design Development, Construction Documents, Permitting, and Bid Package for Rebuilding Marysville K-8 School Using Proceeds from the Insurance Claim

RECITAL

- A. On November 10, 2009, a fire occurred at Marysville K-8 School destroying one-third of the structure with additional areas being damaged by water.
- B. On April 5, 2010, the Board of Education (BOE) authorized staff to identify a design team in order to initiate redesign work, through the Schematic Design phase, to determine options for repair and rebuilding Marysville.
- C. In spring 2009 a competitive procurement process resulted in a contract with DLR Group, a multi-disciplinary design team, to provide full architectural and engineering services for the Marysville rebuilding effort. The District, per BOE authorization, directed DLR to proceed with development of schematic options and cost estimates. The District directed design work to proceed through Schematic Design only, pending BOE direction to proceed further.
- D. A series of interviews and design charrettes subsequently took place with Marysville faculty, PPS departments, and Marysville PTA, parents, and students.
- E. Multiple options for rebuilding Marysville K-8 were explored and identified.
- F. Rebuild Option 3 titled "Marysville Future Revival" has been determined to best serve the Marysville community and Portland Public Schools.
- G. The Finance, Audit, and Operations Committee reviewed this resolution on November 16, 2010, and unanimously recommended its approval to the Board.

RESOLUTION

- 1. The Board accepts the staff recommendation to rebuild Marysville K-8, identified as Option 3 "Marysville Future Revival" in Attachment A to the related staff report.
- 2. The Board authorizes staff to proceed with Design Development, Construction Documents, permitting, and bid package for the "Marysville Future Revival" Option 3 solely using proceeds from the insurance claim.
- 3. The Board directs staff to return to its Finance, Audit and Operations Committee and subsequently the full BOE with Design Development site plan, floor plan, elevations, and materials board for review and approval prior to proceeding into the Construction Document project phase.
- 4. The Board acknowledges that the bidding and construction phases of the Marysville project are dependent upon PPS identifying additional capital funding, with a current strategy of voter approval of a capital bond measure in May 2011. If the capital bond does not pass, the Board reserves the right to reconsider all Marysville design and funding options.

C.J. Sylvester/S. Schoening

RESOLUTION No. 4382

Acceptance and Approval of the Comprehensive Annual Financial Report, Reports to Management and Report on Requirements of the Single Audit Act and OMB Circular A-133

RECITALS

- A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.
- B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2010, and provides assurance that the District's accounting and reporting is in compliance with generally accepted accounting principles.
- C. The District has received awards in Excellence in Financial Reporting for 30 consecutive years from both the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) and plans to submit the current financial reports for similar award consideration.
- D. The Finance, Audit and Operations Committee has reviewed this report and unanimously recommended that it be moved to the full Board for consideration and approval.

RESOLUTION

The Board of Education accepts and approves the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act and OMB Circular A-133 of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2010, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

N. Sullivan / C.A. Kirby

RESOLUTION No. 4383

Language Immersion Feeder Patterns
High School System Design

RECITALS

- A. As a part of High School System Design, the K-12 alignment of immersion programs is a part of the Superintendent's proposal in order to create a system where immersion programs are spread throughout the city and Spanish immersion is available in every region. K-8 Spanish immersion programs are currently in place at Ainsworth K-5/West Sylvan 6-8 on the west side, Atkinson K-5/Hosford 6-8 in the southeast and Beach K-8 in the north and in development at Lent K-8 and Bridger K-8 in the southeast, Rigler K-8 in the northeast and César Chávez K-8 in the north.
- B. During Spring 2009, PPS staff held a series of work sessions with principals and then with community groups evaluating immersion program data and research. The recommendation that emerged regarding high school immersion programs was to offer a program in as many community high schools as possible rather than concentrating immersion in a focus option model. Spanish Immersion programs at the high school level will be placed in each geographic region of the city, including Lincoln HS on the west side, Roosevelt HS in the north, Madison HS in the northeast and the program will shift from Cleveland to Franklin HS in the southeast. Japanese, Chinese and Russian will each be located in a single high school location as district wide

programs, with Japanese Immersion currently at Grant HS, Mandarin Immersion at Cleveland HS, and Russian Immersion eventually housed at Franklin HS.

