Regular Meeting
Tuesday, May 24, 2022 6:00 PM

Dr. Matthew Prophet Education Center - Board Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Consent Agenda: Resolutions 6504 through 6510 Vote- Public Comment Accepted
   2.(a) Resolution 6504 - Withdrawn
   2.(b) Resolution 6505 - Authorization of Off-Campus Activities
   2.(c) Resolution 6506 - Expenditure Contracts
   2.(d) Resolution 6507 - Revenue Contracts
   2.(e) Resolution 6508 - Settlement Agreement
   2.(f) Resolution 6509 - Settlement Agreement
   2.(g) Resolution 6510 - Students Requesting Exemption from PE State Requirement
3. 6:10 pm - Student and Public Comment
4. 6:45 pm - 2022-2025 Agreement between Amalgamated Transit Union and School District No. 1J, Multnomah County, Oregon Vote - Public Comment Accepted
5. 7:00 pm - Southeast Enrollment and Program Balancing Vote - Public Comment Accepted
6. 8:00 pm - Superintendent's Budget Message
7. 8:10 pm - Comments from the Portland Association of Teachers (PAT)
8. 8:20 pm - Budget Committee Approval of the 2022-23 Budget and The Imposition of Property Taxes Vote - Public Comment Accepted
9. 9:20 pm - Other Business
10. 9:25 pm - Adjourn

RESOLUTION No. 6505

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost
6/28-7/3/22	Lincoln HS FBLA, 4	National FBLA conference	Chicago, IL	$3,400 per student
6/11-6/18/22	Lincoln HS Speech & Debate, 6	NSDA National tournament	Louisville, KY	$3,100-3,300

RESOLUTION No. 6506

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Peace In Schools	8/29/22 through 6/9/23	Personal Services PS 91499	Mindfulness classes for eight PPS High Schools. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	$188,500	C. Proctor Fund 101 Dept. 5465	No
McKinistry Co.	6/13/22 through 6/12/23	Services S 91558	Boiler Maintenance for District-wide use on an as-needed basis. Request for Proposals 2022-3067	$313,600	D. Jung Fund 101 Dept. 5592	No
Skyward Construction LLC	5/25/22 through 12/31/22	Construction C 91588	Partial re-roof of Chavez School. Invitation to Bid – Construction 2022-006	$1,781,486	C. Hertz Fund 458 Dept. 5511 Project DS017	No
Great Minds PBC	5/25/22 through 5/23/25	Personal Services PS 91599	Professional development to align with K-5 ELA adoption. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	$1,233,247	C. Proctor Funding Source Varies	No
Great Minds PBC	5/25/22 through 5/24/28	Digital Resource DR 91587	K-5 ELA adoption. Approved Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	$5,750,727	C. Proctor Fund 458 Dept. 5445 Project DC203	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Date: May 24, 2022

To: School Board

From: Dr. Cheryl Proctor, Deputy Superintendent Instruction & School Communities
Emily Glasgow, Interim Senior PK-5 Instruction
Melissa Schachner, Director K-5 Language Arts & Social Studies
Diana Kruger, Program Administrator K-5 Language Arts & Social Studies
Mary Wiener, Manager, Instructional Resource Adoption

Subject: K-5 Language Arts Instructional Materials Adoption

BACKGROUND

In 2016 we adopted Units of Study for Reading & Writing and it was rolled out over multiple years. This curriculum is based on the workshop model, where students work at individual reading levels, applying reading skills learned in mini lessons. We also adopted Words Their Way to teach Foundational Skills. At the time, we believed that these paired resources would change the outcomes for our students. We were mistaken. We realized we were not *explicitly* teaching Phonemic Awareness or Phonics. The first shift we made was in 2017 to adopt Heggerty to teach Phonemic Awareness. This curriculum is now delivered in Kinder, 1st and the first 15 weeks of 2nd grade. The next shift we made was to adopt K-2 Fundations in 2020 to teach Phonics. Rolling out this curriculum during a pandemic has been a challenge, yet we are thrilled with the results of these two resources. One third of Kinder - 2nd grade teachers, who report using Heggerty & Fundations with integrity, feel highly confident using the resources and are seeing a positive impact on their students.

RELATED POLICIES/BEST PRACTICES

Best practices in language arts instruction means that there are standards-aligned, high-quality instructional materials that can give educators within a school and across a school system a common foundation to organize the work they're undertaking at the classroom level and collaborate to develop together— bringing equity to the district—a shared experience creating a floor, but not a ceiling, around the teaching and learning that happens in our classrooms. We will stop teaching students below their grade level expecting that they will magically catch up to their peers and start learning how to *scaffold* them up to their grade level. Scaffolds are built into this curriculum to both support student learning, but also to be educative to teachers as they learn how to lift students up to the grade level text rather than drop down to a below grade level text or activity.
Opportunities for student engagement need to build on student curiosity so they are encouraged to think, wonder, and participate as they learn to read and write. For learning to engage students, it needs to be relevant and authentic, culturally responsive, build on their cultural and linguistic strengths, and be meaningful to their lives. Students are actively developing, testing and refining their thinking. In Language Arts, best practices also means that every student has the materials they need to collaborate in engaging text and activities.

ANALYSIS OF SITUATION

Our teachers need centrally provided K-5 instructional materials which are vertically and horizontally articulated to support all students based on the science of reading. All K-5 teachers are then able to focus on instruction and differentiation rather than spend time searching for instructional materials from various books and websites. Common language arts instructional materials enable district-wide shared focus on implementing and sustaining culturally relevant teaching practices through ongoing

professional development and using student work to reflect on effectiveness of instructional practices and equitable assessment practices for all students. Additionally, district-wide K-5 high quality language arts curriculum provides a baseline to ensure all students have access to rigorous, coherent, culturally relevant instructional materials. This reduces the detrimental effects of learning interruptions for students having to navigate housing or other insecurity, as a common scope and sequence and instructional materials will support familiarity with the district-wide language arts program. Students will spend less time figuring out how to engage with the instructional materials during these types of transitions. No purchased set of instructional materials will ever provide the full range of supports that are needed for daily classroom instruction and differentiation. Current research tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success (Hattie, 2012). A common K-5 high quality language arts instructional resource allows for professional development with a strong focus on shifting instruction such that we see better outcomes for all students, especially those persistently underserved. Only implementation of research-based best practices will support the closing of the perpetual achievement gap we continue to see in PPS.

FISCAL IMPACT

The Great Minds: Wit & Wisdom Instructional Materials will be paid for through the 2020 School Bond, while the non-bond compensable professional services contract, with Great Minds, will be paid for through general funds. (Attachment A)

COMMUNITY ENGAGEMENT

The decision to fully adopt Great Minds for K-5 classrooms was a highly involved process including a cross-district K-5 Language Arts Advisors of Instructional Resources (AIR) Committee and a field test of K-5 Language Arts instructional resources. A deep analysis of the instructional resources was completed to evaluate instructional resource alignment with K-5 Language Arts Common Core State standards, our PPS RESJ lens, and our Graduate Portrait. A brief description of the K-5 Language Arts AIR process and the Field Test are below.

- K-5 Language Arts AIR Committee - the committee held eight online meetings between November 29, 2021 and April 27, 2022. These meetings were 1.5-2 hours in length and committee members learned about our district's vision, mission, strategic plan, instructional materials evaluation, consensus process and six highly-rated curricula based on EdReport.org and ODE curriculum evaluations. Committee members also spent 28 hours learning and researching to ensure they were knowledgeable to make the best decision for our students. Using all the knowledge they had gained, the AIR Committee narrowed choices down to 3 vendor programs. The committee selected Benchmark, EL and Great Minds for the field test.

- K-5 Language Arts Field Test - The Field test occurred from January 31, 2022 to April 15, 2022. All field test teachers are able to use the materials through the end of the school year to minimize the disruption to student learning.
    - Student Data Collection: Students' data was collected through work samples, formative assessments and a student feedback survey.
    - Family and Community Data Collection: Families and the community were offered an opportunity to review the field test materials, ask questions of the vendors, and hear presentations from the vendors. Families, community members, non-field test teachers, building and district administrators, and support staff were emailed via district communication about the opportunity.
        - In-person Review - (March 16, 2022) Materials were available in the BESC foyer from 9 a.m. - 8 p.m. People who reviewed the materials were invited to complete a paper or electronic survey. Vendors were available from 1 p.m. to 8 p.m. to answer any questions. From 6:00 - 7:30 p.m. vendors provided 20 minute presentations about their materials in the boardroom.
        - Virtual Review - (March 17, 2022) Videos of vendor presentations were made available via PPS YouTube. All stakeholders were invited to complete an

electronic survey. The electronic survey was available on the adoption website until the end of March, 2022.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation begins with the purchase of the Great Minds instructional materials. As part of the purchase, teachers will have full digital access to all K-5 Language Arts digital resources. The PPS K-5 Language Arts department and representatives from ESL, SPED, Dyslexia, and Interventions will be trained on the materials by the vendor before the end of the school year. The PPS K-5 Language Arts department will then revise our current the scope and sequence to align with Great Mind's scope and sequences for each grade level to align with the horizontal and vertical articulation of priority standards, create an assessment calendar and build a website for teachers at each grade level in collaboration with all K-5 content departments. Over the summer, K-5 classroom teachers, ESL teachers, special education teachers, instructional specialists, and mentors will be able to attend 1.75 days of professional development focused on the Great Minds instructional pedagogy and materials in June and August. During the summer, building administrators and other district level support staff will also receive 6 hours of professional development on leading this new K-5 Language Arts program. Both Administrator and Teacher summer professional development will include understanding our new PPS Instructional Framework and reimagined plan for Teacher Professional learning. All teacher materials will be available online starting at Summer Institute in June. The physical teacher and student materials will be ready to use by the end of August 2022.

This will be followed by a three year professional development (PD) plan with the vendor that will provide sessions over three years for teachers, administrators, families, and community members to engage in professional learning experiences around Great Minds instructional materials and best practices. Part of the goal of this three year PD timeline is to build a teacher cadre of experts that will facilitate district PD in the future and support school-based Professional Learning Communities focused on using student work to inform instructional decisions to improve student outcomes in Language Arts. The PPS Language Arts department will continue to monitor student performance through the SBAC assessment, MAP growth assessments, common formative assessments, teacher and student feedback through surveys and focus groups, and classroom walkthroughs focused on student reading and writing learning.

BOARD OPTIONS WITH ANALYSIS

Our recommendation is to approve this purchase. Purchasing the Great Minds Comprehensive Program that consists of K-5 Wit & Wisdom and K-2 Geodes instructional materials means that we will be able to move very quickly in meeting our school board goals..If not approved, K-5 Language Arts will continue with the current model which means we would continue to support various resources that are not aligned to the current standards and best practices based on the science of reading. If we were to restart any part of the instructional materials adoption cycle, this would take another 6 - 18 months to complete.

Please note that K-5 Wit & Wisdom, and K-2 Geodes are integrated with Wilson FUNdations K-2 (foundational skills curriculum), which has already been purchased. We are in the process of procuring 3rd grade Wilson FUNdations, which will complete the FUNdations/Wit & Wisdom/Geodes integrated materials. We are not asking for approval for Wilson FUNdations 3rd Grade at this time as procurement has not been complete, but wanted to note that this is part of the comprehensive approach to K-5 language arts.

CONNECTION TO BOARD GOALS

A strong and comprehensive K-5 instructional materials supports:

Board Goal #1- To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or

exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.

Board Goal #3 - By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC) and Board

Goal #4 - By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.

If we have a Transformative Curriculum and Pedagogy (Educational System Shift) then we can support all teachers to be Knowledgeable and Committed Lifelong Learners, Inclusive and Responsive to Diverse learners, and are Self-aware and Reflective (Educator Essentials) which will result in students becoming Inquisitive Critical Thinkers with Deep Core Knowledge and Inclusive and Collaborative Problem Solvers (Graduate Portrait).

STAFF RECOMMENDATION
Approve purchase of K-5 Language Arts Comprehensive Great Minds Program that is composed of two components: K-5 Wit & Wisdom and K-2 Geodes for all K-5 classroom, ESL and SPED teachers. Approve a three year professional development plan that uses a gradual release of responsibility model as we grow our capacity within PPS.

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

_____ *(Initials)*

References

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* Routledge/Taylor & Francis Group.

ATTACHMENTS

A. Contracts for Great Minds Instructional Materials and Great Minds Professional Services

Exhibit A

Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements

1. Synopsis of Contractor's Work:

Working alongside PPS teachers, Peace in Schools (PINS) instructors will deliver our for-credit Mindfulness class to the eight (8) high schools that have scheduled classes in the 2022-23 academic year. PINS will strive to be as responsive as possible to changing conditions to meet the specific needs of schools in the chance that schools are periodically impacted by the COVID-19 pandemic.

We will provide 29 sections of our elective Mindfulness classes across the District, serving eight (8) high schools. If there are unresolvable scheduling issues, or the cancellation of Mindfulness classes in one or more schools, PINS may not be able to fulfill the total number of sections listed below. In this scenario, PINS and PPS will work together to address the difference. Please see the projected schools listed below:

	Semester Sections or Equivalent
Alliance at Meek	6
Cleveland HS	4
Grant HS	4
Ida B. Wells-Barnett HS	3
Lincoln HS	4
McDaniel HS	2
MLC	2
Roosevelt HS	4
Total sections	29

Description of Peace in Schools' Mindfulness Class

Mindfulness classes will be conducted using a relational pedagogy and curricula that has been shown to support teen's emotional and mental health. Our facilitators have expertise in both mindfulness training and adolescent education. We provide intensive, ongoing training and supervision for our facilitators to support a transformative classroom experience for teens. We foster compassionate classroom communities using skills-based and inquiry-based approaches. Our classes help students focus attention and improve concentration, work with strong emotions such as stress and anger, cultivate emotional resilience, and build trusting relationships. Students learn how to disengage from critical and reactive thoughts while practicing compassion for themselves and others. The counselors and administrators we work with report that the program is fostering more accepting and respectful school cultures.

The programs we offer are relational, trauma-informed, and equity-active. Our approach to mindfulness education is designed to be implicitly and explicitly anti-oppressive in approach and content. In each Mindfulness classroom, our facilitators establish a learning environment that nourishes a sense of belonging

and effectively supports social-emotional learning. The curriculum combines mindfulness movement, and meditation with exercises that foster open and compassionate communication. These relational mindfulness practices deepen student's connection to themselves and others.

Other Services within the Scope of Work:

A. This course is available to all students as an elective. Additionally, many school counselors refer and encourage students having personal, social, and academic challenges, to enroll in Mindfulness class. In addition to the supportive tools provided to these students through the curriculum, PINS instructors will serve as an extra set of eyes and ears in the schools. They will bring students who need individual support or professional help to the attention of counseling teams. These include those who struggle with depression, anxiety, and self-harming behaviors.
B. In the event of teacher absence, the PINS teacher will coordinate with the PPS teacher of record, and when necessary, provide a trained, experienced, and pre-screened substitute.
C. PINS will utilize its proprietary Peace in Schools curriculum and coordinate classroom instruction with the PPS teachers of record (faculty co-teachers) in each school.

Use of Peace in Schools' Curriculum

In consideration for the teaching service fee paid by the School, Peace in Schools ("PINS") will provide instruction to students using its "Mindfulness" curriculum, course materials, content ("Mindfulness Curriculum") during the contract period. The schools acknowledge and agree that PINS owns all right, title, and interest and has valid copyright and other proprietary rights in and to the Mindfulness Curriculum. The schools further agree not to use PINS proprietary course materials or content for other courses, workshops, or classes without the express prior written permission of PINS. The schools agree to not copy, reproduce, distribute, perform, publish, make derivatives, or otherwise transfer the Mindfulness Curriculum. To maintain the highest quality program and the most effective courses for students, the schools agree to limit the teaching of the Mindfulness Curriculum only to PINS trained and certified mindfulness facilitators. To the extent the schools create materials (including curriculum) related to the Mindfulness Curriculum, it shall notify PINS that such materials have been created and shall assign such materials to PINS.

Online Teaching Due to COVID-19 Pandemic

It is acknowledged that, under this agreement, PINS instructors may be teaching online, or in-person, due to the ongoing pandemic. In either scenario, we will work with schools to carry out effective classes and adjust our approach accordingly to work with PPS staff who may or may not be physically present in classrooms. PINS may, at its discretion, negotiate a return to online teaching if, in the judgment of the contractor, the District cannot ensure safe conditions in all participating schools.

1. **Performance Period/ Dates and Times of Service:**
   The contract period will be from August 29, 2022, through June 9, 2023. PINS instructors will facilitate in-person (online if necessary) classes per the schedules determined by the administrations of eight participating schools.

Exhibit A

Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements

2. Detailed Description of Goals and Activities:

Goal #1: **To offer high quality, evidence-based Mindfulness and SEL programs that improve mental health and well-being, enhance equity, and respond to diverse student needs.**
Activities
1. 31 sections of Mindfulness will be conducted across eight district high schools using relational pedagogy and the Peace in Schools curricula.
2. Implement culturally responsive, equity-promoting, and trauma-informed practices to support student mental health and overall well-being.
3. Provide appropriate access to Peace in Schools' materials and accompanying professional development for school staff assigned as co-teacher for each section.
4. Peace in Schools Mindfulness classes directly address PPS' SEL Road Map Critical Practice #3: "To create safe, supportive, and equitable learning environments that promote at student's social and emotional development." Practice #3 Objectives: • Build adult-student and peer relationships • Weave in opportunities for SEL practice and reflection • Discuss the impact of the pandemic and racial inequity • Collaborate with families and partners
Goal #2: **Enhance support provided at Tiers 1 and 2 in the Multi-Tiered System of Support.**
Activities
1. Collaborate with school counselors and social workers to encourage students having personal, social, and/or academic challenges to enroll in the class.
2. Peace in Schools instructional staff and PPS co-teachers will collaborate regularly and refer students to the schools' counseling and social work team if/when they appear to need additional individual support or resources.
3. Collaborate with school counselors and social workers to track and monitor progress for students who join the class as a Tier 2 intervention.

3. Data Sharing:
Twice per year, PINS will conduct surveys of students' social-emotional learning gains from participation in the course, using quantitative and qualitative metrics. We will report the findings to PPS in March and August of 2023, sharing the key learning outcomes of all enrolled students. We will track these outcomes by race and ethnicity using PPS' diversity classifications.

4. Tasks and Reports:

Activities & Reporting	Time Frame/Due Date
A mid-year report will be written and provided to PPS to summarize the results of the course and the experience of students after the first semester.	Due: March 2023
The PPS Program Manager will meet with Peace in Schools quarterly to discuss progress, any difficulties, and whether the contract is progressing satisfactorily.	Meetings will occur in the week following quarter end in November, January, April, and May.

Exhibit A

Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements

Peace in Schools will create a final year-end report containing outcomes of the entire school year.	Due: August 2023

All reports will be sent to Jill Bryant, Assistant Director of Social Emotional Learning (jillb@pps.net), cc Krysti Vang, Administrative Assistant for MTSS (kvang@pps.net), and cc Cherisse Green, Administrative Assistant for Student Success & Health (chgreen@pps.net).

5. Contract Performance Measures:

PINS and the PPS Manager will work together to refine and implement SMARTIE Goals to track the impact of our Mindfulness and SEL class on students.

	Target
A) We will provide facilitation for 31 Mindfulness sections at 8 high schools.	A) 31 Mindfulness sections at 8 high schools.
B) By the end of each semester and year-long Mindfulness elective course, students will increase knowledge of mindfulness, show proficiency in self-awareness, set an intention for learning, learn and practice mindfulness and SEL skills, and co-create a sense of community, belonging and safety, as assessed via survey and journal entries.	B) Student Survey Data
A post survey will be used to measure: 1. Knowledge and understanding of mindfulness and SEL 2. Recognition and application of mindfulness and SEL tools 3. Feelings of belonging 4. Satisfaction with the Mindfulness elective class	1. A minimum of 60% of students agree that the Mindfulness elective helps them with being more present, aware, or in the moment. 2. A minimum of 60% of students utilize Mindfulness tools, such as self-talk, breath practices, and non-judgment to increase their coping skills in their everyday life outside of class. 3. A minimum of 60% of students use what they learned in the Mindfulness elective to help with their sense of belonging in school. 4. A minimum of 60% of students show satisfaction with the Mindfulness elective and will recommend the class to a friend.

6. Payment: See Contract Section 4(a) through 4(d).

The contact total will be **$188,500** for the term of the contract, based on 29 sections of Mindfulness classes at a unit cost of $6,500 per section.

7. Estimated Contract Cost Per Student Served:

Approximately $260 per student served (assuming an average of 25 students enrolled per $6500 section). According to a 2015 Columbia University study, quality SEL programs yield an 11:1 return on investment. PINS programs provide effective, evidence-based, trauma-informed SEL education in the classroom serving as a viable mental health intervention that empowers teens in supporting their own well-being. Each student receives approximately 64 hours of instruction over the duration of the semester-long Mindfulness class, the most in-depth, mindfulness-based social-emotional course in high schools in the nation.

8. Mandatory Contractor Training:

PPS will provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our training via our profession development site, PEPPER. Contractors must submit the names and emails of all relevant contractor staff to the contract manager to activate their email accounts. Once accounts are activated, contractor staff will have 30 days to complete the mandatory training.

PEPPER Training Titles:

Professional Conduct Training (17 minutes)
Child Abuse Prevention and Reporting (35 minutes)
Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
Identifying and Supporting Homeless Youth (8 minutes)
Discrimination, Harassment, Bullying and Retaliation (50 minutes)

RESOLUTION No. 6507

Revenue Contracts that Exceed $150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	7/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 91559	Funding for Teen Parent Services child care.	$306,960	C. Proctor Fund 205 Dept. 4306 Grant G2227

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6508

Settlement Agreement

The authority is granted to pay a total of $85,000.00 to resolve a disputed worker's compensation matter. The settlement agreement and release will be in a form approved by the General Counsel.

