

**BOARD OF EDUCATION**

Portland Public Schools  
**STUDY SESSION**  
June 3, 2013

**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 public comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but the public is 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 those testifying must abide by the Board's Rules of Conduct for Board meetings.*

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

*This meeting may be taped and televised by the media.*

**STUDY SESSION AGENDA**

- |    |  |         |
|----|--|---------|
| 1. | <b><u>RECOGNITIONS</u></b>   | 6:00 pm |
|    | <ul style="list-style-type: none"><li>• Board Scholarship Recipient</li><li>• Grant High School Basketball Team</li><li>• Jefferson High School Basketball Team</li><li>• Wilson High School Choir</li><li>• Lincoln Tennis Team</li></ul> |         |
| 2. | <b><u>PUBLIC COMMENT</u></b>   | 6:30 pm |
| 3. | <b><u>JEFFERSON CLUSTER PRESENTATION</u></b>   | 6:50 pm |
| 4. | <b><u>UPDATE ON JEFFERSON ENROLLMENT BALANCING</u></b>   | 7:50 pm |
| 5. | <b><u>SECOND READING: AMENDED CASH MANAGEMENT POLICY</u></b><br><i>(action item)</i>   | 8:20 pm |
| 6. | <b><u>SECOND READING: AMENDED CAPITAL ASSET RENEWAL POLICY</u></b><br><i>(action item)</i>   | 8:25 pm |
| 7. | <b><u>BUSINESS AGENDA</u></b>  | 8:30 pm |
| 8. | <b><u>ADJOURN</u></b>  | 8:35 pm |

The next meeting of the Board will be held on **June 17, 2013**, at **6:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

**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

# Jefferson

Updated 03/04/2013

Address 5210 N Kerby Ave		Phone 503-916-5180
Cluster Jefferson	Feeders See Comments	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$8207
Budget Rank (1-10)	2
Free & Reduced	76.2%
School Receives Title I Funds?	Yes
Special Education	17.7%
English Language Learners	5.4%
Talented and Gifted	8.8%

### Licensed FTE Allocation

Gen. Fund - Admin Support	7.40
Gen. Fund - Ratio FTE	19.44
Gen. Fund - SES FTE	1.91
Gen. Fund - One Time Adjustments	3.48
Title I	1.88
Foundation/Fee for Service K	0.00
Other Grants	1.39
<b>TOTAL</b>	<b>35.50</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	9	10	11	12	TOTAL
2008	89	123	120	116	448
2009	101	101	108	117	427
2010	117	101	90	107	415
2011	134	105	97	77	413
2012	127	131	91	92	441

Neighborhood students	321
Students from other neighborhoods	120

Change in Enrollment from 2011 to 2012	+28
Change in Enrollment from 2008 to 2012	-7
Projected Enrollment in 2017 (K-12)	497

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
59.4%	1.4%	12.0%	0.2%	3.6%	17.0%	6.3%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	1410	
Attending Jefferson	321	23%
Other PPS Neighborhood Schools	380	27%
Special Programs/Focus Options	379	27%
PPS Charter Schools	64	5%
Special Services	40	3%
Community Based Alternatives	226	16%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	8th Grade		10th Grade		11th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	71.9%	59.4%	57.1%	30.3%		
2010-2011	61.7%	48.9%			68.8%	42.4%
2011-2012	57.1%	40.0%			65.1%	35.7%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"  
In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	12.2	13.0
Substitute Usage (Average in days)	27.6	12.8
Average Daily Attendance	87.5%	94.3%
Average Class Size	21.4	25.6
Stability Index	83.7%	87.8%
Student Expulsions	0.5%	0.6%
Student Suspensions	15.4%	5.9%

October 2012 Enrollment	Number of Classrooms	Density Index
441	76	6

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Jefferson below 55%?	Yes
Building density index below 15 or above 20?	Yes

## 7. COMMENTS/ISSUES

Jefferson has an overall ESEA rating of Level 2 as of October 2012. In addition, Jefferson is designated as a Focus school.

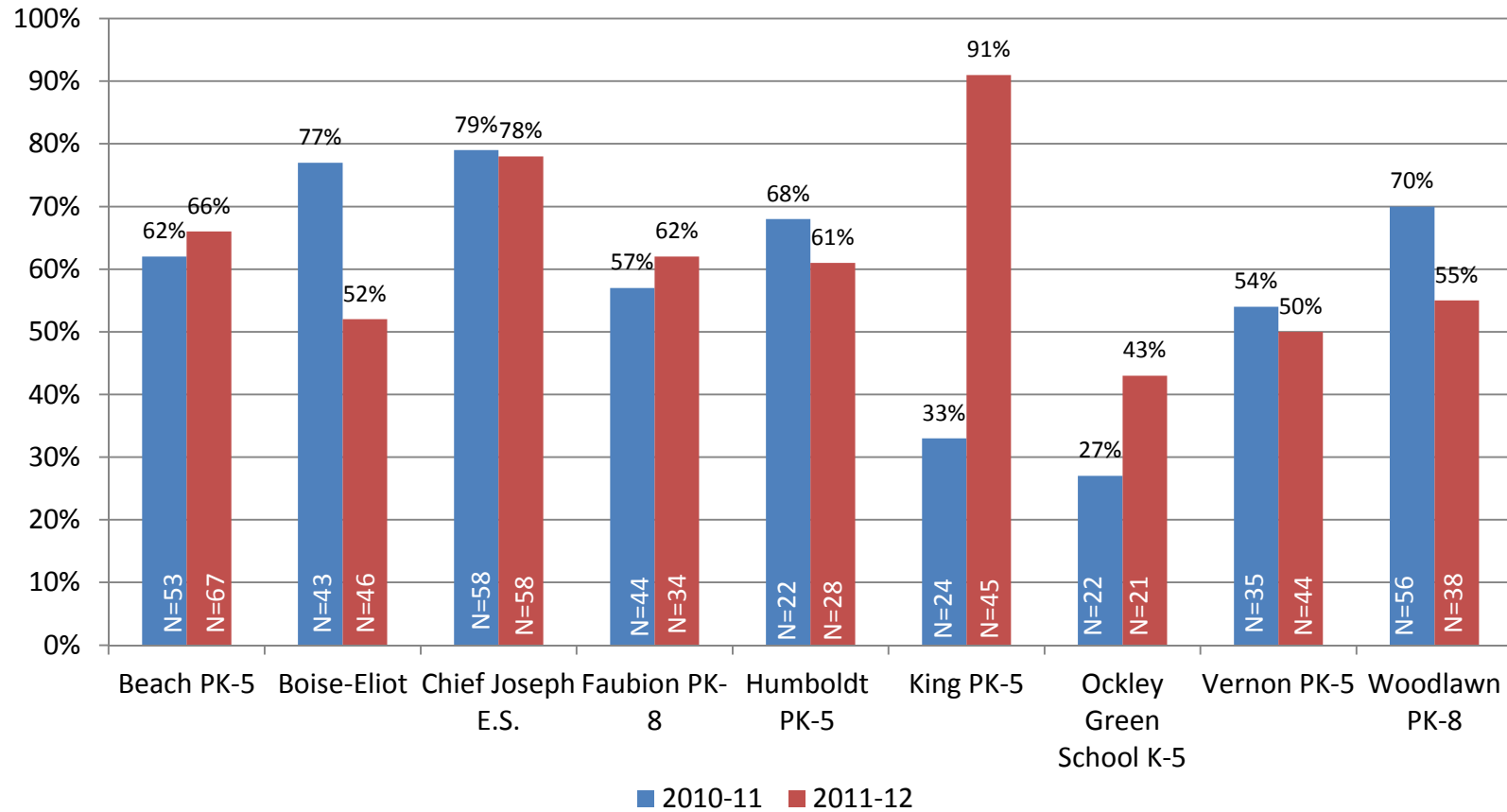
Previous year's data, except for enrollment, includes Young Women's Leadership Academy.

Feeder Schools: Beach, Faubion, Boise-Eliot/Humboldt, King, Ockley Green, Vernon, Woodlawn.

Jefferson Middle College for Advanced Studies began in 2011-12. Dual Assignment neighborhoods, whose students have the choice to attend Jefferson Middle College or their neighborhood comprehensive high school are: Beach, Boise-Eliot/Humboldt, Chief Joseph, Faubion, King, Ockley Green, Vernon and Woodlawn.

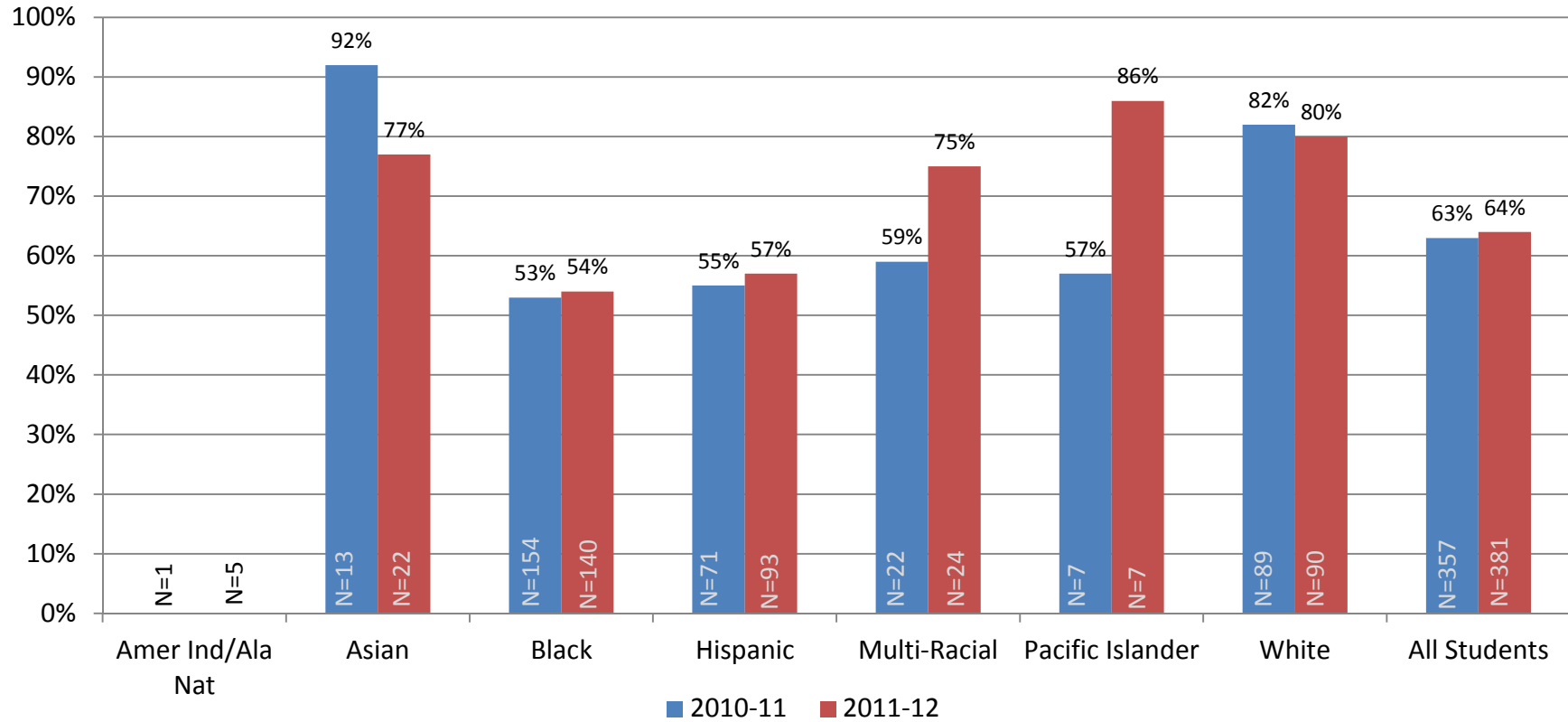
# Jefferson Cluster

## 3rd Grade Milestone (Meets/Exceeds)



# Jefferson Cluster

## 3rd Grade Milestone (Meets/Exceeds)

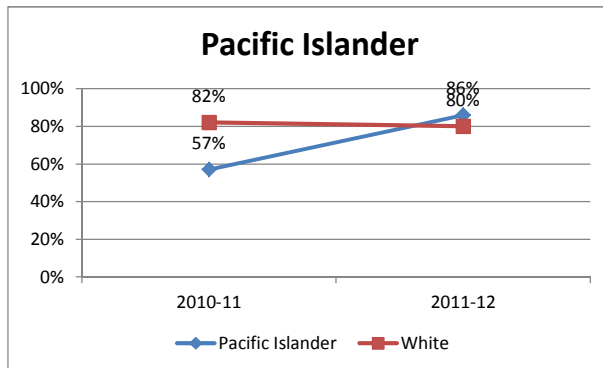
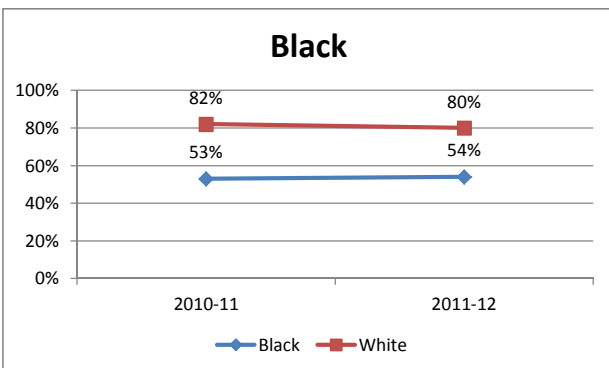
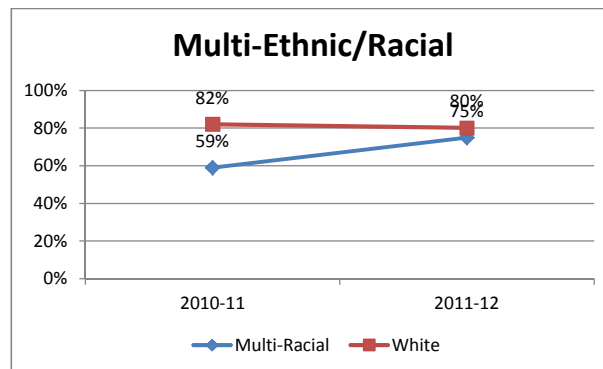
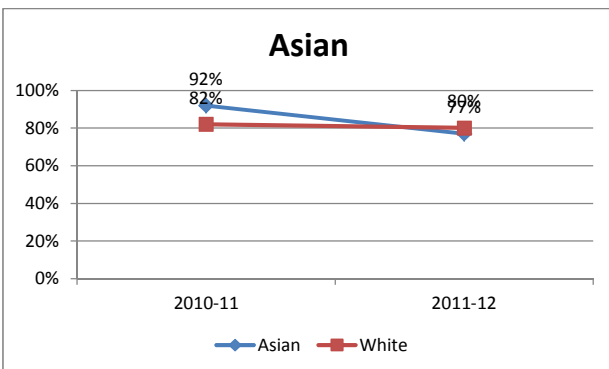
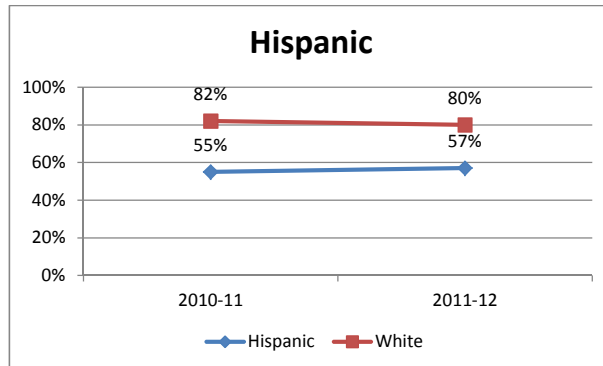
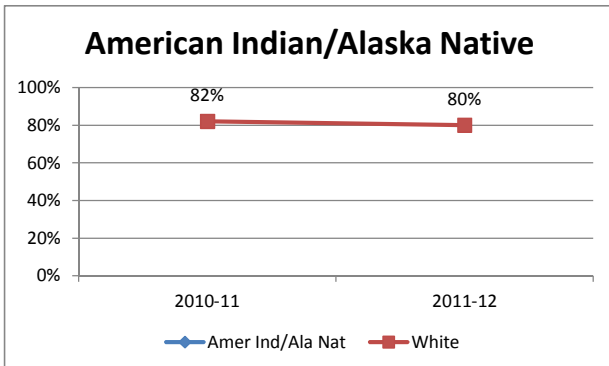
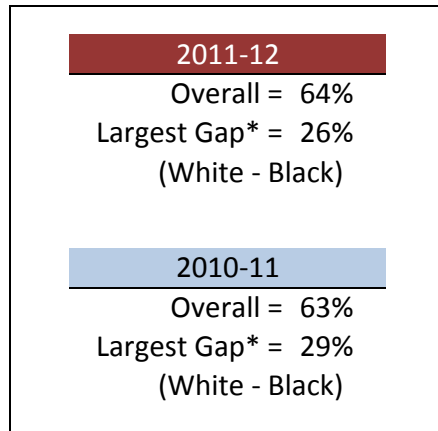
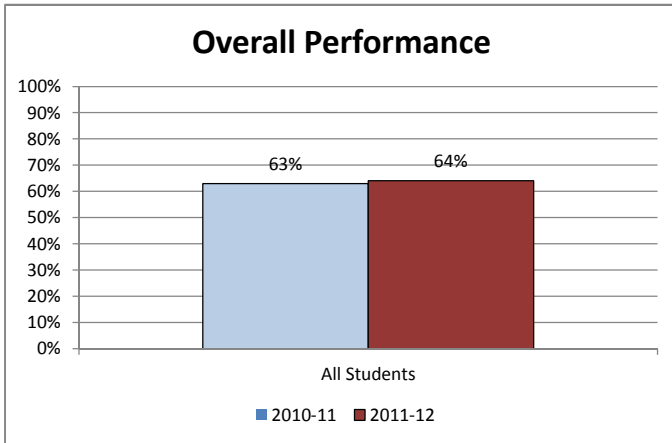


\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools

## 3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012

### Jefferson Cluster

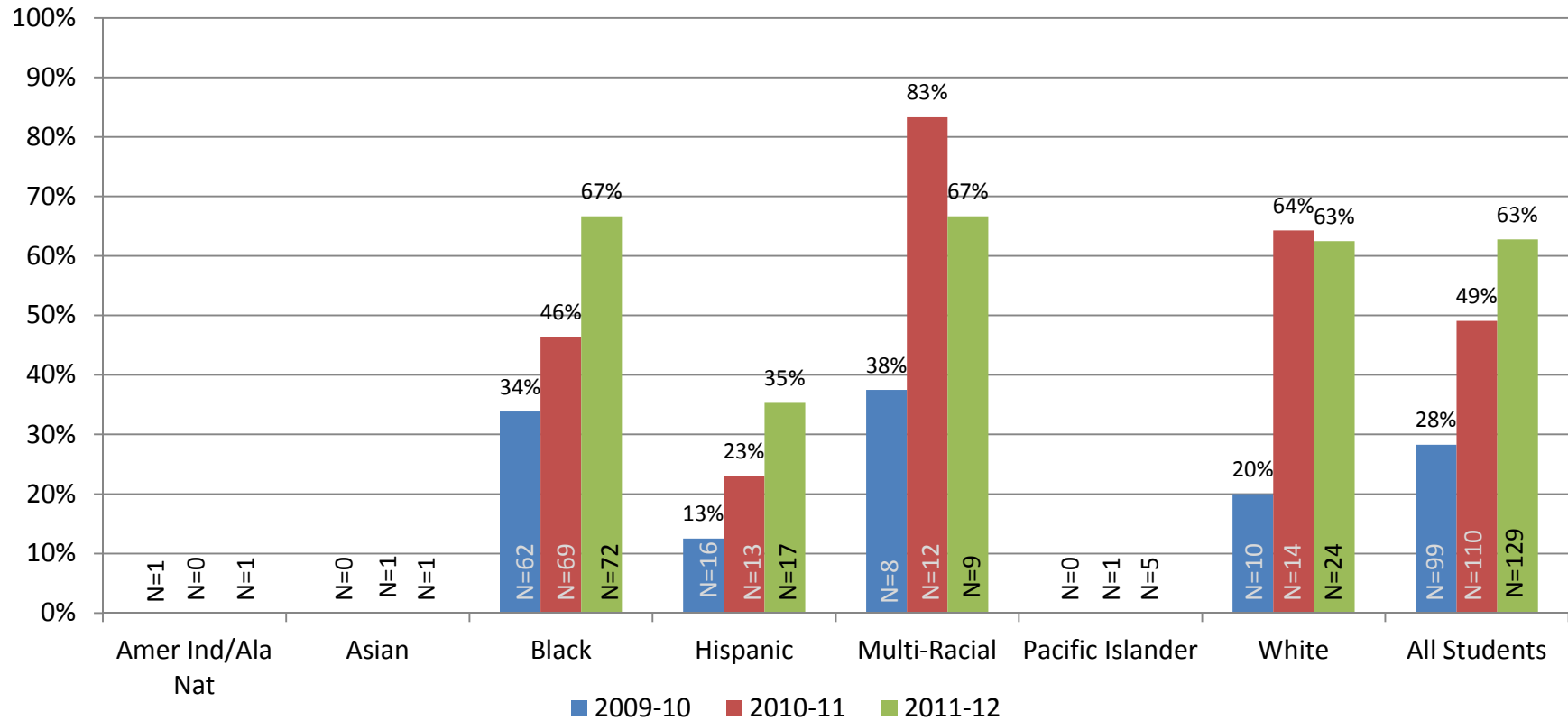


Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

# Jefferson

## 10th Grade Milestone (6+ Credits and 90%+ Attendance)

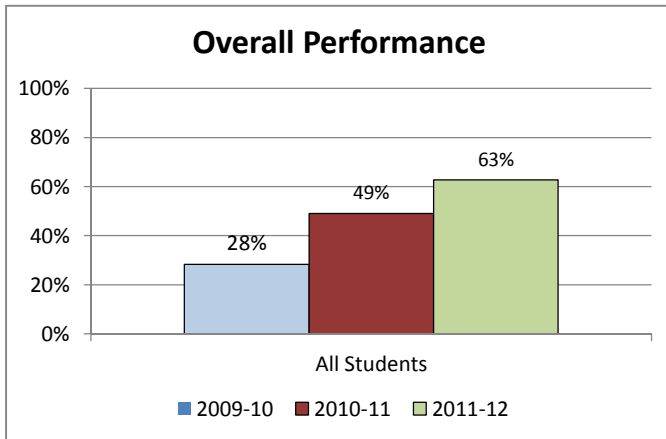


\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools

## 10th Grade On Track Milestone (6+ Credits and 90%+ Attendance) – 2010 to 2012

### Jefferson



**2011-12**

Overall = 63%

Largest Gap\* = 28%

(White - Hispanic)

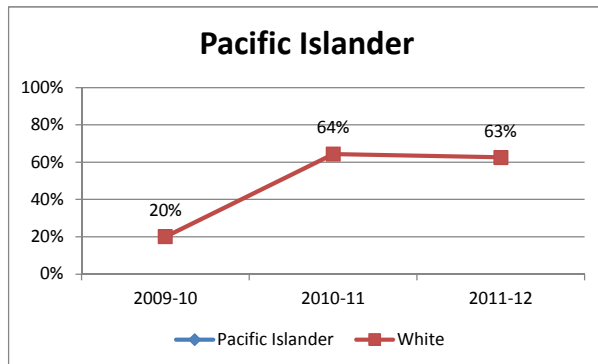
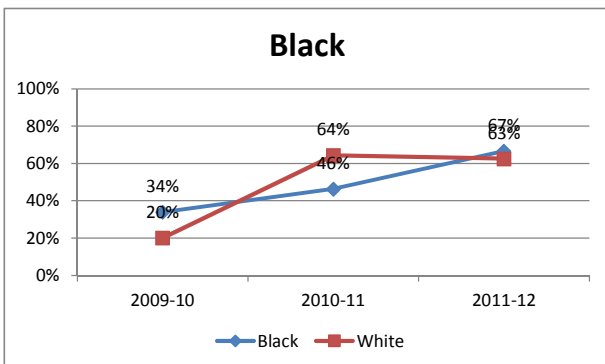
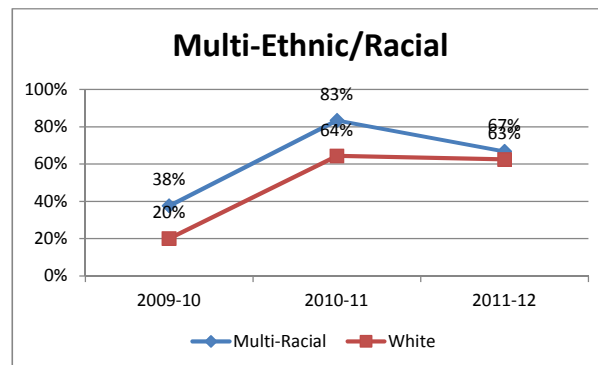
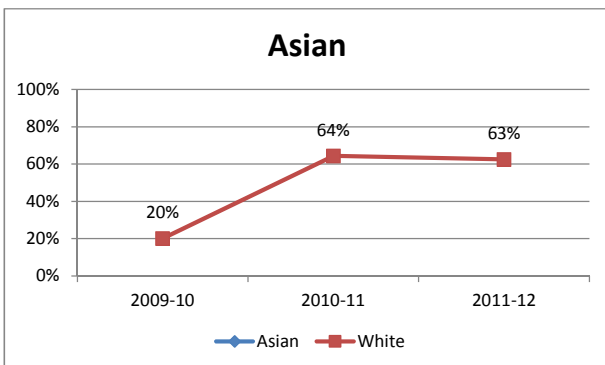
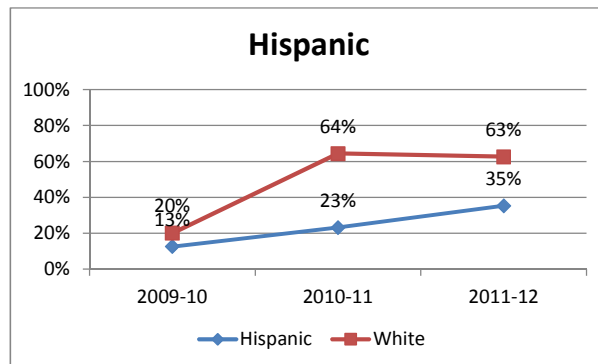
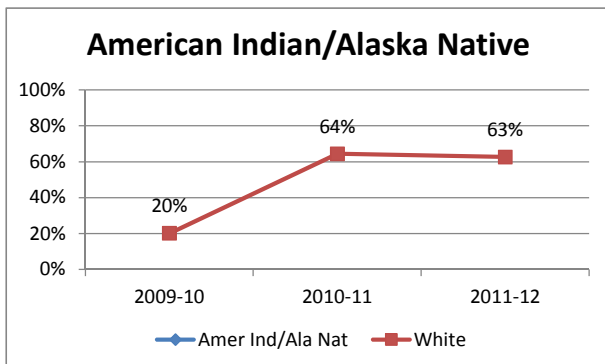
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**2010-11**

Overall = 49%

Largest Gap\* = 41%

(White - Hispanic)



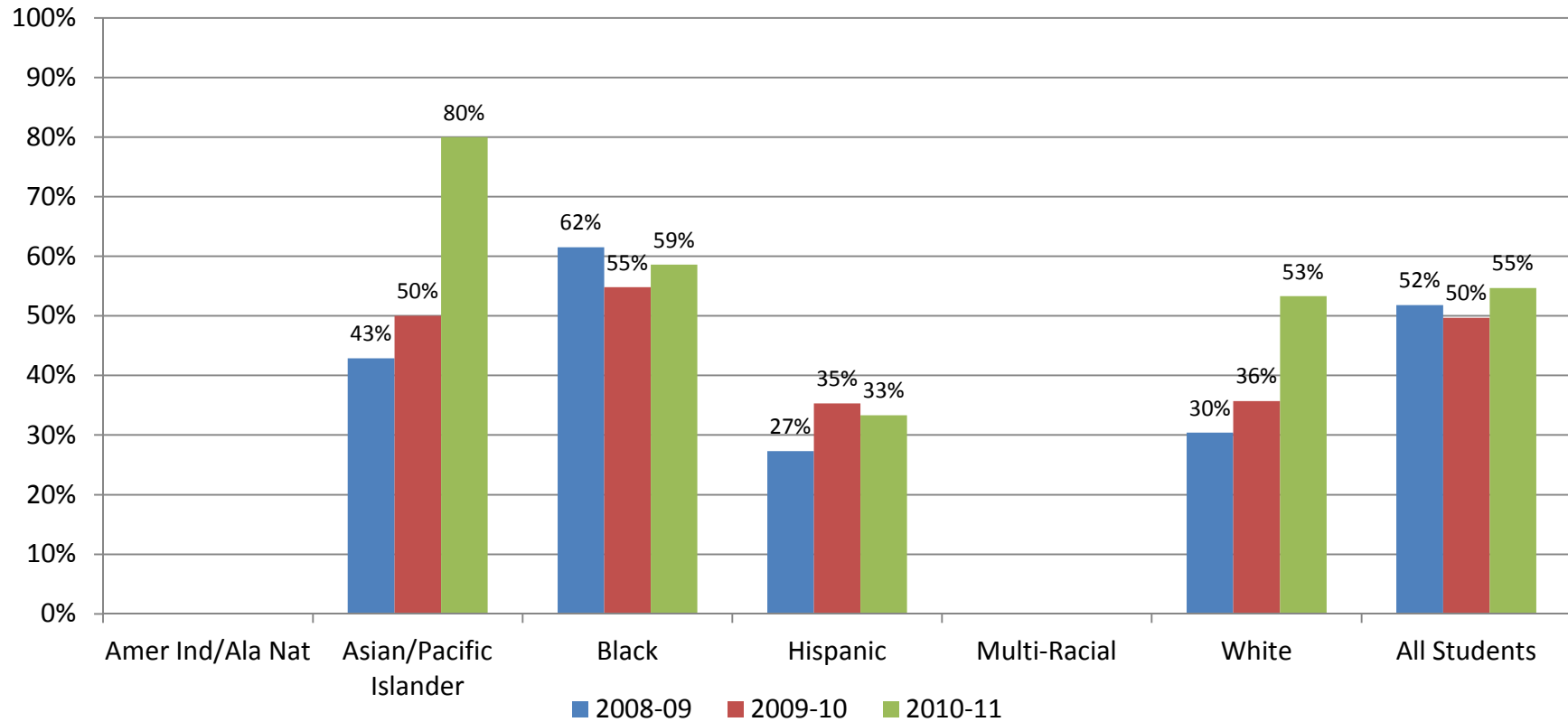
Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students.