- C. Throughout the spring and fall of 2010 principals have met with parents to hear their questions and concerns, and those concerns have been shared with District staff.
- D. At the end of September 2010, immersion principals met to review the feeder pattern recommendation. In November high school principals with current and future immersion programs met to affirm the recommendation.
- E. Currently, all students in an immersion feeder pattern, including those who transfer from outside the region, are assigned together as a cohort to the next school level in an immersion program. In the future, the District's goal is to develop regional Spanish immersion programs that serve the students in each region. The regions are defined as follows:
- **West:** Lincoln and Wilson clusters, currently served by the Ainsworth K-5, West Sylvan 6-8 and Lincoln Spanish immersion program
 - **North:** Roosevelt cluster and the dual assignment section of the Jefferson cluster that is assigned to Roosevelt, currently served by the Beach and César Chávez K-8 programs
 - **Northeast:** Madison, Grant and the dual assignment sections of the Jefferson cluster that are assigned to Madison and Grant, currently served by the Rigler K-8 and Madison program
 - **Southeast:** Franklin and Cleveland clusters, currently served by the Lent K-8, and Atkinson K5, Mt. Tabor 6-8 and Franklin programs
 - The Bridger immersion program will feed into Madison or Franklin high school depending on the Board's decision as to the neighborhood high school assignment for Bridger.
- F. In each case, K-8 Spanish Immersion programs will be aligned with the neighborhood feeder pattern in a region so that students from that region can continue with their neighborhood cohort at the K-8 level to the community high school that houses the 9-12 program. For this reason, the Spanish immersion feeder pattern that currently jumps from the Franklin cluster at Atkinson K-5 to Hosford and Cleveland is being shifted to be housed within the Franklin feeder pattern from K-12, at Mt. Tabor 6-8 and Franklin HS.
- G. The shift from Hosford-Cleveland to Mt. Tabor-Franklin will be phased in starting with 6th grade at Mt. Tabor and 9th grade at Franklin in the 2011-12 school year, and each program will grow one grade per year. The programs at Hosford and Cleveland will similarly be phased out one grade per year, and the resources related to those programs will shift in a phased approach to Mt. Tabor and Franklin. The Board directs the superintendent to work with the impacted school communities to ensure that the transition plan is well established, and that required resources to support a successful transition are defined and made available.
- H. Our goal is to ensure that the immersion feeder pattern system will continue to grow to a sustainable level in each region. Sustainability within a region is currently defined as having a minimum of 2 class sections per year at the K-5 level, feeding to 1 section per year by 9th grade. Feeder patterns may be realigned in the future to adjust for growing and shifting enrollment. In addition, the number and scope of language immersion programs, particularly at the high school level, may change based on budget constraints and priorities.
- I. Dual language immersion has been demonstrated both in research and experience within Portland Public Schools to be an effective strategy to accelerate the academic progress of English language learners. As such, and given the urgent priority for the District to improve programs and outcomes for English Language Learners, current programs that are designed as dual language immersion will continue to primarily serve neighborhood populations of native

speakers, along with non-native speakers from within each region. Expansion and location decisions for future Spanish Immersion and other language immersion programs will be closely aligned with the needs of native-speaking populations throughout the district. The staff report summarizing the recommendation has been reviewed and approved by the Student Achievement Committee and forwarded to the full Board of Education for a decision.

RESOLUTION

1. The Board approves the Superintendent's recommendation for feeder patterns for immersion programs as a part of High School System Design. Specifically, beginning in September 2011 the feeder patterns for Spanish immersion will be as follows:
 - Ainsworth (K-5) to West Sylvan (6-8) to Lincoln;
 - Rigler (K-8) to Madison;
 - César Chávez (K-8) and Beach (K-8) to Roosevelt;
 - Atkinson (K-5) to Mt. Tabor (6-8), and Lent (K-8) to Franklin;
 - The high school assignment for Bridger K-8 immersion will follow the Bridger neighborhood boundary assignment pattern as decided by the Board
2. In addition, the feeder pattern for Russian Immersion will be Kelly (K-5) to Lane (6-8) to Franklin High School.
3. The transition of the Hosford and Cleveland Spanish Immersion programs to Mt. Tabor and Franklin will begin in September 2011, with 6th grade at Mt. Tabor and 9th grade at Franklin, and will grow one grade per year thereafter until the highest grade of the program is reached.
4. To support a regional program for Spanish Immersion, program applicants at the K-8 level will be given priority to attend the immersion program within their region beginning with the Spring 2011 lottery.
5. Beginning in September 2014, students who have been enrolled in a Spanish Immersion program outside of their region through 8th grade will not be assigned to the high school immersion program in that region, and will have the right to attend the high school immersion program in the region where they live.

C. Randall /M. Arganbright

RESOLUTION No. 4384

Feeder Pattern Reconfigurations Due to Closure of Schools on Marshall Campus

_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 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. PPS could not afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. PPS faced the need to deliver academic services in a fiscally sustainable manner that also provided greater equity and consistency in access to a core program and in future reduces the achievement gap that currently exists in every high school. The high school system design of community comprehensive schools with comparable and robust core programs was based on an assumption of relative parity of enrollment across schools.

