

Agenda

- I. 6:00 pm - Opening
- II. 6:05 pm - Consent Agenda: Resolutions 6230 through 6234
Vote- Public Comment Accepted
 - II.1.Resolution 6230: Expenditure Contracts
 - II.2.Resolution 6231: Revenue Contracts
 - II.3.Resolution 6232: Dismissal of a Contract Teacher
 - II.4.Resolution 6233: Adoption of Minutes
 - II.5.Resolution 6234: Postpone Board Leadership Vote
- III. 6:20 pm - Student and Public Comment
- IV. 6:35 pm - Superintendent's Report
- V. 6:45 pm - Wilson High School Naming and Defining Places Recommendation
Vote- Public Comment Accepted
- VI. 7:10 pm - Enrollment and Balancing Final Scenario for Phase 1 Southeast
Vote- Public Comment Accepted
- VII. 7:55 pm - Update: COVID metrics
- VIII. 8:25 pm - District Student Council Student Survey
- IX. 8:45 pm - Board Committee and Conference Reports
- X. 8:55 pm - Other Business / Committee Referrals
- XI. 9:05 pm - Adjourn

RESOLUTION No. 6230

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

RECITAL

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

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Camfil, Inc.	1/31/21 through 1/31/22 Option to renew for up to four additional one-year terms through 1/31/26	Services S 89672	Provide and install air filters in all District buildings. Request for Proposals 2020-2908	Original Term: \$350,000 Total through renewals: \$1,750,000	C. Hertz Fund 101 Dept. 5592
Yared Medical Transport LLC	3/1/21 through 6/30/25	Services S 89682	Provide transportation services to District students unable to be served by a school bus. Special Class Procurement – Secure Specialized Transportation PPS-47-0288(19)	\$500,000	C. Hertz Fund 101 Dept. 5560
McKinstry	2/1/21 through 12/2/28	Cooperative Contract COA 89633	Provide HVAC system analysis, subject matter expertise, energy audits, and retrofit recommendations to reduce energy consumption. Cooperative Procurement Group: OMNIA Partners	Estimated usage during contract term: \$5,000,000	C. Hertz Fund 101 Dept. 5592
Western Bus Sales, Inc.	1/27/18	Purchase Order PO 153925	Purchase of four propane school buses under Cooperative Contract COA-67760.	\$359,816	C. Hertz Fund 101 Dept. 5560

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6231

Revenue Contracts that Exceed \$150,000 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 exceeding \$150,000 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 the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County	7/1/20 through 6/30/23	Intergovernmental Agreement/Revenue IGA/R 89674	Provide funding for comprehensive sexuality education.	\$405,000	K. Cuellar Fund 299 Grant G1985

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6232

Dismissal of a Contract Teacher

RECITALS

- A. The Board has reviewed the evidence submitted along with the Superintendent's recommendation for dismissal. These documents are confidential and will be kept in the employee's personnel file.
- B. The Board has met in Executive Session on January 19, 2021, prior to making a decision. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to terminate the employee.

RESOLUTION No. 6233

The Following Minutes are offered for Adoption

- December 15, 2021 – Regular Meeting
- January 05, 2021 – Special Meeting

Portland Public Schools Board of Education

Special Meeting Minutes

January 05, 2021

Virtual

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Actions Taken

Motion to approve Resolution 6221 Appointment of Bond Accountability Committee Members. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to amend Resolution 6222 to reflect scenario three which reflects a 7% fund balance instead of 8%. This motion, made by Director Rita Moore and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Director Amy Kohnstamm: No, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: No, Student Representative Shue: Yes (unofficial)

Yes: 4, No: 3

Motion to approve Resolution 6222 to Adopt a 2021-22 Budget Goal for Ending Fund Balance Reserve, as amended. This motion, made by Director Amy Kohnstamm and seconded by Director Rita Moore, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: abstained (unofficial)

Yes: 6, No: 1

RESOLUTION No. 6221

Recommendation of Bond Accountability Committee Members as part of the 2012, 2017 and 2020 Bond Programs

RECITAL

- A. As part of the 2012 Bond Program (Measure 26-144), Resolution 4651 created a citizen oversight committee (Bond Accountability Committee or BAC) to assist the PPS Board in monitoring the planning and progress of the 2012 Capital Bond Program.
- B. Board Resolution No. 5475 (June 20, 2017) called for the amendment of the BAC charter to include oversight of the 2017 Modernization and Health and Safety Bond as well as increase committee membership to 10 appointees.
- C. Three members of the committee complete their terms on 12/31/2020 and are not able to be considered for additional terms under the membership conditions laid out in the BAC charter. An additional position is currently vacant. This allows for the appointment of four new members.
- D. Staff recommends the appointment of four new members to the Bond Accountability Committee. With this appointment, the committee will have ten members.

RESOLUTION

The Board of Education approves the appointment of four new Bond Accountability Committee Members as follows:

Kenechi Onyeagusi	4 years (term ends 12/2024)
Cara Snow	4 years (term ends 12/2024)
Angela Jarvis Holland	3 years (term ends 12/2023)
Darren Golden	3 years (term ends 12/2023)

RESOLUTION NO. 6222

Resolution to Adopt a 2021-22 Budget Goal for Ending Fund Balance Reserve

RECITALS

- A. It is the mission of Portland Public Schools to ensure that every student by name is prepared for college, career, and participation as an active community member, regardless of race, income, or zip code.
- B. Government Finance Officers Association (GFOA) recommends a school district develop long-term revenue and expenditure forecasts as part of the budgeting process.
- C. The GFOA also recommends that the Board set a budget goal for the General Fund reserve to guide the staff in the proposed budget development process.
- D. On December 1, 2020, in a Board meeting and again on December 15, 2020, in a work session, the Board of Education reviewed and discussed the Five-Year Forecasted shortfall based on the State of Oregon Governor's proposed budget of \$9.1B for the State School Fund (SSF).
- E. The Governor's proposed budget also includes an appropriation for the Student Investment Account (SIA) of \$31M annually and an additional federal stimulus package that is projected to add \$33M in one-time support, that can be used to meet the future needs of accelerating learning as students return to school.
- F. The Five-Year Forecast Scenario Summary is shown in Attachment A. Staff recommends adopting a General Fund budget goal to maintain an 7% fund balance as demonstrated in Scenario 4.

RESOLUTION

The Portland Public Schools Board of Education adopts the budget goal to maintain a minimum 7% General Fund Balance reserve in the development of the 2021-22 budget as demonstrated in Scenario 3.

Portland Public Schools Board of Education

Regular Meeting Minutes

December 15, 2020

Virtual

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Actions Taken

Motion to approve the Consent Agenda, including Resolutions 6214, 6215, 6217, and 6218. This motion, made by Director Amy Kohnstamm and seconded by Director Julia Brim-Edwards, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes

Yes: 7, No: 0

Motion to amend Resolution 6219 to remove "and approves". This motion, made by Director Julia Brim-Edwards and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes

Yes: 7, No: 0

Motion to approve Resolution 6219: Acceptance of the Comprehensive Annual Financial Report (CAFR), Reports to Management, and the Report on Requirements for Federal Awards, as amended. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes

Yes: 7, No: 0

Motion to submit the evidence that was gathered to the Secretary of State's office and endorse district management's response. This motion, made by Director Andrew Scott and seconded by Director Eilidh Lowery, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes

Yes: 7, No: 0

Motion to approve Resolution 6220 to adopt the 2021 Portland Public Schools Legislative Agenda with an amendment that would add a bullet calling-out the system shift around transformative curriculum and pedagogy. This motion, made by Director Andrew Scott and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes,
Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director
Andrew Scott: Yes

Yes: 7, No: 0

Motion to adopt the Oregon School Board Association (OSBA) Legislative Agenda. This motion, made by
Director Andrew Scott and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes,
Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director
Andrew Scott: Yes