RESOLUTION No. 6509

Settlement Agreement

The Board of Education grants authority to pay $50,000 in a settlement agreement to resolve a disputed claim. The agreement will be specified in a form approved by the General Counsel's Office.

RESOLUTION No. 6510

Students Requesting Exemption from PE State Requirement

RECITALS

A. In accordance with OAR 581-022-1910, Portland Public Schools may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:

B. Approval of the exemption shall be based upon and shall include:

   1) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;

   2) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).

C. Following approval by Portland Public Schools Board of Education, and upon completion of the alternative, credit shall be granted to the student.

RESOLUTION

1. Be it resolved that the Board of Education approves three Portland Public Schools high school students to be granted exemption from the state PE requirement.

2. In accordance with OAR 581-022-1910, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written state of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required .

Board of Education Informational Report

MEMORANDUM

Date: **May 10, 2022**

To: Members of the Board of Education

From: Elisa Schorr, Area Senior Director- High Schools

Subject: Students requesting exemption from state PE requirement

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As part of Division 22 standards, all students requesting an exemption from the state Physical Education (PE) credit requirement must receive approval by their local School Board in order for a waiver to be granted and the requirement to be removed from their transcript.

The Portland School District currently has three additional students who have requested waivers from PE. In accordance with the OAR listed below, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written statement of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required by the OAR. For the sake of student confidentiality, we are not including the list of students with this memo. However, if you have any specific questions about the students and their requests, you may contact the Office of High Schools to discuss the request.

OAR: 581-02201910 Exemptions:

1) The school district may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:

(a) Approval of the exemption shall be based upon and shall include:

(A) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;

(B) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).

(b) Following approval by the district school board, and upon completion of the alternative, credit shall be granted to the student.

2) The school district may approve and grant credit to a student for the alternative to a state required program or learning activity if the procedures in the section (1) of this rule are followed.

Stat. Auth.: ORS 326.051
Stats. Implemented: ORS 326.051
Hist.: EB 18-1996, f. & cert. ef. 11-1-96

RESOLUTION No. 6511

2022-2025 Agreement between Amalgamated Transit Union and School District No. 1J, Multnomah County, Oregon

RESOLUTION

The Superintendent is authorized and directed to execute the year-year Agreement between the Amalgamated Transit Union, representing school bus drivers, and School District No. 1J, Multnomah County, Oregon, as provided to the Board of Education and filed in the record of this meeting.

AGREEMENT

between

AMALGAMATED TRANSIT UNION

and

PORTLAND PUBLIC SCHOOLS

~~2019~~2022-~~2022~~2025

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AGREEMENT
Between
AMALGAMATED TRANSIT UNION
And
PORTLAND PUBLIC SCHOOLS
~~2019 – 2022~~2022-2025

PREAMBLE

This Agreement is entered into by and between the Amalgamated Transit Union, hereinafter referred to as the "ATU" and School District #1, Multnomah County, Oregon, hereinafter referred to as the "District".

ARTICLE 1: RECOGNITION AND APPLICATION OF THE AGREEMENT

The District recognizes the ATU as the exclusive bargaining representative for its bus drivers and Type 10 Passenger Car Drivers as provided in *Appendix D*, excluding any supervisory or management employees and any temporary employees or contract employees. A temporary employee is defined as an employee who was hired to work less than six (6) consecutive months or was hired to replace an employee who is on either an approved leave of absence or absence due to an on the job injury.

ARTICLE 2: STATUS OF AGREEMENT

A. This Agreement shall modify, replace or add to any policies, rules, regulations, procedures or practices of the District which shall be contrary or inconsistent with its terms. The provisions of this Agreement and specific modifications thereto found in the appendices shall be incorporated into and become part of the established policies, rules, regulations, practices and procedures of the District for employees covered by this Agreement. This agreement constitutes the sole and entire existing agreement between the parties and completely and correctly expresses all rights and obligations of the parties. Any changes to this Agreement are subject to the written approval of the ATU and the District.

B. In the event that any provision of this Agreement is or shall at anytime be determined to be contrary to law by a court or agency of competent jurisdiction, all other provisions of this Agreement shall continue in effect. Only the subjects of the deleted provisions and the affected provisions shall be subject to further collective bargaining during the term of this Agreement with respect to the period covered by the Agreement.

C. There shall be two (2) signed copies of the final Agreement for the purpose of records. One (1) shall be retained by the District, one (1) by ATU.

D. The District shall print and provide sufficient copies to the ATU for distribution to all employees covered by the Agreement within sixty (60) days following ratification. The District shall provide a copy to all new employees.

E. The Board, the ATU and their respective representatives shall take no action in violation of, or inconsistent with, any provision of this Agreement.

F. The parties acknowledge that during negotiations which resulted in this Agreement, each had the right and opportunity to make demands and proposals with respect to any subjects appropriate for bargaining, and that the understandings and agreements arrived at by the

parties are set forth in this Agreement. Therefore, except as otherwise expressly provided for in this Agreement, or as required by State collective bargaining law, the Board and the ATU agree that the other shall not be obligated to negotiate or bargain collectively with respect to any subject matter, during the term of this Agreement.

ARTICLE 3: CONTRACT ADMINISTRATION

At the request of either party, representatives of the ATU and the District shall meet at mutually agreed times and places for the purpose of reviewing the administration of this Agreement.

ARTICLE 4: UNION RIGHTS

A. The ATU, through its representatives, shall have the right to transact official ATU business relevant to employees on School District property at all reasonable times, provided that it shall not interfere with or interrupt classes or other normal School District operations. Such rooms or other appropriate meeting facilities shall be made available for ATU use as requested without charge to the ATU, except that the Board may make reasonable charge when special service is required beyond normal operational practice.

B. ATU representatives shall have the right to use School District facilities and office equipment when the same are not otherwise in use. The ATU agrees to pay the cost of all materials and supplies incidental to such use.

C. ATU representatives shall make their presence known in advance to the appropriate administrative authority when visiting School District facilities. Such visits shall not interrupt work or disrupt normal School District functions.

D. The ATU shall have the right to make announcements at employee staff meetings or by use of any existing communication procedures not ordinarily available to students.

E. The ATU and its representatives shall have the right to post notices of activities and matters of ATU business and concern on staff bulletin boards. The ATU may use the District mailboxes for communications.

F. The Board shall make available to the ATU upon written request to the Human Resources Department any and all reasonably available information, statistics and records which are relevant to negotiations or necessary for the proper enforcement of the terms of this Agreement. Any request that requires information or material that is not readily available shall be provided to the union for the cost of production of that material.

G. Copies of written work rules which are applicable to a classification of employees and issued by supervision after the execution of this Agreement, for which failure to comply may result in discipline of an employee, shall be emailed to ATU or sent by US mail to the ATU local office and ATU executive board officer five (5) days prior to being posted or provided to the employees and their affiliated ATU union. The District shall send to the ATU by US Mail or email any draft changes to the Bus Drivers' Handbook and Procedures Manual by July 1. Upon employment or re-employment, a driver shall be given a copy of the Bus Drivers' Handbook, the current collective bargaining agreement, and the Oregon Pupil Transportation Manual.

H. The ATU shall reimburse the District for the salary and benefit costs of any employee released from their work assignment to conduct business on behalf of the ATU excluding business conducted with the District.

ARTICLE 5: NO STRIKE

During the life of this Agreement, the ATU or any employee(s) will not authorize, cause, engage in, or sanction any form of illegal concerted work stoppage, boycott, picketing, or any other interruption of work at, within, or concerning any facilities or operations of the School District. The District shall not cause an illegal lockout of employees from their work.

ARTICLE 6: MANAGEMENT RIGHTS

Except as expressly prohibited by the Agreement, the ATU agrees that the Board and its designees shall retain control and direction over all matters of inherent managerial policy. Such matters shall include, but are not limited to:

A. The executive management and administrative control of the school system and its functions and programs, including the development of budgets and actions as may be necessary to meet emergency situations;

B. Hire all employees and the right to determine their qualifications and the conditions of their continued employment or their discipline, termination, demotion, promotion or transfer;

C. Assign and direct the work of all employees, and determine the number of shifts and hours and days of work and starting times and scheduling of all employees;

D. Determine the policy affecting the selection, testing or training of employees;

E. Establish the work and school calendar;

F. Determine the services, supplies and equipment necessary to continue its operations and to determine the methods, schedules and standards of operation, the means, methods and processes of carrying on the work, including any changes, automation, or institution of new methods or processes;

G. Adopt rules, and regulations;

H. Determine the location or relocation of its facilities, including the establishment or relocations of schools, buildings, departments, divisions or subdivisions and the relocation or closing of offices, departments, schools, programs, divisions or subdivisions, buildings or other facilities;

I. Determine the placement of operations, production, services, maintenance or distribution of work and the source of materials and supplies;

J. Determine the financial policies, including all accounting procedures and all matters pertaining to public relations;

K. Determine the size of the management organization, its functions, authority, amount of supervision and table of organization; and,

L. Select and utilize technology.

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District shall be limited only by the specific terms of this Agreement and are subject to the duty to bargain under ORS 243.650 et. seq. Whenever practicable, the District shall inform the ATU of any significant issues affecting employees covered by this Agreement.

ARTICLE 7: PAYROLL DEDUCTIONS

A. Union Dues. Any employee who is a member of the ATU, or who has applied for membership, may sign and deliver through the ATU to the District's Payroll Office an assignment authorizing deduction of membership dues in the ATU. Such authorization shall continue in effect from year to year unless revoked in writing between September 1 and October 1 of any year. Pursuant to such authorization the District shall deduct the regular monthly dues from a regular salary check of the employee during each calendar month. With respect to all sums deducted by the District pursuant to said authorizations, the District agrees to remit such items within ten (10) days from the date of deduction to the ATU affiliate.

B. The District will supply to the ATU the name, address, classification and date of hire of each newly hired or rehired employee on a monthly basis.

C. Upon appropriate written request from the employee, the District shall deduct from the salary of any employee for District-approved deductions, including but not limited to:

Approved Charitable Organizations

Health Insurance Premiums

Fixed or Variable Tax Deferred Annuity Plans

I.R.C. Section 125 Flexible Spending Account Plan

Upon appropriate written request from the employee, the District will make direct deposit of wages to financial institutions as directed by the employee.

D. The ATU agrees that it will indemnify, defend and save harmless the District and all persons acting on behalf of the District from all suit actions, proceedings, complaints, claims, liability or expense resulting from the implementation or enforcement of this Article or any provision thereof.

ARTICLE 8: MAINTENANCE OF BENEFITS

No employee covered by this Agreement shall suffer any reduction in rate of pay or fringe benefits solely as a result of the execution of this Agreement excluding any changes to healthcare benefits under Article 16.

ARTICLE 9: GRIEVANCE PROCEDURE

The purpose of this procedure is to provide for an orderly adjustment of grievances contended by an employee or group of employees.

SECTION 1

DEFINITIONS

A. An "aggrieved" is an employee or group of employees who initiate a complaint alleging they have been directly injured through a violation of the terms of this Agreement. The term "aggrieved" also includes the ATU with respect to alleged violations of its organizational rights under this Agreement.

B. A "grievance" shall mean a contention by an aggrieved that they have been directly injured by a violation of this Agreement. The term "grievance" shall not include and this procedure shall not apply to any of the following:

1. Any matter as to which the Board of Education is without authority to act;
2. Any matter for which a specific administrative or judicial remedy has been prescribed by the State and/or Federal Statute. (Such as employment discrimination, health and safety, etc.)
3. Any dispute concerning whether any part of this Agreement became effective or ceased to be effective.

C. The term "days" shall mean work days excluding weekends and holidays.

STEP 1
The grievance shall be submitted in writing to their immediate supervisor within ten (10) days of first such knowledge of the alleged violation. The immediate supervisor shall respond within ten (10) days following the date the grievance was presented with a decision in writing. If the aggrieved is not satisfied with the Step 1 decision, the aggrieved has ten (10) days from that date of receiving the decision letter appeal to Step 2.

STEP 2
If no settlement is reached at Step 1, within ten (10) days the grievance shall be submitted in writing to the department head who shall promptly conduct an investigation. Grievance regarding discipline shall be filed at Step 2 within ten (10) days of first such knowledge of the alleged violation. If the investigation includes a meeting where the aggrieved is present, they may be represented according to *Section 2*. Within ten (10) days following the investigation a decision, in writing, shall be rendered.

STEP 3
If the grievance is not resolved at Step 2, it may be appealed within ten (10) days to the Director of Labor Relations. The parties to this Agreement shall, within ten (10) days appoint members to a grievance committee. Grievance regarding discharge shall be filed at Step 3 within ten (10) days of first such knowledge of the alleged violation. The Committee shall consist of four (4) members of which two (2) shall be appointed by the ATU and two (2) by the District. The Committee shall convene within ten (10) working days from the time its members are appointed and shall review the record of the grievance and may conduct a hearing on the grievance. Within ten (10) days of completion of the review or hearing, the Committee shall issue its decision in writing. A majority decision by the Committee shall be final and binding.

STEP 4
If a majority opinion is not reached at Step 3, the ATU within thirty (30) calendar days shall notify the District in writing of intent to arbitrate and within ten (10) days of such notice, the Union shall request a list of arbitrators from the Employee Relations Board as provided in Step 5 below.

STEP 5 - Arbitration
Insofar as the decision at Step 4 is alleged to be a violation of a specific provision of this Agreement, excluding claims of discrimination, the ATU may submit the grievance to arbitration according to the following procedures. The District shall be notified of said action.

A. The arbitrator shall be selected from a list of seven (7) arbitrators from Oregon and Washington, provided by the Employment Relations Board. Each party shall then alternately strike one (1) name from the list until one (1) remains and such person shall be the arbitrator. Nothing is intended to preclude the parties from mutually agreeing on an arbitrator.

B. The employee may not appeal to arbitration without approval of the ATU and without notice to the District of the appeal to arbitration.

C. Except by mutual agreement of the parties, the arbitrator must render their decision in writing within thirty (30) days following the closing of the record, including the filing of post-hearing briefs.

D. The arbitrator's decision shall be confined exclusively to the explicit provision(s) of this Agreement at issue between the parties. The arbitrator shall have no authority to add to, detract from, remove, alter or amend or in any other way modify any provision of this agreement or impose on any party hereto a limitation or obligation not explicitly provided for in this Agreement. The arbitrator shall not substitute their judgment for that of either the District or the ATU.

E. The decision of the arbitrator shall be binding on all parties, provided: (1) the arbitrator must restrict their decision to interpretation of the Agreement, (2) is in accordance with the legal meaning of this Agreement, (3) is based on substantial evidence, and (4) does not result in an obligation to pay money beyond amounts budgeted for the particular item or purpose in the current budget.

F. Should either party wish to seek review of an arbitrator's decision, proceedings must be instituted in a court or agency of competent jurisdiction within thirty (30) days of the effective date of the arbitrator's decision.

G. Cost charged by the arbitrator shall be fully borne by the losing party in the arbitration.

SECTION 2

GENERAL PROCEDURES

A. The aggrieved must be present at *Step 1* and may be present at all others. In processing the grievance, the grievant may:

   1. Represent themselves as described in *Step 1* of this grievance procedure; or
   2. Be represented by their union at the union's expense.

B. The number of days indicated at each level should be considered maximum, and every effort should be made to expedite the process.

C. It may at times become necessary to extend time limits. These extensions are to be kept to a minimum and must be mutually consented to in writing by the parties involved.

D. Failure at any Step of this procedure to communicate the decision in writing on a grievance within the specified time limits shall permit the grievant to proceed to the next Step. Failure at any Step of this procedure to appeal a decision to the next Step within the specified time limits shall be deemed to be acceptance of the decision rendered at that Step.

E. The Board and its administrators shall cooperate with the grievant in the investigations of any grievance, and further will furnish the grievant or their representative with such necessary and readily available information as requested for the processing of any grievance. The ATU shall pay any reasonable and necessary costs of the District in compiling and providing this information.

F. Except as otherwise provided by law, an employee shall invoke and exhaust the grievance procedure remedies before resorting to any other legal or administrative remedies for the conduct complained of, and failure to do so shall preclude resort to such other remedies.

G. A representative of the ATU may be present at all Steps of the procedure. The ATU will be notified promptly of the terms of the final decision or settlement of any written grievance filed and may itself file a grievance based on an alleged inconsistency thereof with this Agreement within five (5) days from receipt of such notice.

H. The District shall continue to provide for employees covered by this Agreement a separate grievance procedure with respect to issues arising solely under policies and regulations, which are not covered by this Agreement.

ARTICLE 10: DISCIPLINE, DEMOTION AND DISCHARGE

A. No employee shall be disciplined without just cause. For the purpose of this Article, discipline shall include written warnings and reprimands (excluding evaluations) placed in the employee's personnel file, suspension or discharge. The just cause standard does not apply to employees during the probationary period.

B. If a complaint, that is, an allegation brought by a citizen or non-supervisory third party is used to support disciplinary action, the supervisor shall cause the complaint to be reduced to writing and placed in the personnel file subject to state and federal laws. The name of the complainant shall be disclosed if the employee so requests.

C. An employee who is disciplined or discharged has the right to use the grievance procedure.

D. An employee shall have the right to request and have a representative present at any meeting, called by the supervisor, which the employee reasonably believes the information they give may result in them being disciplined. Prior to such a meeting, the employee will be notified of its purpose. The right of representation will not exist when the meeting relates solely to evaluation of the employee's work performance.

E. The probationary period for newly hired drivers is six (6) working months. Summer months are only included if the driver is assigned to a route during the summer. Termination of probationary employees shall not be subject to appeal through the grievance procedure.

F. Prior to discipline, discharge or demotion as a result of unsatisfactory performance, an employee shall be given the reason, in writing, such action is to be taken. Prior to discharge or suspension, the Union shall be provided notice by email or US Mail.

G. Where the District determines that the nature of the offense is such that the unsatisfactory behavior or performance of the employee can be corrected and warrants continuance of employment, it shall so inform the employee, in writing, and provide the employee with an opportunity to correct the unsatisfactory performance.

H. Where the District determines that the nature of the offense is such that immediate suspension is necessary, the employee may be suspended immediately from employment with the District until such charges are investigated by the Human Resources Department and a decision is made to continue or to discontinue that employee's employment. If the employee is cleared of the charges, said employee shall be reinstated without loss of pay or accrued benefits.

I. Oral warnings and discipline shall be administered in private and shall be progressive. Generally, progressive discipline prior to discharge shall include oral warnings, written warnings, and suspensions. The nature of the offense shall determine where progressive discipline is initiated. This Section shall not apply to warnings related to safety issues.

The following are definitions and examples of progressive discipline schedules related to discipline for poor attendance and tardiness:

1. LATE REPORT: A driver will be considered late for work if they check in later than their established time. Drivers who have known absences on their routes and wish to check in at a later time than usual must be authorized by a supervisor or designee in order to do so.
2. NO-CALL/NO-SHOW: A driver reports to work so late that their route has already been dispatched and the employee has not notified their supervisor or designee prior to their established check-in time.
3. ABSENCE: Failure to attend work for one (1) workday.
4. OCCURRENCE: Failure to attend work for more than one (1) consecutive workday. An occurrence will also be counted as an absence for the purpose of discipline.
5. If a driver reports to work so late that their route has already been dispatched, it will be up to the discretion of the supervisor or designee as to whether or not that driver will check in and go on duty. If a supervisor or designee has not arrived at work yet, that driver will check in and wait for the supervisor's arrival.
6. If it is determined that a driver shall check in or remain on duty, then that driver shall receive pay only for the actual time on duty, regardless of any guarantee.
7. VERIFICATION OF ABSENCE: All drivers shall be required to submit appropriate forms and verification upon return to work prior to receiving bus keys.
8. NO CALL, NO SHOW FOR ASSIGNED WORK:

   1st occurrence: One (1) day suspension without pay

   2nd occurrence: Five (5) day suspension without pay

   3rd occurrence: Up to Termination
9. LATE REPORT:

   1st occurrence: Verbal warning

   2nd occurrence: Written warning

   3rd occurrence: One (1) day suspension without pay

   4th occurrence: Three (3) days suspension without pay

   5th occurrence: Ten (10) days suspension without pay

   6th occurrence: Up to Termination
10. EXCESSIVE ABSENCE: Excessive absence is considered to be five (5) or more unexcused absences or three (3) or more occurrences involving unexcused absences in a consecutive ten (10) month period. Unexcused absences exclude FMLA/OFLA, jury Duty, work-related injuries, bereavement leave or other pre-approved leaves (e.g. pre-scheduled medical appointments.) Corrective action for excessive absence shall generally follow a schedule of progressive discipline.

    The driver's supervisor shall make every effort to contact the individual to be disciplined within five (5) working days; however, it must be realized that there may be cases where extenuating circumstances exist.

ARTICLE 11: NONDISCRIMINATION

In administering the terms and conditions of this Agreement, the parties agree to comply with applicable State and/or Federal Statutes and/or regulations regarding nondiscrimination, i.e., on the basis of age, sex, religion, race, physical handicap, marital status, political activity and

association. It is the expressed intent of the ATU, in executing this Agreement, that the Board and its designees shall retain sole control and direction over the District's compliance with such laws and/or regulations and that this Article shall in no way be interpreted as affecting the application thereof. The ATU shall use its best efforts to direct employees complaining of such discrimination to appropriate District administrative remedies. It is the intention of the parties that the interpretation given to this Article shall be consistent with the proper interpretation of the provision of the Oregon Fair Employment Practices Law contained in ORS 659.028 and 659.030.

ARTICLE 12: PERSONNEL FILE

A. Each employee shall have the right, upon request, to review the contents of their own personnel file in accordance with ORS 652.750. Only one official personnel file shall be maintained by the District for each employee.

B. A representative of the ATU or counsel for the employee may, at the employee's request, accompany him/her in this review. An employee may request in writing to the Human Resources department that oral warnings or reprimands (excluding evaluations) be removed from their official personnel file after two (2) years, provided that no subsequent such entries have been made into official personnel file. Discipline in excess of an oral warning or reprimand except for suspensions, demotions or terminations may be removed from their personnel file after three (3) years upon request of the employee.