# Jefferson

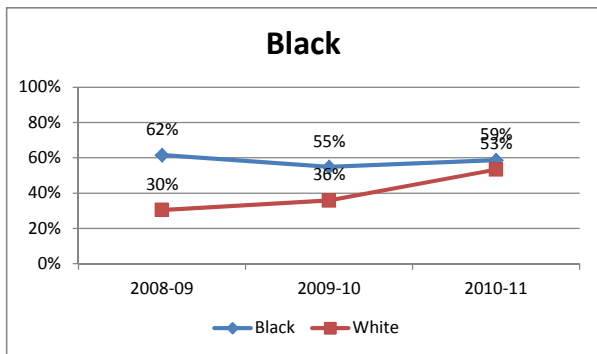
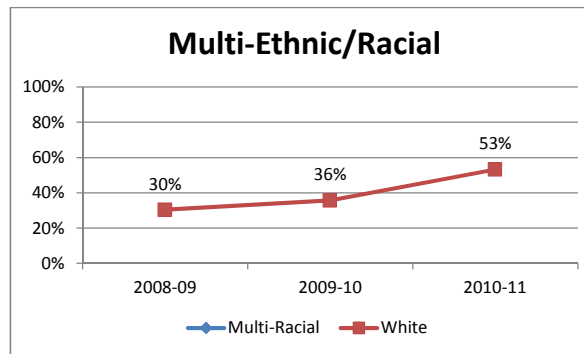
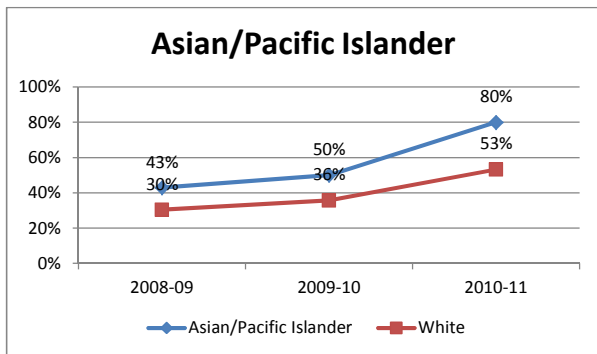
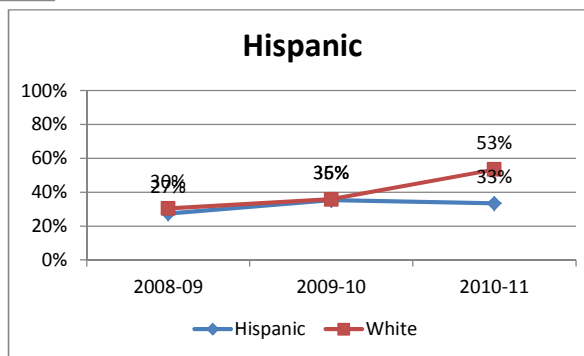
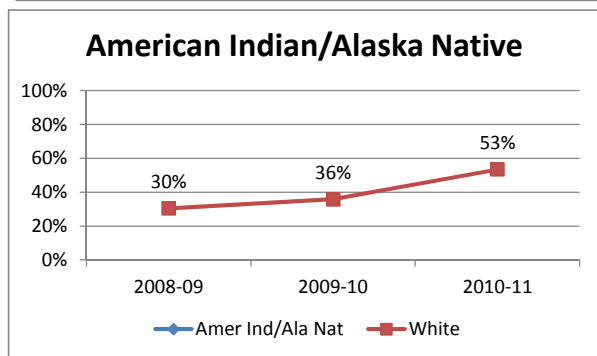
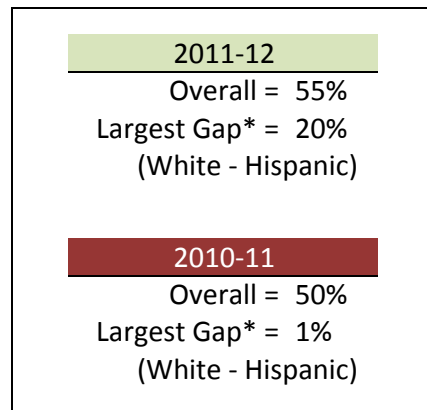
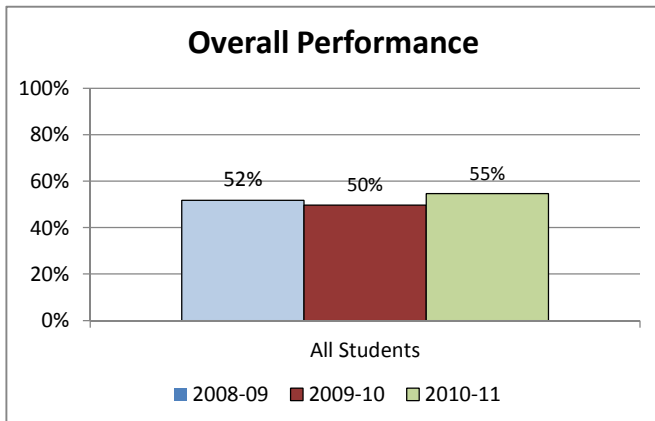
## 4-Year Cohort Graduation Rate Milestone



\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.

# Portland Public Schools 10th Grade On Track Milestone – 2010 to 2012 Jefferson

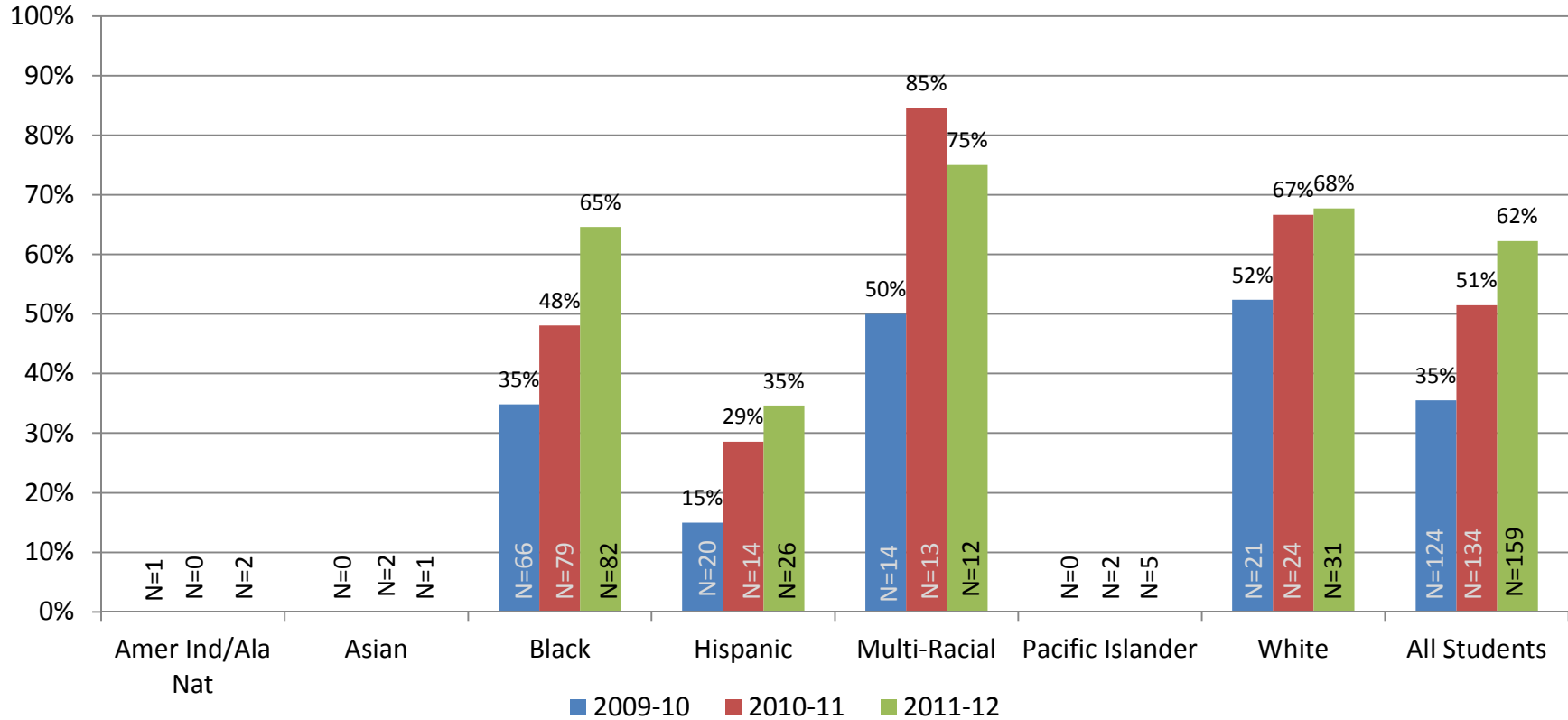


Notes: Data are not displayed for groups with fewer than 6 students. Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students.

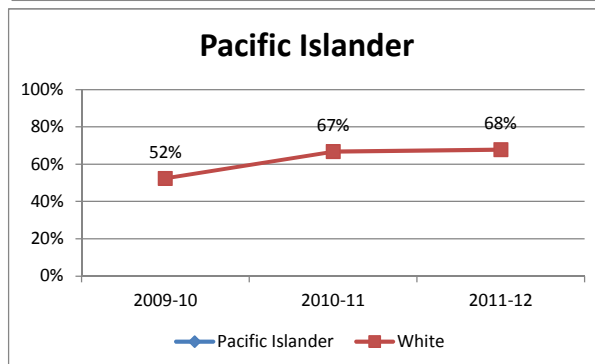
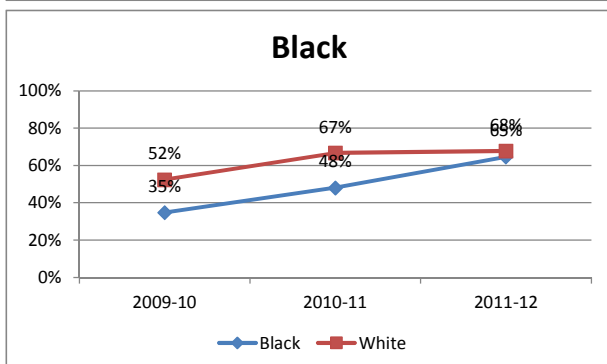
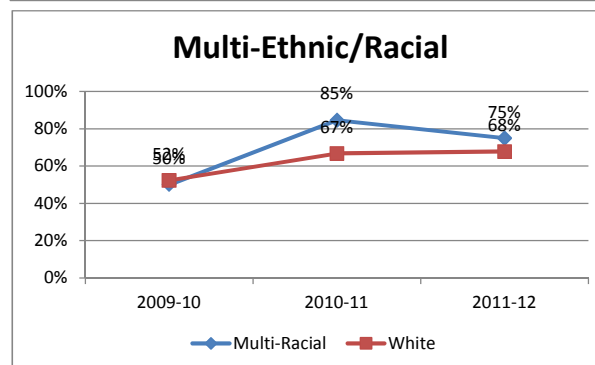
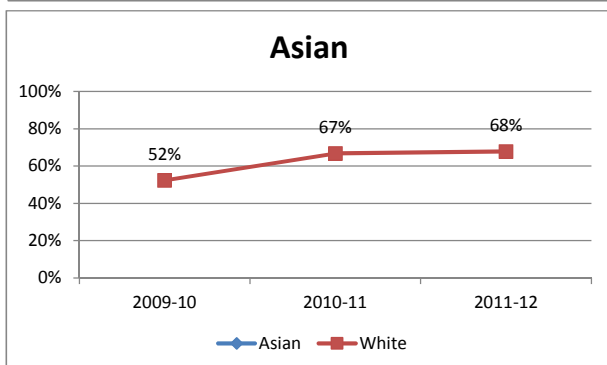
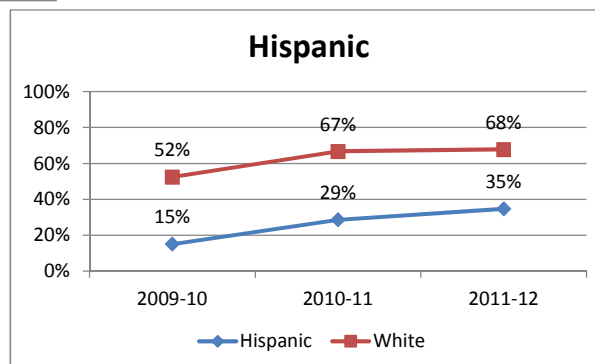
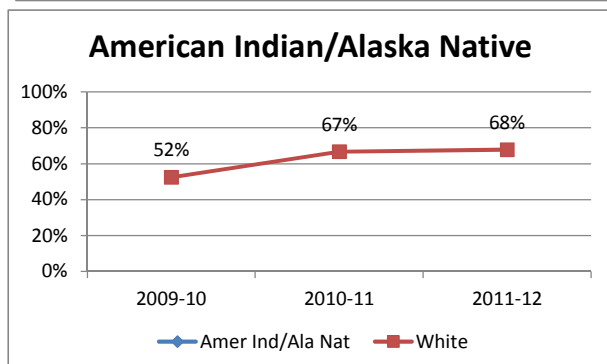
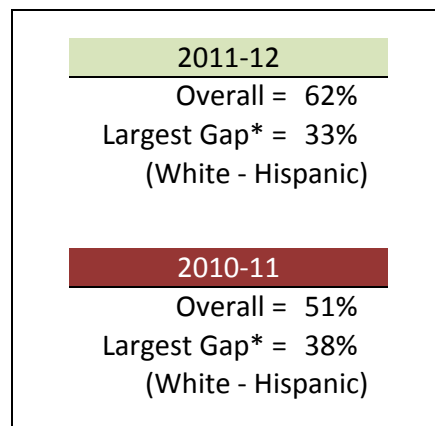
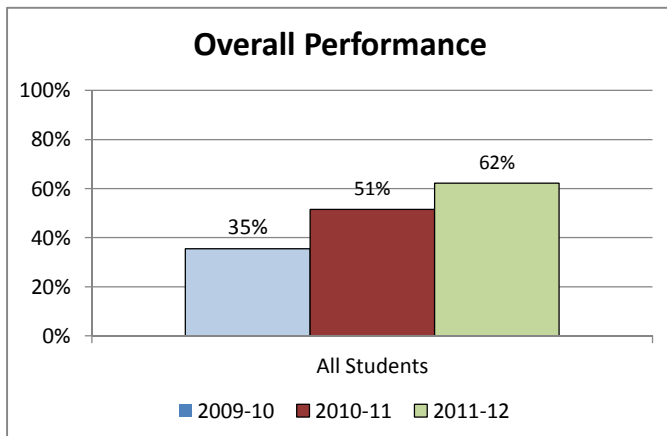
# Jefferson (with YWA)

## 10th Grade Milestone (6+ Credits and 90%+ Attendance)



\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools 10th Grade On Track Milestone (6+ Credits and 90%+ Attendance) – 2010 to 2012 Jefferson (with YWA)



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students.

# Beach

Updated 02/04/2013

Address 1710 N Humboldt St		Phone 503-916-6236
Cluster Jefferson	Feeds To Jefferson or Roosevelt (Dual Assignment, Immersion)	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$5577
Budget Rank (1-32)	20
Free & Reduced	58.2%
School Receives Title I Funds?	Yes
Special Education	11.3%
English Language Learners	13.1%
Talented and Gifted	13.7%

### Licensed FTE Allocation

Gen. Fund - Admin Support	4.00
Gen. Fund - Ratio FTE	23.91
Gen. Fund - SES FTE	1.81
Gen. Fund - One Time Adjustments	-0.20
Title I	2.66
Foundation/Fee for Service K	0.00
Other Grants	1.44
<b>TOTAL</b>	<b>33.62</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	6	7	8	TOTAL
2008	20	82	66	73	60	48	34	48	28	25	<b>484</b>
2009	37	87	77	60	65	56	45	38	48	25	<b>538</b>
2010	30	96	73	71	56	58	51	39	40	47	<b>561</b>
2011	20	87	97	72	68	54	51	54	41	38	<b>582</b>
2012	20	85	81	94	67	67	55	52	47	45	<b>613</b>

Neighborhood students	342
Students from other neighborhoods	271

Change in Enrollment from 2011 to 2012	+31
Change in Enrollment from 2008 to 2012	+129
Projected Enrollment in 2017 (K-12)	670

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
15.7%	3.3%	34.3%	1.1%	1.5%	37.5%	6.7%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	559	
Attending Beach	342	61%
Other PPS Neighborhood Schools	93	17%
Special Programs/Focus Options	68	12%
PPS Charter Schools	55	10%
Special Services	1	<1%
Community Based Alternatives		0%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	70.3%	60.9%	68.3%	87.8%	69.6%	73.9%
2010-2011	80.8%	69.2%	74.5%	58.8%	63.0%	65.2%
2011-2012	65.7%	59.7%	55.1%	51.0%	72.2%	75.0%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"  
In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	11.9	13.0
Substitute Usage (Average in days)	16.5	15.5
Average Daily Attendance	94.8%	94.3%
Average Class Size	25.7	23.8
Stability Index	93.0%	92.5%
Student Expulsions	0.2%	0.1%
Student Suspensions	2.1%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
613	34	18

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Beach below 55%?	No
Building density index below 15 or above 20?	No

## 7. COMMENTS/ISSUES

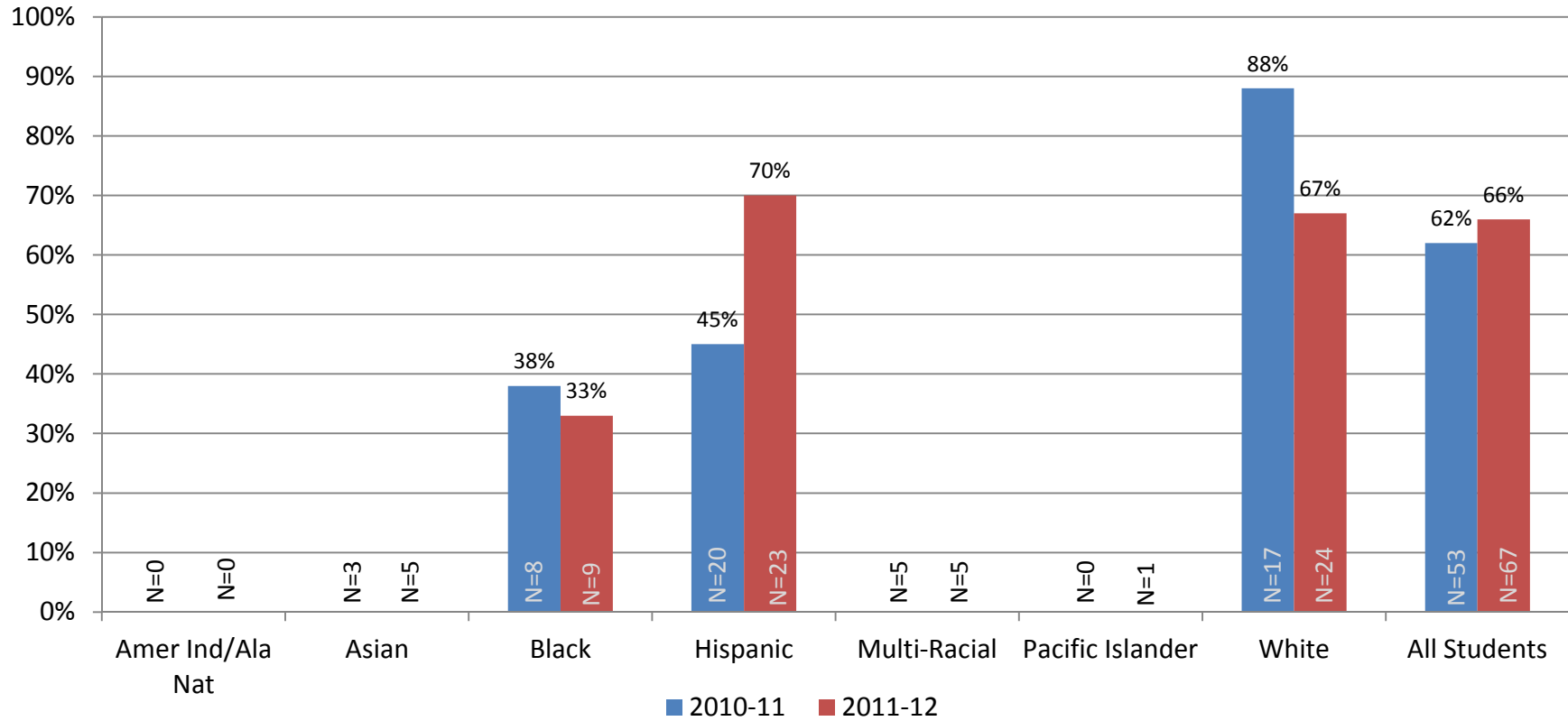
Beach has an overall ESEA rating of Level 4 as of October 2012.

Includes PK-8 Spanish Immersion.

As of 2011-12, Beach is a Dual Assignment neighborhood. Ninth-graders can attend either Jefferson Middle College or Roosevelt.

# Beach PK-5

## 3rd Grade Milestone (Meets/Exceeds)

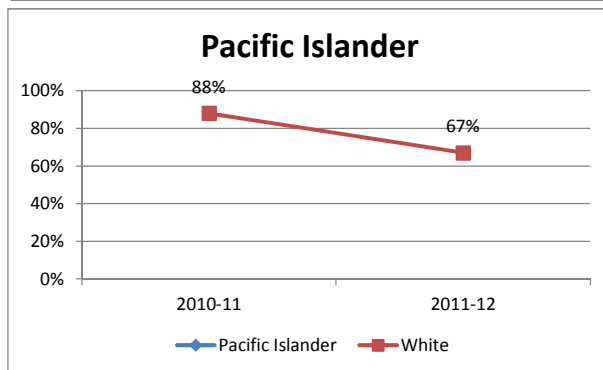
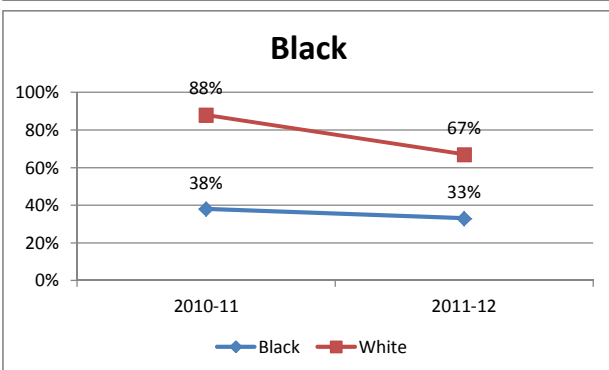
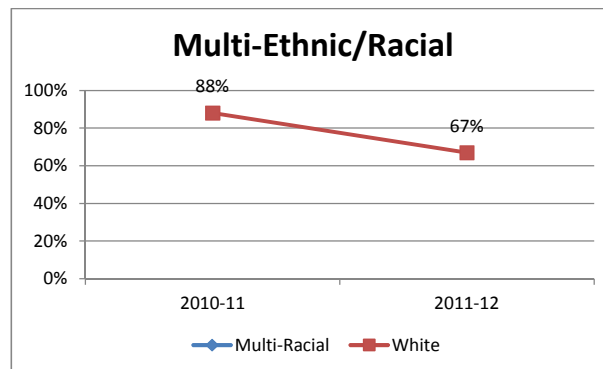
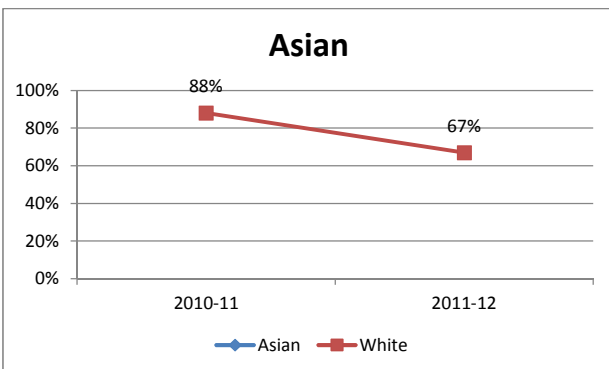
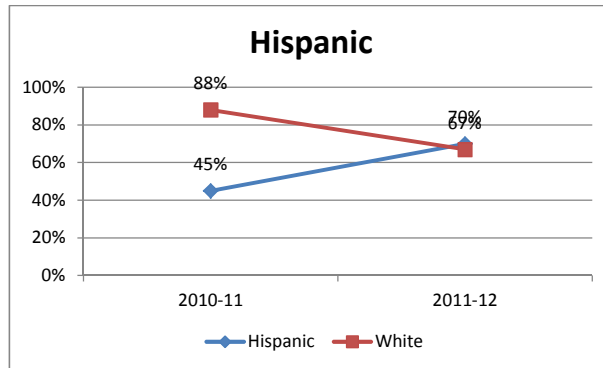
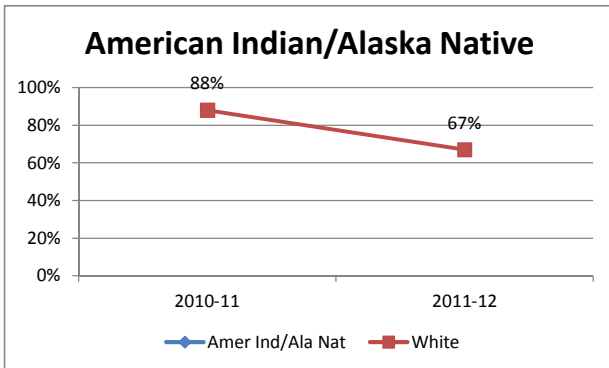
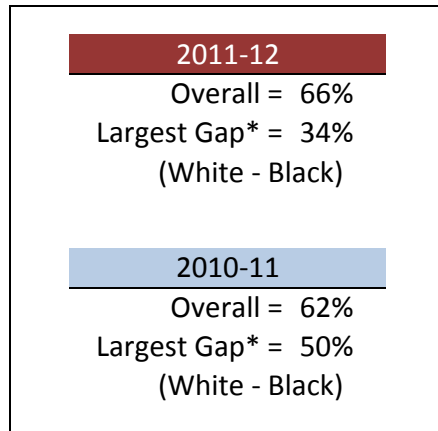
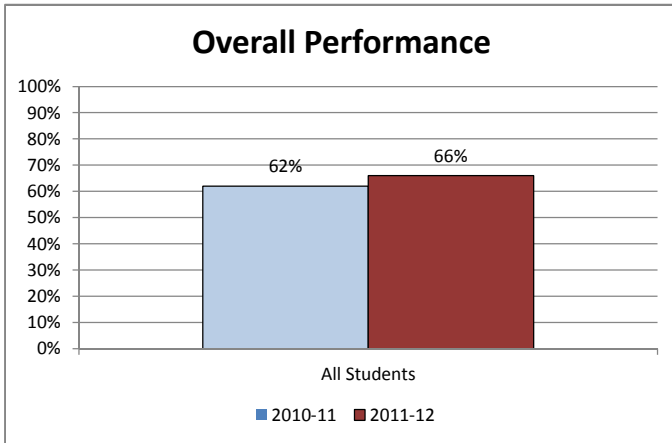


\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools

## 3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012

### Beach PK-5



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students



Address 620 N Fremont St		Phone 503-916-6171
Cluster Jefferson	Feeds To Jefferson or Grant (Dual Assignment)	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$6647
Budget Rank (1-32)	3
Free & Reduced	87.1%
School Receives Title I Funds?	Yes
Special Education	14.2%
English Language Learners	7.7%
Talented and Gifted	7.9%

### Licensed FTE Allocation

Gen. Fund - Admin Support	4.00
Gen. Fund - Ratio FTE	23.41
Gen. Fund - SES FTE	2.60
Gen. Fund - One Time Adjustments	-0.70
Title I	3.94
Foundation/Fee for Service K	0.00
Other Grants	1.44
<b>TOTAL</b>	<b>34.69</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	6	7	8	TOTAL
2012	20	81	77	63	71	57	54	33	38	41	535

Neighborhood students	326
Students from other neighborhoods	209

Change in Enrollment from 2011 to 2012	n/a
Change in Enrollment from 2008 to 2012	n/a
Projected Enrollment in 2017 (K-12)	546

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
59.8%	3.6%	15.5%	1.1%	0.0%	11.0%	9.0%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	624	
Attending Boise-Eliot/Humboldt	326	52%
Other PPS Neighborhood Schools	160	26%
Special Programs/Focus Options	83	13%
PPS Charter Schools	48	8%
Special Services	6	1%
Community Based Alternatives	1	<1%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2011-2012	53.3%	51.1%	63.6%	75.0%	53.1%	78.1%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"  
In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	13.1	13.0
Substitute Usage (Average in days)	15.0	15.5
Average Daily Attendance	92.9%	94.3%
Average Class Size	20.6	23.8
Stability Index	87.4%	92.5%
Student Expulsions	0.5%	0.1%
Student Suspensions	14.4%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
535	35	15

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	n/a
Neighborhood students attending Boise-Eliot/Humboldt below 55%?	Yes
Building density index below 15 or above 20?	No

## 7. COMMENTS/ISSUES

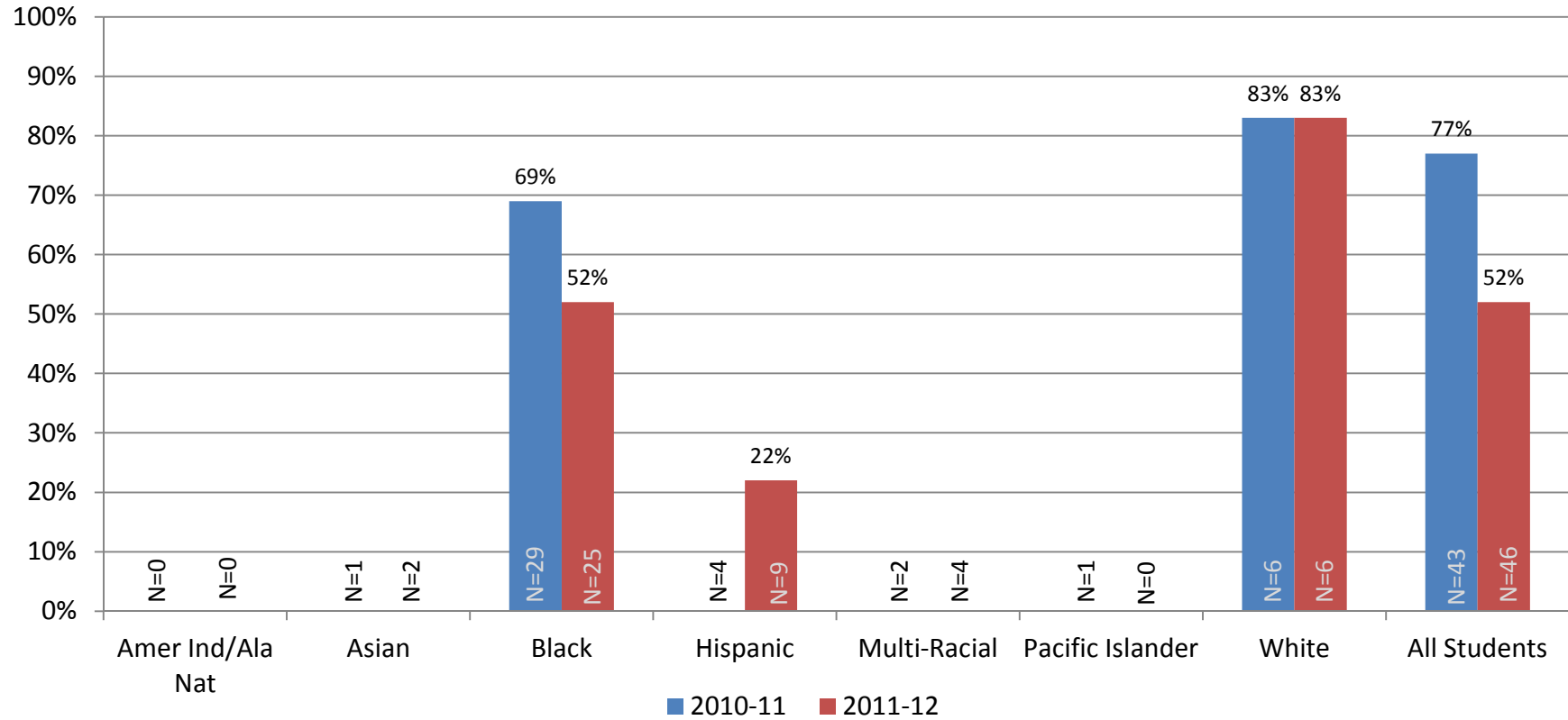
Starting in 2012-13, Humboldt merged with Boise-Eliot. Prior year data shown here is only for Boise-Eliot.