Yes: 7, No: 0

RESOLUTION No. 6214Expenditure Contracts that Exceed \$150,000 for Delegation of Authority**RECITAL**

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

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
The Lion Electric Co., U.S., Inc.	12/16/20 through 12/31/21	Purchase Order PO 153531	Purchase of Type A Electric Bus. Request for Proposals 2020-2898	\$299,571	C. Hertz Fund 101 Dept. 5560
FFA Architecture and Interiors, Inc.	12/16/20 through 12/2/23 Option to renew for two additional one year terms through 12/2/25	Architecture ARCH 89541	Seismic design work for Lent School. Request for Proposals 2020-2856	\$624,833	C. Hertz Fund 445 Dept. 5597 Project K0205
Miller Nash Graham & Dunn LLP	12/16/20 through 6/30/21	Legal Services LS 89586	Legal services and support. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460
Ednetics, Inc.	12/16/20 through 3/24/23 Option to renew for up to three additional one-year terms through 3/24/26	Cooperative Contract COA 89588	Purchase of network equipment and warranty/maintenance services. Administering Contracting Agency: Organization for Educational Technology and Curriculum (OETC)	\$1,000,000	C. Hertz Fund 101 Dept. 5581
CDR Labor Law	12/16/20 through 6/30/21	Legal Services LS 89592	Provide outside legal service support on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460
Vickers Plass LLC	1/1/21 through 6/30/23	Legal Services LS 89593	Provide outside legal and risk management support on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5540
Sather, Byerly & Holloway, LLP	1/1/21 through 1/31/24	Legal Services LS 89594	Provide workers' compensation legal services. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5540
Northwest Information Systems, Inc.	12/16/20 through 3/31/24	Cooperative Contract COA 89555	Information Technology staff augmentation. Administering Contracting Agency: Washington County	\$5,000,000	C. Hertz Funding Source Varies

Studio Petretti Architecture, LLC	TBD	Architecture ARCH XXXXX*	Full design and engineering services for building improvements at Terwilliger for the relocation of Access Academy. Request for Proposals 2020-2900	\$350,000	C. Hertz Funding Source TBD
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NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Office of General Counsel Network	12/16/20 through 6/30/21	Legal Services LS 69692 Amendment 1	General Counsel services extended through the end of fiscal year. Direct Negotiation – Legal Services PPS-46-0525(13)	\$180,000 \$360,000	S. Soden Fund 101 Dept. 5460
Prospect Studio	12/16/20 through 6/30/21	Personal Services PS 70019 Amendment 1	To finalize and integrate the work in the Spring (Year One-High Level Work Plan) into the first of a series of Strategic Plans for 2021-24. Request for Proposals 2018-2487	\$80,000 \$175,000	G. Guerrero Fund 101 Dept. 5402

RESOLUTION No. 6215

The Following Minutes are offered for Adoption

- 12/01/2020 – Regular Meeting

RESOLUTION No. 6217

Authorizing the Early Termination of Sunstone Montessori Lease in order to reunite ACCESS Academy at Terwilliger Elementary School Located at 6318 SW Corbett Street

RECITALS

- A. During a special meeting of the Portland Public Schools Board of Education on May 30, 2018, Resolution #5658 was approved to co-locate the District's ACCESS Academy Alternative Program ACCESS Academy.
- B. PPS's lease with Sunstone Montessori at Terwilliger will expire on July 31, 2022.
- C. PPS presented the Terwilliger site to the ACCESS Academy community as an opportunity for permanent co-location of its two programs in the school year 2022-23, after the Sunstone Montessori lease expires, or earlier if possible, and it was well received by the ACCESS community.
- D. Early termination of the lease will provide time to prepare the Terwilliger facility for ACCESS occupancy on or before January 2022.
- E. PPS and Sunstone Montessori have negotiated an agreement, subject to Board approval, to terminate the lease effective June 30, 2021 in exchange for rent concession, payment of \$468,888, among other terms.

RESOLUTION

- 1. The Board hereby authorizes the early termination of the Sunstone Montessori lease effective June 30, 2021 and the rent concession/payment to Sunstone Montessori of \$468,888 in a form of agreement approved by the General Counsel.

RESOLUTION No. 6218

Settlement Agreement

The authority to pay \$80,000 is granted to the Superintendent to enter into an agreement to resolve claims brought on behalf of a former student in a form approved by the General Counsel's Office.

RESOLUTION No. 6219

Acceptance of the Comprehensive Annual Financial Report, Reports to Management, and the
Report on Requirements for Federal Awards

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, 2020, and provides assurance that the District's accounting and reporting are in compliance with generally accepted accounting principles.
- C. The District has received awards in Excellence in Financial Reporting for 40 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.

RESOLUTION

The Board of Education accepts the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2020, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

RESOLUTION No. 6220

2021 Portland Public Schools Legislative Agenda

RECITALS

- A. In January, the Oregon Legislature will convene the 2021 Regular Legislative Session during which hundreds of bills affecting education will be introduced and debated.
- B. Additionally, the Legislature will approve a budget for the 2021-2023 biennium that will contain the State School Fund, the primary funding source for K-12 education in Oregon and for Portland Public Schools.
- C. The Portland Public Schools Board recognizes that legislative advocacy is essential for the District and for our ability to affect education public policy in Oregon.
- D. The Portland Public Schools Legislative Agenda is aligned with the five educational system shifts as outlined in the PPS strategic plan for the 2020-21 school year.
- E. Portland Public Schools' first and foremost priority for the 2021 Regular Legislative Session is for the legislature to provide robust funding for advancing student achievement in every school district in Oregon.
- F. The district is also calling on the legislature to pass measures that help get students back into the classroom as soon as it is safe to do so.
- G. Portland Public Schools will advocate to build on the progress the legislature made when they passed the Student Success Act by continuing to support centering racial equity in school funding decisions.
- H. Portland Public Schools will advocate for increased investments in programs that support the social and emotional well-being of our students and their families.
- I. The district will also strongly support measures that enhance the ability of PPS to advance student achievement, close the opportunity gap for historically underserved students and enhance racial equity in the district and statewide.
- J. The legislative agenda was developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

- 1. The Board adopts the 2021 Legislative Agenda as the formal position of the Board of Education for the 2021 Regular Legislative Session focusing on priority areas of student achievement and safety, education funding, expanded learning opportunities and workforce diversity and development.

RESOLUTION No. 6234

Resolution to Postpone the Board Leadership Vote

RECITALS

Portland Public Schools Board Policy 1.20.010 (V)(1)(a) requires the Board to elect a Board chair and a Board vice chair at the first regular meeting in January to serve in those roles until the first regular meeting the following July.

During the regular board meeting on January 12, 2021, the Board agreed to postpone voting on Resolution 6228, Vote on Board Chair, and Resolution 6229, Vote on Board Vice-Chair, until January 26, 2021, in order for the Board to have an opportunity to have further discussion in a board retreat on that date. The Board retreat is now being rescheduled for a date in February.

RESOLVED

The Portland Public Schools Board of Education agrees to waive the timeline of this policy and postpone the election of a Board chair and a Board vice chair until the meeting following the upcoming Board retreat.