C. The District shall provide an employee with a copy of any materials placed in their file. Materials placed in an employee's file shall bear the date of such placement. An employee may respond in writing within thirty (30) days to any material placed in such file and the response shall become part of the file.

D. Anonymous materials shall not be placed in the personnel file.

ARTICLE 13: OVERTIME AND CALL BACK

A. OVERTIME

1. Overtime shall be work performed by an employee who is scheduled by the District prior to the completion of, or beginning of, the employee's shift and is in excess of eight (8) hours in one day or forty (40) hours in one week. Overtime shall be compensated at time and one-half (1/2) of the employee's hourly rate. The overtime rate shall also apply to work performed on Saturdays and Sundays unless such days fall within an employee's regular work week assignment.

2. An employee scheduled to work on their regular day off shall be guaranteed a minimum of four (4) hours of work.

B. CALL BACK

1. An employee called back to work after completing a shift shall be compensated at the greater of the following:

2. Overtime rate times actual hours worked (which shall include reasonable time of travel to and from their home, not to exceed twenty (20) minutes each way);

3. Four (4) hours of straight time pay; or

4. If the employee is called back to work on their regular day off, the minimum provided in Section A.2 will apply.

C. EXTENSION OF WORK YEAR

Work performed outside an employee's regular work year shall not be viewed as call back and shall not qualify for overtime unless it exceeds eight (8) hours in one (1) day or is performed on Saturdays, Sundays, or a holiday. The employee shall be guaranteed a minimum of four (4) hours straight time pay.

D. OVERTIME ON HOLIDAYS

An employee who works on a paid holiday (See Article 19) shall receive holiday pay plus their overtime rate for hours worked.

E. COMPENSATORY TIME

In lieu of pay, compensatory time off at the overtime rate may be specified by the District. However, time off or pay must be granted at the end of the next calendar month following the month in which the overtime was worked.

ARTICLE 14: LUNCH AND REST PERIODS

A. Each employee working more than four (4) hours per day shall be entitled to a minimum of one-half (1/2) hour duty free lunch period without pay.

B. Employees shall receive a fifteen (15) minute rest period during each four (4) hours of work not to exceed two (2) such breaks during a regular eight (8) hour day, whenever practicable.

C. The parties agree to comply with ODE regulations.

ARTICLE 15: LEAVES

Leaves provided under this Article are intended to meet the legitimate needs of employees. The use of leaves must be limited to instances of personal need and are not to be abused. Any abuses may be subject to the provisions of Article 10. Except in extenuating circumstances, leave categories may not be combined for a period of continuous absence.

Sections A and B of this Article are intended to comply fully with the requirements of Oregon's Paid Sick Time law. The District shall grant paid leave to ensure compliance with the minimum requirements of Oregon's Paid Sick Time law as circumstances may require and notwithstanding any provision of this Agreement.

A. SICK LEAVE:

1. Employees who are employed on a regularly scheduled basis shall be entitled to sick pay on account of sickness at a rate equivalent to one (1) day, based upon the employee's scheduled work. The use of sick pay shall be limited to personal illness of the employee, including medical or dental appointments. Sick leave may be taken in half day or whole day increments. When sick leave is taken in a half-day increment and the employee is scheduled to work less than the daily minimum, the amount of the leave shall be equal to half of the employee's daily minimum hours. If the employee is scheduled to work equal to or more hours than the daily minimum, a half-day of sick leave shall be equal to the actual duration of the scheduled route.

2. Employees who have completed one (1) full year of service with the District shall be accredited with the equivalent annual sick leave at the beginning of each fiscal or school year. Such advance credit is based upon one (1) day per month worked. If an employee uses the advance credit in excess of that which would be normal accrual and terminates employment, the District shall be entitled to recover from the employee's final paycheck, an amount of money equal to the amount paid for overused sick leave. Other employees shall be credited at the rate of one (1) day for each month worked. Employees working fifty percent (50%) of the month or more shall be accredited with a full day's sick leave. Accrual of sick pay shall continue during any period of absence covered by earned vacation time.

3. Sick leave days may be accumulated by employees only if not used in the year for which granted. Total sick leave which can be accumulated shall be unlimited.

4. When an employee has exhausted their accumulated sick leave credits, they shall be entitled, in the event of illness, to receive one (1) day for each year of service at two-thirds (2/3) of their daily rate of pay. Such additional allowance shall not accumulate and each year's allowance may only be used once.

5. Employees shall not be credited with any sick leave days with respect to periods during which they are on leave on absence from work for the District of more than one (1) month duration; their accumulated sick leave shall not be charged with days of sickness during such leave; and they shall not be paid for days of illness during such leave except when the illness or injury is the factor which entitled the employee to the leave in question.

6. Employees who are absent five (5) consecutive days or more in a fiscal year, based upon the employee's work schedule, must submit a physician's statement upon return to work. Subsequently, the District may require a physician's statement after three (3) consecutive days absence, prior to returning to work. The District will reimburse employees for reasonable costs incurred as a result of the requirement to obtain a physician's statement, including lost wages, co-payments, and deductibles. The District will not be responsible for the employee's out-of-pocket costs for diagnosis or treatment of any medical condition.

7. The District will maintain a Sick Leave Bank, for which the ATU may solicit voluntary contributions from employees of up to seven hundred and fifty (750) hours per year for use by employees who have exhausted their sick leave. Effective September 1, 2020 the maximum number of hours in the Sick Leave Bank will increase to eight hundred (800) hours per year. Effective September 1, 2021, the maximum number of hours in the Sick Leave Bank will increase to eight hundred fifty (850) hours per year The guidelines for use of the Sick Leave Bank will be jointly developed by the District and the ATU which will include the following:

    I. Use of hours from the Bank shall only be approved in case of critical illness or injury of an employee;

    II. The employee must have exhausted all of their accumulated sick leave and vacation hours;

    III. To be eligible, an employee must have been employed by the District for two (2) years or more;

    IV. Request for use of the Sick Leave Bank will be jointly approved by the ATU and the District. Requests of less than five (5) days or more than twenty (20) days will not be considered;

V. The Sick Leave Bank will not be used in association with a worker's compensation claim;

VI. Employees' contribution to the Bank shall be for not less than four (4) hours nor more than one hundred (100) hours.

VII. Employees who retire or resign may sign over any remaining sick leave balance provided such contribution does not exceed the maximum hours in the Sick Leave bank as established in this Section.

8. When an employee is laid off, accumulated sick leave will be frozen, if the employee is recalled from layoff, such sick leave will be reinstated for that employee.

B. OTHER PAID LEAVES:

An employee who is on an authorized paid leave as provided by this Section shall receive no loss of pay or benefits.

1. FAMILY ILLNESS

All employees shall receive up to three (3) additional days per fiscal year with pay in case of illness of a member of the employee's immediate family. "Immediate Family" shall be interpreted to mean spouse, domestic partner, children, parents, grandparents, grandchildren, mother-in-law, father-in-law, brothers and sisters of the employee, and also any person living in the home with the employee (use of this leave shall be for instances where care or attention by the employee is necessary). In the event that emergency conditions arise, an extension of family leaves shall be determined upon the merits of the individual case by the Office of the Superintendent. Employees who commence employment after the end of the first semester shall be entitled to one-and-one-half (1-1/2) days of family illness leave. After utilizing the available days for family illness leave, the employee may charge against their accumulated sick leave when additional time is needed to provide care for a member of the employee's immediate family.

2. ABSENCE DUE TO QUARANTINE OR ISOLATION

An employee's absence from work because of quarantine or isolation to prevent the spread of a communicable disease by the appropriate public health official shall not be charged against the employee's sick leave and the employee shall suffer no loss in pay. Quarantine or isolation pay will not extend past the standard quarantine or isolation period established by the local public health authority, but in no event shall it exceed thirty (30) days. ~~during such a period as a result of the quarantine; provided, however, that such quarantine is declared solely for the purpose of preventing the spread of a communicable disease to others.~~

To qualify for quarantine or isolation pay under this Section, an employee must be fully vaccinated (if a vaccine is available) as defined under guidelines set by the federal and state health authority, including any boosters.

3. BEREAVEMENT LEAVE:

I. An employee shall be permitted an absence of up to one (1) day to attend the funeral of a relative or friend, although one-half (1/2) day would generally be sufficient. When, in their opinion circumstances demand it, the Superintendent shall authorize two (2) days leave to attend the funeral of a relative.

II. An employee shall be permitted five (5) consecutive days off with pay due to the death of a spouse, domestic partner, parent, biological child, adopted child, foster child, or

stepchild of an employee's same-gender domestic partner. An employee shall be permitted three (3) consecutive days off with pay due to the death of a grandparent, grandchild, mother-in-law, father-in-law, brother or sister. An employee shall be permitted three (3) consecutive days off with pay due to the death of a person living in the employee's home if the employee was responsible for the care of such person. Following an absence under this Section of three (3) or five (5) days and upon request, an employee shall be permitted two (2) additional days of leave at two-thirds (2/3) of their scheduled salary. In the event of death during the employee's vacation time, the employee shall be entitled to the funeral leave provided by this Section in lieu of vacation time. Employees may be entitled to additional unpaid bereavement leave under the Oregon Family Leave Act.

4. EMERGENCY/PERSONAL BUSINESS LEAVE

   Employees employed on a regularly scheduled basis shall be entitled to three (3) days leave per work year without loss of pay under the following circumstances:

   I. In the case of unanticipated circumstances beyond the employee's control and for which prior planning cannot be made;

   II. For attending to matters which cannot be scheduled outside the employee's work hours and for which the personal attention of the employee is required. In such cases, a request indicating the reason for the leave must be made to the responsible administrator at least twenty-four (24) hours in advance; and

   III. Such leaves shall not be used for recreation, other employment, union or political activities, or to extend other leave categories as provided by this Agreement, unless on an approved Federal Family and Medical Leave (FMLA) or Oregon Family Leave (OFLA).

5. MANDATORY COURT APPEARANCES:
   I. An employee subpoenaed to appear as a court witness shall be excused from their work assignment without loss of pay, provided that the employee shall submit any witness fee received to the School District Business Office along with a copy of the subpoena. In cases where the employee is a plaintiff or defendant to the action, absence will be without pay or, at the employee's election, emergency leave as provided in *Section 4*. An employee required to appear in court as a co-plaintiff or co-defendant with the District shall be released without loss of pay.
   II. An employee subpoenaed for jury duty shall be excused from their work assignment without loss of pay provided that the employee shall submit any jury fee received to the School District Business Office along with a copy of the subpoena. On days when the employee is excused from jury duty, they shall report to their work assignment provided four (4) hours or more of their workday remains at the time they are excused; and provided that length of time on jury duty prior to excuse and their work day with the District shall not exceed their normal workday.

C. UNPAID LEAVES:

1. No leave without pay will be granted until an employee has exhausted all paid leave.

2. SPECIAL LEAVES OF ABSENCE: Employees who have been continuously employed for two (2) or more years may apply for a special leave of absence without pay. The Superintendent or Supervisor shall exercise discretion in the granting of such leaves. Such leaves shall not exceed one (1) year without special authorization of the Board.

Employees on such leaves shall not be permitted to engage in remunerative service without the approval of the Superintendent. Leaves under this Section shall be consistent with the Oregon Family Leave Laws and the Federal Family and Medical Leave Act of 1993.

3. CHILD CARE LEAVE:
   I. An employee covered by this Agreement shall be eligible for a child care leave (maternity, paternity or adoption) for up to six (6) months. The District may, upon written request, extend such leave for additional periods of time.
   II. An employee who returns to duty following a child care leave shall be entitled to any Step increases received by other employees within their classification provided they were continuously employed for at least one-half (1/2) of their designated work year immediately prior to beginning the leave.
   III. The District shall retain full control and authority to establish policies and regulations in accordance with State statutes, regarding the administration of maternity and child care leaves. Such policies and regulations may include, but not be limited to: application procedures, requirements for physician statements, return procedures, etc. Such policies and regulations shall not be considered as part of this Agreement.

4. FEDERAL FAMILY MEDICAL LEAVE ACT AND OREGON FAMILY LEAVE ACT: Family medical leave shall be granted according to the provisions of Federal Family Medical Leave Act and Oregon Family Leave Act (FMLA and OFLA). If there is a conflict in the two (2) statutes, the employee gets the greater benefit.
   The District may require employees to utilize all accrued paid leave if on an approved FMLA/OFLA leave of absence.

5. MILITARY LEAVE: The District shall be solely responsible for the establishment of a military leave policy required by ORS 408.210 through 408.290.

D. RETURN FROM LEAVE:

Employees who are on an approved leave shall have the right to return to their position within twelve (12) months providing the position continues to exist.

ARTICLE 16: INSURANCE

A. HEALTH AND WELFARE TRUST:

1. The District shall contribute to the School District No. 1 Health and Welfare Trust as provided in this Section. The District's contribution will be based on the amount necessary to maintain health insurance benefits that are substantially similar to those provided in 2017 for full-time eligible bargaining unit members, their eligible dependents, spouses and domestic partners, minus the employee premium cost share set for the 2018 benefit year, by tier, so long as the super-composite rate per full-time employee does not exceed $1,355 per month. The super composite rate will be calculated on health, dental, vision, life, and long-term disability insurance benefits for each full-time eligible employee.

   The employee's premium cost share contribution shall be made through a "lump-sum" deduction from their paycheck. Should the appropriate tax codes allow, said deduction shall be made on a pre-tax basis upon proper authorization from the employee. Should

the District's payroll system allow, said deduction shall be made on the employee's first (1st) paycheck of the month for which the contribution is made.

2. District contributions shall be for the cost of each insurance for participants in any of such plans, including eligible dependents of employees; provided that medical/hospitalization insurance shall be considered first priority and dental insurance shall be second priority. Before such payment is required with respect to an employee, the Trustees shall certify to the District that the employee has such medical/hospitalization coverage (1) through the Trust, or (2) from other coverage which is substantially equal to or greater than that provided by the Trust. The District will not offer a similar plan or other medical/hospitalization insurance coverage to employees, and will not provide cash payments thereto in lieu of its contribution to the Trust.

3. If, during the life of this Agreement, a federal or state health insurance program covering all members of the bargaining unit becomes mandatory and effective, the parties agree to meet and discuss the effect thereof upon the District contribution to the Health and Welfare Trust.

B. WORKERS' COMPENSATION:

All employees of the District are eligible for State workers' compensation benefits. For absence due to a compensable injury as defined in ORS Chapter 656, an employee shall retain the compensation check that they receive for time lost. The employee may supplement their compensation check with accrued accumulated sick leave.

For purpose of this Paragraph, it shall be considered that an employee's "regular check" paid in a particular payroll period is for services during all that payroll period. For instance, a monthly check paid in August equaling one-twelfth (1/12) of the employee's annual salary shall be deemed compensation for services during August so that workers' compensation benefits received with respect to all or part of that month would be deducted from the amount regularly payable as compensation from the District for such month. Employees who are absent due to an on-the-job injury shall continue to accumulate vacation credits.

ARTICLE 17: SAFETY

A. SAFETY:

1. The District shall maintain safe working conditions in accordance with established federal and state regulations, board policies, and administrative directives. The District and employees covered under this Agreement should work to avoid or minimize hazards.

2. The parties agree to comply with Oregon OSHA and ODE regulations.

3. For accident guidelines, refer to the Bus Drivers' Handbook.

B. PHYSICAL EXAMINATIONS:

1. In the interest of safety and the well being of students, employees and the public, the District and the ATU agree to the objective of a substance free workplace. The District, at its discretion, may require that new employees have a medical examination including substance testing.

2. Such examination of a current employee(s) may also be required:

   I. When supervision has reason to suspect employee conduct in violation of this drug and alcohol policy. Reasonable suspicion may be based on observations that the

employer can describe, such as appearance, behavior, speech, breath odor, bodily symptoms, paraphernalia, or such other reasonable and responsible reason.

II. In the event of direct involvement or possible involvement in any type of accident or near-accident in which it can be shown that the employee's behavior, judgment, actions, or lack thereof reasonably contributed to the accident or potential accident, injury, or damage to property or equipment.

3. The District will comply with the Omnibus Testing Act of 1991 and will pay for post-accident, random, re-employment, and reasonable suspicion abuse testing.

C. PROPERTY LOSS:

The District shall reimburse employees for loss of personal property, excluding the employee's automobile, which occurs while the employee is on duty under the following circumstances:

1. When the loss is a result of any unwarranted assault on the employee's person suffered while on duty.

2. Property stolen by the use of forcible entry on a locked container. Reimbursement shall be at replacement costs (not exceeding actual cost) less any insurance or worker's compensation reimbursement. Reimbursement shall not be made for losses less than five dollars ($5.00) or that portion in excess of four hundred dollars ($400.00) and shall not be made when carelessness or negligence on the part of the employee was evident Reimbursement for amounts greater than four hundred dollars ($400) may be authorized at the District's discretion after the Director or designee meets with an ATU executive board officer or designee.

Employees shall cooperate and support the District in its investigation and resolution of any reported loss. The District will provide assistance in attempting to investigate and/or reclaim other stolen or damaged personal property including automobiles.

D. FINGERPRINTING:

The District will pay for the costs of record checks and fingerprinting of existing employees as required by state law.

ARTICLE 18: REDUCTION OF STAFF

A. The term "seniority" in this Article shall mean length of service as a bus driver with the District.

B. In the event staff reduction becomes necessary, the District will release personnel in the inverse order of their length of service but may give consideration to special qualifications and experience, and minority employment. In the absence of such considerations and exemptions, layoff shall be based on seniority. The ATU shall be provided the opportunity to consult with the District when the necessity of such reductions is determined. Whenever possible, two (2) weeks written notice of layoff shall be given to each employee to be laid off under the provisions of this Article. Persons given such notice may not exercise the paid leave provisions of Article 15, except for sick leave when supported by a doctor's statement, quarantine, mandatory court appearances or jury duty. This provision applies only to regular employees.

C. Reductions shall be by seniority within a classification; however, the District may assign employees from a higher classification to a lower classification within an employee group. The District shall not assign employees to a lower salary level without a corresponding change in job assignment or responsibility.

D. An employee who rejects an assignment of equal pay and classification shall, by doing so, forfeit all rights under this Article. An employee offered an assignment of lower classification and salary, due to staff reduction, may elect layoff and retain the recall rights provided by this Article.

E. An employee who is terminated due to such reduction in staff shall have preference in filling positions within their employee classification and shall be recalled by the District for employment in such classification based upon seniority with the District; provided, however, they are qualified for the assignment. Employees so terminated shall retain such right of recall for a period of three (3) years from the date of termination. Employees so recalled by the District shall be reinstated with seniority rights accumulated as of the date of their termination. Any employee recalled by the District for a position comparable to the one from which they were terminated and who rejects such an assignment shall relinquish all rights provided in this Article and Agreement.

F. By May 30, the District shall attempt to notify employees, whose work years correspond with the school year, of the intended employment status with the District for the following school year. Failure by the District to provide such notice of changes in staffing plans following issuance of notification will not interfere with the authority of the District to reassign or terminate an employee.

ARTICLE 19: VACATIONS AND HOLIDAYS

A. Employees who are employed on a twelve (12) month basis shall receive vacation with pay as follows:

MONTHLY ACCRUAL

1-5	years of service	10	days	6.7	hours
6	“	11	“	7.4	“
7	“	12	“	8.0	“
8	“	13	“	8.7	“
9	“	14	“	9.4	“
10	“	15	“	10.0	“
11	“	16	“	10.7	“
12	“	17	“	11.4	“
13	“	18	“	12.0	“
14	“	19	“	12.7	“
15	“	20	“	13.4	“
16	“	21	“	14.0	“
17	“	22	(max.)	14.7	“

Employees shall accumulate vacation credits at the appropriate above monthly accrual rate following completion of each month worked. For employees with dates of hire after the first working day of a month, accrual shall begin (and/or be increased to the next step) the following month. For the purpose of this Article “month worked” shall mean on-the-job time, vacation time and authorized paid leave. New employees shall generally not be eligible to take vacation until

completing one (1) year of service. Exceptions may be made upon approval of the employee's supervisor. However, at no time shall an employee take paid vacation against time not yet earned.

Vacations must be scheduled through an employee's supervisor. A supervisor may require that vacations be scheduled at a time least disruptive to the department to which the employee is assigned.

An employee who has scheduled vacation and is prevented by the District or workers' compensation compensated injury from taking their scheduled vacation, and because of a change in the fiscal year would lose accrued vacation hours, shall be allowed to reschedule the vacation period within a reasonable time.

An employee who occupies a position having a work year of less than twelve (12) months and who transfers to a 12-month assignment may count the time employed in the previous assignment as qualifying for vacation allowance. The basis for this allowance shall be the number of days worked in the previous position divided by a 21.75 day calendar month. This number will be converted to years of service and the employee shall commence to accrue vacation credits at the monthly rate shown above.

B. HOLIDAYS:

1. Regularly employed 190-200-210 day employees shall receive the following paid holidays:

Labor Day

Veterans' Day

Thanksgiving Day

New Year's Day

Martin Luther King, Jr. Day

Presidents' Day

Memorial Day

Juneteenth

Regularly employed 12-month employees shall receive the above days and, in addition, shall receive Independence Day and Christmas Day. Drivers that are assigned a summer route and scheduled to work the day before or the day after Independence Day is observed shall receive the full pay for the holiday. In the event the District closes in observance of any other day, 12-month employees shall not suffer pay loss. Holiday pay is included in the monthly annual salary of salaried employees. Regularly employed hourly employees shall receive full pay for holidays.

2. Employees shall receive holiday pay provided the holiday falls on a scheduled workday of an employee and that the employee worked or was on an authorized paid leave the nearest scheduled workday immediately preceding and following the holiday. Holiday pay will be adjusted twice per year for employees whose average daily work schedule exceeds the employee's scheduled set-up time. Adjustments will appear on the January and June paychecks.