Boise-Eliot/Humboldt has an overall ESEA rating of Level 4 as of October 2012.

As of 2011-12, Boise-Eliot/Humboldt is a Dual Assignment neighborhood. Ninth-graders can attend either Jefferson Middle College or Grant.

# Boise-Eliot

## 3rd Grade Milestone (Meets/Exceeds)

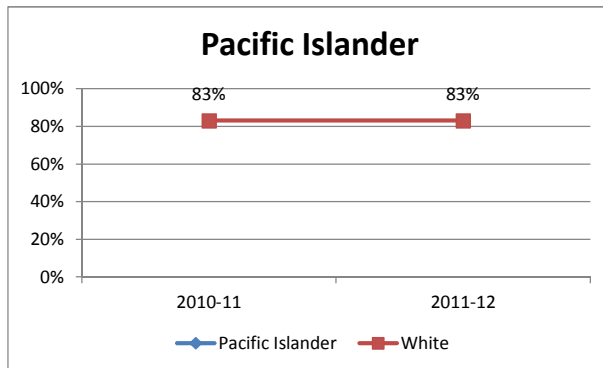
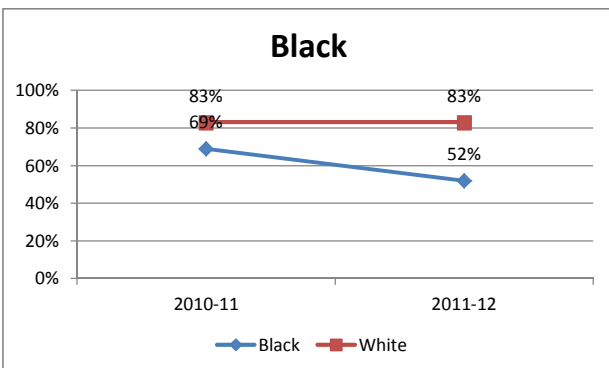
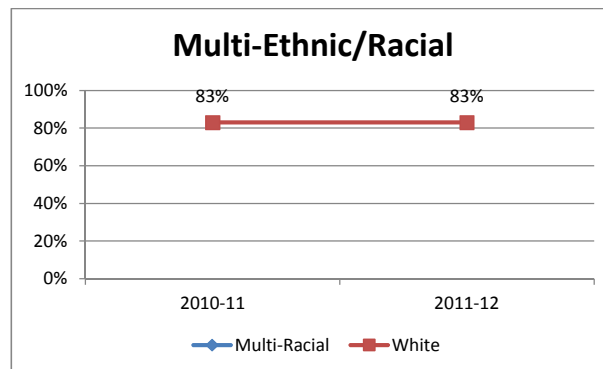
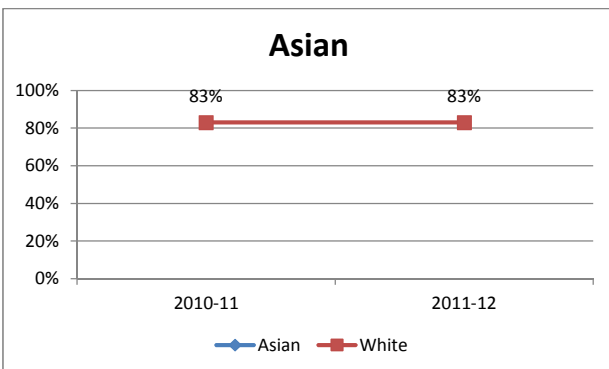
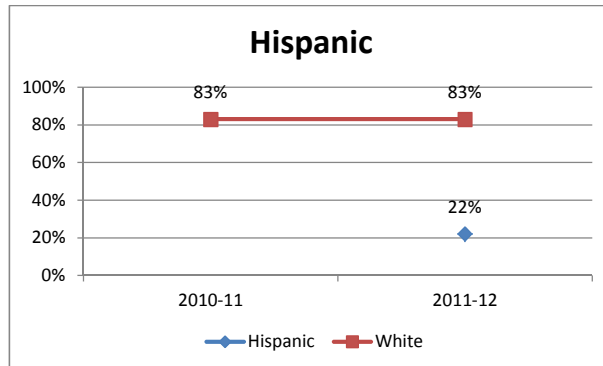
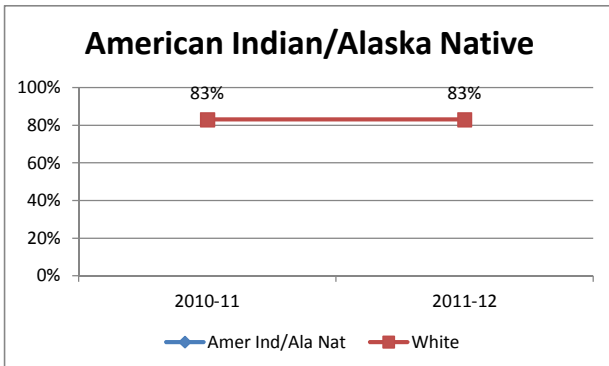
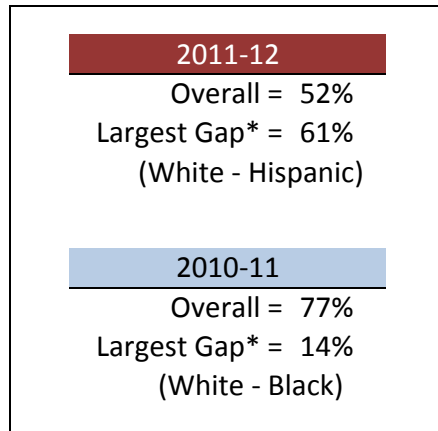
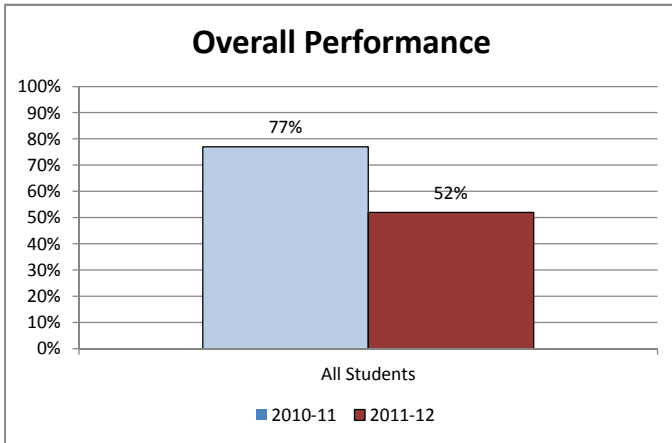


\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools

## 3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012

### Boise-Eliot

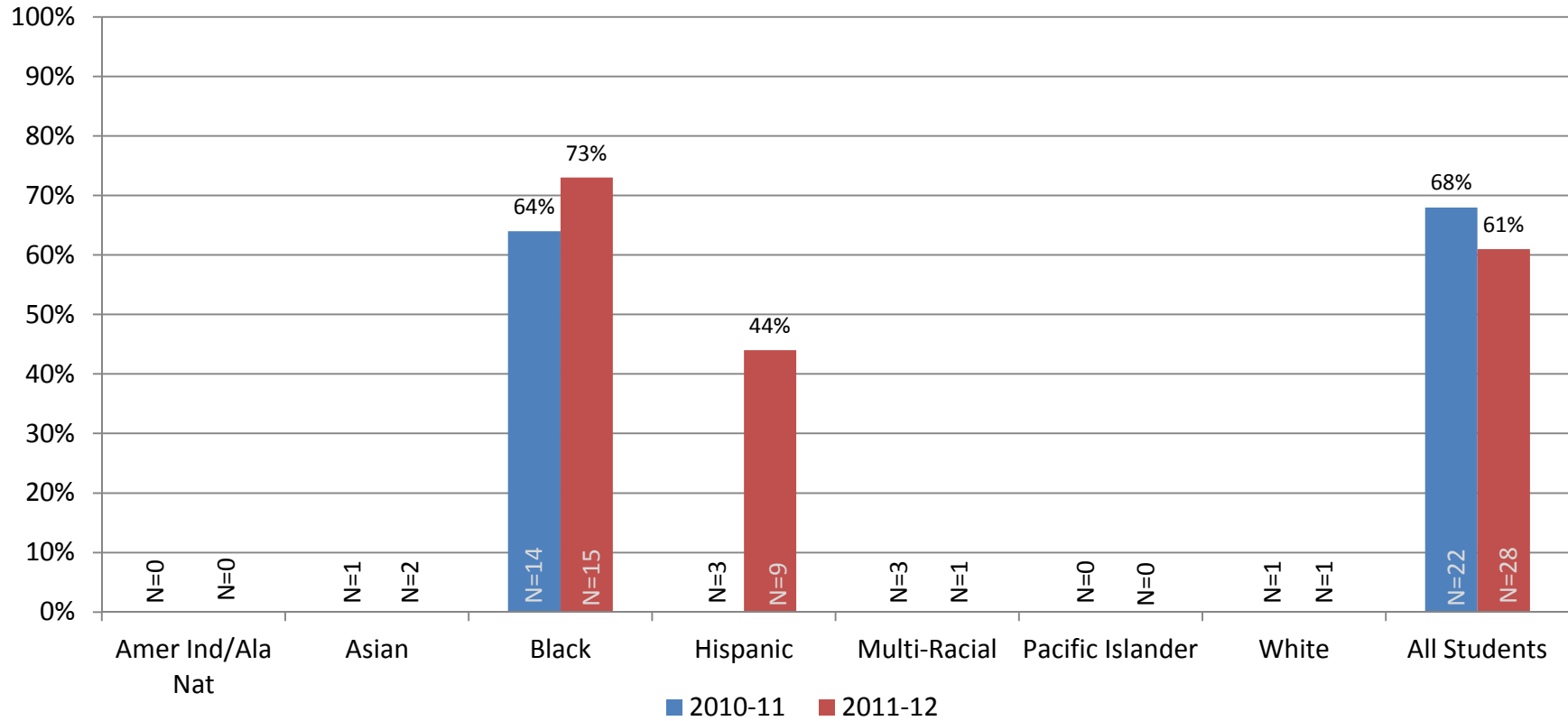


Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

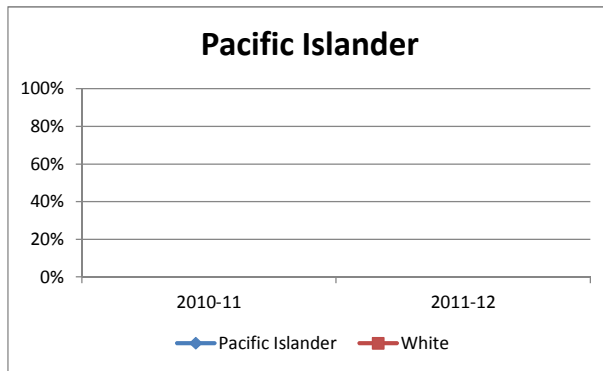
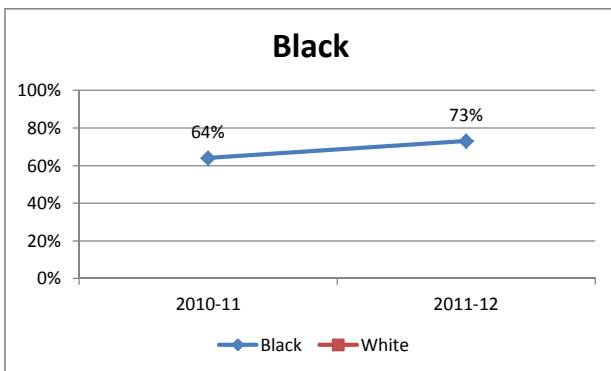
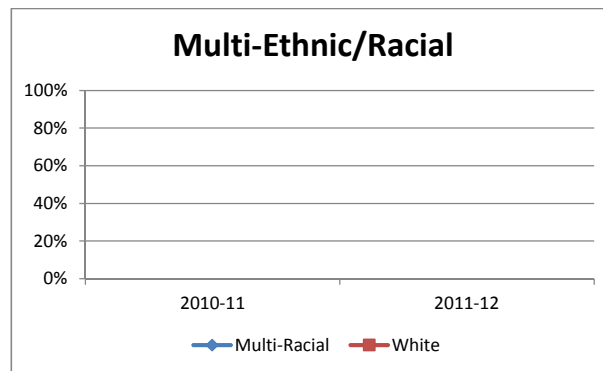
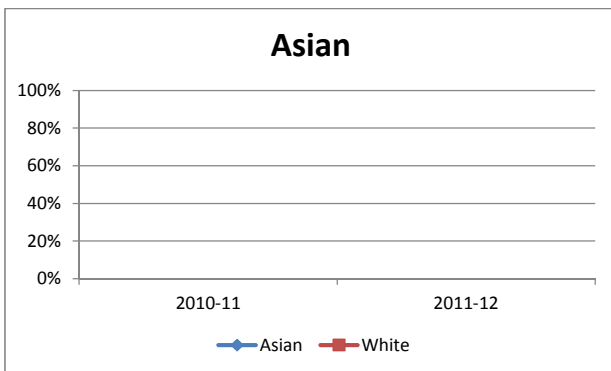
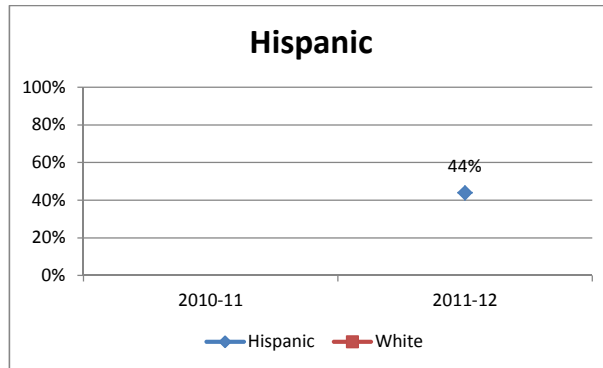
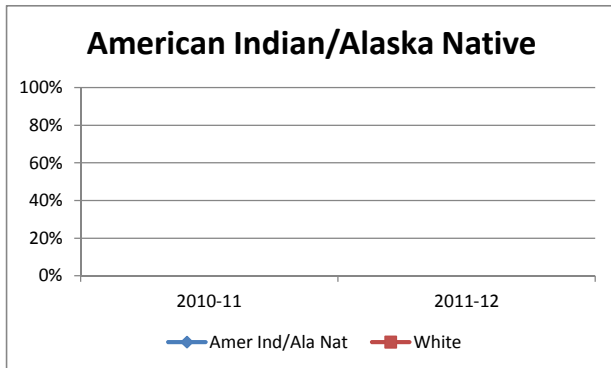
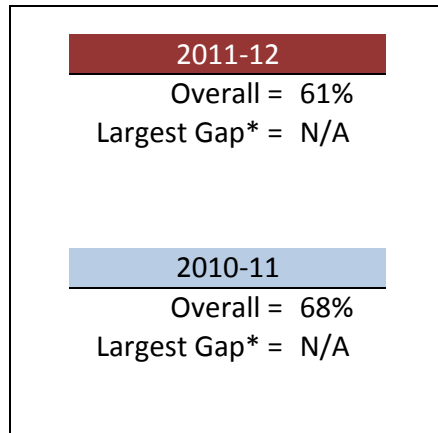
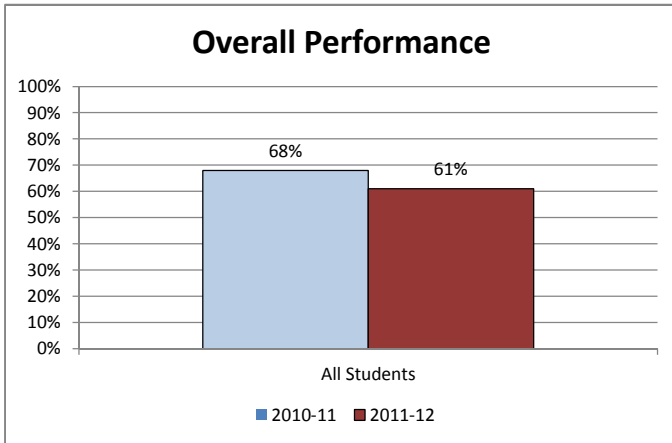
# Humboldt PK-5

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Humboldt PK-5**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

# Chief Joseph

Updated 02/04/2013

Address 2409 N Saratoga St		Phone 503-916-6255
Cluster Jefferson	Feeds To Ockley Green	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$4849
Budget Rank (1-27)	23
Free & Reduced	49.0%
School Receives Title I Funds?	No
Special Education	11.3%
English Language Learners	4.1%
Talented and Gifted	11.5%

### Licensed FTE Allocation

Gen. Fund - Admin Support	2.38
Gen. Fund - Ratio FTE	17.35
Gen. Fund - SES FTE	1.08
Gen. Fund - One Time Adjustments	-0.20
Title I	0.00
Foundation/Fee for Service K	2.15
Other Grants	0.00
<b>TOTAL</b>	<b>22.76</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	TOTAL
2008	42	62	64	58	42	46	56	370
2009	43	80	51	63	54	42	44	377
2010	34	82	84	56	58	57	37	408
2011	37	87	90	86	56	63	62	481
2012	0	91	83	92	80	58	55	459

Neighborhood students	333
Students from other neighborhoods	126

Change in Enrollment from 2011 to 2012	-22
Change in Enrollment from 2008 to 2012	+89
Projected Enrollment in 2017 (K-12)	436

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
8.3%	4.4%	10.9%	1.5%	3.5%	65.8%	5.7%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	565	
Attending Chief Joseph	333	59%
Other PPS Neighborhood Schools	87	15%
Special Programs/Focus Options	77	14%
PPS Charter Schools	68	12%
Special Services		0%
Community Based Alternatives		0%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2009-2010	83.6%	68.5%	82.9%	82.5%
2010-2011	>95%	65.5%	83.3%	66.7%
2011-2012	78.2%	60.0%	67.8%	54.2%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	98.0%
Teacher Experience (Average in years)	16.4	14.7
Substitute Usage (Average in days)	17.5	14.9
Average Daily Attendance	95.4%	94.7%
Average Class Size	27.8	25.4
Stability Index	87.3%	94.7%
Student Expulsions	0.0%	0.0%
Student Suspensions	1.2%	2.7%

October 2012 Enrollment	Number of Classrooms	Density Index
459	19	24

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Chief Joseph below 55%?	No
Building density index below 15 or above 20?	Yes

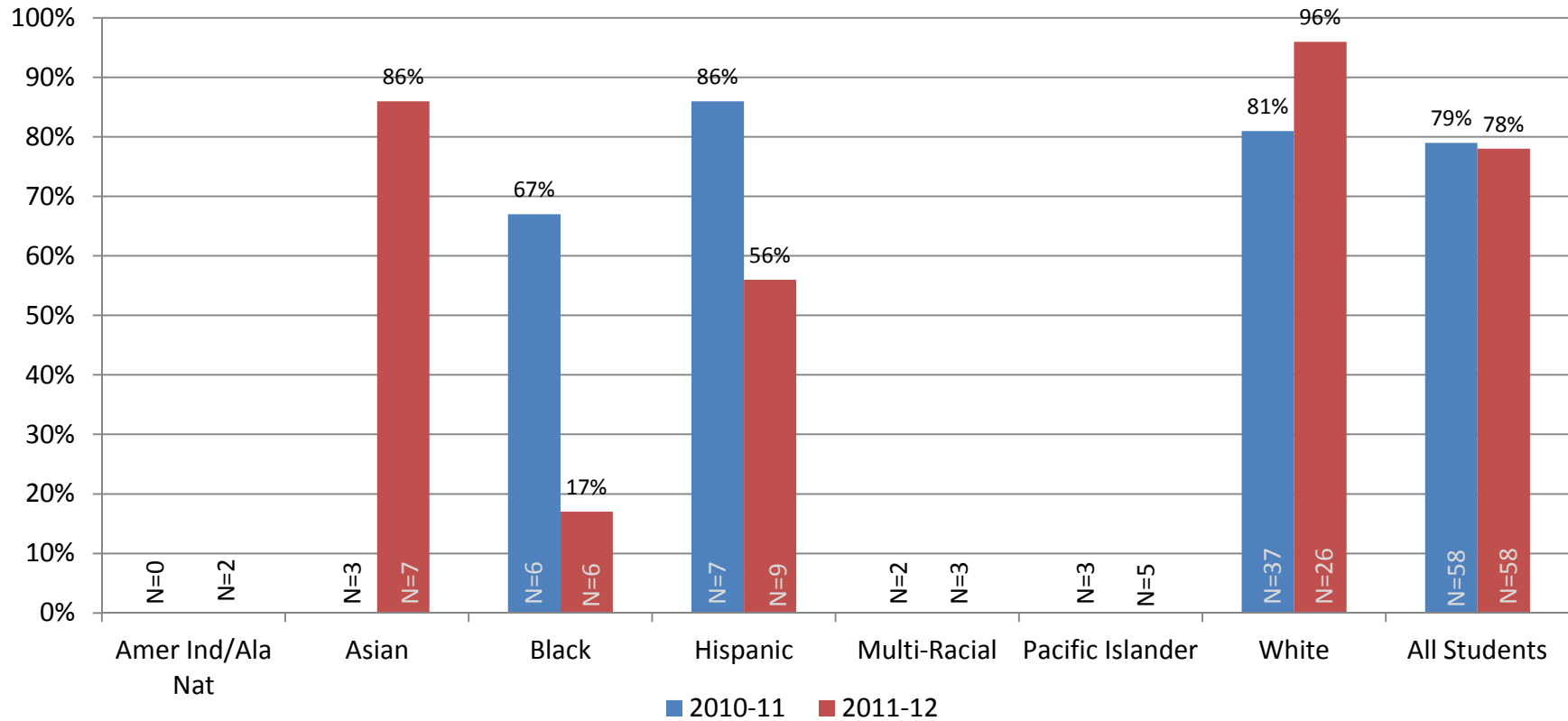
## 7. COMMENTS/ISSUES

Chief Joseph has an overall ESEA rating of Level 3 as of October 2012.



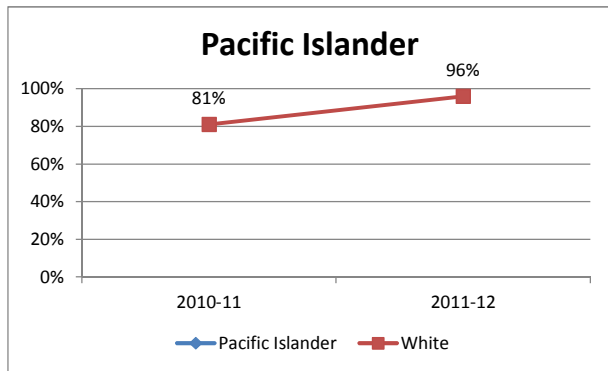
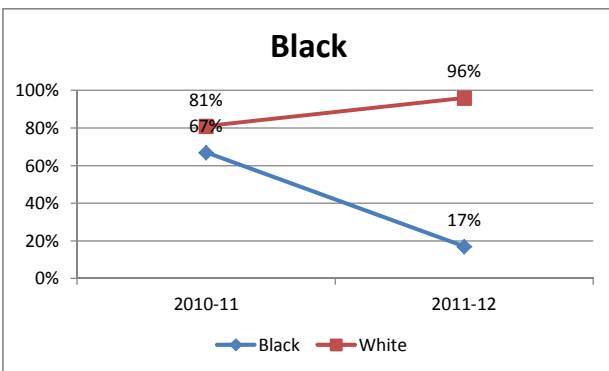
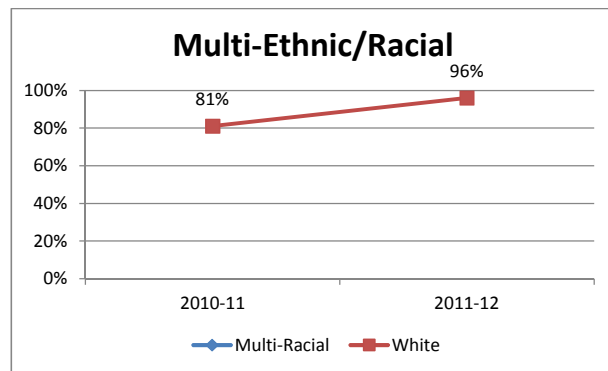
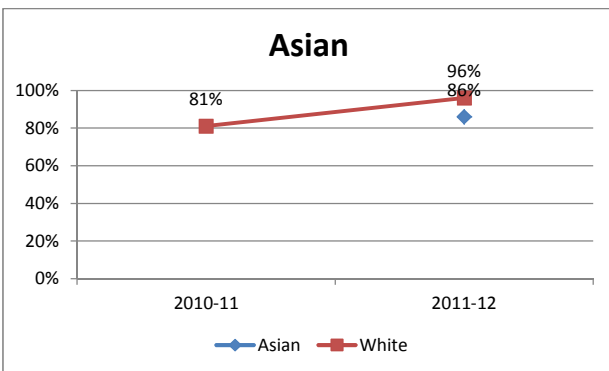
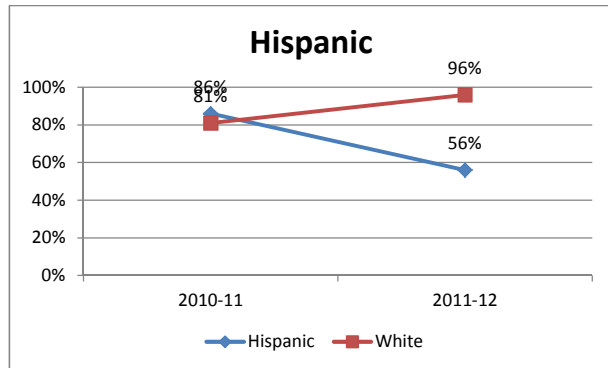
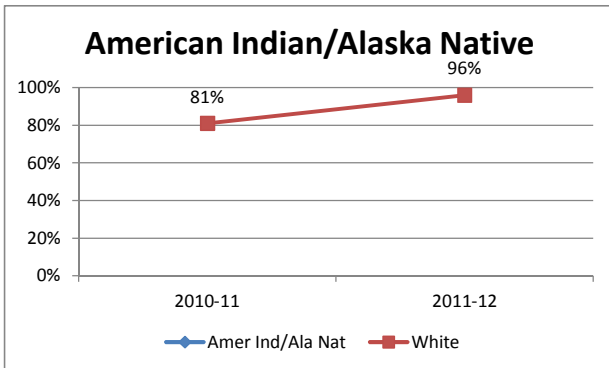
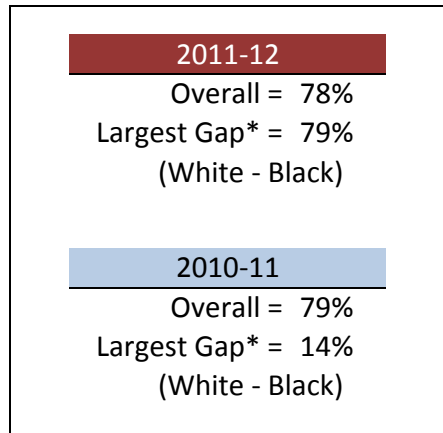
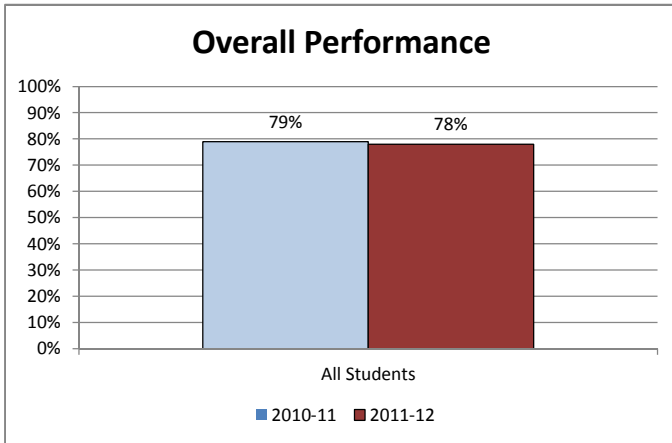
# Chief Joseph E.S.