RESOLUTION No. 6235

Resolution to change the name of Wilson High School

RECITALS

- A. Portland Public Schools acknowledges that the names of school buildings have significant impact on the overall educational environment to foster positive student development and sense of belonging.
- B. For several years, students, families and staff at Wilson High School advocated for changing the name of Wilson because of the misalignment with our value and commitment to Racial Equity and Social Justice.
- C. At the July 14 Board of Education meeting, Portland Public Schools released a plan that lays out a procedure for updating the Administrative Directive for renaming its buildings and other spaces, with Wilson as a case study in the Naming and Defining Places Process.
- D. In August 2020, Wilson High School initiated a process to recruit members to the renaming committee to review options for a new school name that better represents the culture, climate, and collective values of the school community.
- E. The Wilson High School Naming Committee, whose membership included students, families, staff, PTA members, community members, and alumni commenced in August 2020 and met until Winter 2021. The Committee completed community engagement with student leaders, classes, parent groups, and community groups to garner support for a new name option.
- F. The charge of the Committee work was to query the community and put forth a recommended name to the Superintendent for his review and final recommendation to the Board of Education. The Committee recommended Ida B. Wells-Barnett High School as their first choice to the Superintendent.
- G. Ida B. Wells-Barnett led the antilynching crusade of the 1890s and later founded several civil rights organizations, including the NAACP, and the first black women's suffrage association. Wells-Barnett was taught from a young age that an education was important, and that spreading and sharing knowledge was the key to a more tolerant, and just society.
- H. The recommendation to rename Wilson High School to Ida B. Wells-Barnett High School will foster a lasting message of determination, valor, and tolerance among all students and staff.
- I. The Superintendent, having reviewed the process and work of the Committee, recommends to change Wilson High School to Ida B. Wells-Barnett High School to the Board of Education.

RESOLVED

NOW, THEREFORE, Wilson High School will be known as the "Ida B. Wells-Barnett High School". A brand-identity process will begin in the winter term to provide visual elements.

The Portland Public Schools Board of Education approves the Superintendent and school community's final recommendation of Ida B. Wells-Barnett High School.



PORTLAND PUBLIC SCHOOLS

OFFICE OF STRATEGIC PARTNERSHIPS & ENGAGEMENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3962

Date: 01/26/2021

To: Superintendent Guerrero

From: Dani Ledezma, Senior Advisor of Racial Equity and Social Justice
Shanice Brittany Clarke, Director of Community Engagement

CC: Jonathan García, Chief Engagement Officer
Elisa Schorr, Area Senior Director of High Schools
Dr. Shawn Bird, Chief of Schools

Subject: Wilson High School Naming and Defining Places Recommendation

BACKGROUND

At the July 14 Board of Education meeting, Portland Public Schools released a plan that lays out a procedure for updating the Administrative Directive for renaming its buildings and other spaces, with Wilson as a case study in the Naming and Defining Places Process. Utilizing this approach we hope to bring our community along to align our intentions and actions on the issue of renaming school buildings - a balanced approach that centers the voices and experiences of our students, especially Students of Color, and aligns with our racial equity and social justice framework and plan. The Superintendent's charge grounds this work with a focus on positive school climate, adult-student relationships, students' sense of belonging, cultural responsiveness, and student physical and emotional safety

This resolution provides a recommended name change for Wilson High School Ida B. Wells-Barnett High School. The recommendation is the culmination of years of student and community advocacy and an extensive student and community engagement process to reach consensus on the change.

For several years, students, families and staff at Wilson High School advocated for changing the name of Wilson because of the misalignment with our value and commitment to Racial Equity and Social Justice. Amidst a national and local racial reckoning, in the summer of 2020, more than 2,000 students, families and staff signed a petition asking to rename Woodrow Wilson High School. Utilizing the existing administrative directive for renaming, PPS staff from the Community Engagement Department, began supporting the Wilson Principal, students and community as they embarked on the community engagement and renaming process.

COMMUNITY ENGAGEMENT

In accordance with Portland Public Schools (PPS) Board Policy 2.20.010-P "Naming School Property," the Board of Education is responsible for the naming of all school district properties.

As the current version of the accompanying administrative directive, **2.20.011-AD** "Procedures for Naming School District Property describes the procedure to consider **"Naming and**

Renaming School facilities, focus options, programs, conversions, mergers, reconfigurations, mascots”, which is a two-part processing warranting a board approved name from a community engagement process, to be followed by a replicated community engagement process for the visual brand identity will be presented to the Superintendent for approval.

Following many years of advocacy, and the protests caused by the murder of George Floyd this spring, a name change process was initiated. In June 2020, an online petition created by students and staff gathered nearly 6000 signatures and comments. The Naming Committee recruitment process took place in the Summer of 2020 to select members for a formal committee. The committee met weekly in an effort to create a non-biased, transparent, and ethical community engagement process to choose a new school name, hearing from over 2,000 students and stakeholders within the high school community.

Task from AD 2.20.011	PPS Action
<p>At the direction of the Superintendent, the Community Engagement Department will establish a timeline for the naming process and will work with the school principal to form a naming committee.</p>	<p>At the July 14 Board of Education meeting, Portland Public Schools released a plan that lays out a procedure for renaming its buildings and other spaces, with Wilson as a case study in the Naming and Defining Places Process.</p>
<p>The committee will be facilitated by a member of the Community Engagement Department and shall include the school principal and representatives from the school’s community including current students, staff (at least one teacher and one classified employee), community partners, alumni, and any other key stakeholders. The Community Engagement Department will work with the principal to determine how representatives are selected for the committee.</p>	<p>In July 2020, the Department of Community Engagement began working with Principal Hristić, in effort to establish a naming committee and timeline. An application process was utilized to identify participants. The Department of Community Engagement provided technical support to the principal and students to facilitate the committee, which include:</p> <ul style="list-style-type: none"> ● Principal ● Wilson Students and Parents ● Community Members ● Wilson Staff ● Department of Community Engagement
<p>The charge of the committee will be to solicit</p>	<p>The committee collected input from the</p>

<p>input from the greater school community and to make a recommendation to the Superintendent for consideration. This will be a two-part process, to first establish a name, followed by the development of brand identity elements. Both steps will follow the same process.</p>	<p>greater school community in Fall 2020 through committee meetings, surveys, group meeting visits, newsletters, engagement, and cluster-based outreach during Fall and Winter of 2020, making over 1,000 data points from stakeholders across the school community.</p> <ul style="list-style-type: none"> ✓ Solicit input from the greater school, with the advisement of the Department of Community Engagement ✓ Conduct feedback at parent and community group meetings ✓ Outreach to community partners ✓ Community-based survey ✓ School community newsletters ✓ Clusterwide Outreach ✓ School social media pages
<p>The committee, working with the Community Engagement Department, will notify the staff, students, parents, and community groups of affected schools about the naming process. The committee will ensure a process for all interested parties to provide input. The committee will ensure that the name selected meets the criteria outlined in Board Policy 2.20.020-P. Consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the District's mission, goals, and policy of non-discrimination.</p>	<p>With the leadership of Principal Hristić in consultation with the Community Engagement Department, notification of the processes was delivered through newsletters, class visits, school group announcements, and events. The name that was determined, Ida B. Wells-Barnett High School, reinforces a school environment that is transformative, humanizing, and aspirational for every student.</p> <p>August 2020</p> <ul style="list-style-type: none"> ● Wilson Renaming Process Kick-Off <p>September 2020 - January 2021</p> <ul style="list-style-type: none"> ● Wilson Committee Community Engagement Design, and Development of Process Principles

	<ul style="list-style-type: none"> ● Online Survey ● Community Listening Sessions ● PTA Meeting Discussions ● School Assembly presentations <p>October 2020</p> <ul style="list-style-type: none"> ● Creation of Website, Video, and Google Form to capture Feedback. ● Themes gathered from community listening sessions, surveys and other engagement effort <p>November 2020</p> <ul style="list-style-type: none"> ● Created rubric/guiding principles to aid in evaluation of suggestions ● Initiate Call for Nominations ● Community Listening Sessions ● PTA Meeting Discussions ● School Assembly presentations, etc.
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Community support for the name recommendation was determined by a student centered engagement process that aligns with PPS vision, values, RESJ framework and plan, and culturally responsive/sustaining pedagogy. As a result of engagement with over 250 stakeholders, core principles for the new school name were prioritized in the recommendation:

- Justice, Tolerance, and Compassion
- BIMPOC (Black, Indigenous, Mixed/Multiracial, People of Color) Inclusive
- Racial, Educational, and Social Equity
- Righteousness, Justice, and Morality
- Student Success Impact

TIMELINE FOR IMPLEMENTATION / EVALUATION

Formal implementation of name changes will begin in the following academic year. In order to have the name change be reflected officially by the Oregon Department Education, the Board of Education would need to take action by ODE September 15, 2021.