3. The District reserves the right to change the days designated as paid holidays provided that in so doing it does not reduce the number of paid holidays. Thirty (30) days prior to implementing such change, the District shall notify the ATU of the reasons therefore and provide opportunity for consultation.

4. Employees who are members of a religious faith may use the leave provisions of *Article 15.B.4* for participation in religious observances when such participation during the workday is required by that faith.

ARTICLE 20: COMPENSATION

A. PAYROLL CHECKS:

1. Employees whose work years are less than twelve (12) months and who are employed at the beginning of the regularly scheduled work year, may receive their annual compensation in ten (10) or twelve (12) monthly payments. Such employees must indicate, in writing, their preferred method for payment for the coming school year. This writing must be submitted to Human Resources no later than August 1 of any given year. Employees hired after August 1, but prior to the first payroll cutoff date in September, shall be notified of the opportunity to make their selection prior to the first payroll cutoff date in September. Employees who do not submit a selection will be paid on a twelve (12) month basis. The method of payment cannot be changed during the course of the scheduled work year.

2. There will be no change to the method of payment in subsequent years unless the employee makes such an indication in writing to the Human Resources Department prior to August 1 of any given year.

3. Employees hired after the payroll cutoff in September shall receive their salary prorated over the remaining pay periods in the scheduled work year.

4. For an employee who selects payment on a ten (10) month basis, the last payment shall be subject to three (3) months of authorized payroll deductions, e.g., employee contributions to health and welfare insurance, organization dues, credit union, etc.

B. BONUS PAY PROGRAM:

The District may implement a bonus pay program for a group of employees (such as employees assigned to a particular school) to receive additional compensation above their normal wage or salary rates based on the group's successful completion of goals specified in advance by the District.

C. SOCIAL SECURITY:

At the time of the execution of this Agreement, continued participation by the District in the National Social Security Pension Act was anticipated. The District shall not take any formal action to withdraw the participation without notifying the ATU and providing opportunity for consultation.

D. SCHOOL YEAR:

The Board retains the right and authority to change the days on which school shall be held and to make any adjustments to the work year. In the event of adjustment to the work year, the District shall consult with the ATU before implementing any change, and the salaries set forth in this Agreement shall be adjusted for the added or deleted days on the basis of the employee's daily rate under said salary schedules.

E. PERSONAL VEHICLES:

Employees who are required to use their personal vehicles for travel on behalf of the District during on-duty time shall be reimbursed by the District. The District may require as a condition for reimbursement that the employee provide a certificate of insurance showing that the employee has basic liability coverage equal to or greater than minimum amounts required by District policy or regulation. Reimbursement shall be at the rate established by the Internal Revenue Service.

F. The District shall establish a career development fund in the amount of Ten Thousand Dollars ($10,000.00) per contract year for the purpose of assisting employees seeking to upgrade and gain new skills. Unless mutually agreed upon, unused funds shall not carry over to future years. The ATU will participate with the District in a Joint Labor/Management Committee to facilitate the development and implementation of the tuition reimbursement program including priority and eligibility for reimbursement.

1. Half of the funds will be available July through December of each year. The remaining half will be available January through June of each year. Any funds not used during the first half of the year shall carryover to the second half of the year. Uses of such funds shall be for the cost of enrollment in college courses. The fund may not be used for travel, lodging or meals.

2. Requests for use of funds must be submitted through the employee's supervisor with final approval by the Human Resources Department prior to taking the course. The ATU shall receive a report at the end of each semester containing the requests submitted to the supervisor and the final decision of the Human Resources Department. To receive reimbursement, an employee must provide verification of successful completion of the work as soon as possible following completion of the work but no later than one year after completion. Reimbursement will be made no later than sixty (60) business days following the submission of all required documentation.

3. Employee may be reimbursed for a maximum of Seven Hundred Dollars ($700.00) in any one year.

G. Each year the district will contribute up to $1000 to the team building and morale fund. These funds will be used for employee events as mutually planned and agreed to by ATU and PPS.

ARTICLE 21: TRANSFER AND ASSIGNMENT

A. A driver shall receive a minimum of six (6) hours, or seven (7) hours if assigned a midday run, of work daily and shall be obligated to perform assigned work as necessary to meet the six (6) hour**,** or seven (7) hour if assigned a midday run, per day minimum.

B. Drivers will be given the opportunity to bid on routes prior to the beginning of the school year~~.~~ , using the process described in Article 21.H. Thereafter, new or additional routes shall be posted and bid separately providing it does not conflict with the driver's existing routes. Another opportunity to bid shall occur in June for summer work.

1. Any separate midday route which is created after initial bidding shall be posted for bid and awarded to the most senior driver as long as the new combined route does not exceed eight (8) hours of work per day. Midday routes that are combined with other routes at the completion of the initial bid shall remain combined for the school year.
2. Route assignments will be offered to drivers on the basis of seniority and qualifications. In the event no driver accepts the assignment, it will be assigned to the least senior

qualified driver taking into consideration the needs of the District and efficiencies of operations.

3. The District shall post route schedules and descriptions, cover driver positions, any special qualifications required, and seniority lists. Such posting shall be for a period of not less than three (3) days at each dispatch location and online. Drivers shall then bid routes based on seniority. If they are not bid during this time, the District will assign the route.
4. Bidding will be conducted by seniority. Drivers may bid by written proxy only at the beginning of the school year. Verbal proxies are not permitted. Drivers who do not bid will be assigned whatever route is still available after all other drivers have bid. No driver shall be allowed to bid until completion of the District training requirements for the coming school year. Such drivers will be subject for assignment after completion of the required training.
5. When a route becomes permanently vacant or a new route is created after initial bidding, the schedule and description of that route shall be posted and will be bid up to two (2) more times each awarded on a seniority basis. District Management will then assign any resulting open route.
6. Set-up times for routes shall be reviewed following the last week of September and adjustments made where appropriate.
7. Cover drivers shall be assigned work, including coverage of routes when regular drivers are unavailable, and will be set up as eight (8) hours guaranteed per day.

C. Notices for vacancies that represent promotional opportunities for drivers, that is, Full-Time Driver/Trainer, Designated/Drive Trainer, Driver/Dispatcher, Driver/Radio Operator, and Cover Driver shall be posted for a minimum of three (3) days. The District may fill the position on an emergency basis (not to exceed one (1) week) without posting.

D. In the event a route schedule is changed which reduces the number of hours of work for a driver, any reduction in hours of pay shall not be effective for two (2) weeks. Layoff shall be conducted in accordance with *Article 18* of this Agreement.

E. Drivers hired after July 1, 2000, who are designated by the District as part time, are excluded from the six (6) hour minimum in *Article 21.A*.

F. Summer school drivers shall receive a minimum of 4.5 hours of work daily with 2.25 hours per movement. Summer school cover drivers shall receive a minimum of 6 hours of work daily. Summer school drivers and summer school cover drivers shall be obligated to perform assigned work as necessary to meet their guarantee. Summer school drivers are excluded from the six (6) hour minimum in *Article 21.A*.

G. The geographic area a driver bids on will be considered when new schools or worksites are added to existing routes.

H. The annual bid will take place under the following conditions:

1. The District will designate a Driver, who has indicated a willingness and aptitude to provide this support, as the Bid Monitor. When designating a candidate for this assignment, the District will take into consideration the employee's relevant skill, knowledge, and availability, as well as performance as a Driver. The selection of candidates and schedule assignment for the Bid Monitor will be at the sole discretion of the District. The District will review with the Union the list of potential candidates prior to making the final assignment.
2. Since providing this support requires unique skills and responsibilities, the parties have mutually agreed to pay the Bid Monitor an additional $2.00/hour to their base pay for hours spent working in that capacity. The Bid Monitor will receive a two hour guarantee

or actual time worked as a Bid Monitor for the four business days prior to bid day, whichever is greater. To receive the Bid Monitor pay, the individual selected will perform bid support as assigned by the District.

3. The Bid Monitor's responsibilities will begin on the fourth business day before bid day. On that day, the Bid Monitor and an ATU Representative will remain until close of business (5pm) to review the routes posted, confirm the scheduled bid day, and resolve any issues that arise ("Confirmation Meeting"). Thereafter, the Bid Monitor will meet daily with the District, until bid day, to review all changes to existing routes and new routes. Following the Confirmation Meeting, any new routes posted will follow the already established procedure for new work (Article 21.B and the Criteria for Delay or Postponement of Bid). If more than 25% of the runs, sites, or programs on a route change after the Confirmation Meeting, or if a previously non-wheelchair route has a wheel chair added, that route will be considered a new route. Changes to the students on a route that do not result in a change to the runs, sites, or programs on the route, or the addition of a wheelchair, do not create a new route. Any changes made to routes after 9am on the day before bid day will result in the route being considered a new route and the route will be moved to the secondary bid board.
4. Bids will be posted online in addition to the in-person bid boards in the Transportation office.
5. Should an issue arise during bid day, the Bid Monitor, the ATU Representative, and District representatives will make every effort to resolve the issue without resulting in a delay or postponement of bid day. Should the parties not agree on a resolution, the ATU Representative may delay or postpone bid day according to the Criteria for Delay or Postponement of Bid Day; however, bid day may not be postponed for longer than one business day without District approval.
6. If bid day is postponed with less than 3 business days of notice, then drivers will receive four hours pay or time worked, whichever is greater, for the day bid day was originally scheduled to occur.
7. Any and all issues about routes and bid day will be resolved by the Bid Monitor, the ATU Representative, and the District during the above described process and will not be subject to the grievance process provided for in Article 9.
~~1.~~8. The Bid Monitor will be aided by a Bid Assistant who will be selected by the Union. No premium pay applies to the Bid Assistant position. The Employer reserves the right to give final approval on any candidate selected by the Union to serve as the Bid Assistant.

ARTICLE 22: DURATION

A. Except as may otherwise be provided for in this Article, this Agreement shall become effective as of the date it is signed by the parties and shall continue in effect through 11:59 PM, June 30, ~~2022~~2025.

B. Should there be an intervening change in the law which would significantly reduce the District's revenue, and thus, its fiscal stability below the level being planned for at the time of the execution of this Agreement, the parties agree to reopen the negotiations on salaries and other economic benefits established by this Agreement.

C. In the event that under applicable laws, some other method of representation or some other applicable representative for employees is elected, this Agreement shall not terminate, but shall be fully binding according to its terms upon any and all employees or successors to the ATU as exclusive representative of employees or portion thereof, except as to representation of employees for whom the ATU remains the exclusive collective bargaining representative by law. Such event shall terminate the rights and authority of the ATU under this Agreement.

APPENDIX A:
SALARY SCHEDULE FOR BUS DRIVERS

STEPS	Effective 7/1/~~2019~~2022	Effective 7/1/~~2020~~2023	Effective 7/1/~~2021~~2024
1	$27.50~~$19.15~~	$28.33~~$19.72~~	$29.17~~$20.32~~
2	$27.98~~$19.54~~	$28.82~~$20.13~~	$29.69~~$20.73~~
3	$29.53~~$20.76~~	$30.41~~$21.39~~	$31.33~~$22.03~~
4	$31.30~~$22.18~~	$32.23~~$22.85~~	$33.20~~$23.54~~
LG-5	$33.30~~$23.78~~	$34.30~~$24.49~~	$35.33~~$25.23~~
LG-10	$33.84~~$24.22~~	$34.86~~$24.95~~	$35.90~~$25.70~~
LG-15	$35.21~~$25.32~~	$36.27~~$26.08~~	$37.35~~$26.86~~
LG-20	$36.32~~$26.20~~	$37.41~~$26.99~~	$38.53~~$27.80~~
LG-25	$37.22~~$26.92~~	$38.34~~$27.73~~	$39.49~~$28.56~~
Type 10			
Step 1	$26.69~~$18.50~~	$27.49~~$19.06~~	$28.31~~$19.63~~
Step 2	$27.34~~$19.54~~	$28.16~~$20.13~~	$29.00~~$20.73~~
Step 3	$27.98	$28.28	$29.69

ASSIGNMENT PREMIUMS (over base rate)

Full-Time Trainer	$~~3~~4.00
Driver/Dispatcher	$~~3~~4.00
Radio Operation	$3.00
Designated Driver/Trainer	$2.00
Casual Driver Trainer (only for hours so worked)	$2.00
Cover Driver/Field Spare	$2.00

A. Drivers who complete five (5) years of service as a bus driver with the District shall receive longevity pay LG-5. Such pay shall become effective the month following completion of five (5) years of service. Drivers who complete ten (10) years of service as a bus driver with the

District shall receive longevity pay LG-10. Such pay shall become effective the month following completion of ten (10) years of service.

Drivers who complete fifteen (15) years of service as a bus driver with the District shall receive longevity pay LG-15. Such pay shall become effective the month following completion of fifteen (15) years of service. Drivers who complete twenty (20) years of service as a bus driver with the District shall receive longevity pay LG-20. Such pay shall become effective the month following completion of twenty (20) years of service. Drivers who complete twenty-five (25) years of service as a bus driver with the District shall receive longevity pay LG-25. Such pay shall become effective the month following completion of twenty-five (25) years of service.

B. A single Step increment will be granted once each school year for eligible drivers. For clarification, the Step increment is in addition to the salary schedule increases above.

C. Retroactive pay adjustments shall only be implemented for those employees who are active, on an approved leave of absence, been transferred to a different position within the District, or who are PERS eligible and have retired, at the time of the adjustment.

D. Trainees shall receive the state or federal minimum wage, whichever is highest, while in training. Trainees shall not be entitled to other benefits provided by this Agreement. Upon satisfactory completion of training and eligibility requirements and assignment as a bus driver, they shall be placed at *Step 1*.

E. Newly employed drivers who hold a valid Commercial Driver's License with a school bus ("S") endorsement, and an Oregon school bus driver certificate will be given one (1) Step credit for each year of prior experience as a school bus driver, except that none shall be placed higher than Longevity *Step 5* (LG-5). Nothing in this Section is intended to prevent the District from providing experienced drivers a higher Step upon entry at its sole discretion. ~~The District may provide experienced drivers a higher step upon entry by mutual agreement with the Union.~~ If the District places a driver at a step higher than LG-5, the District will provide the Union with notice of the placement and the basis for the decision.

F. A driver designated as a Driver/Dispatcher, Designated Driver/Trainer, Full-Time Driver/Trainer, Cover Driver, or Driver/Radio Operator shall receive the hourly premium specified in addition to their hourly rate.

G. Each driver who works more than four (4) hours per day on a continued movement shall be entitled to a minimum of one-half (1⁄2) hour duty-free lunch period without pay. When a driver's assignment precludes a duty-free lunch period (1⁄2 hour), the driver shall be paid for such period.

H. Drivers required to attend in-service training during the course of the school year on days that they otherwise would not be working, shall receive not less than four (4) hours pay at their regular rate. The District agrees to consolidate such training into as few days as possible and shall make a reasonable effort to have the August in-service day and bid day occur on two (2) consecutive days. The ATU will send a written reminder to drivers indicating that attendance at the August meeting is mandatory and stressing the importance of on-time attendance.

I. In the event of nonscheduled early dismissal, drivers on duty who report back to work shall receive not less than their regular setup time or actual time worked, whichever is greater. In the event of an unscheduled two-hour late start due to weather, drivers are to report one and one-half (1 1⁄2) hours later than regular report time. In the event of a scheduled two-hour late opening, drivers are to report two (2) hours later than regular report time.

J. The District will provide up to ~~three~~ five (~~3~~5) days compensation for use only in the event of District designated closures because of inclement weather or reasons of an emergency nature. This additional compensation shall be considered payment for up to three (3)

replacement days. District Designated Closure compensation will be used in the manner specified in the following subsections:

1. If the District closes an employee's worksite because of inclement weather or reasons of an emergency nature, the following procedures will be implemented:

   I. An Employee will be compensated at their regular rate of pay for their regularly scheduled hours of work for up to ~~three~~ five (~~3~~5) days in a fiscal year.

   II. If a worksite is closed for more than ~~three~~ five (~~3~~5) days in a fiscal year, employees may then use emergency/personal leave, comp time, or vacation days in lieu of unpaid leave, unless the employee has no such leave available; in which case the employee will be on an approved unpaid leave of absence.

   III. If, due to closures because of inclement weather or reasons of an emergency nature, the school year is extended, employees will work up to three (3) days without additional compensation. If the school year is extended beyond three (3) days, employees will be paid at their regular rate of pay.

   IV. Notwithstanding *Article 19.B*, the District may schedule Presidents' Day as a make-up day with at least thirty (30) calendar days' notice. Employees who work Presidents' Day will receive their regular rate of pay.

   ~~IV.~~V. In the event of District designated closures because of inclement weather or reasons of an emergency nature for more than five (5) consecutive school days, the District will promptly meet with ATU to discuss the terms and conditions of the on-going closure. The parties recognize the value of maintaining continuity of the workforce.

K. All drivers are required to read and become familiar with the Student Transportation' Handbook.

L. The District shall reimburse drivers for the cost of testing and fees for initially obtaining a Commercial Driver's License certificate. The District shall pay such costs for newly hired drivers. The District will pay for only tests that are passed.

M. During the life of this Agreement, should the District increase the health insurance contribution of SEIU, PFSP, DCU, or the unrepresented employees of the District, at the ATU's discretion, *Article 17* (Insurance) may be reopened for further negotiation under the expedited bargaining rules.

~~N. At least forty-eight (48) hours prior to each meeting of the Board of Education, the District will email the designated Union steward a link to the electronic agenda and materials for the meeting.~~

APPENDIX B: TEMPORARY ASSIGNMENTS AND EXTRA NON-DRIVING DUTIES

Temporary assignments and extra non-driving duties will be assigned in the following manner:

A. A description of the work to be performed will be posted in Dispatch, emailed to drivers via District email and shall list the desired experience, skills and abilities.

B. A sign up sheet will be posted for interested drivers in Dispatch. This will include a closing date.

C. After the closing date the interested individuals will be contacted and a time scheduled to determine which candidate has the best qualifications for the duties. This may be as simple as an oral interview or can include a skills assessment exercise.

D. At the conclusion of the process, the individual with the best qualifications will be awarded the extra duties or temporary appointment. If two or more individuals have the desired skills seniority will be the deciding factor.

APPENDIX C: DEFINITIONS

Definitions:

ON-DUTY TIME shall be defined as:

Report to work until return to base station or parkout after completion of assigned movement. Drivers shall be paid no less than six (6) hours, or 7 hours if assigned a midday run. However, a driver is subject to assignment of work by the District during the entire six (6) hour**,** or 7 hour if assigned a midday run, period.

OFF-DUTY TIME shall be defined as:

Any time that a driver is at the base station or parkout for more than one-half (1⁄2) hour between movements.

A BUS MOVEMENT shall be defined as:

Driver and vehicle leaving base station or parkout to pick up one or more places and return to base station or parkout after completion of the assigned route.

LAYOVER shall be defined as:

A driver assignment at District request, where the driver remains with the bus and is paid for the time.

PARKOUT shall be defined as:

A driver assignment initiated by driver request and approved by the District, where the driver does not necessarily remain with the bus at a District facility. The drivers will not have such time deducted from their set-up time. Drivers may be required to return to the bus yard at the request of the District.

EXTRA DRIVING DUTY shall be defined as:

School bus driving work available to qualified School Bus Drivers outside of the District quarterly calendar.

EXTRA NON-DRIVING DUTIES shall be defined as:

Short-term work that may be in addition to, or outside of, the driver's normal route. Such work shall include, but not be limited to, radio/dispatch assistance, general housekeeping, miscellaneous administrative support, etc.

DRIVER/TRAINER shall be defined as:

A full-time Driver/Trainer. The position includes all driver training related duties, record keeping and safety topics and some bus driving as assigned.

DESIGNATED DRIVER/TRAINER shall be defined as:

An appointed position responsible for training new drivers. The Designated Driver/Trainer must be certified as a ~~qualified~~ Behind The Wheel Trainer and Core Instructor. This position commits to serving annually~~, September 1st through August 30th~~, as required by the Training Department. The premium for this position is paid for all guaranteed hours and overtime. The position will be guaranteed a minimum of six (6) hours time for days expected to work beyond Quarterly Calendar days.

CASUAL (PART-TIME) DRIVER/TRAINER shall be defined as:

An ATU member who is not a Designated Driver/Trainer, but functions in training related activities. The Assignment Premium will be on an event-by-event basis for the actual time spent training.

MIDDAY ROUTE shall be defined as:

A route that begins at least thirty (30) minutes after the completion of an AM route and ends at least thirty (30) minutes from the commencement of a PM route.

SENIORITY shall be defined as:

Length of continuous service as a bus driver with the District.

Appendix D: Type 10 Passenger Car Drivers

This Appendix represents the terms and conditions of employment for "Type 10 Passenger Car Driver."

1. Type 10 Passenger Car Drivers are employed by Portland Public Schools as Student Transportation employees and are assigned to drive type 10 passenger vehicles to transport students to locations along designated routes. Driving type 10 passenger vehicles to transport students is not exclusively bargaining unit work.

2. Type 10 Passenger Car Drivers are covered by the collective bargaining agreement between the Amalgamated Transit Union Local 757 and Portland Public Schools except the following provided by:

a) Article 13.A.2 and 13.B (Call Back),

b) Article 16 (Insurance),

c) Article 18 (Reduction of Staff),

d) Article 20, section Payroll Checks (Compensation),

e) Article 21.A, B, C, D, F, G (Transfer and Assignment),

f) Appendix A (except as stated in this agreement),

g) Appendix B (Temporary Assignments and Extra Non-Driving Duties)

3. The classification Type 10 Passenger Car Drivers shall be compensated at the rate specified in the Type 10 Wage Scale in Appendix A.

4. Type 10 Passenger Car Drivers will advance to Step 2 on the Type 10 Wage Scale on the first pay period following 900 hours worked with the District. Type 10 Passenger Car Drivers will advance to Step 3 on the Type 10 Wage Scale on the first pay period following 1,800 hours worked with the District. For the purposes of this Section only, all paid hours are considered hours worked. Type 10 Passenger Drivers are not eligible for any additional step increases or longevity premiums.