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Chief Joseph E.S.**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

PPS Research, Evaluation & Assessment—09/28/2012jws

# Faubion

Updated 02/04/2013

Address 3039 NE Rosa Parks Way		Phone 503-916-5686
Cluster Jefferson	Feeds To Jefferson or Madison or Roosevelt	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$5770
Budget Rank (1-32)	16
Free & Reduced	76.7%
School Receives Title I Funds?	Yes
Special Education	13.2%
English Language Learners	13.2%
Talented and Gifted	5.5%

### Licensed FTE Allocation

Gen. Fund - Admin Support	3.50
Gen. Fund - Ratio FTE	17.42
Gen. Fund - SES FTE	1.64
Gen. Fund - One Time Adjustments	-0.01
Title I	2.98
Foundation/Fee for Service K	0.00
Other Grants	1.44
<b>TOTAL</b>	<b>26.97</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	6	7	8	TOTAL
2008	20	52	46	39	50	42	54	37	19	37	396
2009	20	61	45	49	35	51	38	40	34	20	393
2010	19	58	55	38	45	33	51	34	39	29	401
2011	20	60	60	60	37	47	38	42	34	36	434
2012	20	79	47	59	54	39	46	38	38	34	454

Neighborhood students	365
Students from other neighborhoods	89

Change in Enrollment from 2011 to 2012	+20
Change in Enrollment from 2008 to 2012	+58
Projected Enrollment in 2017 (K-12)	462

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
32.8%	3.3%	24.0%	0.0%	1.1%	29.1%	9.7%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	592	
Attending Faubion	365	62%
Other PPS Neighborhood Schools	138	23%
Special Programs/Focus Options	60	10%
PPS Charter Schools	26	4%
Special Services	2	<1%
Community Based Alternatives	1	<1%

#### 4. EDUCATIONAL PROGRAMS

##### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	76.5%	67.6%	81.1%	89.2%	47.4%	42.1%
2010-2011	72.1%	46.5%	81.6%	60.4%	59.3%	55.2%
2011-2012	63.6%	48.5%	52.8%	38.9%	58.1%	51.6%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"  
 In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

#### 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	11.9	13.0
Substitute Usage (Average in days)	19.9	15.5
Average Daily Attendance	93.7%	94.3%
Average Class Size	28.1	23.8
Stability Index	87.8%	92.5%
Student Expulsions	0.2%	0.1%
Student Suspensions	9.4%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
454	19	24

#### 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Faubion below 55%?	No
Building density index below 15 or above 20?	Yes

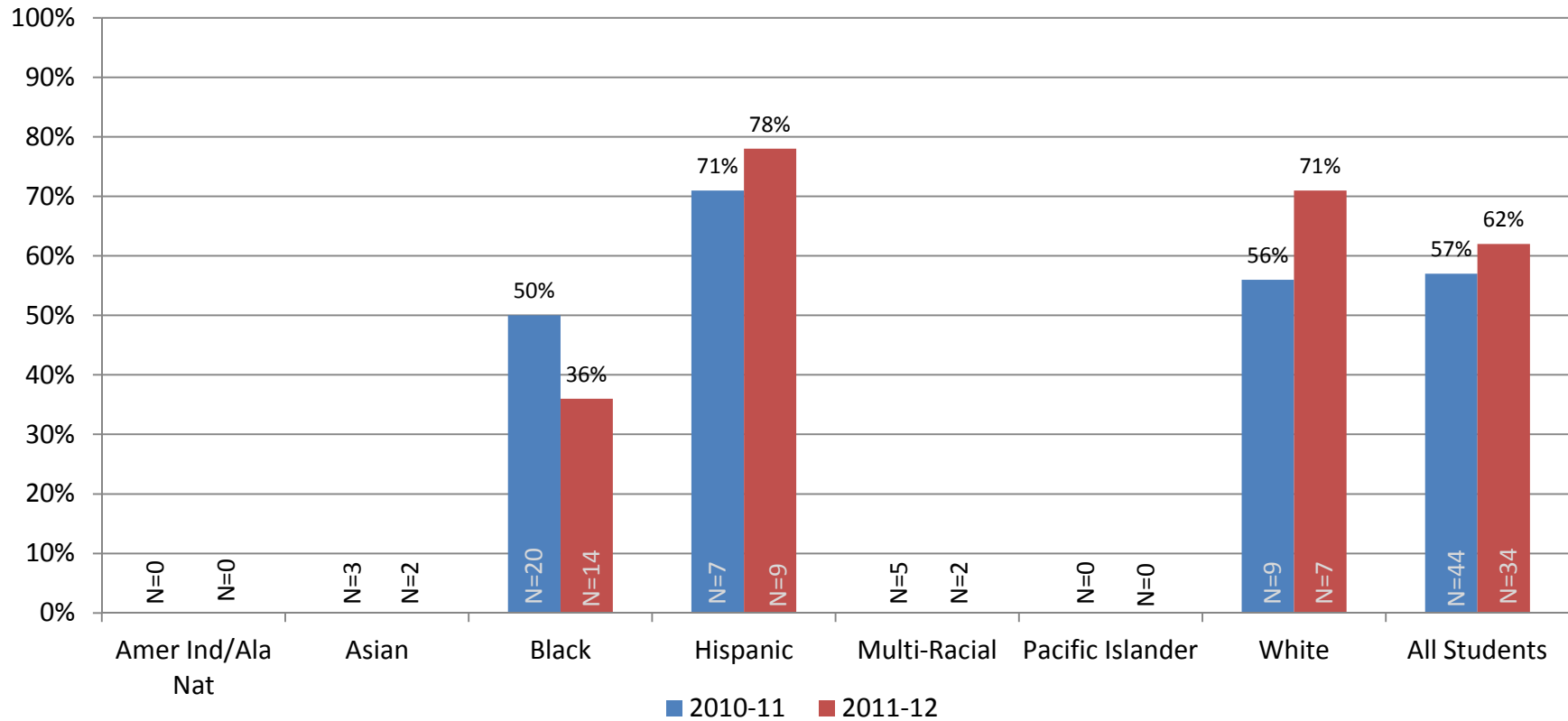
#### 7. COMMENTS/ISSUES

Faubion has an overall ESEA rating of Level 4 as of October 2012.

As of 2011-12, Faubion is a Dual Assignment neighborhood. Ninth-graders can choose to attend either Jefferson Middle College or one of two comprehensive high schools: Roosevelt for students in the northern part of the Faubion neighborhood and Madison for those in the southern and eastern portions, roughly divided by the Columbia Slough.

# Faubion PK-8

## 3rd Grade Milestone (Meets/Exceeds)

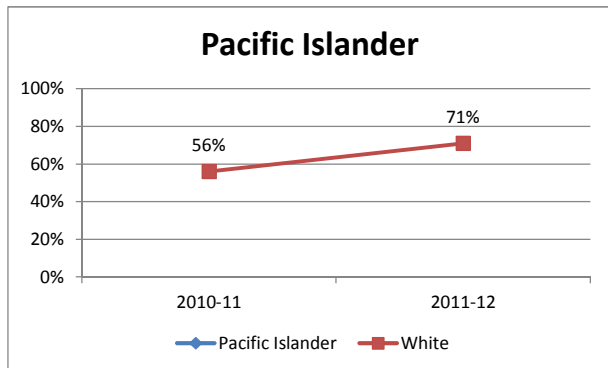
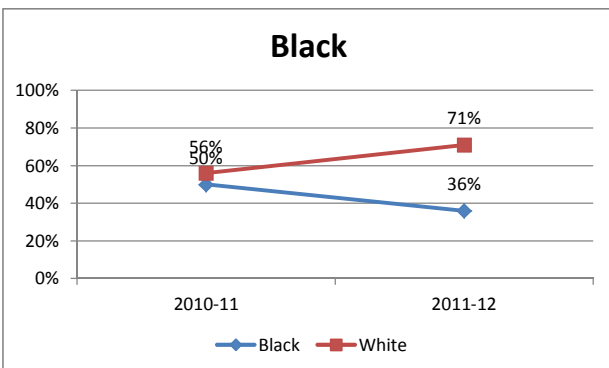
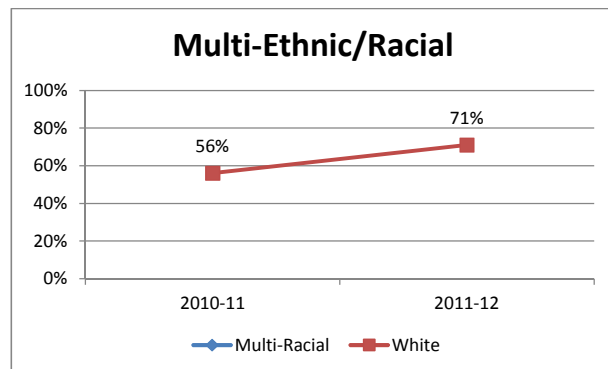
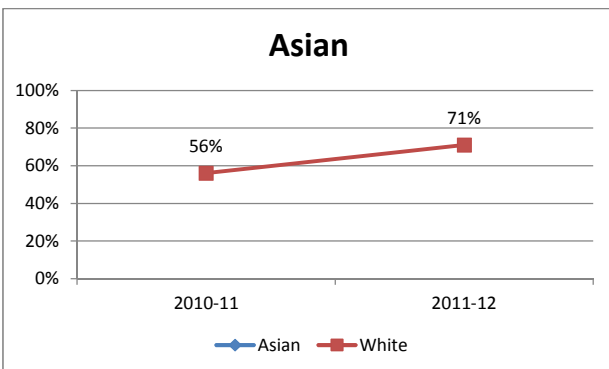
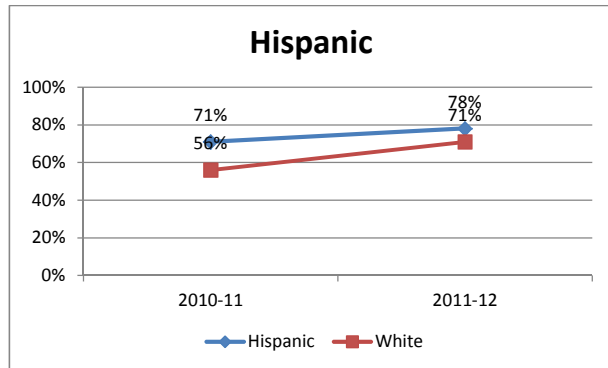
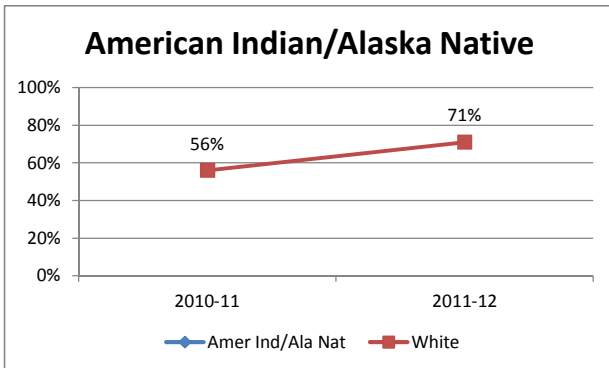
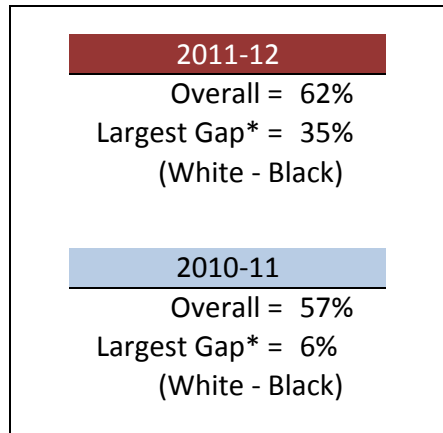
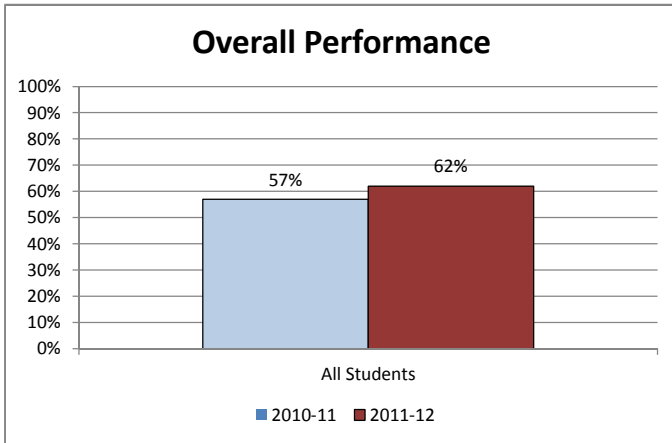


\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools

## 3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012

### Faubion PK-8



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

Address 4906 NE 6th Ave		Phone 503-916-6456
Cluster Jefferson	Feeds To Jefferson or Grant (Dual Assignment)	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$8785
Budget Rank (1-32)	1
Free & Reduced	78.8%
School Receives Title I Funds?	Yes
Special Education	19.2%
English Language Learners	19.2%
Talented and Gifted	1.9%

### Licensed FTE Allocation

Gen. Fund - Admin Support	1.90
Gen. Fund - Ratio FTE	12.02
Gen. Fund - SES FTE	1.35
Gen. Fund - One Time Adjustments	0.96
Title I	2.74
Foundation/Fee for Service K	0.00
Other Grants	5.54
<b>TOTAL</b>	<b>24.51</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	6	7	8	TOTAL
2008	38	51	39	42	46	53	43	26	31	30	399
2009	29	39	44	31	38	40	47	17	22	29	336
2010	18	45	30	42	24	34	36	23	15	21	288
2011	20	38	41	23	47	22	42	19	24	16	292
2012	20	53	36	43	22	44	21	25	22	26	312

Neighborhood students	160
Students from other neighborhoods	152

Change in Enrollment from 2011 to 2012	+20
Change in Enrollment from 2008 to 2012	-87
Projected Enrollment in 2017 (K-12)	287

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
51.3%	1.0%	32.1%	0.6%	0.3%	9.3%	5.4%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	322	
Attending King	160	50%
Other PPS Neighborhood Schools	69	21%
Special Programs/Focus Options	50	16%
PPS Charter Schools	40	12%
Special Services	2	1%
Community Based Alternatives	1	<1%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	48.4%	41.9%	24.4%	43.9%	50.0%	71.4%
2010-2011	76.2%	38.1%	48.3%	41.4%	42.1%	36.8%
2011-2012	89.5%	65.8%	83.3%	41.7%	37.5%	93.8%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"  
In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	11.8	13.0
Substitute Usage (Average in days)	21.3	15.5
Average Daily Attendance	92.9%	94.3%
Average Class Size	18.9	23.8
Stability Index	84.9%	92.5%
Student Expulsions	0.0%	0.1%
Student Suspensions	8.9%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
312	34	9

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending King below 55%?	Yes
Building density index below 15 or above 20?	Yes

## 7. COMMENTS/ISSUES

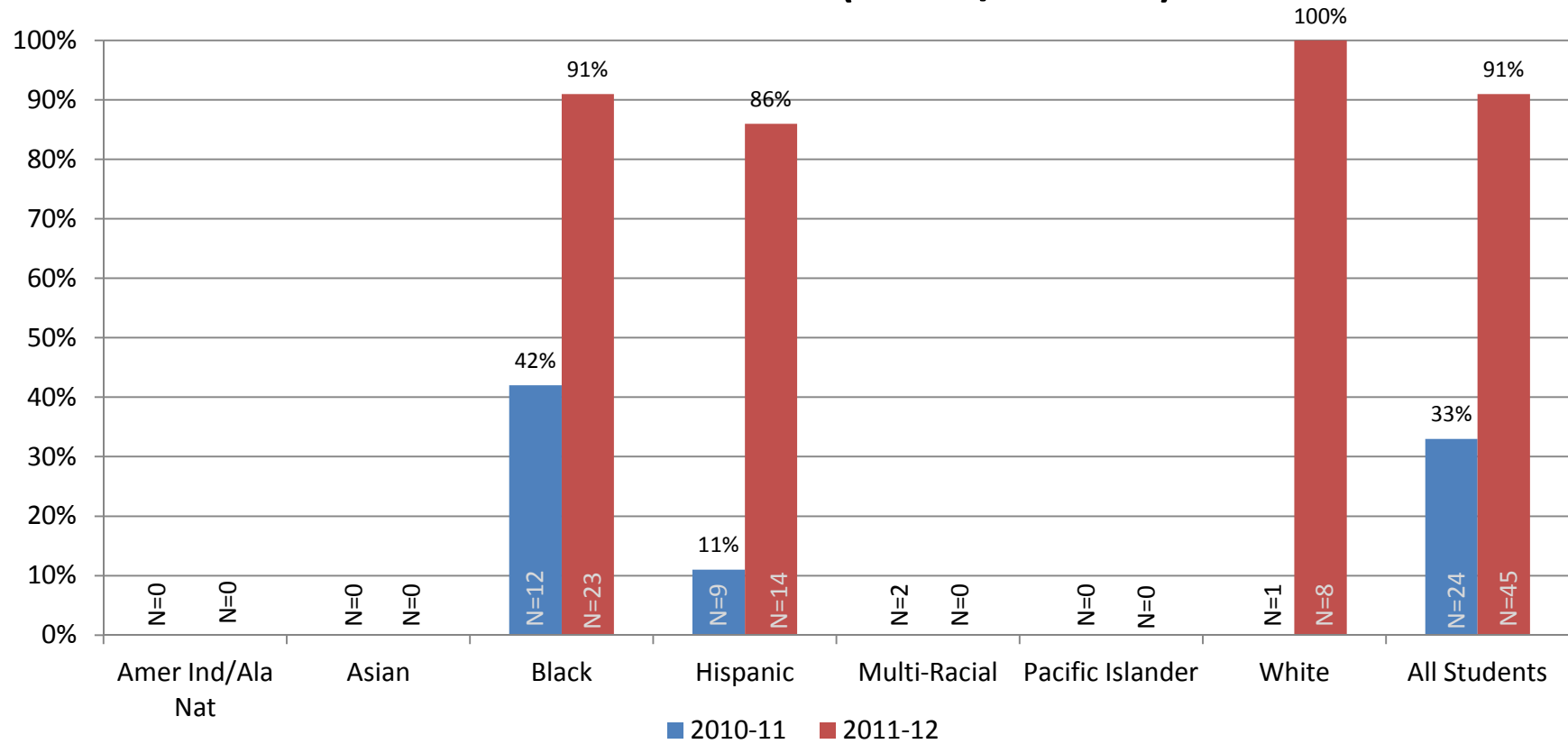
King has an overall ESEA rating of Level 4 as of October 2012. In addition, King is designated as a Priority school.

As of 2011-12, King is a Dual Assignment neighborhood. Ninth-graders can attend either Jefferson Middle College or Grant.



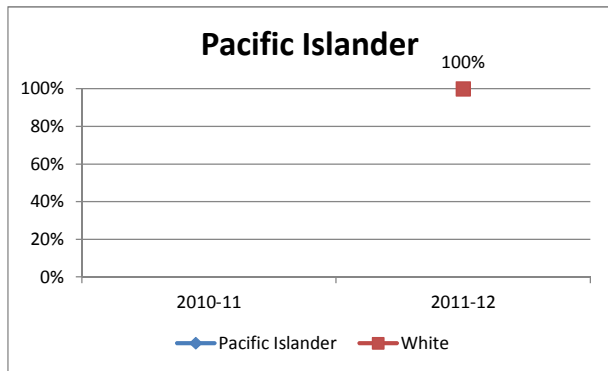
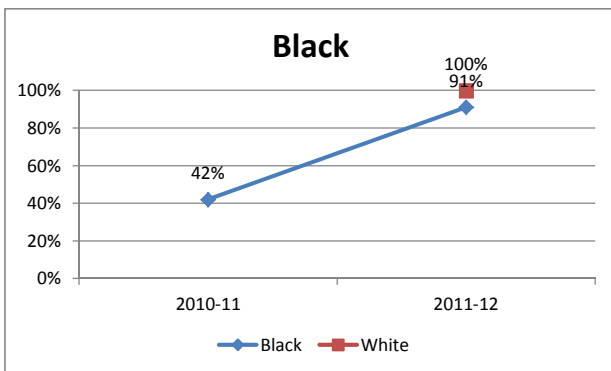
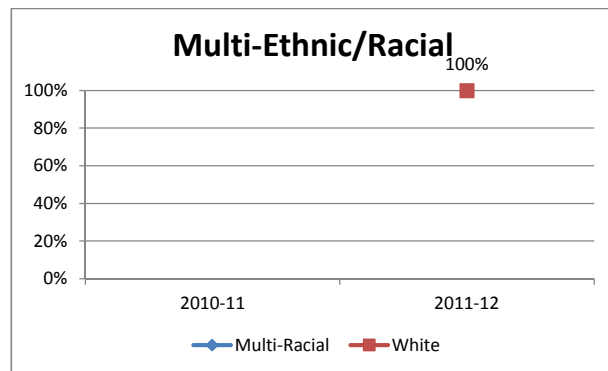
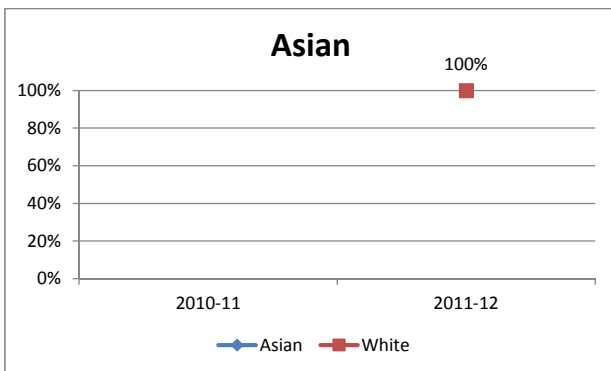
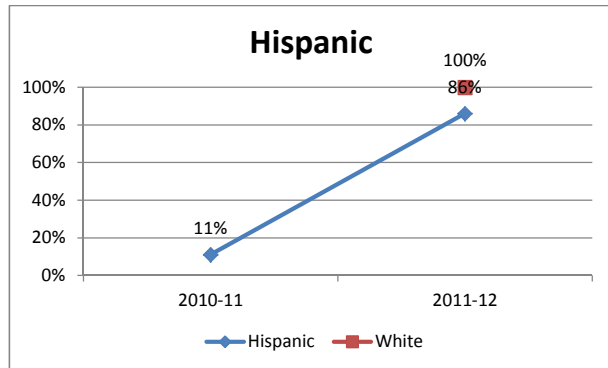
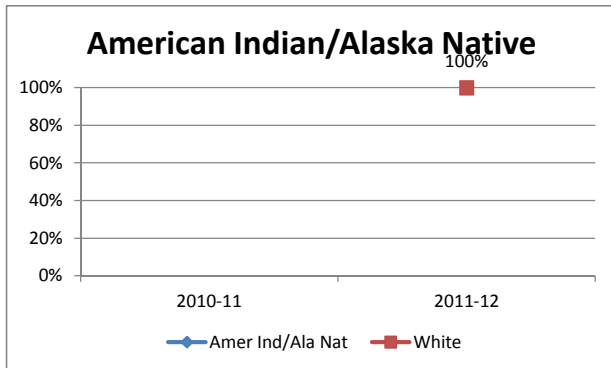
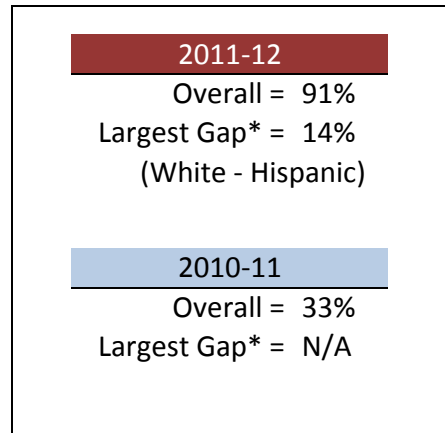
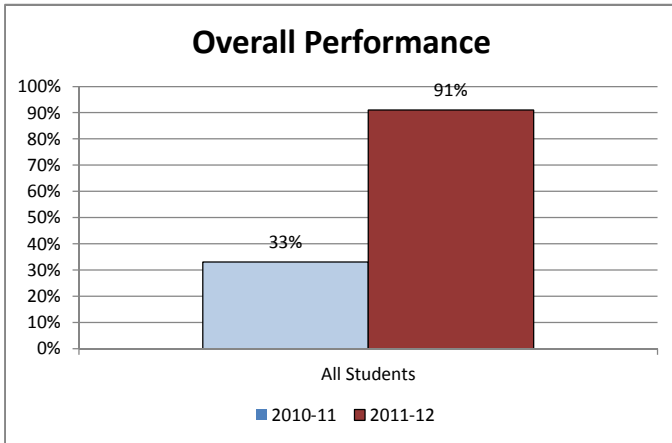
# King PK-5

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
King PK-5**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

PPS Research, Evaluation & Assessment—09/28/2012jws

# Ockley Green

Updated 02/04/2013

Address 6031 N Montana St		Phone 503-916-5660
Cluster Jefferson	Feeds To Jefferson or Roosevelt (Dual Assignment)	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$6853
Budget Rank (1-32)	2
Free & Reduced	81.9%
School Receives Title I Funds?	Yes
Special Education	16.9%
English Language Learners	8.6%
Talented and Gifted	9.5%

### Licensed FTE Allocation

Gen. Fund - Admin Support	1.90
Gen. Fund - Ratio FTE	10.90
Gen. Fund - SES FTE	1.09
Gen. Fund - One Time Adjustments	2.58
Title I	1.52
Foundation/Fee for Service K	0.00
Other Grants	0.26
<b>TOTAL</b>	<b>18.25</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2008	27	20	26	16	16	19	54	73	86	337
2009	32	23	19	25	18	19	48	49	66	299
2010	38	33	25	26	32	19	44	43	50	310
2011	30	29	24	24	25	30	26	43	38	269
2012	19	22	21	20	18	18	51	29	45	243

Neighborhood students	57
Students from other neighborhoods	186

Change in Enrollment from 2011 to 2012	-26
Change in Enrollment from 2008 to 2012	-94
Projected Enrollment in 2017 (K-12)	417

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
40.7%	6.2%	18.5%	1.6%	3.3%	23.9%	5.8%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	171	
Attending Ockley Green	57	33%
Other PPS Neighborhood Schools	41	24%
Special Programs/Focus Options	46	27%
PPS Charter Schools	21	12%
Special Services	1	1%
Community Based Alternatives	5	3%

#### 4. EDUCATIONAL PROGRAMS

##### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	70.8%	58.3%	63.2%	68.4%	60.7%	63.9%
2010-2011	57.9%	15.8%	61.1%	22.2%	58.3%	47.2%
2011-2012	45.0%	15.0%	38.1%	22.7%	52.6%	44.7%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"  
 In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

#### 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	97.0%	99.4%
Teacher Experience (Average in years)	11.5	13.0
Substitute Usage (Average in days)	17.9	15.5
Average Daily Attendance	92.7%	94.3%
Average Class Size	18.0	23.8
Stability Index	90.3%	92.5%
Student Expulsions	0.0%	0.1%
Student Suspensions	39.0%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
243	34	7

#### 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Ockley Green below 55%?	Yes
Building density index below 15 or above 20?	Yes

#### 7. COMMENTS/ISSUES

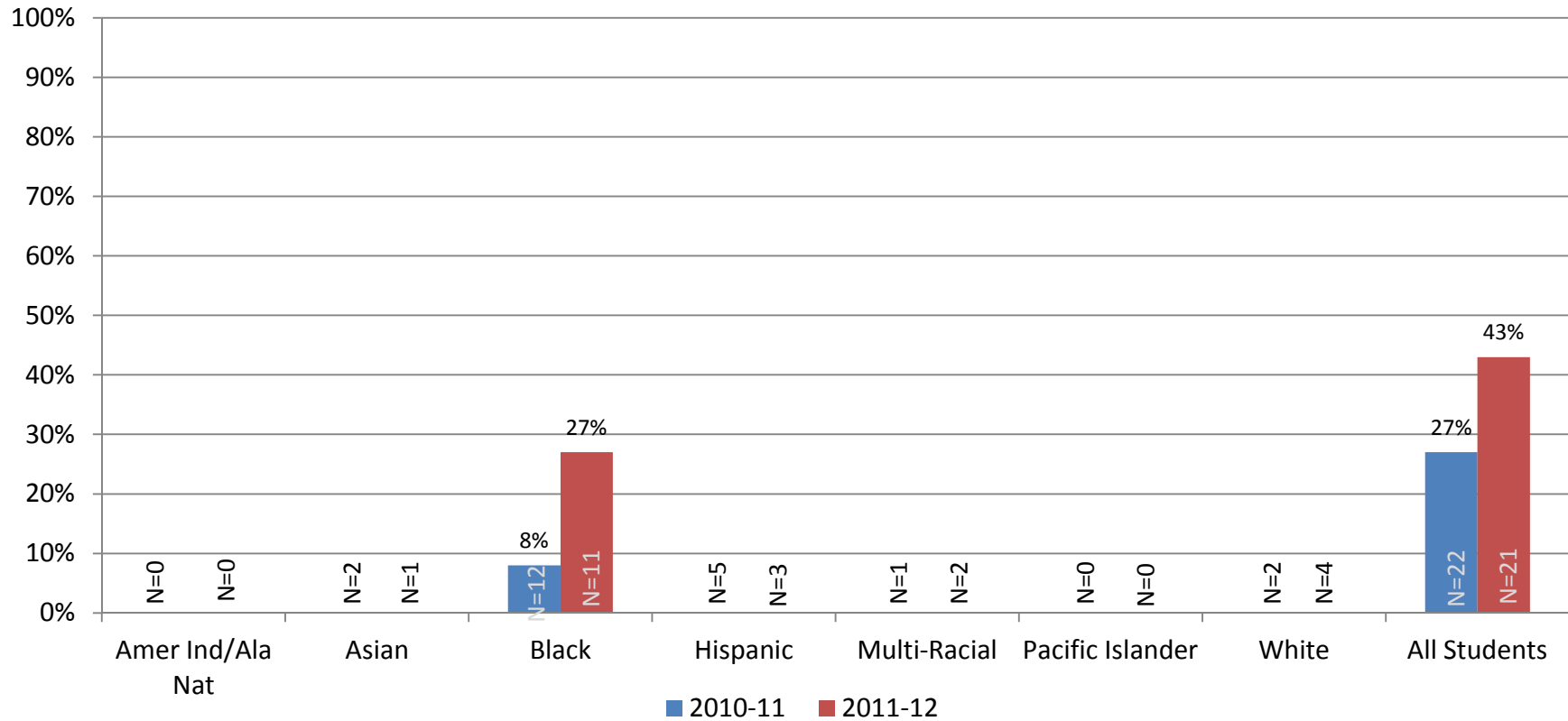
Ockley Green has an overall ESEA rating of Level 1 as of October 2012. In addition, Ockley Green is designated as a Priority school.