- C. 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.
- D. On October 12 in Resolution #4359 the Board directed the Superintendent to implement 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 resolution also stated that boundaries would be determined within 90 days of the process.
- E. At the direction of the Board, District staff, community members, parents and students engaged in a meaningful manner over the last 60 days in the analysis of potential boundary options. Families at all of the impacted K8 and middle schools were contacted throughout this process using multiple communication mechanisms; administrators and staff provided input; and the High School Parent Advisory Committee, a group of parents representing all geographic clusters in the district on 10/28/10 also gave a significant amount of feedback on potential boundary options.
- F. In order to make decisions in a reasonable timeframe, and minimize impact on students from K to 12, the scope of this analysis was based on using K5 and K8 boundaries as the building blocks for new assignments.
- G. As per board policy and administrative directives, staff used the following criteria to judge various boundary options:
 - **Enrollment stability:** Projected enrollment at receiving schools must be above 1300 and the difference in enrollment between schools must not be more than 300 students. Facility capacity should be considered to ensure that assigned enrollment is not greater than capacity.
 - **Proximity:** Students should be assigned whenever feasible to the closest school to their home, and must be able to access their assigned school using Trimet in a reasonable amount of time that allows students to fully participate in their school program.
 - **Student impact:** Boundary decisions should minimize the total number of students reassigned, and keep students together after 8th grade to the extent possible.
 - **Economic Diversity:** Boundary decisions should strive to establish a mix of students with different socioeconomic backgrounds across schools to the extent possible. Some research shows that economic diversity can be correlated with higher academic performance of all students at a school.
- H. Arriving at a recommendation requires prioritizing the above criteria relative to one another. Throughout the high school system design process, the Superintendent has held enrollment balance as the highest priority in order to achieve the explicit goal of ensuring access to all students to an equivalent, high quality core program in each school, which requires schools to have enrollment that falls within a similar range. Feedback from the community throughout this

process has indicated that proximity is held as an extremely high value by parents and students system-wide. Balancing economic diversity also emerged as a high priority among community members. The board has in the past worked to eliminate split feeder patterns and minimize the impact of boundary changes on existing students. In line with community feedback regarding these criteria, the Superintendent and her staff strived to find the option that best balanced the impact of all of criteria, rather than maximizing the benefit of one criterion relative to the others.

- I. The Superintendent is working with staff and community to ensure that each high school that is receiving new students from the former Marshall feeder pattern is undertaking a process of community outreach and orientation to ensure that incoming 9th graders from the Marshall area have the information and support they need to begin high school successful in the fall of 2011, and that the types of community supports that were available at the Marshall campus are available at Franklin, Madison and Cleveland high schools to continue to adequately serve the needs of the Marshall community.
- J. Simultaneous with the boundary recommendation process, the Superintendent has implemented an assignment plan for students who are currently attending small schools on the Marshall campus. Students will be assigned to new high schools based on the small school they currently attend: Biztech is assigned to Franklin, Pauling and Renaissance Arts to Madison. In addition, there will be an opportunity for current Marshall students to request to attend Madison instead of Franklin and Franklin instead of Madison. This process will be finalized by December 17, 2010. In addition, students will have the opportunity to participate in the regular district lottery in spring, 2011.
- K. The Ad Hoc Committee on Student Assignment, Program Initiation, and Reconfiguration (SAPIR) reviewed the impact of various boundary options, community feedback and emerging recommendations at several meetings in November. On December 8, 2010 the Ad-hoc SAPIR committee approved the Superintendent's recommendation and forwarded the resolution to the full board for a decision.

RESOLUTION

1. The Board of Education for Portland Public Schools recognizes the significant effort of the Marshall community and the community at large to work together with members of the district in order to find the best possible recommendation for boundaries for their community and their children.
2. The Board of Education appreciates the efforts of Franklin, Madison and Cleveland High School communities to create a supportive and welcoming environment for the Marshall community.
3. The Board of Education for Portland Public Schools accepts the recommendation of Superintendent Smith to shift the former Marshall feeder pattern to new high schools effective for incoming 9th graders in September 2011:
 - a. Assigned to Franklin High School: The neighborhood boundary areas feeding into Bridger K8, Lent K8, Marysville K8, Woodmere K5 and Kelly K5
 - b. Assigned to Madison High School: The neighborhood boundary area feeding into Harrison Park K8
 - c. Assigned to Cleveland High School: The neighborhood boundary area feeding into Whitman K5.
4. The Board of Education directs the Superintendent to provide current Marshall campus students a guaranteed assignment to a new high school, which will serve as their new neighborhood school, based on the current small school they attend or the results of the Marshall student choice process that will be complete by December 17, 2010.

5. The Board of Education encourages the superintendent and staff to continue to support families to maximize the opportunity for a successful student transition within the parameters available in the enrollment and transfer process.
6. Given the importance of access to Tri-Met for students, the Board of Education encourages the superintendent and staff to continue to work with intergovernmental partners to sustain current transportation options for high school students.

S. Allan / S. Singer