5. A Type 10 driver who works an average of 20 hours or more per week over the course a semester is eligible for benefits the following semester as provided in this section. For eligible Type 10 drivers, the District will pay a portion of the cost of the monthly premium for the coverage the driver chooses. The amount of the District's monthly contribution will be 92% of the total monthly premium cost of the least expensive employee-only medical coverage option. The District will also contribute $38/month towards the cost of dental coverage. The employee pays the remainder of the premium cost for employee-only coverage. If the employee wishes to add family members, the employee will pay the full premium for those members.

Fall semester coverage is determined by Spring semester average hours worked. Spring semester coverage is determined by Fall semester average hours worked. Summer coverage is

determined by Fall semester average hours worked. If an employee has coverage in Spring, they will have coverage through the end of summer.

~~**[BARGAINING NOTE: Fall semester coverage is determined by Spring semester average hours worked. Spring semester coverage is determined by Fall semester average hours worked. Summer coverage is determined by Fall semester average hours worked. If an employee has coverage in Spring, they will have coverage through the end of summer.]**~~

6. Type 10 Passenger Car Drivers are not eligible to bid on routes. The parties agree the District maintains the exclusive right to assign and direct work and may modify or change route assignments without notice and such change shall be effective immediately.

7. A Type 10 Passenger Car Drivers shall receive a minimum of two (2) hours if assigned to either a morning run or afternoon run only and a minimum of (4) hours when assigned to both a morning and afternoon run.

8. Type 10 Passenger Car Drivers shall be paid on a monthly basis consistent with existing District payroll processes for hours worked. Type 10 Passenger Car Drivers are not eligible to receive their annual compensation in ten (10) or twelve (12) monthly payments.

9. The District maintains its right to determine routes that are performed by contracted services.

10. Other than as specifically stated here or in the collective bargaining agreement between Portland Public Schools and the Amalgamated Transit Union Local 757 this Appendix shall not alter or have effect on the District's control and direction overall all matters of inherent managerial policy or managerial rights.

Appendix E: Criteria for Delay or Postponement of Bid

Definitions:
Delay: Short stoppage of bid activities in order to correct an error, discrepancy, or concern.

Postponement: Bid is postponed until the next business day at the latest, except in the event of an emergency, in which case Bid will be postponed to day after the emergency has resolved.

Categories of Criteria

Seniority:

Driver misses their scheduled time in bidding order:

- Driver at fault-No delay. Driver ~~bids at end of group upon their return~~ is placed 5 bid positions down from current bidder.
- Management at fault-Delay. Rebid all drivers and work from the point of failure. Delay could lead to postponement depending on the discovery of the mistake and the ability to rebid. (drivers still available)

Driver does not choose work within the allotted time: 5 minutes

- Driver at fault-No Delay. Driver ~~bids at end of group~~ is placed 5 bid positions down from current bidder.

Routing:

Route is not posted for the correct amount of time:

- If still unbid at discovery-delay. Pull work and move to the appropriate bid board.
- If bid-Delay. Move work to the appropriate bid board. Rebid work from point of failure. Delay could lead to postponement depending on the discovery of the mistake and the ability to rebid. (drivers still available)

Routing is not complete at time of bid:

- If still unbid at discovery-delay. Pull work and move to the appropriate bid board.
- If bid-Delay. Move work to the appropriate bid board. Rebid work from point of failure. Delay could lead to postponement depending on the discovery of the mistake and the ability to rebid. (drivers still available)

A portion of the routes are not complete in time for bid day:

- No Delay- Bid will continue with routes that are available.
- Another bid will be scheduled when appropriate or routes will posted according to contract.

Credentials:

Full credentials are:

Driver's License-Valid at time of bid
Medical Certificate-Valid at time of bid
First Aid Card-Valid at time of bid
School Bus Certificate-Valid at time of bid

Driver does not have current credentials:

- Driver at fault-No delay. Driver can bid once credentials are current.
- Driver is current but needs copies-No delay. Driver ~~bids at end of group upon their return.~~ is placed 5 bid positions down from current bidder.

New Routes:

- If at any point after the confirmation meeting until bid day, more than 75% of the total routes posted on both the bid board and the secondary bid board are new routes as defined by section 4 of the Bid Day MOU, then bid day may be postponed, but in no event may bid day be postponed for longer than 3 days.
- If there are 10 routes or less available to be bid from the secondary bid board, then that bidding will occur by sign up, according to seniority.
- If there are more than 10 routes available to be bid from the secondary bid board, then another bid day will be scheduled for after the routes on the secondary bid board have been posted for 3 days per Article 21, section B, subsection 3.

MEMORANDUM OF UNDERSTANDING
LABOR MANAGEMENT COMMITTEE MEETINGS

For the purpose of improved communication and partnering between the Union and Management, Portland Public Schools and the Amalgamated Transit Union Local 757 agree as follows for the ~~2019-2022~~2022-2025 fiscal years:

A. The Union shall select up to three (3) bus drivers from the Student Transportation department to meet with District designated management representatives in one committee approximately once every two (2) months.
B. A Human Resources/Labor Relations representative and a Union Business Representative are welcome to attend.
C. Additional meetings may be requested as needed by either party and upon mutual agreement the parties shall have a supplemental Labor Management Committee meeting.
D. The Joint Labor Management Committee shall serve as a pilot and through mutual agreement, may continue on a year-to-year basis.
E. LMC Topics for discussion may include but are not limited to:
    A. Training
    B. Health and Safety concerns
    C. Respectful work environment
    D. Contracting out, use of Type 10 drivers, and cabs
    ~~D.~~E. Scheduling

Signature Page

FOR PORTLAND SCHOOL DISTRICT NO. 1, MULTNOMAH COUNTY, OREGON by:

_____

Guadalupe Guerrero
Superintendent

For ATU Local 757

_____

Shirley Block
President – ATU

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AGREEMENT

between

AMALGAMATED TRANSIT UNION

and

PORTLAND PUBLIC SCHOOLS

2022-2025

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AGREEMENT
Between
AMALGAMATED TRANSIT UNION
And
PORTLAND PUBLIC SCHOOLS
–2022-2025

PREAMBLE

This Agreement is entered into by and between the Amalgamated Transit Union, hereinafter referred to as the "ATU" and School District #1, Multnomah County, Oregon, hereinafter referred to as the "District".

ARTICLE 1: RECOGNITION AND APPLICATION OF THE AGREEMENT

The District recognizes the ATU as the exclusive bargaining representative for its bus drivers and Type 10 Passenger Car Drivers as provided in *Appendix D*, excluding any supervisory or management employees and any temporary employees or contract employees. A temporary employee is defined as an employee who was hired to work less than six (6) consecutive months or was hired to replace an employee who is on either an approved leave of absence or absence due to an on the job injury.

ARTICLE 2: STATUS OF AGREEMENT

A. This Agreement shall modify, replace or add to any policies, rules, regulations, procedures or practices of the District which shall be contrary or inconsistent with its terms. The provisions of this Agreement and specific modifications thereto found in the appendices shall be incorporated into and become part of the established policies, rules, regulations, practices and procedures of the District for employees covered by this Agreement. This agreement constitutes the sole and entire existing agreement between the parties and completely and correctly expresses all rights and obligations of the parties. Any changes to this Agreement are subject to the written approval of the ATU and the District.

B. In the event that any provision of this Agreement is or shall at anytime be determined to be contrary to law by a court or agency of competent jurisdiction, all other provisions of this Agreement shall continue in effect. Only the subjects of the deleted provisions and the affected provisions shall be subject to further collective bargaining during the term of this Agreement with respect to the period covered by the Agreement.

C. There shall be two (2) signed copies of the final Agreement for the purpose of records. One (1) shall be retained by the District, one (1) by ATU.

D. The District shall print and provide sufficient copies to the ATU for distribution to all employees covered by the Agreement within sixty (60) days following ratification. The District shall provide a copy to all new employees.

E. The Board, the ATU and their respective representatives shall take no action in violation of, or inconsistent with, any provision of this Agreement.

F. The parties acknowledge that during negotiations which resulted in this Agreement, each had the right and opportunity to make demands and proposals with respect to any subjects appropriate for bargaining, and that the understandings and agreements arrived at by the parties are set forth in this Agreement. Therefore, except as otherwise expressly provided for in this Agreement, or as required by State collective bargaining law, the Board and the ATU agree that the other shall not be obligated to negotiate or bargain collectively with respect to any subject matter, during the term of this Agreement.

ARTICLE 3: CONTRACT ADMINISTRATION

At the request of either party, representatives of the ATU and the District shall meet at mutually agreed times and places for the purpose of reviewing the administration of this Agreement.

ARTICLE 4: UNION RIGHTS

A. The ATU, through its representatives, shall have the right to transact official ATU business relevant to employees on School District property at all reasonable times, provided that it shall not interfere with or interrupt classes or other normal School District operations. Such rooms or other appropriate meeting facilities shall be made available for ATU use as requested without charge to the ATU, except that the Board may make reasonable charge when special service is required beyond normal operational practice.

B. ATU representatives shall have the right to use School District facilities and office equipment when the same are not otherwise in use. The ATU agrees to pay the cost of all materials and supplies incidental to such use.

C. ATU representatives shall make their presence known in advance to the appropriate administrative authority when visiting School District facilities. Such visits shall not interrupt work or disrupt normal School District functions.

D. The ATU shall have the right to make announcements at employee staff meetings or by use of any existing communication procedures not ordinarily available to students.

E. The ATU and its representatives shall have the right to post notices of activities and matters of ATU business and concern on staff bulletin boards. The ATU may use the District mailboxes for communications.

F. The Board shall make available to the ATU upon written request to the Human Resources Department any and all reasonably available information, statistics and records which are relevant to negotiations or necessary for the proper enforcement of the terms of this Agreement. Any request that requires information or material that is not readily available shall be provided to the union for the cost of production of that material.

G. Copies of written work rules which are applicable to a classification of employees and issued by supervision after the execution of this Agreement, for which failure to comply

may result in discipline of an employee, shall be emailed to ATU or sent by US mail to the ATU local office and ATU executive board officer five (5) days prior to being posted or provided to the employees and their affiliated ATU union. The District shall send to the ATU by US Mail or email any draft changes to the Bus Drivers' Handbook and Procedures Manual by July 1. Upon employment or re-employment, a driver shall be given a copy of the Bus Drivers' Handbook, the current collective bargaining agreement, and the Oregon Pupil Transportation Manual.

H. The ATU shall reimburse the District for the salary and benefit costs of any employee released from their work assignment to conduct business on behalf of the ATU excluding business conducted with the District.

ARTICLE 5: NO STRIKE

During the life of this Agreement, the ATU or any employee(s) will not authorize, cause, engage in, or sanction any form of illegal concerted work stoppage, boycott, picketing, or any other interruption of work at, within, or concerning any facilities or operations of the School District. The District shall not cause an illegal lockout of employees from their work.

ARTICLE 6: MANAGEMENT RIGHTS

Except as expressly prohibited by the Agreement, the ATU agrees that the Board and its designees shall retain control and direction over all matters of inherent managerial policy. Such matters shall include, but are not limited to:

A. The executive management and administrative control of the school system and its functions and programs, including the development of budgets and actions as may be necessary to meet emergency situations;

B. Hire all employees and the right to determine their qualifications and the conditions of their continued employment or their discipline, termination, demotion, promotion or transfer;

C. Assign and direct the work of all employees, and determine the number of shifts and hours and days of work and starting times and scheduling of all employees;

D. Determine the policy affecting the selection, testing or training of employees;

E. Establish the work and school calendar;

F. Determine the services, supplies and equipment necessary to continue its operations and to determine the methods, schedules and standards of operation, the means, methods and processes of carrying on the work, including any changes, automation, or institution of new methods or processes;

G. Adopt rules, and regulations;

H. Determine the location or relocation of its facilities, including the establishment or relocations of schools, buildings, departments, divisions or subdivisions and the

relocation or closing of offices, departments, schools, programs, divisions or subdivisions, buildings or other facilities;

I. Determine the placement of operations, production, services, maintenance or distribution of work and the source of materials and supplies;

J. Determine the financial policies, including all accounting procedures and all matters pertaining to public relations;

K. Determine the size of the management organization, its functions, authority, amount of supervision and table of organization; and,

L. Select and utilize technology.

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District shall be limited only by the specific terms of this Agreement and are subject to the duty to bargain under ORS 243.650 et. seq. Whenever practicable, the District shall inform the ATU of any significant issues affecting employees covered by this Agreement.

ARTICLE 7: PAYROLL DEDUCTIONS

A. Union Dues. Any employee who is a member of the ATU, or who has applied for membership, may sign and deliver through the ATU to the District's Payroll Office an assignment authorizing deduction of membership dues in the ATU. Such authorization shall continue in effect from year to year unless revoked in writing between September 1 and October 1 of any year. Pursuant to such authorization the District shall deduct the regular monthly dues from a regular salary check of the employee during each calendar month. With respect to all sums deducted by the District pursuant to said authorizations, the District agrees to remit such items within ten (10) days from the date of deduction to the ATU affiliate.

B. The District will supply to the ATU the name, address, classification and date of hire of each newly hired or rehired employee on a monthly basis.

C. Upon appropriate written request from the employee, the District shall deduct from the salary of any employee for District-approved deductions, including but not limited to:

Approved Charitable Organizations

Health Insurance Premiums

Fixed or Variable Tax Deferred Annuity Plans

I.R.C. Section 125 Flexible Spending Account Plan

Upon appropriate written request from the employee, the District will make direct deposit of wages to financial institutions as directed by the employee.

D. The ATU agrees that it will indemnify, defend and save harmless the District and all persons acting on behalf of the District from all suit actions, proceedings, complaints, claims, liability or expense resulting from the implementation or enforcement of this Article or any provision thereof.

ARTICLE 8: MAINTENANCE OF BENEFITS

No employee covered by this Agreement shall suffer any reduction in rate of pay or fringe benefits solely as a result of the execution of this Agreement excluding any changes to healthcare benefits under Article 16.

ARTICLE 9: GRIEVANCE PROCEDURE

The purpose of this procedure is to provide for an orderly adjustment of grievances contended by an employee or group of employees.

SECTION 1

DEFINITIONS

A. An "aggrieved" is an employee or group of employees who initiate a complaint alleging they have been directly injured through a violation of the terms of this Agreement. The term "aggrieved" also includes the ATU with respect to alleged violations of its organizational rights under this Agreement.

B. A "grievance" shall mean a contention by an aggrieved that they have been directly injured by a violation of this Agreement. The term "grievance" shall not include and this procedure shall not apply to any of the following:

   1. Any matter as to which the Board of Education is without authority to act;
   2. Any matter for which a specific administrative or judicial remedy has been prescribed by the State and/or Federal Statute. (Such as employment discrimination, health and safety, etc.)
   3. Any dispute concerning whether any part of this Agreement became effective or ceased to be effective.

C. The term "days" shall mean work days excluding weekends and holidays.

STEP 1
The grievance shall be submitted in writing to their immediate supervisor within ten (10) days of first such knowledge of the alleged violation. The immediate supervisor shall respond within ten (10) days following the date the grievance was presented with a decision in writing. If the aggrieved is not satisfied with the Step 1 decision, the aggrieved has ten (10) days from that date of receiving the decision letter appeal to Step 2.

STEP 2
If no settlement is reached at Step 1, within ten (10) days the grievance shall be submitted in writing to the department head who shall promptly conduct an investigation. Grievance regarding discipline shall be filed at Step 2 within ten (10) days of first such knowledge of the alleged violation. If the investigation includes a meeting where the aggrieved is present, they may be represented according to *Section 2*. Within ten (10) days following the investigation a decision, in writing, shall be rendered.

STEP 3
If the grievance is not resolved at Step 2, it may be appealed within ten (10) days to the Director of Labor Relations. The parties to this Agreement shall, within ten (10) days appoint members to a grievance committee. Grievance regarding discharge shall be filed at Step 3 within ten (10) days of first such knowledge of the alleged violation. The Committee shall consist of four (4) members of which two (2) shall be appointed by the ATU and two (2) by the District. The Committee shall convene within ten (10) working days from the time its members are appointed and shall review the record of the grievance and may conduct a hearing on the grievance. Within ten (10) days of completion of the review or hearing, the Committee shall issue its decision in writing. A majority decision by the Committee shall be final and binding.

STEP 4
If a majority opinion is not reached at Step 3, the ATU within thirty (30) calendar days shall notify the District in writing of intent to arbitrate and within ten (10) days of such notice, the Union shall request a list of arbitrators from the Employee Relations Board as provided in Step 5 below.

STEP 5 - Arbitration
Insofar as the decision at Step 4 is alleged to be a violation of a specific provision of this Agreement, excluding claims of discrimination, the ATU may submit the grievance to arbitration according to the following procedures. The District shall be notified of said action.

A. The arbitrator shall be selected from a list of seven (7) arbitrators from Oregon and Washington, provided by the Employment Relations Board. Each party shall then alternately strike one (1) name from the list until one (1) remains and such person shall be the arbitrator. Nothing is intended to preclude the parties from mutually agreeing on an arbitrator.

B. The employee may not appeal to arbitration without approval of the ATU and without notice to the District of the appeal to arbitration.

C. Except by mutual agreement of the parties, the arbitrator must render their decision in writing within thirty (30) days following the closing of the record, including the filing of post-hearing briefs.

D. The arbitrator's decision shall be confined exclusively to the explicit provision(s) of this Agreement at issue between the parties. The arbitrator shall have no authority to add to, detract from, remove, alter or amend or in any other way modify any provision of this agreement or impose on any party hereto a limitation or obligation not explicitly provided for in this Agreement. The arbitrator shall not substitute their judgment for that of either the District or the ATU.

E. The decision of the arbitrator shall be binding on all parties, provided: (1) the arbitrator must restrict their decision to interpretation of the Agreement, (2) is in accordance with the legal meaning of this Agreement, (3) is based on substantial evidence, and (4) does not result in an obligation to pay money beyond amounts budgeted for the particular item or purpose in the current budget.

F. Should either party wish to seek review of an arbitrator's decision, proceedings must be instituted in a court or agency of competent jurisdiction within thirty (30) days of the effective date of the arbitrator's decision.

G. Cost charged by the arbitrator shall be fully borne by the losing party in the arbitration.

SECTION 2

GENERAL PROCEDURES

A. The aggrieved must be present at *Step 1* and may be present at all others. In processing the grievance, the grievant may:

   1. Represent themselves as described in *Step 1* of this grievance procedure; or
   2. Be represented by their union at the union's expense.

B. The number of days indicated at each level should be considered maximum, and every effort should be made to expedite the process.

C. It may at times become necessary to extend time limits. These extensions are to be kept to a minimum and must be mutually consented to in writing by the parties involved.

D. Failure at any Step of this procedure to communicate the decision in writing on a grievance within the specified time limits shall permit the grievant to proceed to the next Step. Failure at any Step of this procedure to appeal a decision to the next Step within the specified time limits shall be deemed to be acceptance of the decision rendered at that Step.

E. The Board and its administrators shall cooperate with the grievant in the investigations of any grievance, and further will furnish the grievant or their representative with such necessary and readily available information as requested for the processing of any grievance. The ATU shall pay any reasonable and necessary costs of the District in compiling and providing this information.

F. Except as otherwise provided by law, an employee shall invoke and exhaust the grievance procedure remedies before resorting to any other legal or administrative remedies for the conduct complained of, and failure to do so shall preclude resort to such other remedies.

G. A representative of the ATU may be present at all Steps of the procedure. The ATU will be notified promptly of the terms of the final decision or settlement of any written grievance filed and may itself file a grievance based on an alleged inconsistency thereof with this Agreement within five (5) days from receipt of such notice.

H. The District shall continue to provide for employees covered by this Agreement a separate grievance procedure with respect to issues arising solely under policies and regulations, which are not covered by this Agreement.

ARTICLE 10: DISCIPLINE, DEMOTION AND DISCHARGE

A. No employee shall be disciplined without just cause. For the purpose of this Article, discipline shall include written warnings and reprimands (excluding evaluations) placed in the employee's personnel file, suspension or discharge. The just cause standard does not apply to employees during the probationary period.

B. If a complaint, that is, an allegation brought by a citizen or non-supervisory third party is used to support disciplinary action, the supervisor shall cause the complaint to be reduced to writing and placed in the personnel file subject to state and federal laws. The name of the complainant shall be disclosed if the employee so requests.

C. An employee who is disciplined or discharged has the right to use the grievance procedure.

D. An employee shall have the right to request and have a representative present at any meeting, called by the supervisor, which the employee reasonably believes the information they give may result in them being disciplined. Prior to such a meeting, the employee will be notified of its purpose. The right of representation will not exist when the meeting relates solely to evaluation of the employee's work performance.

E. The probationary period for newly hired drivers is six (6) working months. Summer months are only included if the driver is assigned to a route during the summer. Termination of probationary employees shall not be subject to appeal through the grievance procedure.

F. Prior to discipline, discharge or demotion as a result of unsatisfactory performance, an employee shall be given the reason, in writing, such action is to be taken. Prior to discharge or suspension, the Union shall be provided notice by email or US Mail.

G. Where the District determines that the nature of the offense is such that the unsatisfactory behavior or performance of the employee can be corrected and warrants continuance of employment, it shall so inform the employee, in writing, and provide the employee with an opportunity to correct the unsatisfactory performance.

H. Where the District determines that the nature of the offense is such that immediate suspension is necessary, the employee may be suspended immediately from employment with the District until such charges are investigated by the Human Resources Department and a decision is made to continue or to discontinue that employee's employment. If the employee is cleared of the charges, said employee shall be reinstated without loss of pay or accrued benefits.

I. Oral warnings and discipline shall be administered in private and shall be progressive. Generally, progressive discipline prior to discharge shall include oral warnings, written warnings, and suspensions. The nature of the offense shall determine where progressive discipline is initiated. This Section shall not apply to warnings related to safety issues.