Neighborhood is defined for only 6-8 program, while K-5 is districtwide special focus.

As of 2011-12, Ockley Green is a Dual Assignment neighborhood. Ninth-graders can attend either Jefferson Middle College or Roosevelt.

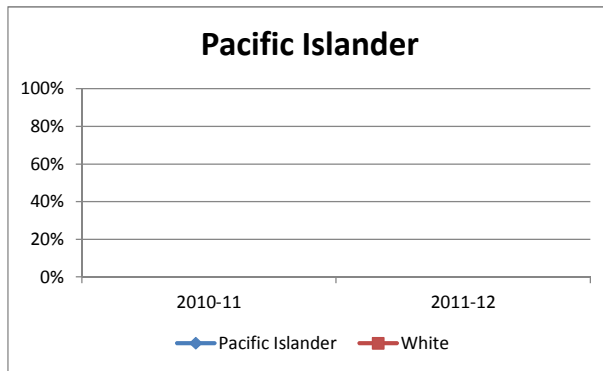
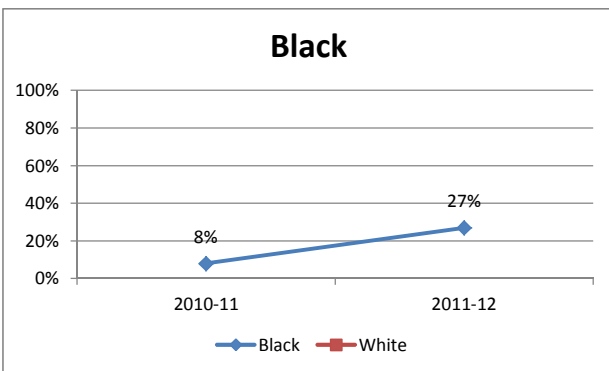
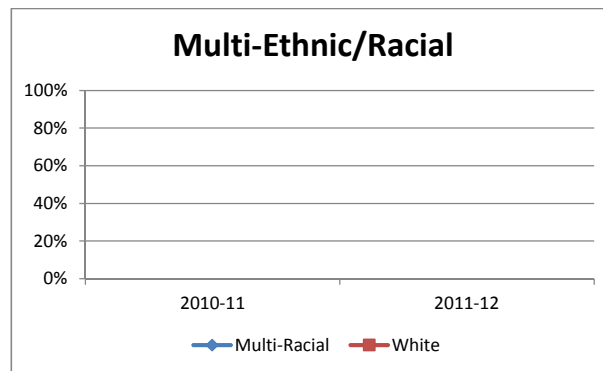
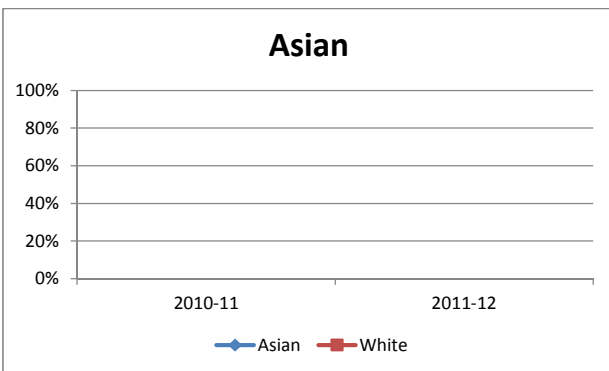
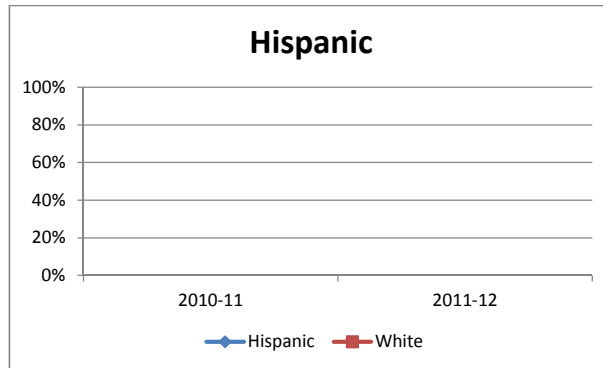
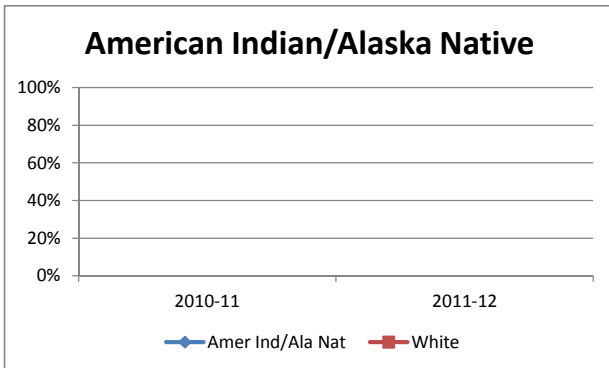
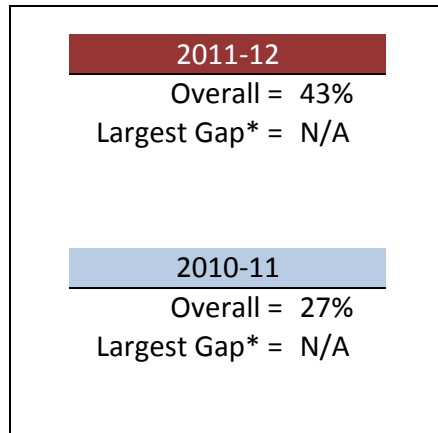
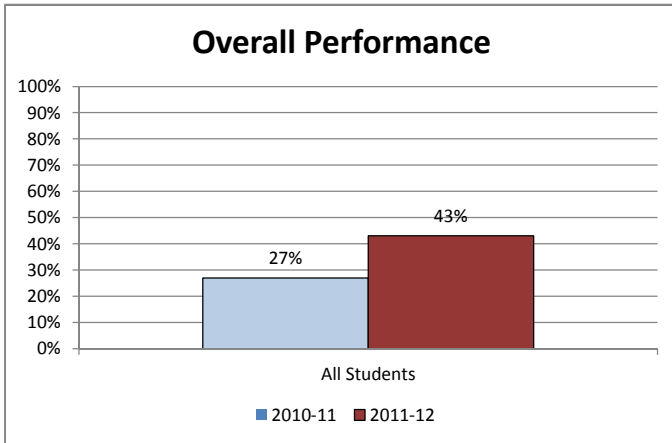
# Ockley Green School K-5

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Ockley Green School K-5**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

Address 2044 NE Killingsworth St		Phone 503-916-6415
Cluster Jefferson	Feeds To Jefferson or Madison (Dual Assignment)	

### 1. BUDGET AND STAFFING

School Budget Per Student	\$6273
Budget Rank (1-32)	7
Free & Reduced	63.9%
School Receives Title I Funds?	Yes
Special Education	9.5%
English Language Learners	5.7%
Talented and Gifted	10.9%

#### Licensed FTE Allocation

Gen. Fund - Admin Support	3.50
Gen. Fund - Ratio FTE	18.41
Gen. Fund - SES FTE	1.72
Gen. Fund - One Time Adjustments	1.19
Title I	3.13
Foundation/Fee for Service K	0.00
Other Grants	0.50
<b>TOTAL</b>	<b>28.45</b>

### 2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	6	7	8	TOTAL
2008	20	45	48	54	43	45	48	26	26	39	<b>394</b>
2009	17	58	46	40	52	41	47	43	24	29	<b>397</b>
2010	18	61	52	39	36	44	35	34	32	25	<b>376</b>
2011	20	68	59	45	46	36	43	36	79	68	<b>500</b>
2012	0	60	62	53	47	51	36	35	31	65	<b>440</b>

Neighborhood students	318
Students from other neighborhoods	122

Change in Enrollment from 2011 to 2012	-60
Change in Enrollment from 2008 to 2012	+46
Projected Enrollment in 2017 (K-12)	448

#### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
38.2%	1.8%	18.4%	0.5%	0.2%	31.8%	9.1%

### 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	649	
Attending Vernon	318	49%
Other PPS Neighborhood Schools	146	22%
Special Programs/Focus Options	105	16%
PPS Charter Schools	75	12%
Special Services	3	<1%
Community Based Alternatives	2	<1%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	77.8%	62.2%	53.7%	63.4%	52.0%	52.0%
2010-2011	82.4%	29.4%	77.1%	31.4%	55.6%	33.3%
2011-2012	50.0%	32.6%	54.8%	28.6%	52.9%	45.6%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"  
 In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	93.9%	99.4%
Teacher Experience (Average in years)	12.9	13.0
Substitute Usage (Average in days)	16.6	15.5
Average Daily Attendance	93.3%	94.3%
Average Class Size	24.9	23.8
Stability Index	90.4%	92.5%
Student Expulsions	0.2%	0.1%
Student Suspensions	4.8%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
440	30	15

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Vernon below 55%?	Yes
Building density index below 15 or above 20?	No

## 7. COMMENTS/ISSUES

Vernon has an overall ESEA rating of Level 2 as of October 2012. In addition, Vernon is designated as a Focus school.

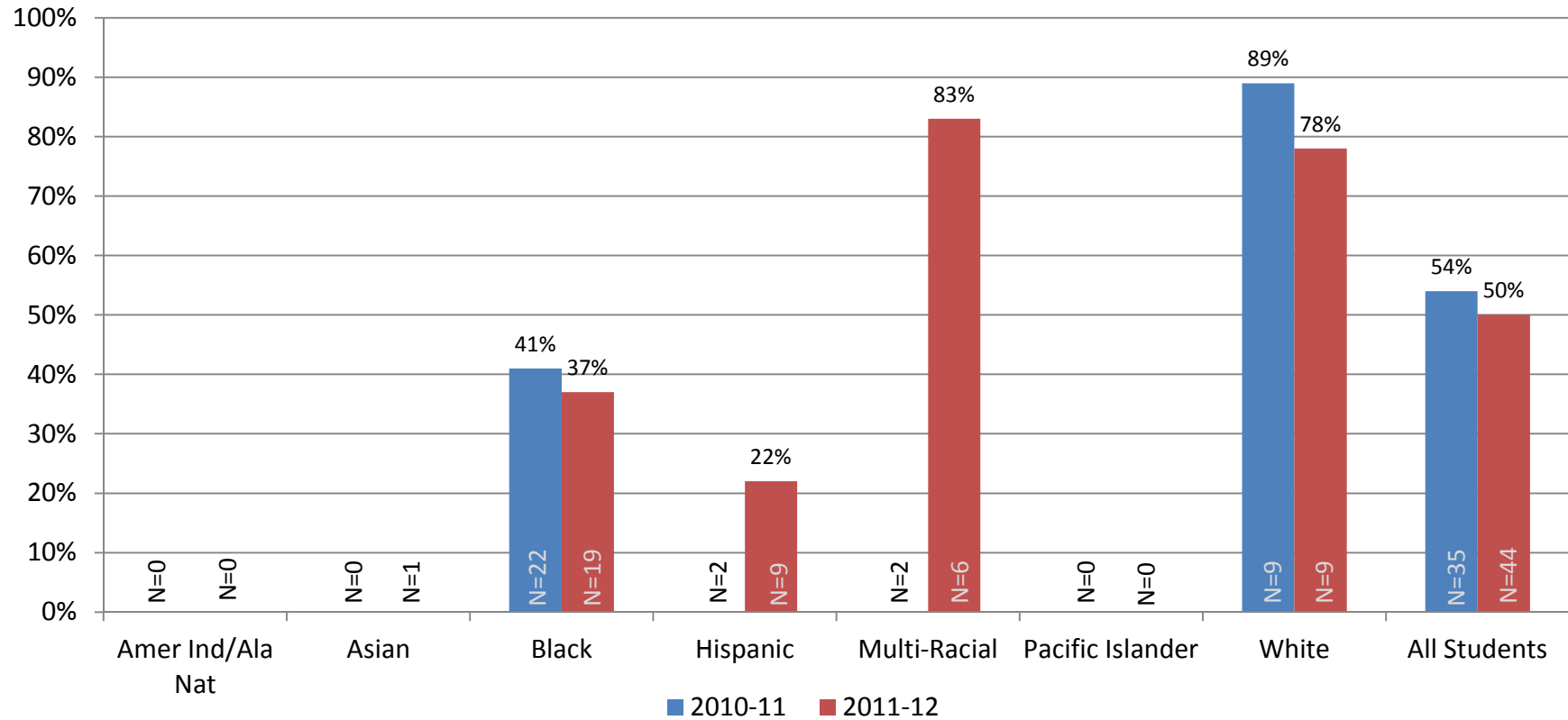
Larger enrollment in seventh and eighth grades in 2011-12 due to Rigler students attending Vernon.

As of 2011-12, Vernon is a Dual Assignment neighborhood. Ninth-graders can attend either Jefferson Middle College or Madison.



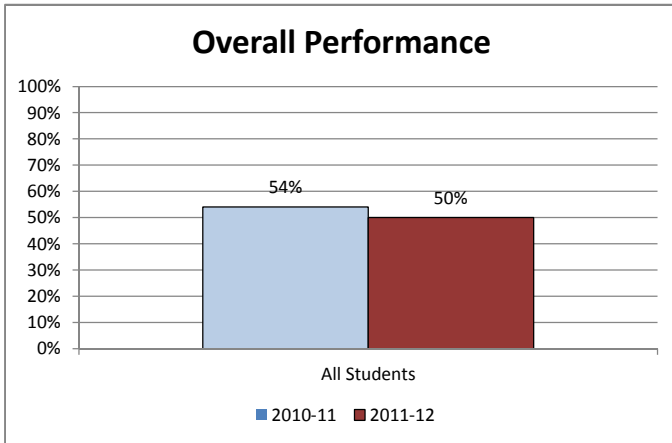
# Vernon PK-5

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools 3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012 Vernon PK-5



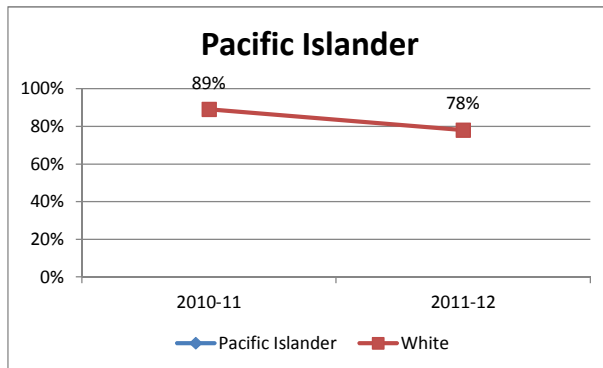
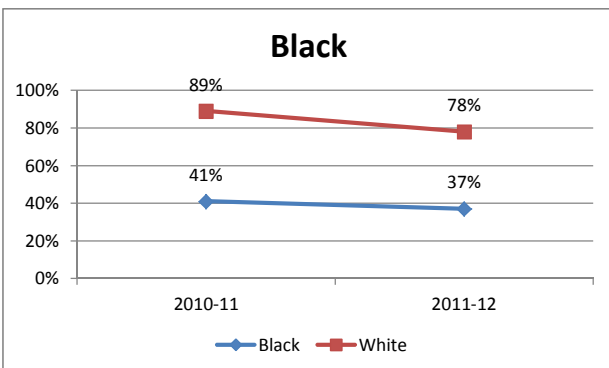
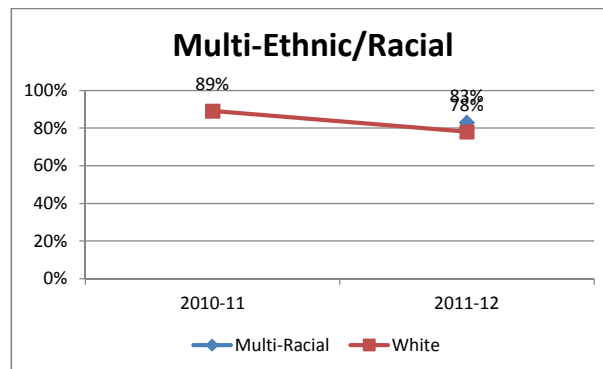
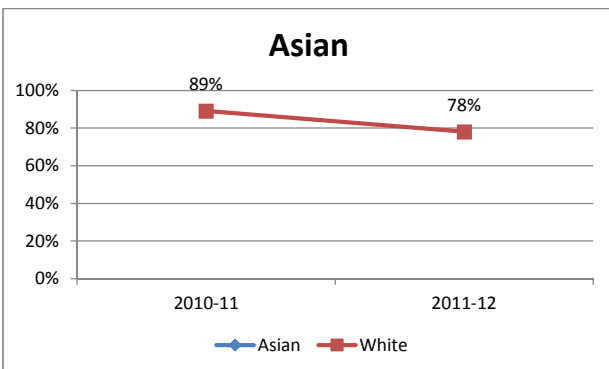
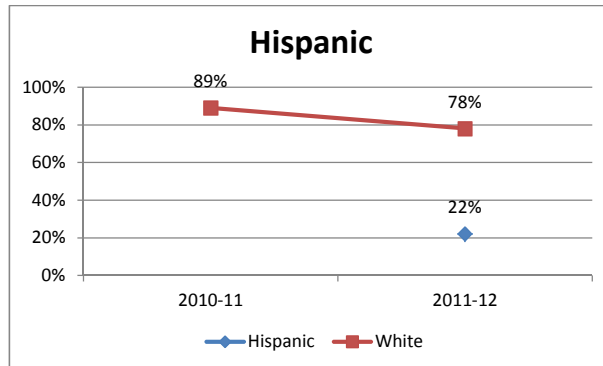
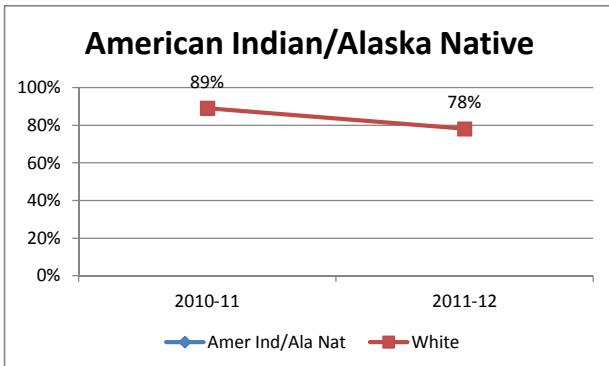
**2011-12**

Overall = 50%  
Largest Gap\* = 56%  
(White - Hispanic)

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**2010-11**

Overall = 54%  
Largest Gap\* = 48%  
(White - Black)



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

Address 7200 NE 11th Ave		Phone 503-916-6282
Cluster Jefferson	Feeds To Jefferson or Roosevelt (Dual Assignment)	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$5954
Budget Rank (1-32)	11
Free & Reduced	84.3%
School Receives Title I Funds?	Yes
Special Education	19.1%
English Language Learners	11.8%
Talented and Gifted	3.0%

### Licensed FTE Allocation

Gen. Fund - Admin Support	3.50
Gen. Fund - Ratio FTE	17.34
Gen. Fund - SES FTE	1.89
Gen. Fund - One Time Adjustments	0.27
Title I	2.46
Foundation/Fee for Service K	0.00
Other Grants	1.44
<b>TOTAL</b>	<b>26.90</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	6	7	8	TOTAL
2008	40	60	62	68	53	51	47	34	29	18	<b>462</b>
2009	30	66	55	56	59	54	48	30	30	21	<b>449</b>
2010	29	63	67	55	58	60	60	31	29	26	<b>478</b>
2011	34	48	62	60	41	57	41	46	30	24	<b>443</b>
2012	20	78	45	59	48	41	55	30	42	21	<b>439</b>

Neighborhood students	300
Students from other neighborhoods	139

Change in Enrollment from 2011 to 2012	-4
Change in Enrollment from 2008 to 2012	-23
Projected Enrollment in 2017 (K-12)	431

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
54.0%	1.6%	23.2%	1.1%	3.6%	14.4%	2.1%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	739	
Attending Woodlawn	300	41%
Other PPS Neighborhood Schools	229	31%
Special Programs/Focus Options	117	16%
PPS Charter Schools	91	12%
Special Services	1	<1%
Community Based Alternatives	1	<1%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	92.7%	74.5%	55.1%	65.3%	33.3%	57.1%
2010-2011	83.6%	29.1%	66.0%	30.2%	68.0%	68.0%
2011-2012	58.8%	52.9%	50.0%	30.0%	34.6%	42.3%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"  
In 2011-12 the percent meeting or exceeding in Reading declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	12.8	13.0
Substitute Usage (Average in days)	19.3	15.5
Average Daily Attendance	94.1%	94.3%
Average Class Size	20.8	23.8
Stability Index	85.3%	92.5%
Student Expulsions	0.2%	0.1%
Student Suspensions	13.3%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
439	29	15

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Woodlawn below 55%?	Yes
Building density index below 15 or above 20?	No

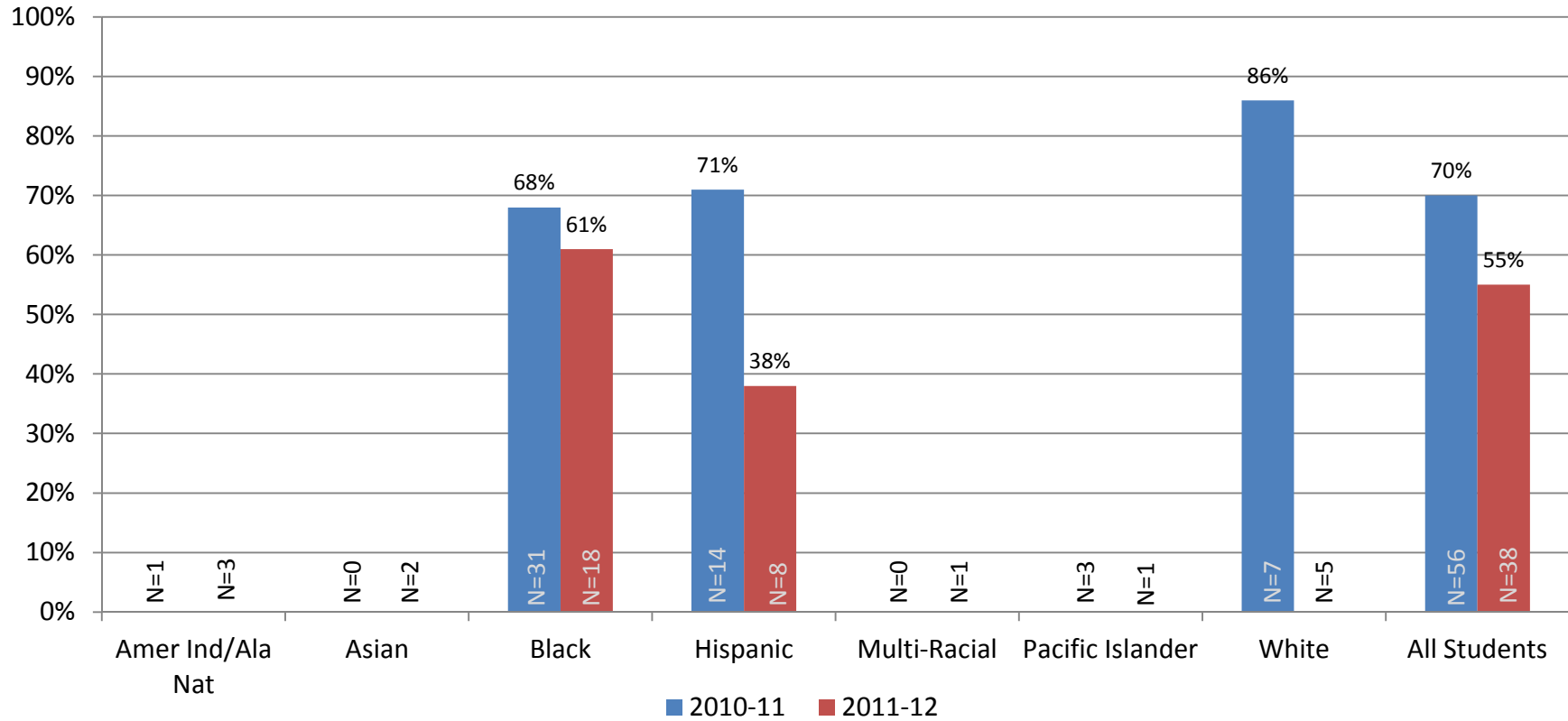
## 7. COMMENTS/ISSUES

Woodlawn has an overall ESEA rating of Level 1 as of October 2012. In addition, Woodlawn is designated as a Priority school.

As of 2011-12, Woodlawn is a Dual Assignment neighborhood. Ninth-graders can attend either Jefferson Middle College or Roosevelt.

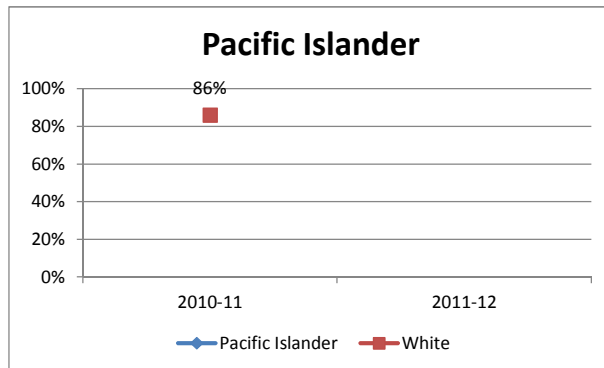
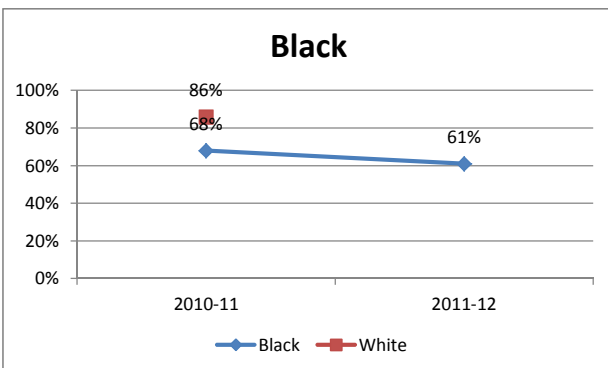
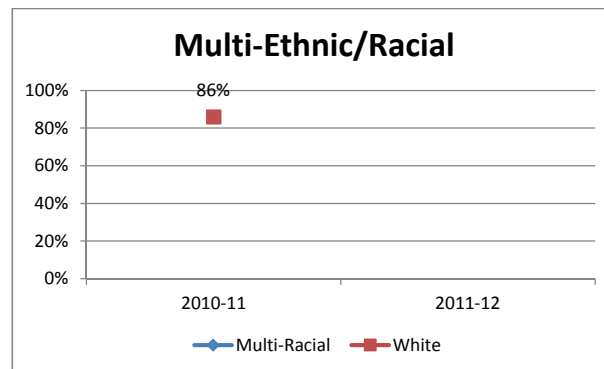
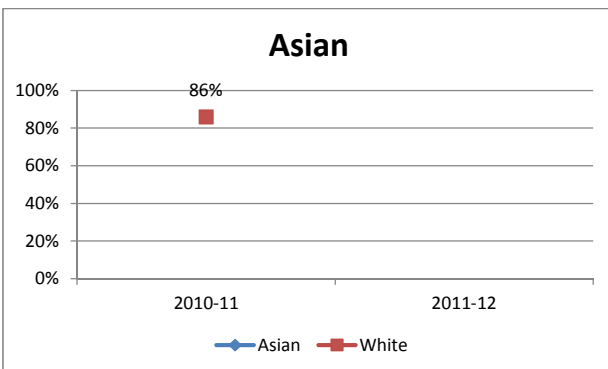
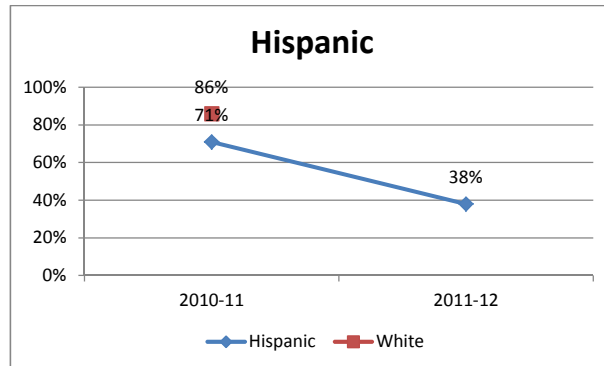
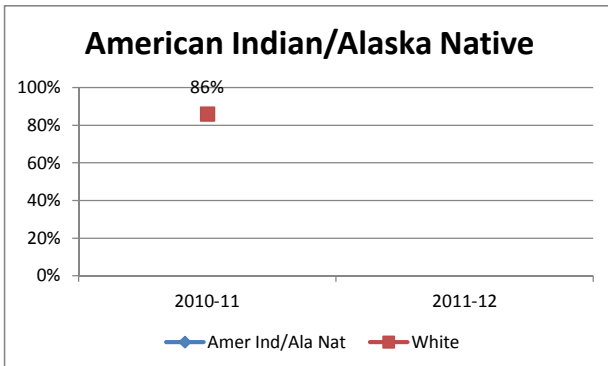
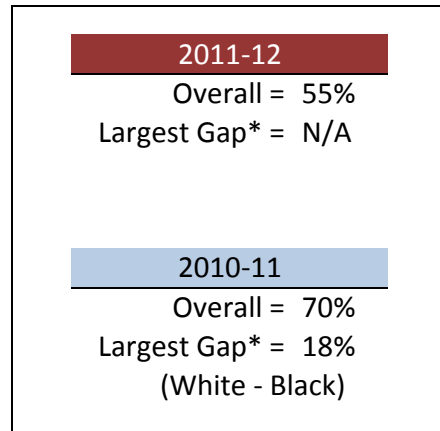
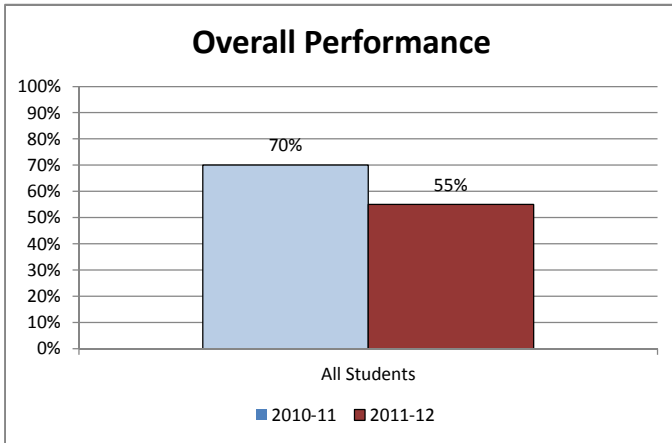
# Woodlawn PK-8

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Woodlawn PK-8**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

PPS Research, Evaluation & Assessment—09/28/2012jws



# Board of Education Informational Report

## MEMORANDUM

**Date:** May 30, 2013

**To:** Members of the Board of Education

**From:** Judy Brennan, Enrollment Director  
Jon Isaacs, Senior Policy Adviser to the Superintendent

**Subject:** Status report on enrollment and transfer policy and district-wide boundary review initiatives

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This Memorandum provides an update on initiatives to revise enrollment and transfer policies and district-wide boundary review. These efforts were called for in February 2013, as part of the Jefferson PK-8 cluster enrollment balancing process. The intended outcome is to address system-wide issues identified as impediments to improving equitable access to core educational programs for all students.