FISCAL IMPACT

After approval, the school and the district will set the timeline for fiscal impacts.

BOARD OPTION/STAFF RECOMMENDATION

Staff recommend that the Board approve the recommended action to formally change the school name to Ida B. Wells-Barnett High School. Ida B. Wells-Barnett led the antilynching crusade of the 1890s and later founded several civil rights organizations, including the NAACP, and the first black women's suffrage association. Wells-Barnett was taught from a young age that an education was important, and that spreading and sharing knowledge was the key to a more tolerant, and just society. The recommendation to rename Wilson High School to Ida B.

Wells-Barnett High School, will foster a lasting message of determination, valor, and tolerance among all students and staff.

After approval, the second component of the process will initiate to develop brand identity elements, as outlined in AD 2.20.011.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

from Woodrow Wilson to

Ida B. Wells

A Name Change Proposal for the
Portland Public Schools Board of Education

January 26, 2021



Presented By:

Members of the Wilson High School Renaming Committee

Introducing

The WHS

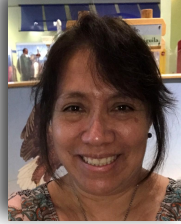
Renaming Committee



Members of the Renaming Committee



Ayesha Coning,
Vice Principal



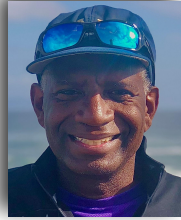
Norma A. Hamilton,
Paraprofessional



Filip Hristic,
Principal



Noreena McCleave,
Alumni



Martin Osborne,
Community Member



Deborah Walsh,
Parent and Community
Member



Ezell Watson III,
Portland Public
Schools-Community
Engagement Specialist



Ellen Whatmore,
Language Arts Teacher



Zach Winterspring,
Math Teacher

Student Members of the Renaming Committee



Hui Hui, Class of 2022



Lilliana, Class of 2023



Aslan, Class of 2022



Jonel, Class of 2022



Nura, Class of 2022



Senya, Class of 2022

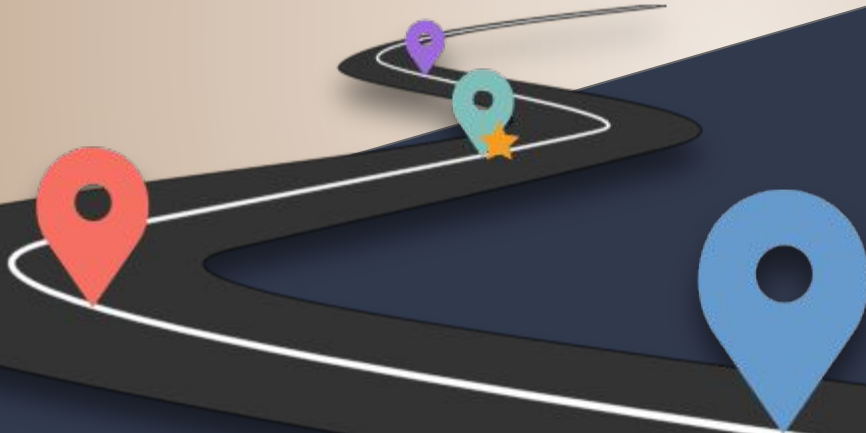


Mia, Class of 2021



Katisyn, Class of 2022

Our Committee's **Roadmap**



Administrative Directive 2.20.011-AD

Procedures for Naming School District Property

PPS Administrative Directive 2.20.011-AD

Procedures for Naming School District Property

(highlights)

- ✓ “ [N]otify the staff, students, parents, and community groups of affected schools about the naming process.”
 - ✓ “[E]nsure a process for all interested parties to provide input.”
- ✓ “Document[] the level of school community support . . .”
 - ✓ “Document[] the consideration given to the historical background of the name and its relevance to the community served by the school.”

Our Guiding Principles



Process Principles

*We are committed
to a name selection process
that will:*

- ❖ **Encompass equity and inclusion**, centering the voices, perspectives, and lived experiences of individuals and groups within the WHS and the broader community who have been historically marginalized
- ❖ Demonstrate **open communication, honesty, integrity, and transparency**
- ❖ Provide wide **variety of opportunities** to community members, stakeholders to participate and **offer multiple perspectives**
- ❖ Ensure our process **centers students voices** and participation along with the support and participation of staff, community members and alumni

Selection Principles

We are committed to choosing a new name for the school that will:

- ❖ Uphold the high school's current mission with particular focus on **justice, tolerance, and compassion**
- ❖ Be inclusive of the **identities, cultures, and lived experiences** of people who have been **traditionally overlooked**
- ❖ Represent the **educational, racial, and social equity** values to which we aspire
- ❖ Stand for **righteousness, justice, and morality**
- ❖ Create **lasting inspirational impact** on current/future students and help better meet schools educational mission

Our Journey

June 2020: Official request to rename WHS submitted and approved

July/August: Preplanning

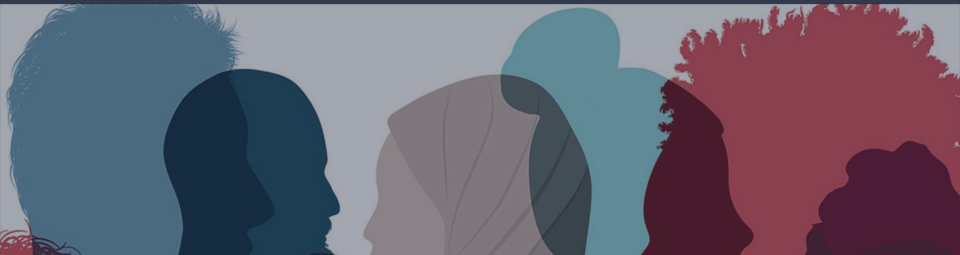
September: Committee selection

October: Process & communication tool design

Oct - December: Community outreach

December: Five finalists & more community outreach

January 2021: Name proposal submitted to PPS Superintendent

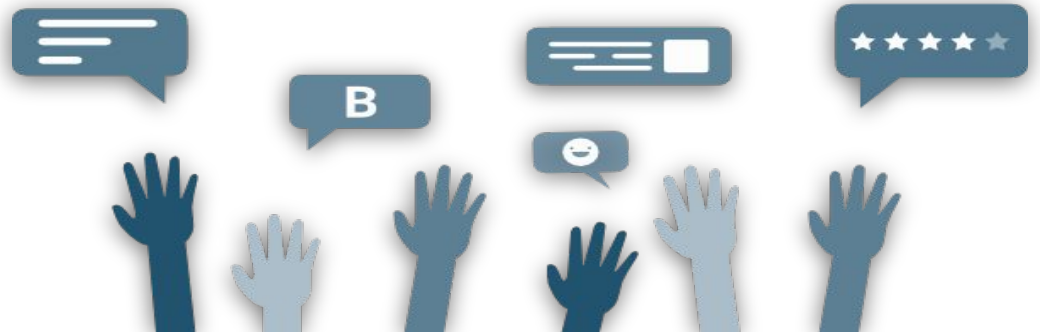


Our Community Outreach

688
nominations

1370
survey
responses

27
virtual
meetings



Building Consensus:

Five Incredible Finalists



Harriet Wilson
(1825 - 1900)

Mercedes Diez
(1917 - 2005)

Ida B. Wells
(1862 - 1931)



Sojourner Truth
(c. 1797 - 1883)

Beatrice Morrow Cannady
(1890 - 1974)

Our final selection:

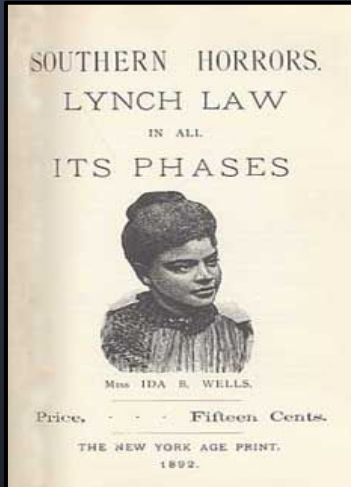
Ida B. Wells-Barnett
High School



Ida B. Wells-Barnett

(1862 - 1931)

· American woman · racial justice activist ·
anti-lynching journalist · co-founder of the NAACP
· co-founder of the National Association
of Colored Women · feminist · voting rights
advocate · social justice reformer · educator



*“The way to right wrongs
is to turn the light of truth upon them.”*

What the Community Told Us

Students, teachers, staff,
parents, and community members
voiced strong support for
Ida B. Wells–Barnett High School!