   The following are definitions and examples of progressive discipline schedules related to discipline for poor attendance and tardiness:

   1. LATE REPORT: A driver will be considered late for work if they check in later than their established time. Drivers who have known absences on their routes and wish

to check in at a later time than usual must be authorized by a supervisor or designee in order to do so.

2. NO-CALL/NO-SHOW: A driver reports to work so late that their route has already been dispatched and the employee has not notified their supervisor or designee prior to their established check-in time.
3. ABSENCE: Failure to attend work for one (1) workday.
4. OCCURRENCE: Failure to attend work for more than one (1) consecutive workday. An occurrence will also be counted as an absence for the purpose of discipline.
5. If a driver reports to work so late that their route has already been dispatched, it will be up to the discretion of the supervisor or designee as to whether or not that driver will check in and go on duty. If a supervisor or designee has not arrived at work yet, that driver will check in and wait for the supervisor's arrival.
6. If it is determined that a driver shall check in or remain on duty, then that driver shall receive pay only for the actual time on duty, regardless of any guarantee.
7. VERIFICATION OF ABSENCE: All drivers shall be required to submit appropriate forms and verification upon return to work prior to receiving bus keys.
8. NO CALL, NO SHOW FOR ASSIGNED WORK:

   1st occurrence: One (1) day suspension without pay

   2nd occurrence: Five (5) day suspension without pay

   3rd occurrence: Up to Termination

9. LATE REPORT:

   1st occurrence: Verbal warning

   2nd occurrence: Written warning

   3rd occurrence: One (1) day suspension without pay

   4th occurrence: Three (3) days suspension without pay

   5th occurrence: Ten (10) days suspension without pay

   6th occurrence: Up to Termination

10. EXCESSIVE ABSENCE: Excessive absence is considered to be five (5) or more unexcused absences or three (3) or more occurrences involving unexcused absences in a consecutive ten (10) month period. Unexcused absences exclude FMLA/OFLA, jury Duty, work-related injuries, bereavement leave or other pre-approved leaves (e.g. pre-scheduled medical appointments.) Corrective action for excessive absence shall generally follow a schedule of progressive discipline.

    The driver's supervisor shall make every effort to contact the individual to be disciplined within five (5) working days; however, it must be realized that there may be cases where extenuating circumstances exist.

ARTICLE 11: NONDISCRIMINATION

In administering the terms and conditions of this Agreement, the parties agree to comply with applicable State and/or Federal Statutes and/or regulations regarding nondiscrimination, i.e., on the basis of age, sex, religion, race, physical handicap, marital status, political activity and association. It is the expressed intent of the ATU, in executing this Agreement, that the Board and its designees shall retain sole control and direction over the District's compliance with such laws and/or regulations and that this Article shall in no way be interpreted as affecting the application thereof. The ATU shall use its best efforts to direct employees complaining of such discrimination to appropriate District administrative remedies. It is the intention of the parties that the interpretation given to this Article shall be consistent with the proper interpretation of the provision of the Oregon Fair Employment Practices Law contained in ORS 659.028 and 659.030.

ARTICLE 12: PERSONNEL FILE

A. Each employee shall have the right, upon request, to review the contents of their own personnel file in accordance with ORS 652.750. Only one official personnel file shall be maintained by the District for each employee.

B. A representative of the ATU or counsel for the employee may, at the employee's request, accompany him/her in this review. An employee may request in writing to the Human Resources department that oral warnings or reprimands (excluding evaluations) be removed from their official personnel file after two (2) years, provided that no subsequent such entries have been made into official personnel file. Discipline in excess of an oral warning or reprimand except for suspensions, demotions or terminations may be removed from their personnel file after three (3) years upon request of the employee.

C. The District shall provide an employee with a copy of any materials placed in their file. Materials placed in an employee's file shall bear the date of such placement. An employee may respond in writing within thirty (30) days to any material placed in such file and the response shall become part of the file.

D. Anonymous materials shall not be placed in the personnel file.

ARTICLE 13: OVERTIME AND CALL BACK

A. OVERTIME

1. Overtime shall be work performed by an employee who is scheduled by the District prior to the completion of, or beginning of, the employee's shift and is in excess of eight (8) hours in one day or forty (40) hours in one week. Overtime shall be compensated at time and one-half (1/2) of the employee's hourly rate. The overtime rate shall also apply to work performed on Saturdays and Sundays unless such days fall within an employee's regular work week assignment.

2. An employee scheduled to work on their regular day off shall be guaranteed a minimum of four (4) hours of work.

B. CALL BACK

1. An employee called back to work after completing a shift shall be compensated at the greater of the following:
2. Overtime rate times actual hours worked (which shall include reasonable time of travel to and from their home, not to exceed twenty (20) minutes each way);
3. Four (4) hours of straight time pay; or
4. If the employee is called back to work on their regular day off, the minimum provided in Section A.2 will apply.

C. EXTENSION OF WORK YEAR

Work performed outside an employee's regular work year shall not be viewed as call back and shall not qualify for overtime unless it exceeds eight (8) hours in one (1) day or is performed on Saturdays, Sundays, or a holiday. The employee shall be guaranteed a minimum of four (4) hours straight time pay.

D. OVERTIME ON HOLIDAYS

An employee who works on a paid holiday (See Article 19) shall receive holiday pay plus their overtime rate for hours worked.

E. COMPENSATORY TIME

In lieu of pay, compensatory time off at the overtime rate may be specified by the District. However, time off or pay must be granted at the end of the next calendar month following the month in which the overtime was worked.

ARTICLE 14: LUNCH AND REST PERIODS

A. Each employee working more than four (4) hours per day shall be entitled to a minimum of one-half (1/2) hour duty free lunch period without pay.

B. Employees shall receive a fifteen (15) minute rest period during each four (4) hours of work not to exceed two (2) such breaks during a regular eight (8) hour day, whenever practicable.

C. The parties agree to comply with ODE regulations.

ARTICLE 15: LEAVES

Leaves provided under this Article are intended to meet the legitimate needs of employees. The use of leaves must be limited to instances of personal need and are not to be abused. Any abuses may be subject to the provisions of Article 10. Except in extenuating circumstances, leave categories may not be combined for a period of continuous absence.

Sections A and B of this Article are intended to comply fully with the requirements of Oregon's Paid Sick Time law. The District shall grant paid leave to ensure compliance

with the minimum requirements of Oregon's Paid Sick Time law as circumstances may require and notwithstanding any provision of this Agreement.

A. SICK LEAVE:

1. Employees who are employed on a regularly scheduled basis shall be entitled to sick pay on account of sickness at a rate equivalent to one (1) day, based upon the employee's scheduled work. The use of sick pay shall be limited to personal illness of the employee, including medical or dental appointments. Sick leave may be taken in half day or whole day increments. When sick leave is taken in a half-day increment and the employee is scheduled to work less than the daily minimum, the amount of the leave shall be equal to half of the employee's daily minimum hours. If the employee is scheduled to work equal to or more hours than the daily minimum, a half-day of sick leave shall be equal to the actual duration of the scheduled route.
2. Employees who have completed one (1) full year of service with the District shall be accredited with the equivalent annual sick leave at the beginning of each fiscal or school year. Such advance credit is based upon one (1) day per month worked. If an employee uses the advance credit in excess of that which would be normal accrual and terminates employment, the District shall be entitled to recover from the employee's final paycheck, an amount of money equal to the amount paid for overused sick leave. Other employees shall be credited at the rate of one (1) day for each month worked. Employees working fifty percent (50%) of the month or more shall be accredited with a full day's sick leave. Accrual of sick pay shall continue during any period of absence covered by earned vacation time.
3. Sick leave days may be accumulated by employees only if not used in the year for which granted. Total sick leave which can be accumulated shall be unlimited.
4. When an employee has exhausted their accumulated sick leave credits, they shall be entitled, in the event of illness, to receive one (1) day for each year of service at two-thirds (2/3) of their daily rate of pay. Such additional allowance shall not accumulate and each year's allowance may only be used once.
5. Employees shall not be credited with any sick leave days with respect to periods during which they are on leave on absence from work for the District of more than one (1) month duration; their accumulated sick leave shall not be charged with days of sickness during such leave; and they shall not be paid for days of illness during such leave except when the illness or injury is the factor which entitled the employee to the leave in question.
6. Employees who are absent five (5) consecutive days or more in a fiscal year, based upon the employee's work schedule, must submit a physician's statement upon return to work. Subsequently, the District may require a physician's statement after three (3) consecutive days absence, prior to returning to work. The District will reimburse employees for reasonable costs incurred as a result of the requirement to obtain a physician's statement, including lost wages, co-payments, and deductibles. The District will not be responsible for the employee's out-of-pocket costs for diagnosis or treatment of any medical condition.

7. The District will maintain a Sick Leave Bank, for which the ATU may solicit voluntary contributions from employees of up to seven hundred and fifty (750) hours per year for use by employees who have exhausted their sick leave. Effective September 1, 2020 the maximum number of hours in the Sick Leave Bank will increase to eight hundred (800) hours per year. Effective September 1, 2021, the maximum number of hours in the Sick Leave Bank will increase to eight hundred fifty (850) hours per year The guidelines for use of the Sick Leave Bank will be jointly developed by the District and the ATU which will include the following:
   I. Use of hours from the Bank shall only be approved in case of critical illness or injury of an employee;
   II. The employee must have exhausted all of their accumulated sick leave and vacation hours;
   III. To be eligible, an employee must have been employed by the District for two (2) years or more;
   IV. Request for use of the Sick Leave Bank will be jointly approved by the ATU and the District. Requests of less than five (5) days or more than twenty (20) days will not be considered;
   V. The Sick Leave Bank will not be used in association with a worker's compensation claim;
   VI. Employees' contribution to the Bank shall be for not less than four (4) hours nor more than one hundred (100) hours.
   VII. Employees who retire or resign may sign over any remaining sick leave balance provided such contribution does not exceed the maximum hours in the Sick Leave bank as established in this Section.
8. When an employee is laid off, accumulated sick leave will be frozen, if the employee is recalled from layoff, such sick leave will be reinstated for that employee.

B. OTHER PAID LEAVES:

An employee who is on an authorized paid leave as provided by this Section shall receive no loss of pay or benefits.

1. FAMILY ILLNESS
   All employees shall receive up to three (3) additional days per fiscal year with pay in case of illness of a member of the employee's immediate family. "Immediate Family" shall be interpreted to mean spouse, domestic partner, children, parents, grandparents, grandchildren, mother-in-law, father-in-law, brothers and sisters of the employee, and also any person living in the home with the employee (use of this leave shall be for instances where care or attention by the employee is necessary). In the event that emergency conditions arise, an extension of family leaves shall be determined upon the merits of the individual case by the Office of the Superintendent. Employees who commence employment after the end of the first semester shall be entitled to one-and-one-half (1-1/2) days of family illness

leave. After utilizing the available days for family illness leave, the employee may charge against their accumulated sick leave when additional time is needed to provide care for a member of the employee's immediate family.

2. ABSENCE DUE TO QUARANTINE OR ISOLATION
   An employee's absence from work because of quarantine or isolation to prevent the spread of a communicable disease by the appropriate public health official shall not be charged against the employee's sick leave and the employee shall suffer no loss in pay. Quarantine or isolation pay will not extend past the standard quarantine or isolation period established by the local public health authority, but in no event shall it exceed thirty (30) days.

   To qualify for quarantine or isolation pay under this Section, an employee must be fully vaccinated (if a vaccine is available) as defined under guidelines set by the federal and state health authority, including any boosters.

3. BEREAVEMENT LEAVE:
   I. An employee shall be permitted an absence of up to one (1) day to attend the funeral of a relative or friend, although one-half (1/2) day would generally be sufficient. When, in their opinion circumstances demand it, the Superintendent shall authorize two (2) days leave to attend the funeral of a relative.
   II. An employee shall be permitted five (5) consecutive days off with pay due to the death of a spouse, domestic partner, parent, biological child, adopted child, foster child, or stepchild of an employee's same-gender domestic partner. An employee shall be permitted three (3) consecutive days off with pay due to the death of a grandparent, grandchild, mother-in-law, father-in-law, brother or sister. An employee shall be permitted three (3) consecutive days off with pay due to the death of a person living in the employee's home if the employee was responsible for the care of such person. Following an absence under this Section of three (3) or five (5) days and upon request, an employee shall be permitted two (2) additional days of leave at two-thirds (2/3) of their scheduled salary. In the event of death during the employee's vacation time, the employee shall be entitled to the funeral leave provided by this Section in lieu of vacation time. Employees may be entitled to additional unpaid bereavement leave under the Oregon Family Leave Act.

4. EMERGENCY/PERSONAL BUSINESS LEAVE
   Employees employed on a regularly scheduled basis shall be entitled to three (3) days leave per work year without loss of pay under the following circumstances:

   I. In the case of unanticipated circumstances beyond the employee's control and for which prior planning cannot be made;

   II. For attending to matters which cannot be scheduled outside the employee's work hours and for which the personal attention of the employee is required. In such cases, a request indicating the reason for the leave must be made to the responsible administrator at least twenty-four (24) hours in advance; and

III. Such leaves shall not be used for recreation, other employment, union or political activities, or to extend other leave categories as provided by this Agreement, unless on an approved Federal Family and Medical Leave (FMLA) or Oregon Family Leave (OFLA).

5. MANDATORY COURT APPEARANCES:

I. An employee subpoenaed to appear as a court witness shall be excused from their work assignment without loss of pay, provided that the employee shall submit any witness fee received to the School District Business Office along with a copy of the subpoena. In cases where the employee is a plaintiff or defendant to the action, absence will be without pay or, at the employee's election, emergency leave as provided in *Section 4*. An employee required to appear in court as a co-plaintiff or co-defendant with the District shall be released without loss of pay.

II. An employee subpoenaed for jury duty shall be excused from their work assignment without loss of pay provided that the employee shall submit any jury fee received to the School District Business Office along with a copy of the subpoena. On days when the employee is excused from jury duty, they shall report to their work assignment provided four (4) hours or more of their workday remains at the time they are excused; and provided that length of time on jury duty prior to excuse and their work day with the District shall not exceed their normal workday.

C. UNPAID LEAVES:

1. No leave without pay will be granted until an employee has exhausted all paid leave.

2. SPECIAL LEAVES OF ABSENCE: Employees who have been continuously employed for two (2) or more years may apply for a special leave of absence without pay. The Superintendent or Supervisor shall exercise discretion in the granting of such leaves. Such leaves shall not exceed one (1) year without special authorization of the Board. Employees on such leaves shall not be permitted to engage in remunerative service without the approval of the Superintendent. Leaves under this Section shall be consistent with the Oregon Family Leave Laws and the Federal Family and Medical Leave Act of 1993.

3. CHILD CARE LEAVE:

I. An employee covered by this Agreement shall be eligible for a child care leave (maternity, paternity or adoption) for up to six (6) months. The District may, upon written request, extend such leave for additional periods of time.

II. An employee who returns to duty following a child care leave shall be entitled to any Step increases received by other employees within their classification provided they were continuously employed for at least one-half (1/2) of their designated work year immediately prior to beginning the leave.

III. The District shall retain full control and authority to establish policies and regulations in accordance with State statutes, regarding the administration of maternity and child care leaves. Such policies and regulations may include, but not be limited to: application procedures, requirements for physician statements, return procedures, etc. Such policies and regulations shall not be considered as part of this Agreement.

4. FEDERAL FAMILY MEDICAL LEAVE ACT AND OREGON FAMILY LEAVE ACT: Family medical leave shall be granted according to the provisions of Federal Family Medical Leave Act and Oregon Family Leave Act (FMLA and OFLA). If there is a conflict in the two (2) statutes, the employee gets the greater benefit. The District may require employees to utilize all accrued paid leave if on an approved FMLA/OFLA leave of absence.

5. MILITARY LEAVE: The District shall be solely responsible for the establishment of a military leave policy required by ORS 408.210 through 408.290.

D. RETURN FROM LEAVE:

Employees who are on an approved leave shall have the right to return to their position within twelve (12) months providing the position continues to exist.

ARTICLE 16: INSURANCE

A. HEALTH AND WELFARE TRUST:

1. The District shall contribute to the School District No. 1 Health and Welfare Trust as provided in this Section. The District's contribution will be based on the amount necessary to maintain health insurance benefits that are substantially similar to those provided in 2017 for full-time eligible bargaining unit members, their eligible dependents, spouses and domestic partners, minus the employee premium cost share set for the 2018 benefit year, by tier, so long as the super-composite rate per full-time employee does not exceed $1,355 per month. The super composite rate will be calculated on health, dental, vision, life, and long-term disability insurance benefits for each full-time eligible employee.

   The employee's premium cost share contribution shall be made through a "lump-sum" deduction from their paycheck. Should the appropriate tax codes allow, said deduction shall be made on a pre-tax basis upon proper authorization from the employee. Should the District's payroll system allow, said deduction shall be made on the employee's first (1st) paycheck of the month for which the contribution is made.

2. District contributions shall be for the cost of each insurance for participants in any of such plans, including eligible dependents of employees; provided that medical/hospitalization insurance shall be considered first priority and dental insurance shall be second priority. Before such payment is required with respect

to an employee, the Trustees shall certify to the District that the employee has such medical/hospitalization coverage (1) through the Trust, or (2) from other coverage which is substantially equal to or greater than that provided by the Trust. The District will not offer a similar plan or other medical/hospitalization insurance coverage to employees, and will not provide cash payments thereto in lieu of its contribution to the Trust.

3. If, during the life of this Agreement, a federal or state health insurance program covering all members of the bargaining unit becomes mandatory and effective, the parties agree to meet and discuss the effect thereof upon the District contribution to the Health and Welfare Trust.

B. WORKERS' COMPENSATION:

All employees of the District are eligible for State workers' compensation benefits. For absence due to a compensable injury as defined in ORS Chapter 656, an employee shall retain the compensation check that they receive for time lost. The employee may supplement their compensation check with accrued accumulated sick leave.

For purpose of this Paragraph, it shall be considered that an employee's "regular check" paid in a particular payroll period is for services during all that payroll period. For instance, a monthly check paid in August equaling one-twelfth (1/12) of the employee's annual salary shall be deemed compensation for services during August so that workers' compensation benefits received with respect to all or part of that month would be deducted from the amount regularly payable as compensation from the District for such month. Employees who are absent due to an on-the-job injury shall continue to accumulate vacation credits.

ARTICLE 17: SAFETY

A. SAFETY:

1. The District shall maintain safe working conditions in accordance with established federal and state regulations, board policies, and administrative directives. The District and employees covered under this Agreement should work to avoid or minimize hazards.

2. The parties agree to comply with Oregon OSHA and ODE regulations.

3. For accident guidelines, refer to the Bus Drivers' Handbook.

B. PHYSICAL EXAMINATIONS:

1. In the interest of safety and the well being of students, employees and the public, the District and the ATU agree to the objective of a substance free workplace. The District, at its discretion, may require that new employees have a medical examination including substance testing.

2. Such examination of a current employee(s) may also be required:

I. When supervision has reason to suspect employee conduct in violation of this drug and alcohol policy. Reasonable suspicion may be based on observations that the employer can describe, such as appearance, behavior, speech, breath odor, bodily symptoms, paraphernalia, or such other reasonable and responsible reason.

II. In the event of direct involvement or possible involvement in any type of accident or near-accident in which it can be shown that the employee's behavior, judgment, actions, or lack thereof reasonably contributed to the accident or potential accident, injury, or damage to property or equipment.

3. The District will comply with the Omnibus Testing Act of 1991 and will pay for post-accident, random, re-employment, and reasonable suspicion abuse testing.

C. PROPERTY LOSS:

The District shall reimburse employees for loss of personal property, excluding the employee's automobile, which occurs while the employee is on duty under the following circumstances:

1. When the loss is a result of any unwarranted assault on the employee's person suffered while on duty.

2. Property stolen by the use of forcible entry on a locked container. Reimbursement shall be at replacement costs (not exceeding actual cost) less any insurance or worker's compensation reimbursement. Reimbursement shall not be made for losses less than five dollars ($5.00) or that portion in excess of four hundred dollars ($400.00) and shall not be made when carelessness or negligence on the part of the employee was evident Reimbursement for amounts greater than four hundred dollars ($400) may be authorized at the District's discretion after the Director or designee meets with an ATU executive board officer or designee.

Employees shall cooperate and support the District in its investigation and resolution of any reported loss. The District will provide assistance in attempting to investigate and/or reclaim other stolen or damaged personal property including automobiles.

D. FINGERPRINTING:

The District will pay for the costs of record checks and fingerprinting of existing employees as required by state law.

ARTICLE 18: REDUCTION OF STAFF

A. The term "seniority" in this Article shall mean length of service as a bus driver with the District.

B. In the event staff reduction becomes necessary, the District will release personnel in the inverse order of their length of service but may give consideration to special qualifications and experience, and minority employment. In the absence of such considerations and exemptions, layoff shall be based on seniority. The ATU shall be provided the opportunity to consult with the District when the necessity of such

reductions is determined. Whenever possible, two (2) weeks written notice of layoff shall be given to each employee to be laid off under the provisions of this Article. Persons given such notice may not exercise the paid leave provisions of Article 15, except for sick leave when supported by a doctor's statement, quarantine, mandatory court appearances or jury duty. This provision applies only to regular employees.

C. Reductions shall be by seniority within a classification; however, the District may assign employees from a higher classification to a lower classification within an employee group. The District shall not assign employees to a lower salary level without a corresponding change in job assignment or responsibility.

D. An employee who rejects an assignment of equal pay and classification shall, by doing so, forfeit all rights under this Article. An employee offered an assignment of lower classification and salary, due to staff reduction, may elect layoff and retain the recall rights provided by this Article.

E. An employee who is terminated due to such reduction in staff shall have preference in filling positions within their employee classification and shall be recalled by the District for employment in such classification based upon seniority with the District; provided, however, they are qualified for the assignment. Employees so terminated shall retain such right of recall for a period of three (3) years from the date of termination. Employees so recalled by the District shall be reinstated with seniority rights accumulated as of the date of their termination. Any employee recalled by the District for a position comparable to the one from which they were terminated and who rejects such an assignment shall relinquish all rights provided in this Article and Agreement.