### **I. Enrollment and transfer policy revisions**

In March, 2013, Superintendent Smith issued the following charge to the Superintendent's Advisory Committee on Enrollment and Transfer (SACET):

- Recommend revisions to enrollment and transfer policies to improve alignment with PPS strategic framework and Racial Educational Equity policy
- Participate in district-wide boundary review process

SACET is a standing body of community volunteers who represent diverse geographic and ethnic backgrounds. Eight members and one alternate have recently joined the committee, which is co-chaired by Allison Bernat and Jason Trombley. A list of committee members is attached to this report.

The committee's work is expected to result in recommendations to the Superintendent for revisions to three existing policies and two administrative directives:

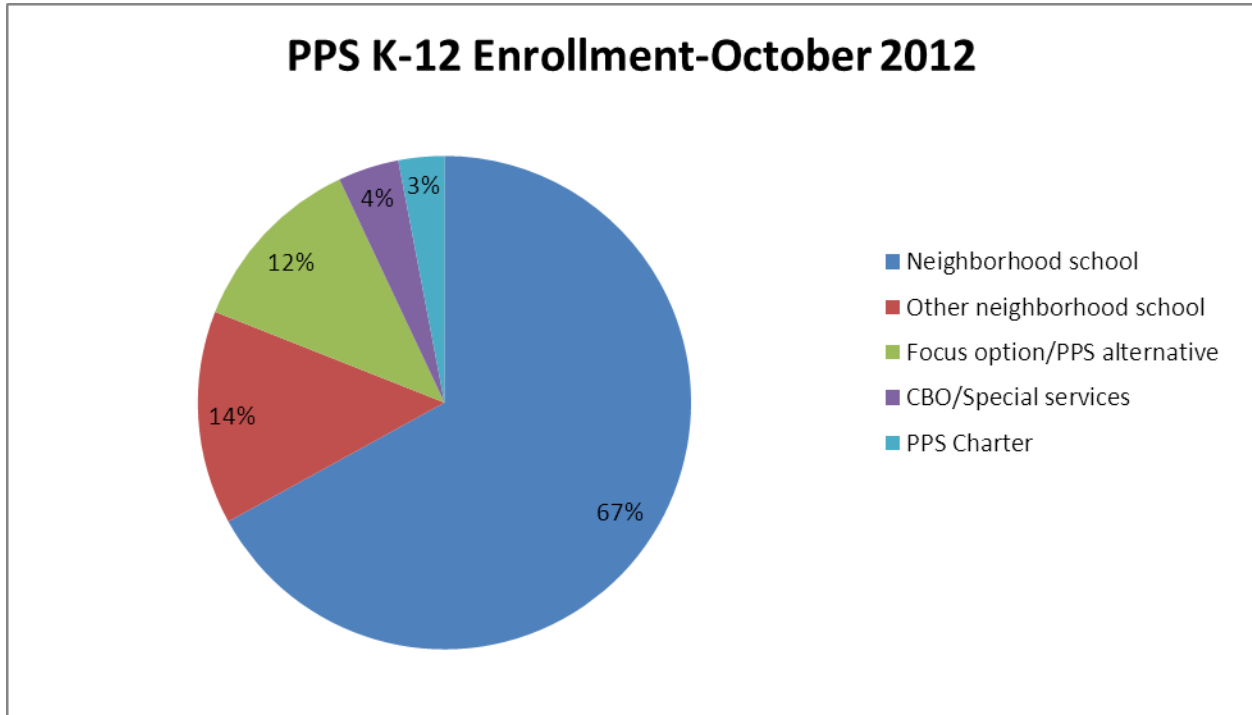
- Student Enrollment and Transfers, 4.10.51-P
  - Student Transfers, 4.10.054-AD
- Student Assignment to Neighborhood Schools, 4.10.045-P
  - Residency & Neighborhood School Assignment, 4.10.047-AD
  - Student Assignment Review and School Boundary Changes, 4.10.049-AD
- Educational Options 6.10.022-P

Superintendent Smith described a number of issues associated with the current policies and directives:

- Developed a decade ago to solve different problems (declining enrollment, NCLB, etc)

- Don't acknowledge or offset existing inequities in access to the enrollment and transfer process.
- Don't address needs of all PPS students
- Don't allow flexible use of our school facilities

PPS enrollment data bear out these concerns. Currently, about 67% of PPS K-12 students attend their assigned neighborhood school. The remainder are distributed among other neighborhood schools, focus options and alternative schools, special schools and community-based alternatives, and charter schools.



While these district-wide enrollment patterns have been stable for several years, they mask the uneven rates of enrollment that exist in different regions of the city and across different racial and ethnic groups. As the attached charts, developed for the Jefferson PK-8 cluster enrollment balancing process, illustrates, current policies and practices have not resulted in rates of enrollment at neighborhood and other schools that are similar for students regardless of race or attendance area. The charts reveal very different patterns for K-8 students who reside in the Jefferson cluster, in contrast to the rest of the district. There are significant differences for racial groups, as well, with fewer students of color attending focus options and PPS alternative choices (ACCESS and MLC). Current policies have led to inequitable access to core programs primarily for students of color, due to disproportionate rates of white students who have transferred to other schools.

SACET has enthusiastically embraced its charge. Members have agreed to a draft work plan (attached) which has them meeting through the summer to investigate in detail the relationship between enrollment policy and outcomes. Committee leadership and staff are currently planning for inclusion of board liaisons and principal representative participation in this process.

If this timeline is sufficient, draft recommendations for change will be ready for broader community input in Fall 2013. However, the schedule will be expanded as needed to ensure results that are thorough and fully address the committee's charge.



A central aspect of SACET's work will be their understanding and use of the district's Racial Educational Equity policy and equity lens tool. Staff from the Office of Equity participate in each SACET meeting, and have developed a customized Beyond Diversity training specifically for the committee. Additional training and support opportunities include participation in the Fair Housing Authority's "History of Discrimination" bus tour and a cross-jurisdictional collaboration with Multnomah County to leverage their many years of experience and expertise regarding the use of a racial equity lens tool. The County's team from the Office of Diversity and Equity—in partnership with our Office of Equity—will provide strategic planning and facilitation support to the Enrollment & Transfer Policy Review process with the ultimate goal of developing a cross-jurisdictional model that can be replicated in other areas.

## **II. District-wide boundary review process**

Currently, there are many PPS schools operating outside target enrollment ranges. While the High School System Design process in 2009-2010 resulted in system-wide rules to balance enrollment between high schools, a similar effort has not occurred to address issues at the elementary, middle and K-8 levels. District efforts to prioritize and address the most urgent under- and over-enrollment issues have been seen as inequitable and overly narrow in scope. In response to these concerns, PPS will undertake a district-wide boundary review (DBR) process.

The district-wide boundary process is still in development. Initial thinking is that last year's long-range facility planning process will serve as a template for this effort. Planning partners from the City of Portland, Metro and PSU will be called together with other community partners and education leaders to develop draft guidelines for school size and grade configurations, as well as protocols for when and how to adjust boundaries and program locations. As noted above, SACET will play a role in this process, as well.

Once guidelines are approved by the superintendent and school board, computer-generated scenarios will be generated to serve as a master plan for future boundary realignment, grade configuration and program location decisions.

Staff will continue to provide reports at regular intervals on progress for enrollment and transfer policy revision and district-wide boundary review efforts.

### Attachments:

SACET member list

Enrollment chart: PPS K-8 students, all clusters except Jefferson

Enrollment chart: PPS K-8 students, Jefferson cluster

**2012-13 SACET Member List**

<b>Members</b>	<b>Neighborhood Schools</b>	<b>Relevant Experience Highlights</b>
Tracy Barton	Bridlemile/West Sylvan/Lincoln	Site Council member, Bridlemile & West Sylvan schools; Former member, Westside Task Force, Lincoln Cluster Facilitated Conversation; Volunteer, Girl Scouts, Bridlemile Garden; Parent of two current PPS students
Scott Bailey	Alameda/Beaumont/Grant	CPPS Board member 10+ years; former neighborhood association board; students impacted by K-8 reconfiguration; parent of former PPS students
Johnell Bell	Rigler, Beaumont, Madison	Director of Diversity & Transit Equity, Tri-Met; Former student representative PPS Board of Directors; Graduate, Benson High School
Teletha Benjamin	Vernon/Jefferson	Board member, Loaves & Fishes; Member & former chair, PPS District Parent Advisory Committee; Member, Vernon PTA; Parent of a former PPS student
Allison Bernat	Alameda/Beaumont/Grant	Board member, Portland Village School; teacher at PPS Reconnection Center and SPED teacher; placement coordinator for New York City Alternative High Schools, parent of current students in PPS charter school
Gabrielle Bolivar	Chief Joseph, Ockley Green, Jefferson/Roosevelt	Exec Dir., Comm Parent Resource Ctrr; parent member of ODE & PPS Special Ed Advis. Councils; active parent during Jefferson PK-8 cluster enrollment balancing; 2 students currently attending PPS schools
Jeff Hammond	Bridger/Franklin	Co-President, Frankin HS PTSA; Parent Rep, Franklin HS site council; Parent of three current PPS students
Brynna Hurwitz	Hayhurst, Gray, Wilson	Education instructor, Lewis & Clark College, includes overseeing undergrad student placements; former HS teacher; ESL classroom volunteer; parent of Wilson HS graduate
David Kong	Grout/Hosford/Cleveland	Member, Oregon Commission on Asian Affairs (OCAA); Commissioner, Asian Pacific American Network of Oregon (APANO); Board Member, Oregon Youth Authority; Volunteer, IRCO/Asian Family Center; Gang Outreach Worker; PPS school counselor
Nicole Markwell	Scott, Madison	Scott School PTA secretary; active church and community volunteer; Parent of two current Scott School students

**2012-13 SACET Member List**

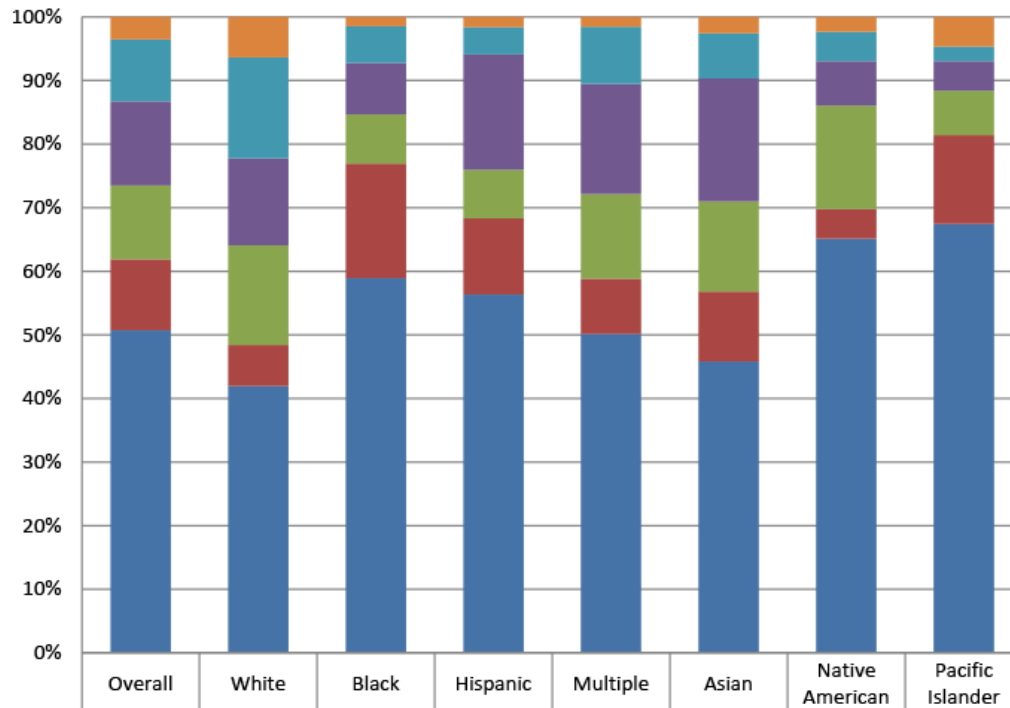
Shannon McClure	James John, George, Roosevelt	Former teacher, equity training leader and committee member at Portland Village School; Board member, Bridges Charter HS; currently in PSU administrator training program; parent of PPS student
Neisha Saxena	Alameda/Beaumont/Grant	Attorney Disability Rights Oregon, Co-chair Portland Fair Housing Advocacy Committee, Site Council Alameda and Beaumont Schools, current PPS parent PTA Board, Ainsworth School; former Board member, Emerald Charter School. Parent of two current students in PPS Spanish Immersion program and Charter school
Sarah Bailen-Smith	Beach/Jefferson	
Serilda Summers-McGee	Vestal, Madison	Member, State Board of Education; Tutor, Reynolds HS; Volunteer, Black Parent Initiative; Education Member, Portland African American Leadership Forum
Kali Thorne Ladd	Peninsula, Roosevelt	Recent Education Strategies Director, Portland Mayor's Office; Board of Trustees, PCC; Steering Committee Member, Cradle to Career Initiative; Board of Directors, Camp Fire USA; Mentor, Minds Matter of Portland
Jason Trombley		Recommended as a representative of the Coalition of Communities of Color; PPS Achievement Compact Advisory Committee Member, volunteer, Lincoln HS constitution team
Neeley Wells	Bridger/Marshall	Member Stand For Children, CPPS, Sunnyside Environmental School Site Council and PTSA; parent of a current PPS student
<b>RESERVE MEMBERS</b>		
Rita Moore	César Chávez, Roosevelt	Former SACET co-chair; member CBRC; member, Child Welfare Advisory Committee, parent of current Cleveland HS student



# Student transfer patterns in the Jefferson Cluster

January 2013

## PPS PK-8 Residing in the Jefferson Cluster



	Overall	White	Black	Hispanic	Multiple	Asian	Native American	Pacific Islander
Alternative/ Special School	153	110	18	13	5	4	1	2
PPS Charter	424	274	72	35	29	11	2	1
Focus Option	574	236	100	147	56	30	3	2
Other Neighborhood School	504	271	96	62	43	22	7	3
Jefferson Neighborhood School	484	111	223	97	28	17	2	6
Own Neighborhood School	2201	724	730	457	162	71	28	29

## Jefferson K-8 enrollment patterns

- In October 2012, there were 4,340 K-8 public school students living in the Jefferson cluster area.
- Schools that Jefferson cluster students attend:
  - 51% (2201 students) attend their neighborhood school. This rate is much lower than the rest of the PPS district where 66% of students attend their neighborhood school (see chart on back).
  - 11% (484 students) attended a different neighborhood schools in the Jefferson cluster by transferring, using a hardship petition, being assigned to a special education program or moving within the cluster.
  - More than 10% attend a PPS focus program located inside or outside the cluster, such as immersion or arts focus.
  - About 10 % attended a neighborhood school outside the cluster, through the same means as bullet #2 above.
  - A higher portion of Jefferson Cluster students attend charter, alternative or special schools (13%) when compared to the rest of the district (5%)

## Transfer patterns in Jefferson cluster by race

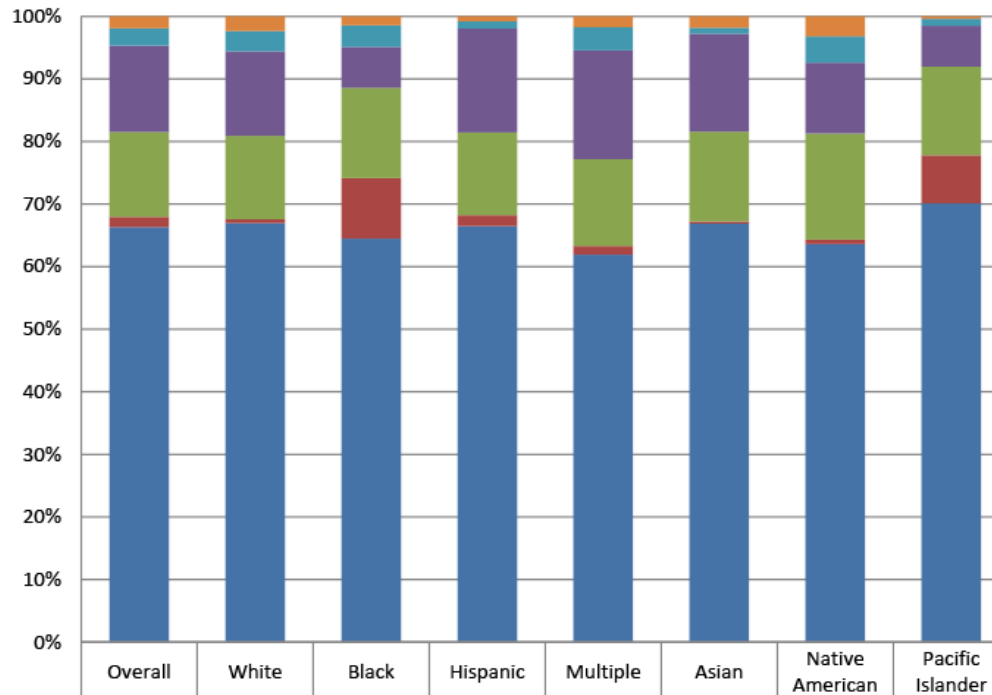
- More white students leave and more students of color stay within the cluster:
  - A higher percentage of white students leave the cluster to attend school than students of color. (They go to focus options, charters, neighborhood schools outside the cluster.)
  - A higher percentage of white students leave the Jefferson cluster to attend school than do white students who live in other clusters. (52% of white students leave the Jefferson cluster. Only 28% of white students leave their neighborhood cluster to attend school.)
  - 44% (223) of black students attend other neighborhood schools in the cluster. In the rest of PPS, 37% of black students attend another neighborhood school in their cluster.



# Transfer patterns for students living outside the Jefferson Cluster

January 2013

## PPS PK-8 Residing outside the Jefferson Cluster



	Overall	White	Black	Hispanic	Multiple	Asian	Native American	Pacific Islander
Alternative/ Special School	582	414	36	39	37	46	9	1
PPS Charter	842	577	86	59	80	25	12	3
Focus Option	4203	2391	164	828	373	398	32	17
Other Neighborhood School	4129	2362	360	659	298	365	48	37
Jefferson Neighborhood School	501	111	242	87	30	9	2	20
Own Neighborhood School	20180	11860	1612	3315	1329	1701	180	183

## Where do students outside the Jefferson Cluster attend school?

- 30,347 K-8 students in PPS live outside the Jefferson cluster attendance area.
- Outside the Jefferson Cluster, the percentage of white, black, Hispanic and Asian students attending their neighborhood school is similar. (60 to 65%)
- Roughly similar percentages of white and black students attend a different neighborhood school or a charter school.
- 67% (851) of PPS K-8 charter school students are white. 47% of white K-8 charter school students reside in the Jefferson cluster.

## Recent transfer option changes

In the past two years, PPS has limited neighborhood-to-neighborhood transfers in the annual lottery

- Maximum of 10 transfer slots at kindergarten, down from 25
- Maximum of 30 6<sup>th</sup> grade transfer slots for middle school, down from 90
- End of No Child Left Behind transfer priority
- 12 schools closed to transfer due to lack of space

## Suggestions for further transfer limitations

A superintendent's advisory committee, community members and school principals have offered numerous suggestions for improving equity in transfers, including:

- Increasing weighting for socio-economic status
- Adding a geographic weight to balance transfers by region
- Limiting the ability to remain at a school to the highest grade after a move or boundary change
- Avoiding "one-off" transfer preferences or decisions that disproportionately impact one part of the district



# **Enrollment & Transfer Policy Revisions & District-wide Boundary Review**

*Status Report to School Board*

*June 3, 2013*

# Update on two initiatives



- Enrollment & Transfer Policy revisions
  - SACET charge and composition
  - Workplan
  
- District-wide Boundary Review process
  - Planning stage

# Superintendent's Advisory Committee on Enrollment & Transfer



- Standing committee for 4 years
- Provide advise to Superintendent on enrollment & transfer related issues
- 17 community members, one alternate
  - Co-Chairs: Allison Bernat, Jason Trombley
- Diverse representation of geography, ethnicity and educational experiences



# Charge to SACET



- Recommend revisions to enrollment and transfer policies to improve alignment with PPS strategic framework and Racial Educational Equity policy
- Participate in district-wide boundary review process

# Policy focus



- Student Enrollment and Transfers 4.10.51-P
  - Student Transfers AD
- Student Assignment to Neighborhood Schools 4.10.045-P
  - Residency & Neighborhood School Assignment AD
  - Student Assignment Review and School Boundary Changes AD
- Educational Options 6.10.022-P

# Enrollment and transfer: current status

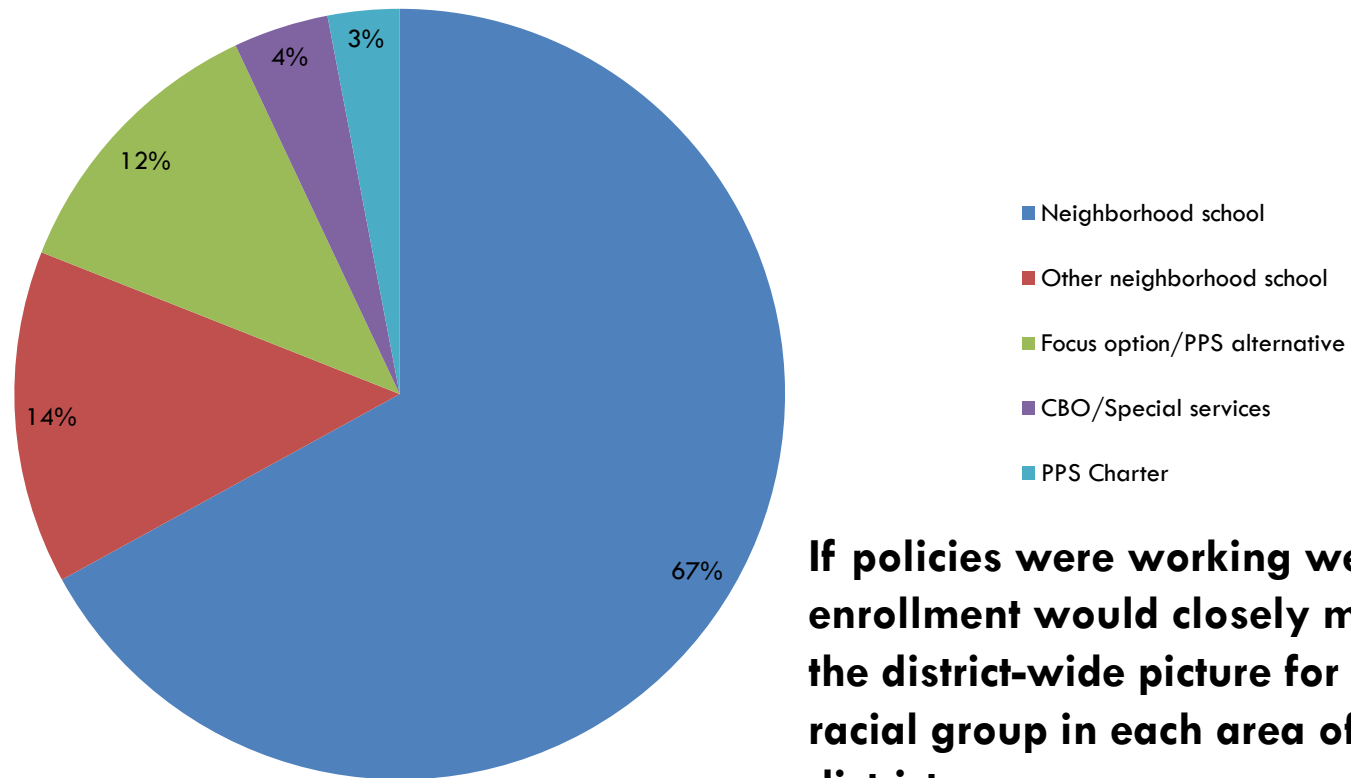


- Current policies:
  - Developed at other times to solve other problems (declining enrollment, NCLB, etc)
  - Don't acknowledge or offset existing inequities in access
  - Don't address needs of all PPS students
  - Don't allow flexible use of our schools

# Enrollment and transfer: current status



## PPS K-12 Enrollment-October 2012

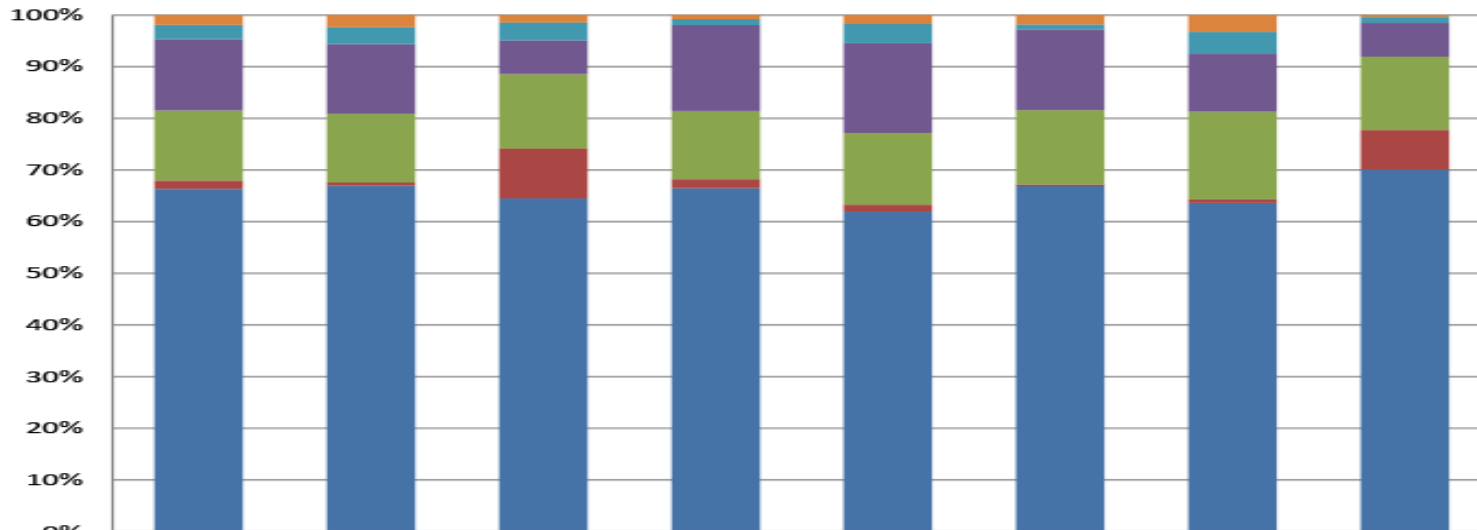


**If policies were working well, enrollment would closely match the district-wide picture for each racial group in each area of the district**

# Transfer patterns in 7 PPS clusters



**PPS PK-8 Residing outside the Jefferson Cluster**



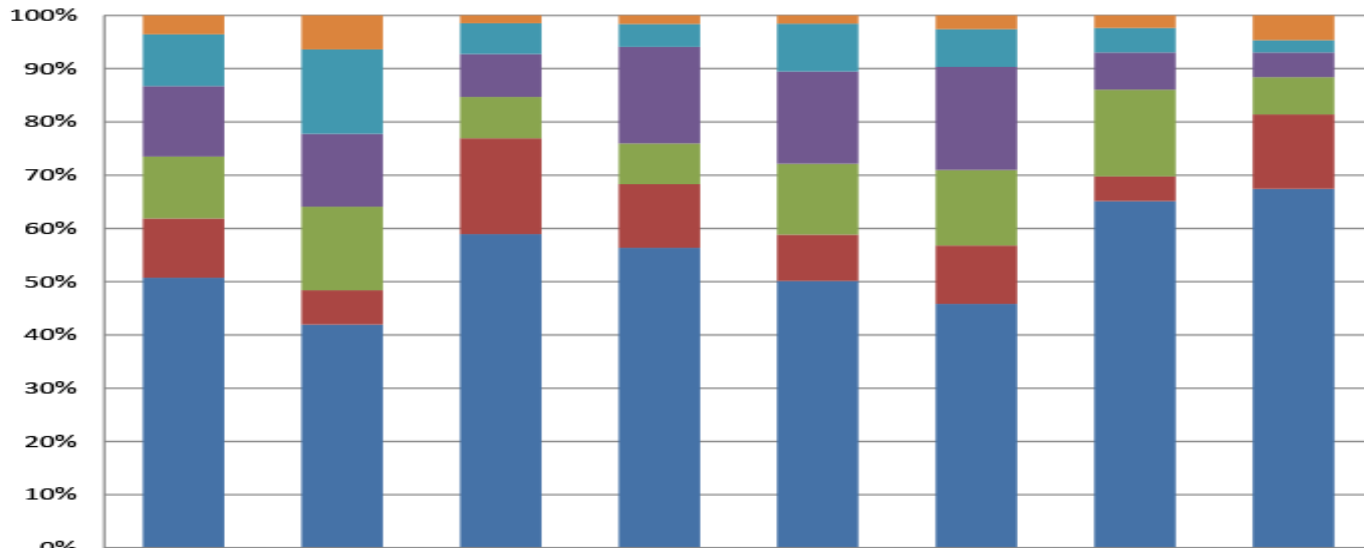
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DATA

# Transfer patterns in Jefferson cluster



PPS PK-8 Residing in the Jefferson Cluster



	Overall	White	Black	Hispanic	Multiple	Asian	Native American	Pacific Islander
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# Desired outcomes of SACET review



- Recommendations to interrupt and remedy inequities in the current enrollment & transfer system
- A roadmap to achieve a more equitable enrollment and transfer state
- **DELIVERABLE:** Document with policy recommendations, committee analysis, rationale & process

# Draft SACET Workplan



- A set of steps to achieve the desired outcomes
- Three main work phases:



- Consistent across all phases:
  - Equity tools and training
  - Involvement with board members & principals
  - Timeline to be shaped by progress



# District-wide Boundary Review



- Currently in planning stage
- Based on 2012 long-range facility planning process
  - Involvement of city & regional planners, education leaders and community partners
  - Establishment of guidelines for key enrollment decisions: school size, grade structure, program locations
  - Technical analysis based on guidelines: master plan for implementation

# Next steps



- SACET meetings will occur all summer
  - Notice on PPS calendar
- Report back on district-wide boundary review process



## **PORTLAND PUBLIC SCHOOLS**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3354 / Fax: (503) 916-3110  
Mailing Address: P. O. Box 3107/97208-3107

**Date:** May 31, 2013  
**To:** Portland Public Schools Board of Education  
**From:** Antonio Lopez, Sue Ann Higgins  
**Subject:** Jefferson Enrollment Balancing Cluster Update  
**Cc:** Carole Smith

Members of the Ockley Green and Chief Joseph communities formed a transition team after the Board resolution to reconfigure Chief Joseph and Ockley Green (February 25<sup>th</sup>, 2013)

The team is representative of the PTA at Chief Joseph and the PTO at Ockley Green. The team has had twelve members; five parents from each site and a teacher representative from also from each side.