We look forward to your support.

Thank you!

RESOLUTION No. 6236

Kellogg Middle School Student Assignment Plan

RECITALS

- A. In June 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reImagined*, co-constructed by a broad coalition of students, staff, and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.
- B. In February 2020, the Board adopted Resolution 6059 stating that, while PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the District also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent launched an enrollment and program balancing process and charged staff with developing short- and long-term recommendations, with input from the community, for enrollment and program balancing based on outcome goals and to support the access of historically underserved students to high-quality learning environments.
- C. The first phase of the charge addressed schools in the southeast quadrant of the district, due to a high number of small K-8 neighborhood schools and the imminent opening of Kellogg Middle School. Additional challenges to address included overcrowding and imbalances of co-located language immersion and neighborhood programs.
- D. District staff convened a Southeast Guiding Coalition (SEGC) comprised of parents, guardians, principals, students, and teachers, to advise staff on boundary changes and program relocations. The SEGC met 12 times in Fall 2020, gaining a shared understanding of district-wide enrollment and program data and racial equity and social justice tools before launching into an iterative review of more than a dozen boundary change and program relocation scenarios. The SEGC considered feedback from hundreds of community stakeholders gathered through surveys, focus groups, and individual submissions and hosted a virtual open house attended by more than 800 community members. The SEGC recommendation was developed with the experiences learned from stakeholders.
- E. Kellogg Middle School will reopen this year following a \$60 million modernization funded by Portland residents. On December 17, the SEGC submitted its recommendation for Kellogg Middle School feeder schools and programs to the Deputy Superintendent for Business & Operations. The recommended plan assigns grades 6, 7, and 8 of the Arleta, Lent, and Marysville neighborhood programs to Kellogg, along with the same grades of Spanish Immersion programs currently located at Bridger K-8, Lent K-8, and Mt. Tabor Middle School.
- F. Under the recommended plan, all students assigned to Kellogg MS or residing in the Arleta, Lent, and Marysville attendance areas retain rights to request transfers to other schools under PPS policies. Final placements of students in the Arleta focus classroom will be reviewed by the Special Education department to ensure students receive a Free Appropriate Public Education (FAPE).
- G. The SEGC recommendation deferred conversion of three other K-8 neighborhood programs - Bridger, Creston, and Harrison Park - until the 2022-23 school year. On January 12, the Board of Education reviewed the recommendation and requested that the SEGC reconsider options for Creston middle grades students to move to a comprehensive middle school in fall 2021. The SEGC met on January 14 to discuss updated enrollment and utilization estimates for Kellogg and considered three options for Creston students. Because all three options and other solutions resulted in potential overcrowding at Kellogg or other impacted middle schools, the SEGC ultimately did not change its recommendation.
- H. Staff has reviewed the SEGC recommendation and modified the recommendation by delaying the Mt. Tabor Middle School Dual Language Immersion program move to Kellogg Middle School. Staff recommends that the program remain at Mt. Tabor for the 2021-22 year and that the Mt. Tabor dual immersion program be included in the Phase 2 SEGC middle school balancing process. Staff also recommends, as part of the Phase 1 of the SE enrollment balancing plan, that each Creston middle

grade student will be assigned to a comprehensive middle school beginning in the 2021-22 school year.

- I. PPS staff will work with Bridger and Harrison Park middle grades parents, staff, and principals to provide the best possible middle school experience for their students in the 2021-22 school year and prepare for a full transition to comprehensive middle schools in fall 2022.
- J. Staff have accepted and adopted the remaining components of the SEGC recommendation and submit the revised recommendation to the PPS School Board for its consideration. Staff acknowledges the real constraints and complex variables involved in this process, commends the SEGC for its analysis and for working towards a consensus recommendation, and understands that there are some remaining objectives to address in the second phase of the enrollment balancing work.
- K. The SEGC will reconvene with an expanded membership in February 2021 to address additional enrollment and program balancing needs in southeast schools, including the conversion of Harrison Park K-8 to a comprehensive middle school and K-12 school boundary adjustments across the southeast.

RESOLUTION

- 1. The Board of Directors adopts the following Kellogg Middle School Student assignment plan:
 - a. The Kellogg Middle school boundary will be made up of the existing Arleta, Lent, and Marysville attendance areas.
 - b. Students enrolled at the end of the 2020-21 school year in grades 5 (except as noted below), 6, and 7 at Arleta, Lent and Marysville K-8 schools will be assigned to Kellogg Middle School beginning next school year. These students will have the right to remain at Kellogg through 8th grade.
 - i. This includes students in grades 6 and 7 at the end of the 2020-21 school year who live in other neighborhoods but have approved transfers into Arleta, Lent, and Marysville schools.
 - ii. This includes students in grade 5 at the end of the 2020-21 school year who are in special programs and who live in other neighborhoods but have approved transfers into Arleta, Lent, and Marysville schools.
 - c. This does not include students in grade 5 at the end of the 2020-21 school year who live in other neighborhoods but have approved transfers into Arleta, Lent, and Marysville schools who are not in special programs. These students will return to their neighborhood schools for the middle grades. Students enrolled at the end of the 2020-21 school year in grades 5, 6, and 7 of the Bridger and Lent Spanish Immersion programs will be assigned to Kellogg Middle School beginning next school year.
- 2. The Board directs the Superintendent to designate neighborhood comprehensive middle school assignments for Creston middle grade students beginning in the 2021-22 school year. These students will have the right to remain at the designated neighborhood comprehensive middle school through 8th grade.
- 3. The Board directs the Superintendent to designate middle school assignments for Bridger middle grade students for the 2021-22 school year and to prepare for a transition of Bridger and Harrison Park middle grade students to a comprehensive middle school in the 2022-23 school year.
- 4. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing, and other operational adjustments to support the effective implementation of this resolution.
- 5. The Board acknowledges and greatly appreciates the input of the Southeast Guiding Coalition and other community members in this process.

RESOLUTION No. 6236

Kellogg Middle School Student Assignment Plan

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PORTLAND PUBLIC SCHOOLS
OFFICE OF DEPUTY SUPERINTENDENT
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3180

Date: January 26, 2021

To: School Board

From: Claire Hertz, Deputy Superintendent
Esther Omogbehin, Regional Superintendent
Dani Ledezma, Senior Advisor Racial Equity & Social Justice
Judy Brennan, Director of Enrollment & Transfer
Shanice Clarke, Director of Community Engagement

Subject: Southeast Enrollment and Program Balancing Phase One Recommendation

BACKGROUND

In June of 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reimagined*, co-constructed by a broad coalition of students, staff, and community stakeholders, that provides an aspirational North Star, core values, and direction to guide the transformation of our school system. While PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the district also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent launched an enrollment and program balancing process, contracting with FLO Analytics to lead data analysis and modeling, and co-develop community engagement strategies.