F. By May 30, the District shall attempt to notify employees, whose work years correspond with the school year, of the intended employment status with the District for the following school year. Failure by the District to provide such notice of changes in staffing plans following issuance of notification will not interfere with the authority of the District to reassign or terminate an employee.

ARTICLE 19: VACATIONS AND HOLIDAYS

A. Employees who are employed on a twelve (12) month basis shall receive vacation with pay as follows:

MONTHLY ACCRUAL

1-5	years of service	10	days	6.7	hours
6	“	11	“	7.4	“
7	“	12	“	8.0	“
8	“	13	“	8.7	“
9	“	14	“	9.4	“
10	“	15	“	10.0	“
11	“	16	“	10.7	“
12	“	17	“	11.4	“
13	“	18	“	12.0	“
14	“	19	“	12.7	“
15	“	20	“	13.4	“
16	“	21	“	14.0	“
17	“	22	(max.)	14.7	“

Employees shall accumulate vacation credits at the appropriate above monthly accrual rate following completion of each month worked. For employees with dates of hire after the first working day of a month, accrual shall begin (and/or be increased to the next step) the following month. For the purpose of this Article “month worked” shall mean on-the-job time, vacation time and authorized paid leave. New employees shall generally not be eligible to take vacation until completing one (1) year of service. Exceptions may be made upon approval of the employee’s supervisor. However, at no time shall an employee take paid vacation against time not yet earned.

Vacations must be scheduled through an employee’s supervisor. A supervisor may require that vacations be scheduled at a time least disruptive to the department to which the employee is assigned.

An employee who has scheduled vacation and is prevented by the District or workers' compensation compensated injury from taking their scheduled vacation, and because of a change in the fiscal year would lose accrued vacation hours, shall be allowed to reschedule the vacation period within a reasonable time.

An employee who occupies a position having a work year of less than twelve (12) months and who transfers to a 12-month assignment may count the time employed in the previous assignment as qualifying for vacation allowance. The basis for this allowance shall be the number of days worked in the previous position divided by a 21.75 day calendar month. This number will be converted to years of service and the employee shall commence to accrue vacation credits at the monthly rate shown above.

B. HOLIDAYS:

1. Regularly employed 190-200-210 day employees shall receive the following paid holidays:

Labor Day

Veterans' Day

Thanksgiving Day

New Year's Day

Martin Luther King, Jr. Day

Presidents' Day

Memorial Day

Juneteenth

Regularly employed 12-month employees shall receive the above days and, in addition, shall receive Independence Day and Christmas Day. Drivers that are assigned a summer route and scheduled to work the day before or the day after Independence Day is observed shall receive the full pay for the holiday. In the event the District closes in observance of any other day, 12-month employees shall not suffer pay loss. Holiday pay is included in the monthly annual salary of salaried employees. Regularly employed hourly employees shall receive full pay for holidays.

2. Employees shall receive holiday pay provided the holiday falls on a scheduled workday of an employee and that the employee worked or was on an authorized paid leave the nearest scheduled workday immediately preceding and following the holiday. Holiday pay will be adjusted twice per year for employees whose average daily work schedule exceeds the employee's scheduled set-up time. Adjustments will appear on the January and June paychecks.

3. The District reserves the right to change the days designated as paid holidays provided that in so doing it does not reduce the number of paid holidays. Thirty (30) days prior to implementing such change, the District shall notify the ATU of the reasons therefore and provide opportunity for consultation.

4. Employees who are members of a religious faith may use the leave provisions of *Article 15.B.4* for participation in religious observances when such participation during the workday is required by that faith.

ARTICLE 20: COMPENSATION

A. PAYROLL CHECKS:

1. Employees whose work years are less than twelve (12) months and who are employed at the beginning of the regularly scheduled work year, may receive their annual compensation in ten (10) or twelve (12) monthly payments. Such employees must indicate, in writing, their preferred method for payment for the coming school year. This writing must be submitted to Human Resources no later than August 1 of any given year. Employees hired after August 1, but prior to the first payroll cutoff date in September, shall be notified of the opportunity to make their selection prior to the first payroll cutoff date in September. Employees who do not submit a selection will be paid on a twelve (12) month basis. The method of payment cannot be changed during the course of the scheduled work year.

2. There will be no change to the method of payment in subsequent years unless the employee makes such an indication in writing to the Human Resources Department prior to August 1 of any given year.

3. Employees hired after the payroll cutoff in September shall receive their salary prorated over the remaining pay periods in the scheduled work year.

4. For an employee who selects payment on a ten (10) month basis, the last payment shall be subject to three (3) months of authorized payroll deductions, e.g., employee contributions to health and welfare insurance, organization dues, credit union, etc.

B. BONUS PAY PROGRAM:

The District may implement a bonus pay program for a group of employees (such as employees assigned to a particular school) to receive additional compensation above their normal wage or salary rates based on the group's successful completion of goals specified in advance by the District.

C. SOCIAL SECURITY:

At the time of the execution of this Agreement, continued participation by the District in the National Social Security Pension Act was anticipated. The District shall not take any formal action to withdraw the participation without notifying the ATU and providing opportunity for consultation.

D. SCHOOL YEAR:

The Board retains the right and authority to change the days on which school shall be held and to make any adjustments to the work year. In the event of adjustment to the work year, the District shall consult with the ATU before implementing any change, and the salaries set forth in this Agreement shall be adjusted for the added or deleted days on the basis of the employee's daily rate under said salary schedules.

E. PERSONAL VEHICLES:

Employees who are required to use their personal vehicles for travel on behalf of the District during on-duty time shall be reimbursed by the District. The District may require as a condition for reimbursement that the employee provide a certificate of insurance showing that the employee has basic liability coverage equal to or greater than minimum amounts required by District policy or regulation. Reimbursement shall be at the rate established by the Internal Revenue Service.

F. The District shall establish a career development fund in the amount of Ten Thousand Dollars ($10,000.00) per contract year for the purpose of assisting employees seeking to upgrade and gain new skills. Unless mutually agreed upon, unused funds shall not carry over to future years. The ATU will participate with the District in a Joint Labor/Management Committee to facilitate the development and implementation of the tuition reimbursement program including priority and eligibility for reimbursement.

1. Half of the funds will be available July through December of each year. The remaining half will be available January through June of each year. Any funds not used during the first half of the year shall carryover to the second half of the year. Uses of such funds shall be for the cost of enrollment in college courses. The fund may not be used for travel, lodging or meals.

2. Requests for use of funds must be submitted through the employee's supervisor with final approval by the Human Resources Department prior to taking the course. The ATU shall receive a report at the end of each semester containing the requests submitted to the supervisor and the final decision of the Human Resources Department. To receive reimbursement, an employee must provide verification of successful completion of the work as soon as possible following completion of the work but no later than one year after completion. Reimbursement will be made no later than sixty (60) business days following the submission of all required documentation.

3. Employee may be reimbursed for a maximum of Seven Hundred Dollars ($700.00) in any one year.

G. Each year the district will contribute up to $1000 to the team building and morale fund. These funds will be used for employee events as mutually planned and agreed to by ATU and PPS.

ARTICLE 21: TRANSFER AND ASSIGNMENT

A. A driver shall receive a minimum of six (6) hours, or seven (7) hours if assigned a midday run, of work daily and shall be obligated to perform assigned work as necessary to meet the six (6) hour**,** or seven (7) hour if assigned a midday run, per day minimum.

B. Drivers will be given the opportunity to bid on routes prior to the beginning of the school year, using the process described in Article 21.H. Thereafter, new or additional routes

shall be posted and bid separately providing it does not conflict with the driver's existing routes. Another opportunity to bid shall occur in June for summer work.

1. Any separate midday route which is created after initial bidding shall be posted for bid and awarded to the most senior driver as long as the new combined route does not exceed eight (8) hours of work per day. Midday routes that are combined with other routes at the completion of the initial bid shall remain combined for the school year.

2. Route assignments will be offered to drivers on the basis of seniority and qualifications. In the event no driver accepts the assignment, it will be assigned to the least senior qualified driver taking into consideration the needs of the District and efficiencies of operations.

3. The District shall post route schedules and descriptions, cover driver positions, any special qualifications required, and seniority lists. Such posting shall be for a period of not less than three (3) days at each dispatch location and online. Drivers shall then bid routes based on seniority. If they are not bid during this time, the District will assign the route.

4. Bidding will be conducted by seniority. Drivers may bid by written proxy only at the beginning of the school year. Verbal proxies are not permitted. Drivers who do not bid will be assigned whatever route is still available after all other drivers have bid. No driver shall be allowed to bid until completion of the District training requirements for the coming school year. Such drivers will be subject for assignment after completion of the required training.

5. When a route becomes permanently vacant or a new route is created after initial bidding, the schedule and description of that route shall be posted and will be bid up to two (2) more times each awarded on a seniority basis. District Management will then assign any resulting open route.

6. Set-up times for routes shall be reviewed following the last week of September and adjustments made where appropriate.

7. Cover drivers shall be assigned work, including coverage of routes when regular drivers are unavailable, and will be set up as eight (8) hours guaranteed per day.

C. Notices for vacancies that represent promotional opportunities for drivers, that is, Full-Time Driver/Trainer, Designated/Drive Trainer, Driver/Dispatcher, Driver/Radio Operator, and Cover Driver shall be posted for a minimum of three (3) days. The District may fill the position on an emergency basis (not to exceed one (1) week) without posting.

D. In the event a route schedule is changed which reduces the number of hours of work for a driver, any reduction in hours of pay shall not be effective for two (2) weeks. Layoff shall be conducted in accordance with *Article 18* of this Agreement.

E. Drivers hired after July 1, 2000, who are designated by the District as part time, are excluded from the six (6) hour minimum in *Article 21.A*.

F. Summer school drivers shall receive a minimum of 4.5 hours of work daily with 2.25 hours per movement. Summer school cover drivers shall receive a minimum of 6 hours of work daily. Summer school drivers and summer school cover drivers shall be obligated to perform assigned work as necessary to meet their guarantee. Summer school drivers are excluded from the six (6) hour minimum in *Article 21.A*.

G. The geographic area a driver bids on will be considered when new schools or worksites are added to existing routes.

H. The annual bid will take place under the following conditions:

1. The District will designate a Driver, who has indicated a willingness and aptitude to provide this support, as the Bid Monitor. When designating a candidate for this assignment, the District will take into consideration the employee's relevant skill, knowledge, and availability, as well as performance as a Driver. The selection of candidates and schedule assignment for the Bid Monitor will be at the sole discretion of the District. The District will review with the Union the list of potential candidates prior to making the final assignment.

2. Since providing this support requires unique skills and responsibilities, the parties have mutually agreed to pay the Bid Monitor an additional $2.00/hour to their base pay for hours spent working in that capacity. The Bid Monitor will receive a two hour guarantee or actual time worked as a Bid Monitor for the four business days prior to bid day, whichever is greater. To receive the Bid Monitor pay, the individual selected will perform bid support as assigned by the District.

3. The Bid Monitor's responsibilities will begin on the fourth business day before bid day. On that day, the Bid Monitor and an ATU Representative will remain until close of business (5pm) to review the routes posted, confirm the scheduled bid day, and resolve any issues that arise ("Confirmation Meeting"). Thereafter, the Bid Monitor will meet daily with the District, until bid day, to review all changes to existing routes and new routes. Following the Confirmation Meeting, any new routes posted will follow the already established procedure for new work (Article 21.B and the Criteria for Delay or Postponement of Bid). If more than 25% of the runs, sites, or programs on a route change after the Confirmation Meeting, or if a previously non-wheelchair route has a wheel chair added, that route will be considered a new route. Changes to the students on a route that do not result in a change to the runs, sites, or programs on the route, or the addition of a wheelchair, do not create a new route. Any changes made to routes after 9am on the day before bid day will result in the route being considered a new route and the route will be moved to the secondary bid board.

4. Bids will be posted online in addition to the in-person bid boards in the Transportation office.

5. Should an issue arise during bid day, the Bid Monitor, the ATU Representative, and District representatives will make every effort to resolve the issue without resulting in a delay or postponement of bid day. Should the parties not agree on a resolution, the ATU Representative may delay or postpone bid day according

to the Criteria for Delay or Postponement of Bid Day; however, bid day may not be postponed for longer than one business day without District approval.

6. If bid day is postponed with less than 3 business days of notice, then drivers will receive four hours pay or time worked, whichever is greater, for the day bid day was originally scheduled to occur.
7. Any and all issues about routes and bid day will be resolved by the Bid Monitor, the ATU Representative, and the District during the above described process and will not be subject to the grievance process provided for in Article 9.

8. The Bid Monitor will be aided by a Bid Assistant who will be selected by the Union. No premium pay applies to the Bid Assistant position. The Employer reserves the right to give final approval on any candidate selected by the Union to serve as the Bid Assistant.

ARTICLE 22: DURATION

A. Except as may otherwise be provided for in this Article, this Agreement shall become effective as of the date it is signed by the parties and shall continue in effect through 11:59 PM, June 30, 2025.

B. Should there be an intervening change in the law which would significantly reduce the District's revenue, and thus, its fiscal stability below the level being planned for at the time of the execution of this Agreement, the parties agree to reopen the negotiations on salaries and other economic benefits established by this Agreement.

C. In the event that under applicable laws, some other method of representation or some other applicable representative for employees is elected, this Agreement shall not terminate, but shall be fully binding according to its terms upon any and all employees or successors to the ATU as exclusive representative of employees or portion thereof, except as to representation of employees for whom the ATU remains the exclusive collective bargaining representative by law. Such event shall terminate the rights and authority of the ATU under this Agreement.

APPENDIX A:
SALARY SCHEDULE FOR BUS DRIVERS

STEPS	Effective 7/1/2022	Effective 7/1/2023	Effective 7/1/2024
1	$27.50	$28.33	$29.17
2	$27.98	$28.82	$29.69
3	$29.53	$30.41	$31.33
4	$31.30	$32.23	$33.20
LG-5	$33.30	$34.30	$35.33
LG-10	$33.84	$34.86	$35.90
LG-15	$35.21	$36.27	$37.35
LG-20	$36.32	$37.41	$38.53
LG-25	$37.22	$38.34	$39.49
Type 10			
Step 1	$26.69	$27.49	$28.31
Step 2	$27.34	$28.16	$29.00
Step 3	$27.98	$28.28	$29.69

ASSIGNMENT PREMIUMS (over base rate)

Full-Time Trainer	$4.00
Driver/Dispatcher	$4.00
Radio Operation	$3.00
Designated Driver/Trainer	$2.00
Casual Driver Trainer (only for hours so worked)	$2.00
Cover Driver/Field Spare	$2.00

A. Drivers who complete five (5) years of service as a bus driver with the District shall receive longevity pay LG-5. Such pay shall become effective the month following completion of five (5) years of service. Drivers who complete ten (10) years of service

as a bus driver with the District shall receive longevity pay LG-10. Such pay shall become effective the month following completion of ten (10) years of service.

Drivers who complete fifteen (15) years of service as a bus driver with the District shall receive longevity pay LG-15. Such pay shall become effective the month following completion of fifteen (15) years of service. Drivers who complete twenty (20) years of service as a bus driver with the District shall receive longevity pay LG-20. Such pay shall become effective the month following completion of twenty (20) years of service. Drivers who complete twenty-five (25) years of service as a bus driver with the District shall receive longevity pay LG-25. Such pay shall become effective the month following completion of twenty-five (25) years of service.

B. A single Step increment will be granted once each school year for eligible drivers. For clarification, the Step increment is in addition to the salary schedule increases above.

C. Retroactive pay adjustments shall only be implemented for those employees who are active, on an approved leave of absence, been transferred to a different position within the District, or who are PERS eligible and have retired, at the time of the adjustment.

D. Trainees shall receive the state or federal minimum wage, whichever is highest, while in training. Trainees shall not be entitled to other benefits provided by this Agreement. Upon satisfactory completion of training and eligibility requirements and assignment as a bus driver, they shall be placed at *Step 1*.

E. Newly employed drivers who hold a valid Commercial Driver's License with a school bus ("S") endorsement, and an Oregon school bus driver certificate will be given one (1) Step credit for each year of prior experience as a school bus driver, except that none shall be placed higher than Longevity *Step 5* (LG-5). Nothing in this Section is intended to prevent the District from providing experienced drivers a higher Step upon entry at its sole discretion. If the District places a driver at a step higher than LG-5, the District will provide the Union with notice of the placement and the basis for the decision.

F. A driver designated as a Driver/Dispatcher, Designated Driver/Trainer, Full-Time Driver/Trainer, Cover Driver, or Driver/Radio Operator shall receive the hourly premium specified in addition to their hourly rate.

G. Each driver who works more than four (4) hours per day on a continued movement shall be entitled to a minimum of one-half (1⁄2) hour duty-free lunch period without pay. When a driver's assignment precludes a duty-free lunch period (1⁄2 hour), the driver shall be paid for such period.

H. Drivers required to attend in-service training during the course of the school year on days that they otherwise would not be working, shall receive not less than four (4) hours pay at their regular rate. The District agrees to consolidate such training into as few days as possible and shall make a reasonable effort to have the August in-service day and bid day occur on two (2) consecutive days. The ATU will send a written reminder to drivers indicating that attendance at the August meeting is mandatory and stressing the importance of on-time attendance.

I. In the event of nonscheduled early dismissal, drivers on duty who report back to work shall receive not less than their regular setup time or actual time worked, whichever is greater. In the event of an unscheduled two-hour late start due to weather, drivers

are to report one and one-half (1½) hours later than regular report time. In the event of a scheduled two-hour late opening, drivers are to report two (2) hours later than regular report time.

J. The District will provide up to five (5) days compensation for use only in the event of District designated closures because of inclement weather or reasons of an emergency nature. This additional compensation shall be considered payment for up to three (3) replacement days. District Designated Closure compensation will be used in the manner specified in the following subsections:

1. If the District closes an employee's worksite because of inclement weather or reasons of an emergency nature, the following procedures will be implemented:

I. An Employee will be compensated at their regular rate of pay for their regularly scheduled hours of work for up to five (5) days in a fiscal year.

II. If a worksite is closed for more than five (5) days in a fiscal year, employees may then use emergency/personal leave, comp time, or vacation days in lieu of unpaid leave, unless the employee has no such leave available; in which case the employee will be on an approved unpaid leave of absence.

III. If, due to closures because of inclement weather or reasons of an emergency nature, the school year is extended, employees will work up to three (3) days without additional compensation. If the school year is extended beyond three (3) days, employees will be paid at their regular rate of pay.

IV. Notwithstanding *Article 19.B*, the District may schedule Presidents' Day as a make-up day with at least thirty (30) calendar days' notice. Employees who work Presidents' Day will receive their regular rate of pay.

V. In the event of District designated closures because of inclement weather or reasons of an emergency nature for more than five (5) consecutive school days, the District will promptly meet with ATU to discuss the terms and conditions of the on-going closure. The parties recognize the value of maintaining continuity of the workforce.

K. All drivers are required to read and become familiar with the Student Transportation' Handbook.

L. The District shall reimburse drivers for the cost of testing and fees for initially obtaining a Commercial Driver's License certificate. The District shall pay such costs for newly hired drivers. The District will pay for only tests that are passed.

M. During the life of this Agreement, should the District increase the health insurance contribution of SEIU, PFSP, DCU, or the unrepresented employees of the District, at the ATU's discretion, *Article 17* (Insurance) may be reopened for further negotiation under the expedited bargaining rules.

APPENDIX B: TEMPORARY ASSIGNMENTS AND EXTRA NON-DRIVING DUTIES

Temporary assignments and extra non-driving duties will be assigned in the following manner:

A. A description of the work to be performed will be posted in Dispatch, emailed to drivers via District email and shall list the desired experience, skills and abilities.

B. A sign up sheet will be posted for interested drivers in Dispatch. This will include a closing date.

C. After the closing date the interested individuals will be contacted and a time scheduled to determine which candidate has the best qualifications for the duties. This may be as simple as an oral interview or can include a skills assessment exercise.

D. At the conclusion of the process, the individual with the best qualifications will be awarded the extra duties or temporary appointment. If two or more individuals have the desired skills seniority will be the deciding factor.

APPENDIX C: DEFINITIONS

Definitions:

ON-DUTY TIME shall be defined as:

Report to work until return to base station or parkout after completion of assigned movement. Drivers shall be paid no less than six (6) hours, or 7 hours if assigned a midday run. However, a driver is subject to assignment of work by the District during the entire six (6) hour**,** or 7 hour if assigned a midday run, period.

OFF-DUTY TIME shall be defined as:

Any time that a driver is at the base station or parkout for more than one-half (1⁄2) hour between movements.

A BUS MOVEMENT shall be defined as:

Driver and vehicle leaving base station or parkout to pick up one or more places and return to base station or parkout after completion of the assigned route.

LAYOVER shall be defined as:

A driver assignment at District request, where the driver remains with the bus and is paid for the time.

PARKOUT shall be defined as:

A driver assignment initiated by driver request and approved by the District, where the driver does not necessarily remain with the bus at a District facility. The drivers will not have such time deducted from their set-up time. Drivers may be required to return to the bus yard at the request of the District.

EXTRA DRIVING DUTY shall be defined as:

School bus driving work available to qualified School Bus Drivers outside of the District quarterly calendar.

EXTRA NON-DRIVING DUTIES shall be defined as:

Short-term work that may be in addition to, or outside of, the driver's normal route. Such work shall include, but not be limited to, radio/dispatch assistance, general housekeeping, miscellaneous administrative support, etc.

DRIVER/TRAINER shall be defined as:

A full-time Driver/Trainer. The position includes all driver training related duties, record keeping and safety topics and some bus driving as assigned.