This team has been a critical support for the school communities as we move forward with this consolidation. We are thankful for the dedication and commitment of this team to ensure a smooth transition for our students and staff.

The Transition team has been meeting and inviting district representatives to share information, concerns, and advocating for the needs of the community. The Transition team, in collaboration with the district team, has had two community meetings; one at each school to share information with our communities. In addition, we had a special meeting for our ESL communities. We are also working with our Special Education parents to have a meeting to address their questions and needs.

The Transition team's intent is to eventually phase out by the end of this school year and its members to be reincorporated in supporting the new PTA and School Site Council.

Attached please find four Family Advisories for the CJOG communities detailing aspects of the transition as well as sharing news of events designed to inform and bring the two schools together and messaging from the principals about how the schools would go forward together. All advisories were translated into Spanish, Vietnamese, and also in Somali.

### **Other Projects in the Jefferson Cluster:**

King Annex: We are pleased to announce the partnership between PPS (Portland Public Schools) and PSU (Portland State University) to relocate one of their arts programs to the King Annex. This will provide King school and the other schools in the cluster an opportunity for the PSU students to further embed the arts to the curriculum. The Northeast Neighborhood Coalition will also remain in the Annex and we will continue to look for additional partners for that space.

Concordia University : In addition to their tremendously successful partnership with Faubion, we are currently in discussions with Concordia University to expand our partnership into Woodlawn and Vernon schools.

**Additional Information:**

- Photography at key events at Ockley Green and Chief Joseph for use in fliers and other communications and news stories.
- Fliers and autodialers for Ockley Green and Chief Joseph community meetings and other joint-school gatherings.
- Helped staff community meetings and helped secure translators and equipment and serve as the liaison for the interpreters at the meetings.
- Continual contact and information gathering for the OGJ parent/teacher transition team.
- Also multiple news stories about goings on at King and Boise-Eliot/Humboldt, from BEH's salmon raising project to King's visit from Sarah Jessica Parker and the move of Thara Memory's American Music Program to King.

## **CHIEF JOSEPH/OCKLEY GREEN TRANSITION: Guide for Families**

May 2013

This fall, Chief Joseph Elementary and Ockley Green PK-8 will become one K-8 school that will operate on the two campuses – K-3<sup>rd</sup> grade on the Chief Joseph campus and 4<sup>th</sup>-8<sup>th</sup> grade on the Ockley Green campus. Principal Molly Chun will lead the school starting July 1.

“I’m really excited about the possibilities for next year,” said Chun. “I think we’ve been given a gift. It’s difficult to merge, but our combined strength is going to be a great thing for all of our children.”

### **KEY FACTS**

#### **School start/end times:**

Chief Joseph: 8:30 am to 2:45 pm

Ockley Green: 8:45 am to 3 pm

#### **Phone numbers/addresses:**

Chief Joseph, 2409 N. Saratoga St., 503-916-6255

Ockley Green, 6031 N. Montana Ave., 503-916-5660

PPS Communications Office, 503-916-3304, [pubinfo@pps.net](mailto:pubinfo@pps.net) (If you need information and can’t reach anyone at the school.)

#### **Getting to/from school:**

Four busses will serve Chief Joseph/Ockley Green. Route information will be mailed home this summer. The busses will drop off and pick up first at Chief Joseph and continue to Ockley Green. Ockley Green students who walk or drive with a younger sibling to Chief Joseph can get on the bus at Chief Joseph Campus and ride to Ockley Green. For after school, PPS is working on a way for Ockley Green students to return to Chief Joseph to walk home with younger siblings.

#### **Visit both schools**

**Tuesday, June 4:** During the day, Chief Joseph students will ride busses to visit Ockley Green and Ockley Green students will ride busses to visit Chief Joseph. An open house for families will start at 6 pm at both schools with building tours and a chance to meet other families.

**Friday, June 14:** (Last day of school) Ockley Green students and staff will do a tree planting and recognize the school’s transition. Chief Joseph will “clap out” the outgoing third, fourth and fifth graders. Parents are welcomed.

#### **How many classes will be at each grade level next year?**

At Chief Joseph, there will be four classes at each grade level, kindergarten through 3<sup>rd</sup> grade.

At Ockley Green, there will be four 4<sup>th</sup> grades; three 5<sup>th</sup> grades and two classes each in 6<sup>th</sup> through 8<sup>th</sup> grades.

**Where at Ockley Green will the grade levels be and will middle grade students move to different rooms for different subjects?**

The 4<sup>th</sup> and 5<sup>th</sup> graders will be on the ground floor at Ockley Green. The middle grade students will be on the second floor and they will move to different classrooms for different subjects. They will have six-period day with 55 minutes each of language arts, social studies, math and science and two periods of enrichments for an hour each.

**Will there be advanced math offered at the middle school level?**

The new 8<sup>th</sup> grade “compacted” math class is analogous to the traditional Algebra class. It will also be available to 7<sup>th</sup> graders who qualify. 8<sup>th</sup> graders qualifying for additional advancement for high school credit will have access to that.

**What will be the staffing and class offerings at Chief Joseph/Ockley Green?**

In addition to a classroom teacher for each class at each grade level, students will have:

- PE and dance (a full-time PE teacher and a full-time dance teacher will go between the two campuses).
- A half-time arts teacher serving K-5 on the two campuses.
- Library (a media assistant at Chief Joseph; a media specialist – licensed staff – at Ockley Green).
- Special Education: a half-time Learning Center teacher at Chief Joseph and two full-time Learning Center teachers at Ockley Green; Also two one-on-one paraprofessionals to work with students who need such support. There will be no “behavior” classroom on either campus. (Special Education staffing is based on the needs of the students on each campus.)
- English as a Second Language: A half-time teacher at each campus.
- Talented and Gifted: Will work out a TAG plan over the summer.
- A speech pathologist and a school psychologist will serve students on both campuses as will a half-time counselor.
- Right Brain Initiative, a nonprofit partner organization, will also provide arts enrichment.

**How many students will be in each classroom?**

Class size will be about 25 students per classroom, on average.

**Will Chief Joseph/Ockley Green have Assistant Principals?**

The school will have two assistant principals, one on each campus. Principal Molly Chun will go between the campuses. The assistant principals will be hired and announced, most likely before this school year ends.

**Will the school be renamed? When? How?**

PPS has a process for renaming schools that involves staff, parents and community members. Principal Chun and your school community will decide when to start the renaming process.

**How can I get involved in PTA/PTO?**

The combined Chief Joseph/Ockley Green PTA/PTO is looking for officers for the board. If you would like to run for a board seat, please (NEED DIRECTION HERE). Officers will be elected at the **June 11 PTA/PTO meeting at TIME, PLACE**. All are welcome.

**Will there be before- and after-school care?**

Art4Life will offer before- and after-school care on both campuses. To learn more about Art4Life and/or sign up for care, go to XXX or call XXX . In addition, Principal Chun is hoping to have a SUN School program that would provide after-school activities and supports for all grade levels likely on the Ockley Green campus.



## **PORTLAND PUBLIC SCHOOLS**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3354/ Fax: (503) 916-3110  
Mailing Address: P. O. Box 3107/97208-3107

**To: Portland Public Schools Board of Education**  
**From: Rudy Rudolph, Harriet Adair, Sue Ann Higgens**  
**RE: CHIEF JOSEPH/OCKLEY GREEN CONSOLIDATION SUPPORT**  
**CC: Carole Smith**  
**Date: May 30, 2013**

### **Report from Just Do It Team (JDIT)**

JDIT is made up of 22 departments who work together to make school transitions happen smoothly and efficiently. Below you will find examples of the type of work done by some of these departments in regard to this consolidation.

#### **Transportation Department**

There will be four routes into both school locations. Routes have been timed in order to allow older students the ability to walk their siblings to Chief Joseph and then get on a bus at that site to go on to Ockley Green. The staggered bell times of Chief Joseph 8:30-2:45 and Ockley Green 8:45-3:00 assist with this busing. A few concerns are still being looked into regarding altering loading zones and traffic patterns at both sites, and concerns regarding students crossing Interstate.

#### **Early Childhood, Aftercare and SUN liaisons**

These departments have worked with Molly Chun, the new principal, and have helped arrange before and after school care at both campuses, and the SUN program will be providing afterschool activities at Ockley Green.

#### **Information Technology**

IT will be replacing all of the computers in one of the Ockley Green computer labs with new laptops.

#### **Facilities and Asset Management (FAM)**

- a. Some minor remodeling of Ockley Green will take place on the second floor where they will be taking out some doors and walls that created an awkward space and will make for better viewing of students in that area and improves emergency exiting from that floor.
- b. There will be some minor improvements in the science labs as a result of the bond money that is supporting that work.
- c. The Chief Joseph parking lot will be striped.



**Instructional Resource Center**

This department works with teachers and principals to make certain that teacher editions and curriculum kits are moved for teachers who have to go to new rooms or the other site. If a teacher will be teaching a different grade level, this department sees to it that they receive all of the adopted curriculum materials that they need. Planning for these moves is underway and is expected to occur by July 3, 2013.

**Library Services**

This department will be sending out an individual to assist both sites' libraries in terms of weeding, boxing up items that need to move to the other site, and doing the catalog work and barcoding necessary when materials move from one site to another. In the case of this consolidation, the staff will be splitting the books by grade level to ensure that there are age-appropriate materials in both sites.

**JDIT meeting with staff**

Representatives from several departments have met with the staff of both schools and explained the process for moving their personal items and the process we use for moving district equipment. Our district provides boxes for all of the teachers. Teachers are not expected to pack anything but their personal items. District materials are expected to be moved by the middle of July. We work with the custodians in both buildings regarding the timing of these moves.

**Plans for the Fall**

Molly Chun is planning to have additional professional development days prior to the start of school for the combined staff. She did this previously with Humboldt and Boise-Eliot and it proved to be very beneficial for cohesiveness, communication, and standardization.

Additionally, at the start of school, half of the students (last names starting with A-L) will attend the first day of school and half (last names starting with M-Z) on the second day. All students will attend on the first Friday, September 6, 2013. Ms. Chun believes that the staggered days allows for more personal attention to be given to students during this transition and eases their concerns of starting in a new place with new peers.



# Chief Joseph/ Ockley Green K-8 School



## Ockley Green & Chief Joseph Families

### Community Meeting for Selection of Next Year's Principal

**Wednesday, March 13, 6:30 to 8:00 p.m.  
at Ockley Green  
6031 N. Montana Ave.**

*Staff, parents, and students are invited to attend this meeting - your ideas and input are important!*

### **Reunión Comunitaria para selección de Director para el próximo año**

**Fecha: miércoles, marzo 13, 2013    Hora: 6:30 a 8pm  
Donde: en la escuela Ockley Green**

*El personal, padres y estudiantes están invitados a asistir a esta reunión - ¡sus ideas y sugerencias son importantes!*

### **Buổi Họp Cộng Đồng Để Tuyển Lựa Hiệu Trưởng cho Niên Học Tới**

**Ngày: Thứ Tư 13 Tháng 3, 2013 – 6 giờ 30 đến 8 giờ tối-  
Trường: Ockley Green**

*Mời nhân viên, phụ huynh, và học sinh đến tham dự buổi họp – Rất quan trọng được có ý kiến của quý vị!*



Principal Joseph Galati • Chief Joseph 503-916-6255



# Chief Joseph/ Ockley Green K-8 School

Principal Conrad Hurdle • Ockley Green 503-916-5660



**March 21, 2013**

Hello Chief Joseph & Ockley Green Families and Staff,

Thank you to the many parents and teachers who are getting involved in the work of joining our two schools. We appreciate your energy and investment. We also welcome the questions and ideas of all of our parents and staff members, so please do not hesitate to talk with us.

We have some progress to report and district leaders have provided some answers to questions from parents and teachers.

Sincerely,  
Conrad Hurdle & Joe Galati

## **How can we learn about and participate in the transition work?**

PPS has worked out a schedule to respond to your request to make sure we are all communicating, getting a chance to weigh in and keeping information flowing:

- **Monthly:** There will be monthly community meetings for all families to get updates about the transition, ask questions and share feedback. The principals and parent/staff transition team members will lead the meetings and leaders from the district team will attend. Spanish and Vietnamese interpreters will be provided. **The first meeting is Wednesday, April 17 at 6 p.m. at Ockley Green, 6031 N. Montana Ave.**
- **Tuesdays:** The principals will meet with members of the parent/staff transition team, as well as Erin Barnett, a PPS Communications staff member, and others as needed to review current topics, co-plan monthly meetings and share input.
- **Thursdays:** Antonio Lopez, the Jefferson Cluster regional administrator, will meet with district team leaders to review input and progress.
- **Fridays:** The principals will update Antonio and share input on transition issues from the parent/staff transition team.
- **Webpage:** All advisories, such as this one, and other important dates and information will be posted on the [School Transitions](#) webpage. The page is accessible from both schools' websites. It is also accessible at [www.pps.net](http://www.pps.net) by scrolling down and clicking on the School Transitions button on the lower left.
- **Other Communications:** Parents and staff can continue to direct questions to either principal and answers will be provided as soon as possible, or in advisories like this one. District-level questions can be directed to [pubinfo@pps.net](mailto:pubinfo@pps.net).

## **Who is on the parent/staff transition team and how can I contact them?**

The Chief Joseph PTA and Ockley Green PTO appointed a team of parents and teachers from both schools to work on transition issues. If you have questions for them, please seek them out or email to [cjogtransition@gmail.com](mailto:cjogtransition@gmail.com) The team is providing timely updates at [www.cjog-community.org](http://www.cjog-community.org) :

Suzi Balleisen, *Chief Joseph Parent*  
Melissa Frantz, *Chief Joseph Parent*  
Jeff Johnson, *Chief Joseph Parent*  
Shanda Justice, *Ockley Green Parent*  
Moiria Koskey, *Ockley Green Parent*  
Kerri Melda, *Chief Joseph Parent*

Kristin Moon, *Ockley Green Teacher*  
Nelson Quiroz, *Chief Joseph Parent*  
Amy Sands, *Chief Joseph Teacher*  
Sarah Siegrist, *Ockley Green Parent*  
Carollynn Smith, *Ockley Green Parent*  
Liliana Thirdgill, *Ockley Green Parent*

**What's happening with selection of the principal for the consolidated school?**

On March 13, about 40 parents attended a community meeting to tell district leaders what they want in the new principal. The district is now reviewing that input. If the district decides to interview additional candidates besides the current principals, a few parents will be asked to serve on the panel. At any time, the superintendent could decide to appoint a person that she feels is the best fit. PPS has prioritized this leadership decision yet also wants to take the time to choose the strongest leader for the new school. We hope to have a decision by mid-April.

**Who will lead the transition after the new principal is chosen?**

The current principals remain the leaders of their schools until June 30 and will team up with the new principal (or continue their teamwork if one or the other is chosen the new principal) to manage the transition.

**What is happening with the grade configuration for the two campuses?**

PPS has been looking at enrollment numbers and weighing such considerations as the needs of students who receive special education or English as a Second Language services and which configuration creates the best staffing situation for the students. They are also looking developmentally at which age groups fit best together. Leaders discussed with teachers and with parent/staff transition team members the possibility of having kindergarten through 3<sup>rd</sup> grade at Chief Joseph and 4<sup>th</sup> through 8<sup>th</sup> grade at Ockley Green. Parents were supportive. A final decision is expected soon.

**How will bussing work and will there be a bus between the schools for siblings?**

We are still working on the transportation piece. The plan for busses will partly depend on where our enrollment ends up after the transfer process. The one thing we know is that the start times must be staggered at the two schools. We hope to have more to tell you soon.

**What is happening with before- and after-school care?**

We want to offer both before- and after-school care. We are aware of the popularity of the SUN School at Ockley Green and Art4Life at Chief Joseph. We are talking with partners to understand our options and make the best arrangements.

**Reminder: The school choice lottery deadline is March 22.**

If you live outside of the Chief Joseph/Ockley Green neighborhood (see map) and would like other children in your family to attend the school next year or you wish to apply to other schools, please contact the Enrollment and Transfer Center at 503-916-3205 by March 22 or go to [www.pps.net/schoolchoice](http://www.pps.net/schoolchoice). The lottery is run in mid-April, and families approved for transfers have the option to accept or decline the transfer.

**Will the federal budget situation impact Title I funding for the consolidated school?**

The federal budget situation is still unfolding, but it is our intention that Title I funding for Chief Joseph/Ockley Green K-8 School would not be impacted and that there would be no charge for full-day kindergarten for 2013-14.



Principal Joseph Galati • Chief Joseph 503-916-6255

Principal Conrad Hurdle • Ockley Green 503-916-5660



# Chief Joseph/ Ockley Green K-8 School



April 4, 2013

## Dear Ockley Green and Chief Joseph Staff and Families,

We are pleased to report that the PPS team has some answers to a few key questions below.

*Please remember that the Cup of Joe Principals' Coffee is **Friday, April 5, at 9 am at Ockley Green.** PPS Transportation and Facilities leaders will be there to answer questions. They will also come to the **April 17 community meeting at 6 pm at Ockley Green.** See more below.*

Thank you again for your continued teamwork as we come together as one school.

Conrad & Joe

## What will be the school start and end times for Chief Joseph/Ockley Green K-8 School?

- Chief Joseph start time will be 8:45 a.m. and the end time will be 3 p.m.
- Ockley Green start time will be 9:00 a.m. and the end time will be 3:15 p.m.
- Busses will *drop off* first at Chief Joseph and then proceed to Ockley Green with siblings. Older siblings *walking* younger siblings to Chief Joseph can hop the bus to Ockley.
- Busses will *pick up* first at Chief Joseph and then proceed to Ockley Green. We will work with families to make sure older and younger siblings connect after school.
- Please share any questions or concerns at Cuppa Joe on Friday or the April 17 community meeting or email to [pubinfo@pps.net](mailto:pubinfo@pps.net).

## What will be the grade configuration at the two campuses?

Kindergarten through 3<sup>rd</sup> grade at Chief Joseph; 4<sup>th</sup> grade through 8<sup>th</sup> grade at Ockley Green. Parents and staff supported this, and it fits well with staffing and students' developmental levels.

## When will the principal for Chief Joseph/Ockley Green K-8 School be announced?

The principal is expected to be announced next week. (Week of April 8)

## Key events: You are invited!

- **Friday, April 5, 9 am, Ockley Green:** Cup of Joe/Principals' Coffee. PPS Transportation and Facilities officials will be there to answer questions about busses and work that will be done on each building to be ready for students in the fall.
- **Friday, April 5, 6-7 pm, Chief Joseph:** Just Dance Party for preK-2<sup>nd</sup> graders and their families. A chance for families to get to know each other and the school.
- **Wednesday, April 17, 6 pm, Ockley Green:** Community meeting for all staff and families. Dinner provided. The OG/CJ Transition Team will lead the meeting and welcome the new principal. PPS Transportation, Communications and Facilities leaders will answer questions about the transition.

You can direct questions to your principals or to [pubinfo@pps.net](mailto:pubinfo@pps.net). Thank you!



# Chief Joseph/ Ockley Green K-8 School



March 4, 2013

Dear Ockley Green and Chief Joseph Families and Staff,

We are writing to thank you for your involvement in the work this year to address enrollment issues in our Jefferson cluster schools.

We know that this work has been challenging and difficult at times. We also want you to know that even as we remain focused on a smooth end to the year at each of our schools, we are also excited to be on the path of coming together as one school on two campuses for next year. We welcome you to the start of this process.

As you know, the Portland School Board on Feb. 25 approved Superintendent Carole Smith's recommendation that Chief Joseph and Ockley Green consolidate as one K-8 school starting this fall. While we have not yet decided which grades will attend on which campus, we do know that our younger students will be at the Chief Joseph building and our older students at the Ockley Green building and that both school buildings will remain open.

As principals, we are united in the belief that coming together as one school will serve all of our students. There will be more space for learning on the Chief Joseph campus, which had become overcrowded, and more students on the Ockley campus will be able to take advantage of such assets as our performance space and our large art room. Together we will be an awesome school.

We know that bringing together two schools with distinct and close knit cultures can create anxiety and even tension. We ask that you see the opportunity before us now to create a school community that is stronger for its union. Be open. Share your ideas but also be willing to listen and learn. We come from diverse perspectives and we benefit when all of our strengths are reflected.

Enclosed with our letter is an information sheet that we hope will start to answer questions you may have. A district team is forming now that will support our schools with everything from equipping classrooms over the summer to working out our staffing. Already our Chief Joseph and Ockley Green PTA/PTO and teachers are coming together and we look forward to involving all our families and staff as we shape our new united school.

Thank you again for your time, your energy and your investment in our schools and our students. We are excited about the path ahead.

**Conrad Hurdle**  
Principal, Ockley Green PK-8

**Joseph Galati**  
Principal, Chief Joseph K-5



## Chief Joseph/Ockley Green School K-8: Becoming one school on two campuses

On Feb. 25, the Portland School Board approved Superintendent Carole Smith's recommendation to consolidate Chief Joseph and Ockley Green into one K-8 school on two campuses, starting this fall. This advisory will start to answer questions you may have and explain how you can stay informed and involved.

### How do two schools join?

The school district forms a support team of people who manage such areas as staffing, class schedule planning, transportation, family engagement, facilities, information technology, communications, accounting and more. The team figures out such things as the process for determining the school's leadership team, how to move classroom equipment from one school to another and how to provide special education and English as a Second Language services on the two campuses. The team will work with Principal Joe Galati and Principal Conrad Hurdle to seek family and staff feedback to shape decisions in key areas.

### What is the role of families in bringing the schools together?

The willingness of families to reach out, meet each other and be open to forming a new school community is essential to helping the school and students succeed. Already, the Chief Joseph and Ockley Green PTA/PTO are coming together and Principal Hurdle and Principal Galati will continue to work with this group and others to include and allow for a range of parent input throughout the transition.

### Will the school get a new name?

The school and the district will collaborate on the time line for a re-naming process and on the creation of an inclusive re-naming committee. Until then, the school will be called Chief Joseph/Ockley Green K-8 School.

### Which grades will be on which campus?

The decision about which grades will be on which campus is still being worked out, but lower grades are expected to be on the Chief Joseph campus and upper grades on the Ockley Green campus.

### Will there be a pre-kindergarten program at the school next fall?

Portland Public Schools will decide whether a Pre-K program is offered later this spring when it has more information about federal funding for pre-school. If a Pre-K program is offered, it would be at the Chief Joseph building.

### How will school leadership be structured?

PPS is prioritizing a process for selecting next year's leadership team, which will include one principal and two assistant principals overseeing the two buildings. In the meantime, Principal Hurdle and Principal Galati are focused on a smooth end to the year at each of their schools, while also working together and with the district team to make this transition.

### Will culturally specific services for Native American students, currently provided at Chief Joseph, still be provided to the consolidated school?

Chief Joseph has been an important location for providing culturally specific programming to Native American and Alaska Native students through federal Title VII Indian Education Act funding and community partners. PPS Title VII Indian Education staff will continue to provide services for families and will assist in the process of re-naming the consolidated school.

### What is the timeline for consolidating the schools?

**March:** The district support team and the principals begin meeting and working with staff and parents to start gathering feedback.

**April:** The superintendent will make her PPS budget proposal and the district will begin working with all schools, including Chief Joseph/Ockley Green, on staffing.

**Spring:** The principals, teachers and parents will plan joint

school events in the spring so that families can get to know both buildings and each other.

**Summer:** PPS staff will move classroom equipment and technology to the proper building and make upgrades from painting to signage.

**Fall:** Chief Joseph/Ockley Green K-8 School opens in September.

### Who attends the consolidated school? What other choices are there?

All current PK-7 Chief Joseph and Ockley Green students, including students in the Ockley Green magnet program, can attend the consolidated school next year.

**Other choices:** Current students can opt to return to their neighborhood school or may apply to attend King PK-8, which offers an arts focused program. Students who wish to apply to King, their neighborhood school or any other school *must enter the school choice lottery by March 15*. Go to [www.pps.net/schoolchoice](http://www.pps.net/schoolchoice).

**Younger siblings:** Younger siblings who live in the Chief Joseph/Ockley Green boundary are guaranteed access to the consolidated school. Younger siblings of students who have transferred into either school will have preference to join their older sibling at the consolidated school *if they apply in the lottery by March 15*.

**Neighborhood students attending other schools:** Students who live in the CJ/OG boundary but attend other schools are guaranteed a space at the consolidated school *if they apply in the lottery by March 15*.

**Middle grade students:** The consolidated school has one transfer slot each for sixth, seventh and eighth grade. If there are more applicants, students are placed on a waitlist for a decision this spring.

If you have questions, please contact the PPS Enrollment & Transfer Center at [enrollment-office@pps.net](mailto:enrollment-office@pps.net) or 503-916-3205 [www.pps.net/schoolchoice](http://www.pps.net/schoolchoice).

### Will the school receive federal Title One funding and will it continue to provide services from Self Enhancement Inc. and SUN Schools?

Chief Joseph/Ockley Green K-8 School will qualify for federal Title One funding for 2013-14 (barring changes due to the federal budget situation referred to as "sequestration"). Title One funding provides extra support services on both campuses, *including paying the cost of full-day kindergarten for all students next year*. Principals Hurdle and Galati are very interested in continuing to partner with Self Enhancement and SUN. PPS and the principals have begun discussing next steps for providing services on the two campuses.

### How can I stay updated about the transition?

The principals and the school district will share updates through:

- ▶ School newsletters, emails, advisories such as this one, and principals' coffees.
- ▶ At [www.pps.net](http://www.pps.net), scroll down and click the "School Transitions" button for alerts, advisories like this one and more. This information is also accessible from both schools' websites.

Please contact your principal or the PPS Communications Office if you have questions at [pubinfo@pps.net](mailto:pubinfo@pps.net), 503-916-3385. For assistance in Spanish please call 503-916-3582 and in Vietnamese call 503-916-3584.

### You're invited!

Principal Galati and Principal Hurdle are merging their monthly principal's coffee hours and you are invited to attend:

**Friday April 5, 9 a.m.** at Ockley Green, 6031 N. Montana Ave.

**Friday May 3, 9 a.m.** at Chief Joseph, 2409 N. Saratoga St.



# Chief Joseph/ Ockley Green K-8 School



Principal Joseph Galati • Chief Joseph 503-916-6255

Principal Conrad Hurdle • Ockley Green 503-916-5660

## Chief Joseph/Ockley Green Transition: Guide for Families • May 2013

This fall, Chief Joseph Elementary and Ockley Green PK-8 will become one K-8 school that will operate on the two campuses – K-3rd grade on the Chief Joseph campus and 4th-8th grade on the Ockley Green campus. Principal Molly Chun will lead the K-8 school starting July 1.