In February 2020 the Board adopted in Resolution 6059 a scope of work for a first phase of the charge which addressed schools in the southeast quadrant of the district, due to a high number of small K-8 neighborhood schools and the imminent opening of Kellogg Middle School.

Drawn from our community-created vision, Partnerships and Collaboration is a core value that shaped the overall design and roles for the Phase 1 process. In 2011, the Board voted to adopt the Racial Educational Equity Policy, 2.10.010-P, which links partnerships with stakeholders through district decision-making as a key strategy to eliminate the achievement gap between white students and students of color. Therefore, a Southeast Guiding Coalition (SEGC) comprised of parents, guardians, principals, students, and teachers was established to create a recommendation for the Phase 1 process. The SEGC was set to convene in mid-March 2020, but stay-at-home orders delayed the start until September 10 and transitioned to a virtual meeting platform. The Coalition met twelve times in Fall 2020, gaining a shared understanding of district-wide enrollment and program data and racial equity and social justice tools before launching into an iterative review of more than a dozen boundary change and program relocation scenarios. The insight and foresight the Southeast Guiding Coalition provided

through Phase 1 have helped strengthen a multi-year process to resolve complex enrollment issues that impact students. The SEGC considered feedback from hundreds of community stakeholders gathered through surveys, focus groups, and individual submissions and hosted a virtual open house attended by more than 800 community members. The pandemic's impact on the process goals illustrated multiple perspectives regarding each aspect of the recommendation. The SEGC recommendation was developed with the experiences learned from stakeholders.

On December 17, the SEGC submitted its recommendation for Kellogg Middle School feeder schools and programs. The plan assigns grades 6, 7, and 8 of the Arleta, Lent, and Marysville neighborhoods to Kellogg, along with the same grades of Spanish Immersion programs currently located at Bridger K-8, Lent K-8, and Mt. Tabor Middle School.

On January 12, 2021, the Board of Education reviewed the recommendation and requested that the SEGC reconsider options for Creston middle grades students to move to a comprehensive middle school in fall 2021, instead of 2022. The coalition met on January 14 to discuss updated enrollment and utilization estimates for Kellogg and respond to three options for Creston students. While there is sufficient middle school capacity in the SE region for every middle school student, all three options resulted in potential overcrowding at Kellogg or other impacted middle schools. The SEGC considered other ideas, as well, but ultimately did not change their recommendation.

The coalition will reconvene with an expanded membership in February 2021 to address additional enrollment and program balancing needs in southeast schools, including the conversion of Harrison Park K-8 to a comprehensive middle school beginning in August 2022.

RELATED POLICIES/BEST PRACTICES

[4.10.045-P Student Assignment to Neighborhood Schools](#)

[4.10.049-AD Student Assignment Review and School Boundary Changes](#)

ANALYSIS OF SITUATION

The outcome goals set out in the Board's enrollment and program balancing scope of work include:

- Optimize the use of facilities to enhance PK-12 learning environments for all students. PPS wants to be a good steward of public assets and phase out portable classrooms when possible to create connected, safer schools.
- Support equitable programming to improve the student experience across all grade levels, and particularly in middle grades. This process will support continued educational program redesign at the middle grade levels, to include reconfiguration of identified K-8 neighborhood schools to K-5 elementary schools and creating new comprehensive middle schools while maintaining some regional K-8 school options to support pathway continuity (e.g., Dual Language Immersion).
- Minimize program co-locations to reduce isolation and program inequities by creating fewer shared facilities and co-located programs at K-5, K-8, and 6-8 schools.

The SEGC's recommendation achieves these goals by converting three of six SE neighborhood K-8s to K-5 feeder schools, creating a feeder pattern for Kellogg and consolidating three middle grade Spanish Immersion programs into one. To leave more room

at Kellogg, staff recommends that Spanish Immersion consolidation start in 2021-22 with Lent and Bridger programs moving to Kellogg, with the option to add the Mt. Tabor MS Spanish Immersion program at a later date.

The estimated demographic make-up of the Kellogg student population is shown below.

Estimated 2021-22 Kellogg student demographics, based on 2020-21 enrollment

	Race & Ethnicity								Percent Free Meals (Direct Certify)	Percent Special Education	Percent English Language Learners
	Asian	Asian-White	Black	Latino	Native American	Multiracial	Pacific Islander	White			
Kellogg MS	12.3%	4.3%	7.8%	33.4%	0.7%	6.0%	1.7%	33.8%	37.0%	19.8%	13.3%

Refreshed enrollment and building utilization estimates for Kellogg, Creston, and other schools were shared with the SEGC on January 14. The new data uses current counts of rising 6-8 grade students to estimate enrollment next fall. This methodology likely over-estimates future enrollment, as some students in the current counts will make other choices or move out of the area before the next school year. However, the higher estimates may offset some of the expected new school effects on next year’s enrollment.

Additionally, Kellogg’s functional capacity was updated to reflect final construction and the intent of Special Ed to host three focus classrooms at the school. Collectively, the changes resulted in estimated Kellogg utilization increasing from 74.4% to 86.9%.

Creston:

There are currently 134 grade 5-7 students enrolled at Creston. To provide a comprehensive middle school assignment for these students in 2021-22, the SEGC considered keeping Spanish Immersion at Mt. Tabor MS, limiting Kellogg enrollment to neighborhood students and Special Ed focus students only, and splitting Creston students between Kellogg and Hosford. The coalition was also asked to reserve up to 25 seats at Kellogg for Bridger neighborhood students who live closest to the new middle school, which is physically located in the Bridger attendance area.

After weighing multiple options, most SEGC members decided to maintain their recommendation without revisions. They expressed regret that they did not identify a scenario that would shift Creston to a K-5 school next year. However, they were also concerned about potential overcrowding Kellogg, and possibly Mt. Tabor and Hosford middle schools.

Staff has reviewed the SEGC recommendation and modified the recommendation by delaying the Mt. Tabor Middle School Dual Language Immersion program move to Kellogg Middle School. Staff recommends that the program remain at Mt. Tabor for the 2021-22 year and that the Mt. Tabor dual immersion program be included in the Phase 2 SEGC middle school balancing process.

Staff also recommends, as part of the Phase 1 of the SE enrollment balancing plan, that each Creston middle grade student will be assigned to a comprehensive middle school for the 2021-22 school year, and will have the right to remain at the designated middle school through 8th grade.

PPS staff will work with Bridger and Harrison Park middle grades parents, staff, and principals to provide the best possible middle school experience for their students in the 2021-22 school

year and prepare for a full transition to comprehensive middle schools in fall 2022.

Staff have accepted and adopted the remaining components of the SEGC recommendation and submit the revised recommendation to the PPS School Board for its consideration. Staff acknowledges the real constraints and complex variables involved in this process, commends the SEGC for its analysis and for working towards a consensus recommendation, and understands that there are some remaining objectives to address in the second phase of the enrollment balancing work.

FISCAL IMPACT

The SE Enrollment and Program Balancing process will be completed in two phases beginning in Fall 2020 for implementation in 2021-22 and Phase 2 continuing in Spring 2021 for implementation in 2022-23.

Phase 1 implementation will include the opening of Kellogg Middle School and relieving the overcrowding of Bridger Elementary allowing the return of kindergarten students to the main campus. Staffing allocations will be adjusted based on the number of students enrolled in each school. There will be some additional staffing costs for opening a new school including administrative, counseling, and custodial staff for Kellogg and some savings from closing the Bridger Kindergarten annex.

In addition, PPS is prepared to support schools converting from K-8s to K-5s in Phase 1 that may need boundary shifts to balance enrollment in Phase 2. The staffing model for 2021-22 will make sure students receive a similar number of electives including PE, Library, and Arts (Art, Music, Theater, Dance) offerings as K-5 students currently experience at their K-8 schools.