### Key Facts

#### School start/end times:

Chief Joseph: 8:30 am to 2:45 pm

Ockley Green: 8:45 am to 3 pm

#### Phone numbers/addresses:

**Chief Joseph**, 2409 N. Saratoga St., 503-916-6255

**Ockley Green**, 6031 N. Montana Ave., 503-916-5660

**PPS Communications**, 503-916-3304, [pubinfo@pps.net](mailto:pubinfo@pps.net)

Before June 30: Spanish (503)-916-3582;

Vietnamese (503)-916-3584; Somali (503)-916-3586

#### Getting to/from school:

Four busses will serve Chief Joseph/Ockley Green. Route information will be mailed home this summer. The busses will drop off and pick up first at Chief Joseph and continue to Ockley Green. Ockley Green students who walk or drive with a younger sibling to Chief Joseph can get on the bus at Chief Joseph Campus and ride to Ockley Green. For after school, PPS is working on a way for Ockley Green students to return to Chief Joseph to walk home with younger siblings.

#### Before/after-school care:

Art4Life will offer before- and after-school care on both campuses. Pick up a registration form in the school office at Ockley Green or in the cafeteria at Chief Joseph. Scholarships are available for students who qualify for free-or-reduced-price lunch. Learn more at [www.art4life.net](http://www.art4life.net) or 503-780-9145 (Chief Joseph); 503- 503-688-3553 (Ockley Green). In addition, Principal Chun hopes to have a SUN School program to provide after-school activities for all grade levels likely at Ockley Green.

#### Visit the campuses

**Wednesday, May 29: ESL Family Night**, 6:30 to 8 p.m. at Ockley Green.

**Tuesday, June 4:** During the day, Chief Joseph students will ride busses to visit Ockley Green and Ockley Green students will ride busses to visit Chief Joseph. An open house for K-3 families is at 6 pm at Chief Joseph with tours and a chance to meet other families.

**Friday, June 14:** (Last day of school) Chief Joseph will do a “clap out” for 3rd, 4th and 5th grade students at the end of the school day. Ockley Green will hold an 8th grade promotion ceremony at 10 am. At 5:30 pm, the school is hosting the First Annual Ockley Green Gathering: Celebration of the Dragons, including a tree planting to recognize the school’s transition.

#### How many classes will be at each grade level next year?

Chief Joseph will have four classes at each grade level, kindergarten through 3rd grade. Ockley Green will have four 4th grades; three 5th grades and two classes each in 6th through 8th grades.

#### How will Ockley Green be laid out and will middle grade students move between classes?

The 4th and 5th graders will be on the ground floor. The middle grade students will be on the second floor and will move to different classrooms for different subjects. They will have six-period day including language arts, social studies, math, science and two enrichments.

#### Will there be advanced math offered at the middle school level?

The new 8th grade “compacted” math class is analogous to the traditional Algebra class. It will also be available to 7th graders who qualify. 8th graders qualifying for additional advancement for high school credit will have access to that.

#### What will be the staffing and class offerings at Chief Joseph/Ockley Green?

In addition to a classroom teacher for each class at each grade level, students will have:

- ▶ PE and dance (a full-time PE teacher and a full-time dance teacher will go between the two campuses).
- ▶ A half-time arts teacher on the Ockley Green campus.
- ▶ Library (a media assistant at Chief Joseph; a media specialist – licensed staff – at Ockley Green).
- ▶ Special Education: a half-time Learning Center teacher at Chief Joseph and two full-time Learning Center teachers at Ockley Green; Also two one-on-one paraprofessionals. There will be no “behavior” classroom on either campus. (Staffing is based on the needs of the students on each campus.)
- ▶ English as a Second Language: A half-time teacher at each campus.
- ▶ Talented and Gifted: Will work out a TAG plan over the summer.
- ▶ A speech pathologist, a school psychologist and a counselor will serve both campuses.
- ▶ Right Brain Initiative, a nonprofit, will also provide arts enrichment.

#### How many students will be in each classroom?

Class size will be about 25 students per classroom, on average.

#### Will Chief Joseph/Ockley Green have Assistant Principals?

The school will have two assistant principals, one on each campus, who will be hired and announced soon. Principal Molly Chun will go between the campuses.

#### Will the school be renamed? When? How?

PPS has a process for renaming schools that involves staff, parents and community members. Principal Chun and the school community will decide when to start the renaming process.

#### How can I get involved in PTA/PTO?

The combined Chief Joseph/Ockley Green PTA/PTO is looking for officers for the board. If you would like to run for a board seat, submit your name by June 4 using the PTA/PTO boxes in the school offices. Officers will be elected at the **June 11 PTA/PTO meeting at 6 pm at Chief Joseph**. All are welcome.

Español





# Transición De Chief Joseph/Ockley Green: Guía para las familias • Mayo 2013

Este otoño, la escuela primaria Chief Joseph y la escuela PK-8 Ockley Green se convertirán en una sola escuela K-8 que operará en los dos campus – K a 3er grado en el campus de Chief Joseph y 4to a 8avo grados en el campus de Ockley Green. La Directora Molly Chun dirigirá la escuela K-8 a partir del 1° de julio.

## Datos importantes

### Horas de inicio/salida de la escuela:

Chief Joseph: 8:30 am a 2:45 pm

Ockley Green: 8:45 am a 3 pm

### Números de teléfono/direcciones:

**Chief Joseph**, 2409 N. Saratoga St., 503-916-6255

Ockley Green, 6031 N. Montana Ave., 503-916-5660

**Oficina de Comunicaciones de PPS**, 503-916-3304,  
[pubinfo@pps.net](mailto:pubinfo@pps.net)

Antes del 30 de junio: Español (503)-916-3582;

Vietnamita (503)-916-3584; Somalí (503)-916-3586

### Transporte para ir a/regresar de la escuela:

Cuatro autobuses prestarán servicio a la escuela Chief Joseph/Ockley Green. La información sobre las rutas se enviará por correo este verano. Los autobuses llevarán y recogerán primero a los estudiantes de Chief Joseph y continuarán a Ockley Green. Los estudiantes de Ockley Green que caminan o van en carro a Chief Joseph con un hermano menor, pueden subirse al autobús en el campus de Chief Joseph para ir a Ockley Green. Para la hora de salida de la escuela, PPS está tratando de encontrar una manera en que los estudiantes de Ockley Green puedan regresar a Chief Joseph para irse caminando a casa con sus hermanos menores.

### Cuidado de niños para antes/después de la escuela:

El programa Art4Life ofrecerá cuidado de niños para antes y después de la escuela en los dos campus. Recoja un formulario de inscripción en la oficina de Ockley Green o en la cafetería de Chief Joseph. Hay becas disponibles para los estudiantes que califican para comidas escolares gratis o de precio reducido. Para más información visite [www.art4life.net](http://www.art4life.net) o llame al 503-780-9145 (Chief Joseph); 503-503-688-3553 (Ockley Green). Además, la Directora Chun espera poder tener un programa de la Escuela SUN para proporcionar actividades para después de la escuela a estudiantes de todos los niveles de grado posiblemente en Ockley Green.

### Visite los campus

**Miércoles, 29 de mayo: Noche familiar de ESL**, de las 6:30 a las 8 p.m. en Ockley Green.

**Martes, 4 de junio:** Durante el día, los estudiantes de Chief Joseph irán en autobuses a visitar Ockley Green y los estudiantes de Ockley Green irán en autobuses a visitar Chief Joseph. La jornada de Puertas abiertas para las K-3 familias es a las 6 pm en Chief Joseph con recorridos de las escuelas y una oportunidad de conocer a otras familias.

**Viernes, 14 de junio:** (Último día de escuela) En Chief Joseph habrá una "ronda de aplausos" para los estudiantes de 3er, 4to y 5to grados al final del día. En Ockley Green se llevará a cabo una ceremonia de promoción para los estudiantes de 8vo grado a las 10 am. A las 5:30 pm, la escuela tendrá la primera Reunión anual de Ockley Green: Celebración de los dragones, incluyendo la siembra de un árbol para reconocer la transición de la escuela.

### ¿Cuántas aulas habrán en cada nivel de grado el próximo año?

Chief Joseph tendrá cuatro aulas para cada nivel de grado, desde Kindergarten hasta 3er grado. Ockley Green tendrá cuatro aulas de 4to grado; tres de 5to grado y dos aulas para cada uno de los grados de 6to a 8vo.

### ¿Cómo estará distribuido Ockley Green y se moverán entre clases los estudiantes de los grados superiores?

Los alumnos de 4to y 5to grado estarán en la planta baja. Los estudiantes de los grados superiores estarán en el segundo piso y van a ir a diferentes aulas para recibir diferentes materias. Ellos tendrán seis períodos de clase al día incluyendo artes del lenguaje, estudios sociales, matemáticas, ciencias y dos clases de enriquecimiento.

### ¿Se ofrecerá una clase de matemáticas avanzada al nivel de la escuela intermedia?

La nueva clase de matemáticas "comprimida" para 8vo grado es análoga a la clase tradicional de álgebra. También estará disponible para los estudiantes de 7vo grado que califiquen. Los estudiantes de 8vo grado que califiquen para clases avanzadas para clases avanzadas adicionales para crédito de escuela secundaria/preparatoria tendrán acceso a eso.

### ¿Cuál será la dotación de personal y las clases que se ofrecerán en Chief Joseph/Ockley Green?

Además de tener un maestro de aula para cada uno de los salones en cada nivel de grado, los estudiantes tendrán lo siguiente:

- ▶ Educación física y danza (un maestro de educación física a tiempo completo y una maestra de danza a tiempo completo que dividirán su tiempo entre los dos campus).
- ▶ Un maestro de arte a medio tiempo en el campus de Ockley Green.
- ▶ Biblioteca (un asistente de medios de la comunicación en Chief Joseph; un especialista en medios de la comunicación – personal con licencia – en Ockley Green).
- ▶ Educación especial: un maestro a medio tiempo en el Centro de aprendizaje en Chief Joseph y dos maestros a tiempo completo en el Centro de aprendizaje en Ockley Green; además dos paraprofesionales que trabajan uno-a-uno con los estudiantes. No habrá una aula de "Conducta" en ninguno de los dos campus. (La dotación de personal está basada en las necesidades de los estudiantes en cada uno de los campus).
- ▶ Inglés como segundo idioma: Un maestro a medio tiempo en cada campus.
- ▶ Estudiantes con talentos y habilidades: prepararemos un plan para TAG durante el verano.
- ▶ Un patólogo del habla, un psicólogo de escuela y un consejero prestarán servicios en los dos campus.
- ▶ Right Brain Initiative (Iniciativa para el lado derecho del cerebro), una organización sin fines de lucro, también proporcionará actividades de enriquecimiento en las artes.

### ¿Cuántos estudiantes habrán en cada aula?

Habrá un promedio de 25 estudiantes en cada aula.

### ¿Tendrá subdirectores Chief Joseph/Ockley Green?

La escuela tendrá dos subdirectores, uno en cada campus, a quienes se contratará y anunciará pronto. La Directora Molly Chun pasará entre los dos campus.

### ¿Se cambiará el nombre de la escuela? ¿Cuándo? ¿Cómo?

PPS tiene un proceso para cambiar el nombre de escuelas que involucra al personal, los padres y los miembros de la comunidad. La Directora Chun y la comunidad de la escuela decidirán cuando se iniciará el proceso para cambiar el nombre.

### ¿Cómo puedo participar en el PTA/PTO?

El PTA/PTO combinado de Chief Joseph/Ockley Green está buscando funcionarios para la Mesa directiva. Si usted quiere postularse para un puesto en la Mesa Directiva, envíe su nombre a antes del 4 de junio usando la casilla de correo del PTA/PTO en las oficinas de las escuelas. Los funcionarios serán elegidos en la **reunión del PTA/PTO del 11 de junio a las 6 pm en Chief Joseph**. Todos están invitados a asistir.



## **Open House and Popsicle Party for Ockley Green & Chief Joseph Families at Chief Joseph**

**Tuesday June 4  
6 pm to 7 pm**

Event is focused on incoming K-3 families but all are welcomed to tour the school, meet teachers and families and enjoy Popsicles.

## **Tham Quan Trường Học và Buổi Liên Hoan cho các gia đình của Trường Ockley Green và Chief Joseph tại Trường Chief Joseph**

**Thứ Ba, ngày 4 tháng Sáu  
6 giờ chiều to 7 giờ chiều**

Buổi liên hoan này dành cho các gia đình có con em vào lớp Mẫu Giáo đến lớp 3, tất cả đều được chào đón trong việc tham quan trường học, gặp các giáo viên và các gia đình khác và dùng kem Popsicles.

## **Casa abierta y fiesta de helados para Las familias de Ockley Green y Chief Joseph En la escuela Chief Joseph**

**martes, 4 de junio  
de 6 pm a 7 pm**

El evento estará enfocado en las familias entrantes de K-3 pero todos son bienvenidos a visitar nuestra escuela, conozca a nuestros maestros y familias y disfrute unos helados.

## **Soo Dhaweyn iyo Xaflada Jalaatada ee Qoysaska Dugsiyada Ockley Green iyo Chief Joseph ee Chief Joseph**

**Talaado, Juun 4  
6 galabnimo ilaa 7 Fiidnimo**

Xafladan waxaa diirada la saarayaa qoysaska ardeyda ee Xannaanada ilaa fasalka saddexaad (K-3), inkastoo aan soo dhaweyneyno dhammaan in aad ku soo wareegtaan Dugsiya, la kulantaa macalimiinta iyo qoysaska kale. KU raaxeysta Jalaatadda.



# Board of Education

## Superintendent's Recommendation to the Board

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**Board Meeting Date:** June 3, 2013

**Executive Committee Lead:** Neil Sullivan

**Department:** Finance Administration

**Presenter/Staff Lead:** Neil Sullivan

**Agenda Action:**  Resolution  Policy

**SUBJECT: Update Board Policy 8.20.010-P Cash Management**

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### **BRIEF SUMMARY AND RECOMMENDATION**

The District's current Cash Management Policy was created over twenty years ago; even its most recent update was more than a decade ago.

Updating its Cash Management Policy will allow the District to conform to current state guidelines and maximize its investment earnings as well as facilitate more efficient use of Capital Bond funds. The long-range goal is to allow the policy to change as Oregon statutes are revised, eliminating the need for a complete revision in the near future.

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### **BACKGROUND**

The current Cash Management Policy was adopted in January of 1991 and a minor amendment made to it in October, 2002. The government entities of Oregon are required to follow Oregon statutes in both investments entered into, and percentage of exposure in the various instruments. The District's current adopted Policy is more conservative than required by the State, and very restrictive.

The Oregon Short-Term Fund ("OSTF") is obligated under state statutes to "review and comment to the governing body" (ORS 294.135(a)) on written investment policies submitted to its Board. At its October 13, 2011 meeting, the OSTF Board reviewed Portland Public Schools' investment policy and recommended some minor changes. Their suggested changes are outlined in a letter attached to this staff report. The revised policy already reflecting these changes is also attached.

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### **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

8.20.010-P Cash Management Policy

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### **PROCESS / COMMUNITY ENGAGEMENT**

The policy has been reviewed and approved by the Oregon Short-Term Fund Board, who issued an approval letter dated November 3, 2011, which is included in the Board packet. The OSTF Board is comprised of the Oregon State Treasurer or designee, three public members

**Reviewed and Approved by Superintendent**

appointed by the Oregon State Treasurer and three local government members appointed by the Governor.

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**ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

Restriction of potential interest earnings will impede the District's ability to provide every student access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources.

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**BUDGET / RESOURCE IMPLICATIONS**

Without the adoption of the updated policy, potential interest earnings will be restricted and efficient investment of the new capital bond revenues will be obstructed.

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**NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

First Reading of this policy was at the May 13th Board meeting, with a Second Reading scheduled for June 3rd. Assuming Board approval, this Policy will be communicated to affected staff through internal memoranda, emails and staff meetings.

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**ATTACHMENTS**

1. Updated Investment Policy
2. Oregon Short Term Fund Board letter of November 3, 2011

Reviewed and Approved by  
Superintendent



# Board of Education

## Superintendent's Recommendation to the Board

**Board Meeting Date:** June 3, 2013

**Executive Committee Lead:** C. J. Sylvester  
Chief Operating Officer

**Department:** Facilities and Asset Management

**Presenter/Staff Lead:** Tony Magliano  
Deputy Chief Operating Officer

**Agenda Action:**  Resolution  Policy

**SUBJECT: Capital Asset Renewal (CAR) Policy Clarification**

### BRIEF SUMMARY AND RECOMMENDATION

The Construction Excise Tax provides revenue to the district for capital construction projects. The purpose of the attached resolution is to clarify language in the current Board adopted Capital Asset Renewal (CAR) Policy.

This language is consistent with the intent of the original staff report and attachment that accompanied the CAR authorizing resolution to the Board, but was not clearly articulated in the adopted policy.

Staff recommends adopting this clarifying language as proposed in the attached resolution.

### BACKGROUND

The Board of Education adopted the Capital Asset Renewal (CAR) Policy in January 2012. The CAR Policy directed the establishment of a Capital Asset Renewal Fund, directing the use of certain revenues for the funds, and directing the development of a Capital Asset Renewal Plan for the life-cycle renewal of major building components.

In an attachment to the Staff Report to the Board of Education, staff included a representative sample of the various revenue streams that could be used to fund the CAR Fund upon adoption of the CAR Policy. The Construction Excise Tax (CET) Fund 404 was identified as one of the revenue streams for the CAR Fund. The attachment identified beginning balances of each revenue stream and predicted yearly revenue over a twenty year period.

The portion of the beginning balance of the CET set aside for the CAR Fund was intentionally less than the total balance available in the CET Fund. The intent of not including the entire CET Fund balance into the CAR Fund was to provide the district with the ability and flexibility to meet other capital requirements that exist outside of those eligible under the CAR Policy.

**Reviewed and Approved by Superintendent**

Staff developed a Capital Asset Renewal Plan based on the 2012 voter approved capital bond and have begun submitting capital projects as part of the District's FY13-14 annual budget process for Board of Education approval. Some capital projects submitted are not eligible to be funded using the CAR Fund.

As staff began to submit projects and identify funding sources, it became evident that the language used in the CAR Policy can easily lead the reader to believe that all CET revenue must be used for projects exclusive to those identified in the CAR Plan, despite a current CET Fund balance in excess of what was identified to fund the CAR Plan in the previously referenced staff report and related attachment.

Staff presented the proposed clarifying language to the Board of Education during the May, 6 2013 Board Work session and have updated the attached draft resolution to reflect Board comments received during that work session.

On May 13, 2013 the updated clarifying language was presented to the Board of Education for its first reading. The Board made no additional changes.

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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

The proposed clarifying language to the CAR Policy is consistent with:

1) the intent of the original staff report and attachment that accompanied the CAR authorizing resolution to the Board.

2) the desire of the community to physically maintain our existing buildings.

3) Board Policy 8.70.042-P Dedicated Reserve for Income from Disposition of Surplus Real Properties. This Policy allows for the use of revenues from the sale or other disposition of surplus properties to be dedicated to a special reserve fund (or general fund) and used to support the district's capital improvement needs (among several other purposes).

3) Board Policy 8.80.010-P High Performance Facility Design. This Policy calls for the district to "plan for and seek additional sources of funds to support...preservation, high quality maintenance, renovation, or replacement of its capital stock."

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## **PROCESS / COMMUNITY ENGAGEMENT**

Staff sought input on the preliminary plan from outside financial experts including the Portland Business Alliance and the Building Owners and Managers Association. Because the current policy is a capital renewal planning proposal and an internal financial procedure with expenditures subject to the annual District budget process, no general community input was sought.

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<b>Reviewed and Approved by Superintendent</b>
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**ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

The purpose of this policy is enhances the district's ability to provide equitable student access to high quality, culturally relevant instruction & resources.

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**BUDGET / RESOURCE IMPLICATIONS**

The acceptance of this proposed language clarification would not change the estimated revenue from the Construction Excise Tax identified as a funding source for the CAR Plan. In fact, it would give the district flexibility in addressing other capital needs in existing buildings not currently included in the CAR Plan.

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**NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

If adopted by the Board, the attached resolution will amend the current Capital Asset Renewal Policy to reflect the Superintendent's recommended clarifying language.

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**ATTACHMENTS**

A. Resolution

Reviewed and Approved by  
Superintendent

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

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Personnel

The Superintendent RECOMMENDS adoption of the following item:

Number 4762

**RESOLUTION No. 4762**

Recommended Decision to Rescind Non-Renew of Probationary Teacher of Employee 018209

**RECITAL**

On March 4, 2013, by resolution 4731, the Board of Education approved the recommendation of the Superintendent that the contract of Employee 018209 be non-renewed. On the advice of the Chief Human Resources Officer and the Regional Administrator, the Superintendent now recommends that the teacher below become a contract teacher for the 2013-2014 school year.

**RESOLUTION**

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby rescinds the non-renewal of Employee 018209's contract and elects her as a Contract Teacher for the 2013-2014 school year, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

*S. Murray*

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Numbers 4763

**RESOLUTION No. 4763**

Personal / Professional Services, Goods, and Services Expenditure Contracts  
Exceeding \$150,000 for Delegation of Authority

**RECITAL**

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

**RESOLUTION**

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

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Skanska USA Building, Inc.	05/03/13 through 02/28/14	Construction C 59xxx	District-wide: Boiler Conversion Project – Phase 2, Group 2 – 7 sites: Hayhurst, Kellogg, Lee, Lewis, Rose City Park, Stephenson and Wilcox ITB:2013-1624	\$698,450	T. Magliano Fund 438 Dept 5597 Project J0101
G.B. Manchester Corporation	05/03/13 through 10/31/13	Construction C 59xxx	District-wide: Access Control Improvements at 15 sites: Buckman, Jefferson, King, Lane, Madison, Ockley Green, Portsmouth, Rigler, Rosa Parks, Scott, Sitton, Vernon, Whitman, Woodlawn and Woodmere. RFP: 2013-1649	\$229,336	T. Magliano Fund 405 Dept 5597 Project C2002

*N. Sullivan*

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4764 through 4768

**RESOLUTION No. 4764**

Cash Management Policy 8.20.010-P

**RECITALS**

- A. The current Cash Management Policy was adopted in January of 1991 and a minor amendment made to it in October, 2002. Governmental entities in Oregon are required to follow Oregon statutes in both the type of investments entered into and the percentage of exposure in these various investment instruments. The District's current adopted Policy is more conservative than required by the State and very restrictive.
- B. The Oregon Short-Term Fund ("OSTF") Board is obligated under state statutes to "review and comment to the governing body" (ORS 294.135(a) on written investment policies submitted to its board. At its October 13, 2011 meeting, the OSTF Board reviewed Portland Public Schools' investment policy and recommended some minor changes. The staff report and the recommended policy incorporated these changes.
- C. On May 6, 2013, the Board discussed the recommended updates to this policy at a study session.
- D. On May 13, 2013, staff presented the first reading to the Board of the attached recommended update to this policy.

**RESOLUTION**

- 1. Be it therefore resolved that the Board of Education hereby adopts and amends the Cash Management Policy as presented.

*N. Sullivan*

## RESOLUTION No. 4765

### Amending the Board of Education Capital Asset Renewal Funds and Plans Policy

#### RECITALS

- A. The Board identified a need for a sustainable funding strategy to fund the life cycle renewal of major building components the District invested in over the last several years including Rosa Parks and Forest Park as well as for any newly modernized or renovated buildings in the future. Major building components include, but are not limited to, items like roof replacements, athletic field replacements, boiler upgrades, and major mechanical, electrical and plumbing upgrades.
- B. The goal of this strategy extends the useful life of District facilities, ensures public capital investments are properly preserved, and minimizes deferred maintenance costs.
- C. The Board adopted Resolution No. 4539 establishing the Capital Asset Renewal Funds and Plans Policy on January 23, 2012.
- D. The Capital Asset Renewal Funds and Plans Policy as adopted by the Board requires clarifying language around the use of Construction Excise Tax Fund.
- E. The currently adopted Capital Asset Renewal Policy language restricts use of the Construction Excise Tax to projects that meet the criteria identified in recital A.
- F. Staff's belief and intent, explicit in the original staff report and its attachments, was that any Construction Excise Tax balances in excess of those needed to fund the Capital Access Renewal Plan could be used to fund other District capital construction projects.

#### RESOLUTION

The Board of Education Policy on Capital Asset Renewal Funds and Plans is amended as follows (amendments in bold and redactions in strikethrough):

#### **8.70.044 Capital Asset Renewal Funds and Plans**

The Board of Education believes that all students deserve a quality learning environment. Consequently, the District should have a plan governing how all physical facilities that house and support the education programs of the District can be continuously maintained, regularly revitalized, and constructed using current best practices and methods that promote student learning. Such a plan should reflect actual funding capacity while supporting the goal of adequate funding to meet this policy goal.

The following policy provides the foundation for the implementation of a strategy designed to extend the useful life of District facilities, ensure public capital investments are properly preserved, and reduce deferred maintenance costs.

Therefore, it is Board Policy that:

- 1) The Superintendent shall develop a 20 year Capital Asset Renewal Plan (CAR Plan) for Board approval in FY 11-12, with CAR Plan and funding updates at subsequent five year intervals, to provide for life-cycle renewal of major building components the District has invested in over the last several years including Rosa Parks and Forest Park as well as for any newly modernized or renovated buildings in the future. Major building components include, but are not limited to, items

like roof replacements, athletic field replacements, boiler upgrades, and major mechanical, electrical and plumbing upgrades.

- 2) The District shall establish funding for the Capital Asset Renewal (CAR) Plan that shall include, but not be limited to, the following components:
  - a. Fund 404: Construction Excise Tax (CET) Revenues (net of approved expenses and charges). For FY11-12 through FY15-16 Fund 404 shall maintain a minimum annual set aside of \$1.5M for the CAR Plan. Fund 404 balances in excess of the minimum annual set aside for each respective year may be used to fund other district capital projects.
  - b. A new Capital Asset Renewal (CAR) Fund.
    - i. Subsequent to debt retirement estimated to begin in FY 2021/22, redirection of the Recovery Zone Bond debt service.
    - ii. Lease revenues and surplus property sales. At a minimum, lease revenue shall be base-lined at the FY 2011/12 present day value to hold the General Fund stable.
    - iii. Revenue generated from renting/leasing District athletic fields. Revenue generated from renting/leasing athletic fields will be tracked through the Civic Use of Buildings office.
  - c. Interest earned by funds in any of the above Funds.
- 3) Capital asset renewal projects identified in the CAR Plan and the use of funds from the CAR Fund and the CET Fund (Fund 404) will be proposed by the Superintendent in the District's annual budget process and are subject to annual Board of Education approval.

*C. Sylvester / T. Magliano*



## **RESOLUTION No. 4766**

### Resolution Supporting School Safety Resource Officers

#### **RECITALS**

- A. At Portland Public Schools, the safety of our students is our highest priority. When parents entrust their children to us, we take our responsibility seriously.
- B. PPS believes that schools should be inviting, welcoming, positive and joyous places for teaching and learning. When students feel safe, learning can flourish. Student safety has a direct and positive impact on student achievement.
- C. PPS recognizes that school safety doesn't just happen. It is the result of conscious and intentional partnerships and protocols that permeate the school environment and community.
- D. The National Association of School Resource Officers divides School Resource Officer (SRO) responsibilities into three areas: Teacher, Counselor, and Law Enforcement Officer. By training law enforcement to educate, counsel, and protect our school communities, our SROs "lead by example and promote a positive image of law enforcement to our Nation's youth." SRO programs across the nation are founded as collaborative efforts by police agencies, law enforcement officers, educators, students, parents, and communities. The goal of SRO programs is to provide safe learning environments in our nation's schools, provide valuable resources to school staff, foster a positive relationship with our nation's youth, and develop strategies to resolve problems and challenges affecting our youth with the goal of protecting every child so they can reach their full potential.
- E. PPS is grateful for the support of the city, county and many community partners who provide wrap-around supports, before and after child care services, health clinics, restorative justice supports, parental support and culturally-specific programs to instill a strong sense of community in our buildings. We are particularly grateful to the City of Portland which provides partnership support through its SRO program.
- F. Our mayor and city council allocate a small team of SROs to patrol schools in the Portland, David Douglas and Parkrose school districts. These SROs spend much of their time in and around our high schools and alternative schools developing relationships with students and school communities and becoming a go-to resource if students hear rumors or have concerns about safety. These Portland Police Officers – specially selected to work in our schools - partner with PPS' Director of Security and our Principals to ensure a safe environment for our students, staff and community during the school day and at school-related events.
- G. School Resource Officers teach classes to students via the Gang Resistance Education and Training – or GREAT - program – and provide specific training to school staff on safety and security issues. Prevention is a key goal of SROs.
- H. In the event of a crisis, Portland SROs are armed, nearby and trained for situations specific to school buildings and school grounds.
- I. School Resource Officers do more than just protect our students and school staff. They build relationships, serve as role models and are an essential part of successful schools for all kids.

#### **RESOLUTION**

- 1. The PPS Board of Education acknowledges and thanks the City of Portland for the partnership around our School Resource Officers.
- 2. The PPS Board of Education supports the Mayor's budget proposal which will continue the SRO program and looks forward to the day when this partnership can be expanded.

3. The PPS Board of Education thanks our SROs for supporting our students everyday.
4. The PPS Board of Education thanks the Mayor of Portland and the Portland City Council for their ongoing commitment to public education and the safety of our students, families, staff and community.

**RESOLUTION No. 4767**

Service Payments

The Board of Education approves the following service payments:

<b><i>Payee</i></b>	<b><i>Description</i></b>	<b><i>Period</i></b>	<b><i>Amount</i></b>
Council of Great City Schools	Annual Dues	2013-2014	\$36,123.00
Oregon School Boards Association	Annual Dues	2013-2014	\$18,940.00

*J. Patterson*

**RESOLUTION No: 4768**

Settlement Agreement

**RESOLUTION**

The District is authorized to resolve claims in the matter of the Estate of C.B. for \$155,000. A copy of the settlement agreement will be on file in the District offices.

*J.Patterson*