COMMUNITY ENGAGEMENT

Using a model provided by FLO Analytics, PPS established a community stakeholder group to consider enrollment and program changes, gather and consider feedback from the broader community, and provide a recommendation to the Deputy Superintendent. The Phase I SE Guiding Coalition was composed of 42 parents, guardians, students, teachers, and principals representing 18 southeast schools.

In response to the Coalition's inquiries about the lived experiences of PPS families, including historically underserved communities, online surveys were released in 6 languages and garnered more than 1,200 responses. To enact our commitment to partnerships and collaboration, particularly with Black, Native, and people of color, roughly 200 students from Phase 1 schools were surveyed, and focus groups were held for additional feedback. Over 500 members of the PPS community participated in targeted opportunities facilitated in Russian, Vietnamese, Chinese, Somali, Spanish, and English for Black, Indigenous, and People of Color.

Additionally, 293 phone surveys of middle-grade families were conducted and more than 500 letters and comments were submitted to the enrollment and program balancing website. All input was shared with the SEGC and posted on the Enrollment and Program Balancing [webpage](#).

Throughout the fall, PPS families received regular updates in the district's six supported languages on the SEGC process via email and through the district's social media sites. Messages and open house invitations were also available in the six languages, and interpreters were present at the November 17 open house and available for all coalition meetings. Given the impact of the pandemic on student and family participation, additional engagement opportunities will contribute to additional representation in future phases of the process.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The Board of Education is scheduled to adopt a recommendation for Kellogg and feeder schools and programs on January 26, 2021. This decision will trigger updates to enrollment forecasts that will be used in the upcoming budgeting and staffing procedures. A Kellogg principal has been named and tasked with reaching out to feeder school communities to begin transition planning in preparation for the school opening next August.

Enrollment in the Kellogg attendance area and Spanish Immersion program will begin in the 2021-22 school year as follows:

- Students enrolled at the end of this school year in grades 5, 6, and 7 at Arleta, Lent, and Marysville K-8 schools will be assigned to Kellogg Middle School beginning next school year. These students will have the right to remain at Kellogg through 8th grade.
 - This includes 67 students who live in other neighborhoods but have approved transfers into Arleta, Lent, and Marysville schools.
- Students enrolled at the end of this school year in grades 5, 6, and 7 of the Bridger and Lent Spanish Immersion programs will be assigned to Kellogg Middle School beginning next school year.
- All students assigned to Kellogg MS or residing in the Arleta, Lent, and Marysville attendance areas retain rights to request transfers to other schools, per PPS policies. Final placements of students in the Arleta focus classroom will be reviewed by the Special Education department to ensure students receive a Fair and Appropriate Public Education.

PPS staff will hold virtual meetings with Bridger and Creston middle grades families on Monday, January 25, to gather input on ways to provide the best possible middle school experience for their students in the 2021-22 school year. Final middle school assignments for Bridger and Creston students will be determined in mid-February.

The next round of SEGC work will commence at the end of February 2021 to address additional enrollment and program balancing issues, including:

- Boundary changes for K-5, middle and high schools
- Additional language immersion program consolidations and relocations, where appropriate
- Designating space for Pre-K and Special Education continuums

The coalition's composition will be expanded to include additional SE schools that were not part of the fall process, as well as include more members of color.

BOARD OPTIONS WITH ANALYSIS

The Board will vote to approve the SEGC Phase 1 recommendation at the January 26, 2021 Board meeting.

If the board does not approve the Phase 1 recommendation, the district could be delayed in the staffing process for the coming school year or could lead to a delay in opening Kellogg Middle School.

CONNECTION TO BOARD GOALS

The SEGC Enrollment and Program Balancing have followed the charge outlined in Resolution 6059 for a multi-phased process intended to address systemic issues of overcrowding, under-enrollment, and program inequities.

STAFF RECOMMENDATION

Accept SEGC recommendation as submitted.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

 CH (Initials)

ATTACHMENTS

- A. SEGC Phase 1 Recommendation
- B. Kellogg Student Assignment Plan Resolution

Update on School Reopening Plans:

Continuation of Comprehensive Distance Learning, Introducing Limited In-Person Instruction, Implementation of Hybrid Model of Instruction

January 26, 2021



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PORTLAND PUBLIC SCHOOLS



Highlights

Portland Public Schools:

- Will begin third quarter of the school year (February 1) in Comprehensive Distance Learning.
- Expects that majority of educators and school staff will begin to get access to COVID-19 vaccinations by end of February, starting January 27.
- Will provide limited in-person opportunities at all schools by March 1. This includes extra-curricular activities at HS.
- Working towards plan for hybrid learning for most students to begin by fourth quarter (April 8).
- Is preparing for a “5th quarter” to address “learning loss” in the summer months.



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Guiding Principles

Center Racial Equity and Social Justice

Center and lift up the lived experiences of Black, Native American and Students of Color, whose families have been disproportionately impacted by COVID-19 and the pervasive inequities in our systems.

Ensure the Health and Wellness of our Students and Staff

In addition to adhering to COVID-19 public health guidelines, we understand that racialized trauma is exacerbated by the pandemic and other crises, and therefore will prioritize a RESJ and trauma-informed approach to achieve health and well being for our students, staff and communities.

Cultivate Connection and Relationship

We also know that in order to move through this pandemic, PPS will need to work with and engage with our broader community, centering the voices and experiences of our BIPOC communities in an authentic and meaningful dialogue so that needs and concerns are surfaced and strategies to mitigate barriers are developed to meet those needs and concerns.

Strengthen and Innovate the Instructional Core

Through this pandemic, we've remained steadfast in our commitment to strengthen and innovate teaching and learning so that every one of our students achieves our Graduate Portrait, especially our Black and Native American students.



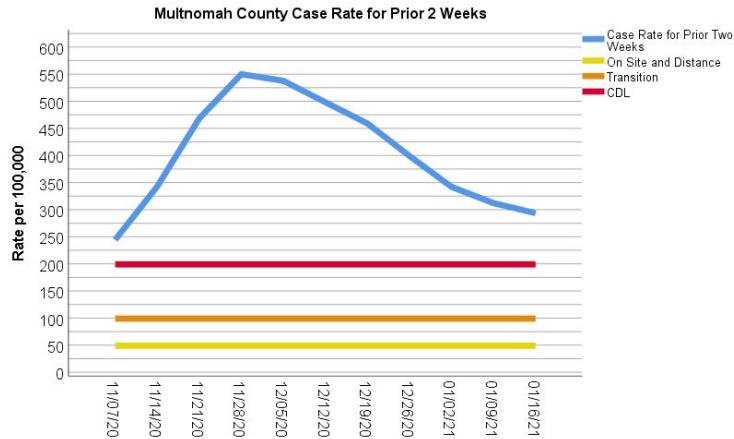
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Ready Schools, Safe Learners

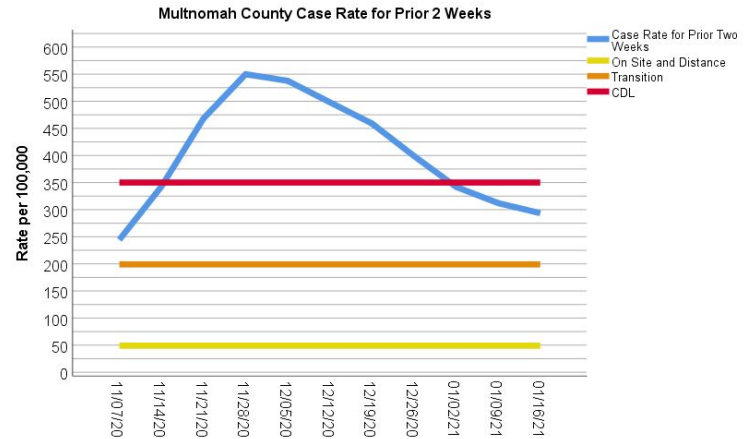
The January 19 revised state guidelines eased thresholds to open schools to more in- person instruction and extracurricular activities.

METRICS & MODELS	ON-SITE	ON-SITE AND HYBRID	ELEMENTARY ON-SITE AND HYBRID TRANSITION	DISTANCE LEARNING
County Case Rate per 100,000 People Over 14 days	<50.0	50.0 to <200.0	200.0 to ≤350.0	>350.0

October 2020 Metric Thresholds



UPDATED Metric Thresholds



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Health and Safety Measures

The Health and Safety of our students and staff continues to be top priority for PPS and the State of Oregon.

While the COVID-case thresholds were adjusted on January 19, the remaining safety requirements and protocols within ODE's Ready Schools, Safe Learners remain mandatory.

Therefore, PPS will follow the following health and safety protocols in our school buildings:

- Screening at the entrance of every school
- Face Masks (except for medical need/disability) for all students and adults
- Symptom spaces for symptomatic individuals
- Social distancing: 35-square feet per person

- Establishing stable cohorts or groupings of students in order to:
 - Minimize the number of cohorts with which a student interacts
 - Ensure that students do not interact with more than 100 people in a week, including deliberate scheduling, grouping and more restricted movement on campuses
- More rigorous cleaning protocols, including disinfecting high-touch areas and hand sanitizer availability
- Improved air-quality measures (including upgraded HVAC filters and air purifiers in spaces without good ventilation)
- Reinforcement of recommended public health and good hygiene practices, including enhanced messaging, posters and signage



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Health and Safety Measures



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COVID-19 Vaccine Distribution

PPS is coordinating with local health providers, Multnomah County, and the State of Oregon to provide access to COVID-19 vaccinations to educators and school staff working for Multnomah, Washington and Clackamas County schools, to begin January 27.

- Health care providers will offer a central vaccination center for PreK-12 staff at the Oregon Convention Center.
- Staff and staff of our community partners who provide direct, in-person support to students (including LIPI) will be offered appointments first. Registration will be through the Oregon Health Authority.
- Current estimates are that our health care systems partners will administer approximately 2,000 vaccinations each day at the Oregon Convention Center based on vaccine availability, so it will take several weeks to administer the first dose of vaccines to all school and childcare staff (~65,000 across the region).

This Friday, January 29, PPS will co-host a virtual Vaccination Panel conversation with Multnomah County and the Coalition of Communities of Color. The event is from 5PM-6:30 PM and will be live streamed on the [PPS YouTube channel](#).



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Quarter Three

PPS will begin third quarter (February 1) in Comprehensive Distance Learning.

PPS will introduce Limited In Person Instruction (LIPI) starting this week, January 28.



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Limited In-Person Instruction

FEB 8

FEB 22

MAR 1

Phase I

19 School Sites

Phase II

45 School Sites

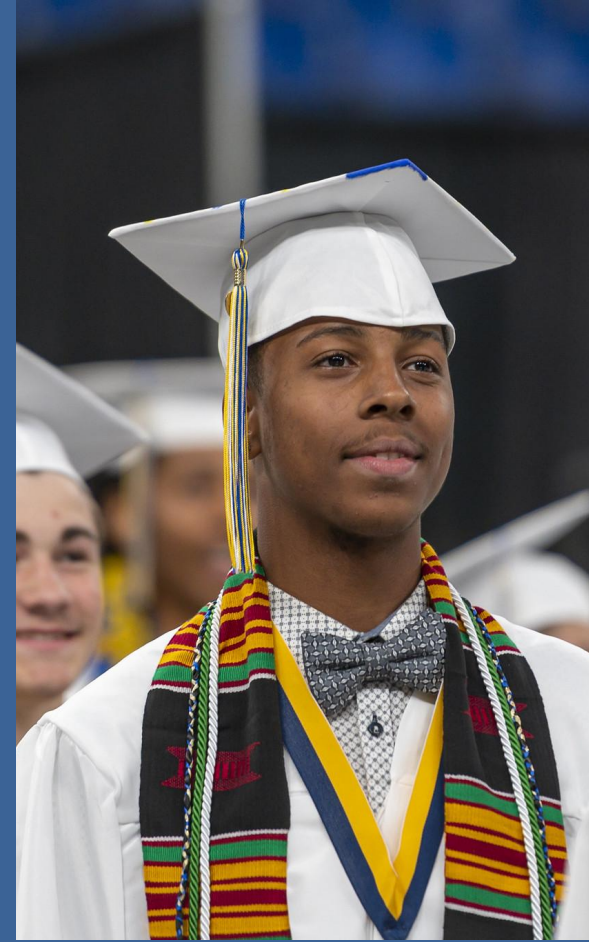
Phase III

All School Sites

LIPI is aimed at meeting the needs of specific groups of students based on needed educational, relational, social-emotional, curricular, instructional, and/or assessment support.

After reviewing student data (math/literacy at ES/MS level and credit recovery at HS), school administrators invited identified students and their families to participate in LIPI, following these parameters.

- LIPI cohorts will consist of no more than 20 students
- Participating students are limited two cohorts per week
- All students and educators must observe mask and physical-distancing requirements
- Each LIPI session will run for no more than two hours



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Extra-Curricular Activities

Athletics - Portland Interscholastic League

- PIL Athletic falls under the guidance of OSAA.
- Currently there are over 4,200 students and 300 coaches engaged in OSAA Season 1 outdoor activities utilizing a safety plan.

Season 2 (Feb 22 to Apr 10)

Football*, Volleyball, Soccer, and Cross Country

Season 3 (Apr 5 to May 22)

Baseball, Softball, Track & Field, Tennis & Golf

Season 4 (May 10- Jun 26)

Basketball*, Swimming, and Wrestling*

(*Full contact sports are currently prohibited by OHA)

Performing Arts

- Music Sectionals fall under OSAA/PIL Activities and will take place after school, outside in a designated zone.
- The plan for music uses the Athletics safety plan and incorporates a section specific to band & choir

High schools will start convening music students over the next few weeks!



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Hybrid Instruction & Beyond

Quarter Four - Hybrid Instruction

- Based on current positive COVID-19 case rates, PPS expects to partially re-open for hybrid instruction for most students by early April.
- By February 2, we will be making available an online form for ES and MS families to share their choice for participating in either remote comprehensive distance learning or a hybrid model of instruction (some days at school and some days at home).
- In-person instruction for high schools is particularly challenging due to the 100-person cohort constraints in the ODE guidelines; however, PPS is working on several scenarios to include some level of on-campus learning for HS students and will share more with families soon.

Quarter Five - Learning Recovery

We are actively developing a number of learning recovery opportunities for students for the summer months (June - August) intended to provide additional instructional learning time. More details will be shared in the fourth quarter.



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Student and Family Supports

Sense of Belonging

To cultivate a sense of belonging in social distancing:

- PPS elementary schools have implemented morning check-ins with students.
- PPS middle grades are engaging in advisories or social emotional learning (SEL) connections.
- PPS high schools shifted to four courses each semester to allow students to make greater connections with teachers.

Culturally Specific Supports

Our RESJ partners, who adjusted their delivery models during COVID-19, continue to implement culturally specific strategies to Black, Native American and students of color across schools.

Core Instruction

- Central office content teams are supporting educators with daily lesson materials optimized for online delivery.
- Teaching and Learning team is also conducting regular feedback loops with educators and making course adjustments as we proceed through the school year.

Mental Health Supports

This year, PPS increased the number of counselors and social workers available to support students. These professionals help provide mental health supports, provide someone to listen and help connect students to other community resources. PPS also continues to work with partners that provide culturally specific mental health supports to students.

Technology

This pandemic necessitated a historic shift to digital learning platforms and the use of technology tools to deliver instruction. Besides providing computer laptops or devices to every student who needed one, we began the school year by providing our educators with professional development on learning the tools and resources available for the effective delivery of distance learning.



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Thank you.



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