DESIGNATED DRIVER/TRAINER shall be defined as:

An appointed position responsible for training new drivers. The Designated Driver/Trainer must be certified as a Behind The Wheel Trainer and Core Instructor. This position commits to serving annually, as required by the Training Department. The premium for this position is paid for all guaranteed hours and overtime. The position will be guaranteed a minimum of six (6) hours time for days expected to work beyond Quarterly Calendar days.

CASUAL (PART-TIME) DRIVER/TRAINER shall be defined as:

An ATU member who is not a Designated Driver/Trainer, but functions in training related activities. The Assignment Premium will be on an event-by-event basis for the actual time spent training.

MIDDAY ROUTE shall be defined as:

A route that begins at least thirty (30) minutes after the completion of an AM route and ends at least thirty (30) minutes from the commencement of a PM route.

SENIORITY shall be defined as:

Length of continuous service as a bus driver with the District.

Appendix D: Type 10 Passenger Car Drivers

This Appendix represents the terms and conditions of employment for "Type 10 Passenger Car Driver."

1. Type 10 Passenger Car Drivers are employed by Portland Public Schools as Student Transportation employees and are assigned to drive type 10 passenger vehicles to transport students to locations along designated routes. Driving type 10 passenger vehicles to transport students is not exclusively bargaining unit work.

2. Type 10 Passenger Car Drivers are covered by the collective bargaining agreement between the Amalgamated Transit Union Local 757 and Portland Public Schools except the following provided by:

a) Article 13.A.2 and 13.B (Call Back),

b) Article 16 (Insurance),

c) Article 18 (Reduction of Staff),

d) Article 20, section Payroll Checks (Compensation),

e) Article 21.A, B, C, D, F, G (Transfer and Assignment),

f) Appendix A (except as stated in this agreement),

g) Appendix B (Temporary Assignments and Extra Non-Driving Duties).

3. The classification Type 10 Passenger Car Drivers shall be compensated at the rate specified in the Type 10 Wage Scale in Appendix A.

4. Type 10 Passenger Car Drivers will advance to Step 2 on the Type 10 Wage Scale on the first pay period following 900 hours worked with the District. Type 10 Passenger Car Drivers will advance to Step 3 on the Type 10 Wage Scale on the first pay period following 1,800 hours worked with the District. For the purposes of this Section only, all paid hours are considered hours worked. Type 10 Passenger Drivers are not eligible for any additional step increases or longevity premiums.

5. Type 10 driver who works an average of 20 hours or more per week over the course a semester is eligible for benefits the following semester as provided in this section. For eligible Type 10 drivers, the District will pay a portion of the cost of the monthly premium for the coverage the driver chooses. The amount of the District's monthly contribution will be 92% of the total monthly premium cost of the least expensive employee-only medical coverage option. The District will also contribute $38/month towards the cost of dental coverage. The employee pays the remainder of the premium cost for employee-

only coverage. If the employee wishes to add family members, the employee will pay the full premium for those members.

Fall semester coverage is determined by Spring semester average hours worked. Spring semester coverage is determined by Fall semester average hours worked. Summer coverage is determined by Fall semester average hours worked. If an employee has coverage in Spring, they will have coverage through the end of summer.

6. Type 10 Passenger Car Drivers are not eligible to bid on routes. The parties agree the District maintains the exclusive right to assign and direct work and may modify or change route assignments without notice and such change shall be effective immediately.

7. A Type 10 Passenger Car Drivers shall receive a minimum of two (2) hours if assigned to either a morning run or afternoon run only and a minimum of (4) hours when assigned to both a morning and afternoon run.

8. Type 10 Passenger Car Drivers shall be paid on a monthly basis consistent with existing District payroll processes for hours worked. Type 10 Passenger Car Drivers are not eligible to receive their annual compensation in ten (10) or twelve (12) monthly payments.

9. The District maintains its right to determine routes that are performed by contracted services.

10. Other than as specifically stated here or in the collective bargaining agreement between Portland Public Schools and the Amalgamated Transit Union Local 757 this Appendix shall not alter or have effect on the District's control and direction overall all matters of inherent managerial policy or managerial rights.

Appendix E: Criteria for Delay or Postponement of Bid

Definitions:
Delay: Short stoppage of bid activities in order to correct an error, discrepancy, or concern.

Postponement: Bid is postponed until the next business day at the latest, except in the event of an emergency, in which case Bid will be postponed to day after the emergency has resolved.

Categories of Criteria

Seniority:

Driver misses their scheduled time in bidding order:

- Driver at fault-No delay. Driver is placed 5 bid positions down from current bidder.
- Management at fault-Delay. Rebid all drivers and work from the point of failure. Delay could lead to postponement depending on the discovery of the mistake and the ability to rebid. (drivers still available)

Driver does not choose work within the allotted time: 5 minutes

- Driver at fault-No Delay. Driver is placed 5 bid positions down from current bidder.

Routing:

Route is not posted for the correct amount of time:

- If still unbid at discovery-delay. Pull work and move to the appropriate bid board.
- If bid-Delay. Move work to the appropriate bid board. Rebid work from point of failure. Delay could lead to postponement depending on the discovery of the mistake and the ability to rebid. (drivers still available)

Routing is not complete at time of bid:

- If still unbid at discovery-delay. Pull work and move to the appropriate bid board.
- If bid-Delay. Move work to the appropriate bid board. Rebid work from point of failure. Delay could lead to postponement depending on the discovery of the mistake and the ability to rebid. (drivers still available)

A portion of the routes are not complete in time for bid day:

- No Delay- Bid will continue with routes that are available.
- Another bid will be scheduled when appropriate or routes will posted according to contract.

Credentials:

Full credentials are:

Driver's License-Valid at time of bid
Medical Certificate-Valid at time of bid
First Aid Card-Valid at time of bid
School Bus Certificate-Valid at time of bid

Driver does not have current credentials:

- Driver at fault-No delay. Driver can bid once credentials are current.
- Driver is current but needs copies-No delay. Driver is placed 5 bid positions down from current bidder.

New Routes:

- If at any point after the confirmation meeting until bid day, more than 75% of the total routes posted on both the bid board and the secondary bid board are new routes as defined by section 4 of the Bid Day MOU, then bid day may be postponed, but in no event may bid day be postponed for longer than 3 days.
- If there are 10 routes or less available to be bid from the secondary bid board, then that bidding will occur by sign up, according to seniority.
- If there are more than 10 routes available to be bid from the secondary bid board, then another bid day will be scheduled for after the routes on the secondary bid board have been posted for 3 days per Article 21, section B, subsection 3.

MEMORANDUM OF UNDERSTANDING
LABOR MANAGEMENT COMMITTEE MEETINGS

For the purpose of improved communication and partnering between the Union and Management, Portland Public Schools and the Amalgamated Transit Union Local 757 agree as follows for the 2022-2025 fiscal years:

A. The Union shall select up to three (3) bus drivers from the Student Transportation department to meet with District designated management representatives in one committee approximately once every two (2) months.
B. A Human Resources/Labor Relations representative and a Union Business Representative are welcome to attend.
C. Additional meetings may be requested as needed by either party and upon mutual agreement the parties shall have a supplemental Labor Management Committee meeting.
D. The Joint Labor Management Committee shall serve as a pilot and through mutual agreement, may continue on a year-to-year basis.
E. LMC Topics for discussion may include but are not limited to:
    A. Training
    B. Health and Safety concerns
    C. Respectful work environment
    D. Contracting out, use of Type 10 drivers, and cabs
    E. Scheduling

Signature Page

FOR PORTLAND SCHOOL DISTRICT NO. 1, MULTNOMAH COUNTY, OREGON by:

_____
Guadalupe Guerrero
Superintendent

Dated: _____

For ATU Local 757

_____
Shirley Block
President – ATU

Dated: _____

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RESOLUTION No. 6513

SE Enrollment and Program Balancing-Phase 2

RECITALS

A. In June 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reImagined*, co-constructed by a broad coalition of students, staff, and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.

B. In February 2020, the Board adopted Resolution 6059 stating that, while PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the District also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent launched an enrollment and program balancing process and charged staff with developing short- and long-term recommendations, with input from the community, for enrollment and program balancing based on outcome goals and to support the access of historically underserved students to high-quality learning environments.

C. The first phase of the charge addressed the goal of improving access to comprehensive middle schools by establishing the attendance area and programs for Kellogg Middle School. A Southeast Guiding Coalition (SEGC) composed of parents, guardians, principals, students, and teachers, reviewed boundary changes and program relocation options, listened to community feedback and provided a recommendation to the Deputy Superintendent. The Board adopted a modified version of her plan through Resolution 6236 in January 2021.

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   a. The entire Harrison Park K-8 attendance area will be assigned to Clark Elementary School and Harrison Park MS;

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   c. The entire Vestal attendance area, including the new portion described in subsection m, below, will be assigned to Harrison Park MS for grades 6-8;

   d. The entire Creston attendance area, including the new portion described in subsection f, below, will be assigned to Hosford MS for grades 6-8;

   e. The entire Woodstock attendance area, including the new portion described in subsection i, below, will be assigned to Lane MS for grades 6-8;

   f. An area north of SE Holgate Blvd and west of SE 60th Ave/SE Foster Rd. is reassigned from Arleta ES/Kellogg MS to Creston ES/Hosford MS;

   g. An area east of SE 72nd Ave/north of SE Boise St. is reassigned from Arleta ES to Marysville ES;

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i. An area south of SE Holgate Blvd. and west of SE 60th Ave. is reassigned from Arleta ES/Kellogg MS to Woodstock ES/Lane MS;

j. An area north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., and west of SE 82nd Ave. is reassigned from Bridger (K-8) to Arleta ES/Kellogg MS; k. An area north of SE Woodward St, east of SE 67th Ave, south of SE Division St, and west of SE 82nd Ave. is reassigned from Bridger (K-8) to Atkinson ES/Harrison Park MS; l. An area west of SE 72nd Ave between SE Holgate Blvd and SE Foster Rd. is reassigned from Marysville ES to Arleta ES;

m. An area north of E. Burnside St and east of NE 60th Ave. is reassigned from Glencoe ES/Mt. Tabor MS to Vestal ES/Harrison Park MS;

n. An area west of SE 52nd Ave and east of SE 57th Ave. is reassigned from Lewis ES/Sellwood MS to Whitman ES/Lane MS;

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r. The changes described in subsections a-q, above, are recommended to begin with incoming kindergarten and 6th-grade students, along with any other newly enrolled students. Legacy rights for current students and guaranteed transfers for siblings will be in effect, as per PPS policy 4.10.049-P. Students affected by boundary change may request transfer to their new neighborhood schools at any time.

s. Transportation will be provided to students over one mile from their new elementary schools and over 1.5 miles from their new middle schools.

G. In order to improve access to robust dual-language immersion programs, especially for students who are native speakers of the target language, the following program re-locations are recommended by the Deputy Superintendent to begin in Fall 2023:

a. Grades K-5 of the Chinese immersion program currently located at Harrison Park K-8 will relocate to Clark ES, while grades 6-8 will continue at Harrison Park MS;

b. The Chinese immersion program currently located at Hosford MS will relocate to Harrison Park MS;

c. The Spanish immersion program currently located at Bridger ES will relocate to Lent ES; and

d. The Spanish Immersion program currently located at Mt. Tabor MS will relocate to Kellogg MS.

e. Implementation of changes in subsections a-d, above, is recommended for all grades in fall 2023. Current students may request transfer to the new locations for the 2022-23 school year.

H. To accommodate the reopening of Clark ES as a neighborhood school and maintain a K-8 choice option in the outer southeast, the Creative Science K-8 School is recommended by the Deputy Superintendent to relocate to Bridger ES. Current Creative Science students, along with Bridger English program and future Bridger neighborhood students, are recommended to receive an automatic assignment to the new Bridger-Creative Science K-8 School. Bridger students can also opt-out of regular programs at Clark ES and Harrison Park MS.

~~I.~~ ~~The Board Deputy Superintendent also directs recommends that the proposal to change the neighborhood English Scholars program be deferred for no more than a year. to support the conversion of Lent ES to a full Spanish immersion school, students currently enrolled in the English classrooms at Lent ES,~~
~~and future new Lent neighborhood students who opt-out of immersion may enroll in Marysville ES.~~

~~J~~I. In order to ensure a successful transition to the new configurations, the following implementation

supports are recommended by the Deputy Superintendent to begin immediately:

a. A staffing pool of ten licensed FTE will be equitably allocated as needed over the next five years creating bridges as programs move and boundaries change from one school to another and providing full programming for low enrollment schools that will grow over five years.

b. Provide transportation for the Harrison Park Middle School Chinese Immersion program to support students from the Woodstock DLI program. Continue to provide transportation to neighboring communities for Lent Spanish DLI, adding students residing in the Bridger attendance area.

c. Additionally, transportation leaders will submit to the Board a supplemental transportation plan to address safety concerns within the SE region to be implemented in Fall 2023. Through the supplemental transportation plan, no K-8 students will be required to cross Interstate 205, and bus transportation will be provided to students living in these areas.

d. To support families wishing to transition to their new schools early, requests for transfer into the new boundary or program locations will receive priority for the 2022-23 school year.

RESOLUTION

1. The Board of Education adopts the Deputy Superintendent's recommendations resulting from the SE Enrollment and Program Balancing Phase 2 assignment plan to:

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   c. Relocate the Creative Science School to Bridger ES, Bridger Spanish Immersion to Lent ES, Mt. Tabor Spanish Immersion to Kellogg MS, Harrison Park K-5 Chinese Immersion to Clark ES, and Hosford Chinese Immersion to Harrison Park MS; and
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      ~~Provide students in the Lent neighborhood the right to attend Marysville for English-only programming, as well as a right to attend Lent if they are entering kindergarten or meet the Spanish-language proficiency for the grade they are entering.~~

   e. Provide students in the Bridger neighborhood the right to attend Clark Elementary School or Harrison Park Middle School instead of the Bridger Creative Science K-8 focus option.

2. All changes will be implemented at the start of the 2023-24 school year, except paragraph C.
   a. Boundary changes will begin with new students, as described in PPS policy 4.10.045-P(V).
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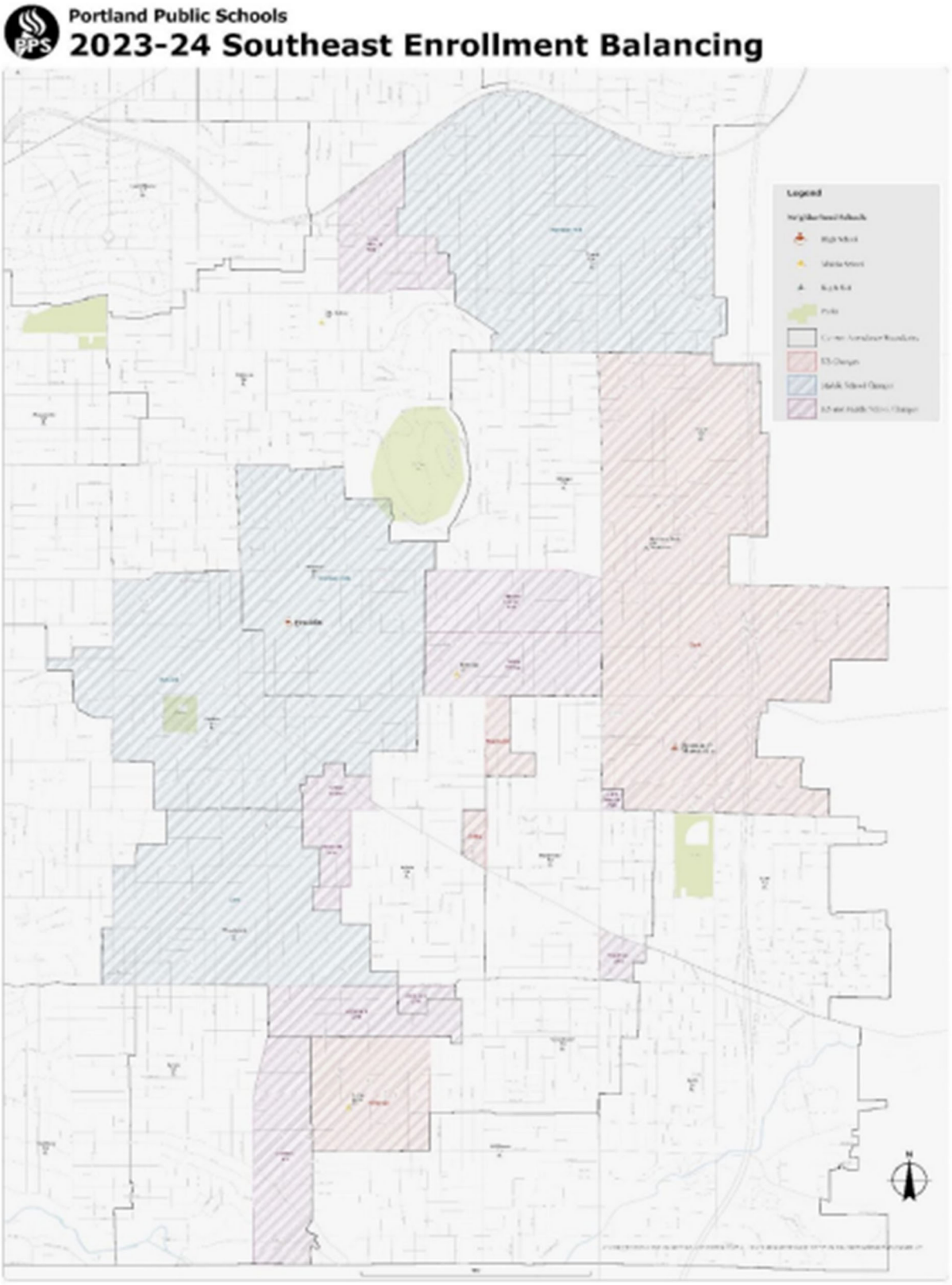
3. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing, transfer priorities and other operational adjustments to support the effective implementation of this resolution.
4. The Board acknowledges and greatly appreciates the thoughtful work and input of the Southeast

Guiding Coalition and other community members in this process.

ATTACHMENT A



RESOLUTION No. 6513

SE Enrollment and Program Balancing-Phase 2

RECITALS

A. In June 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reImagined*, co-constructed by a broad coalition of students, staff, and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.

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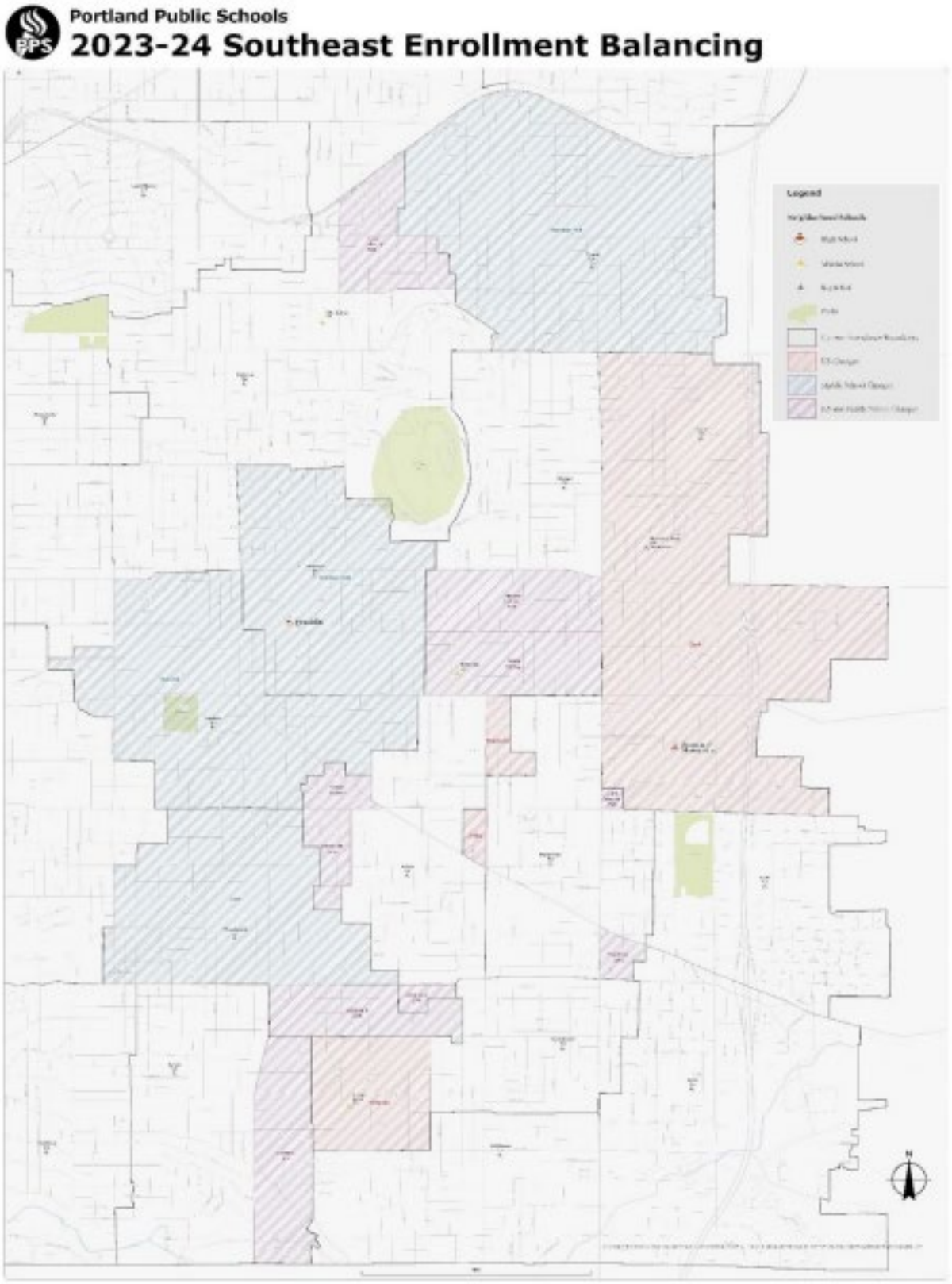

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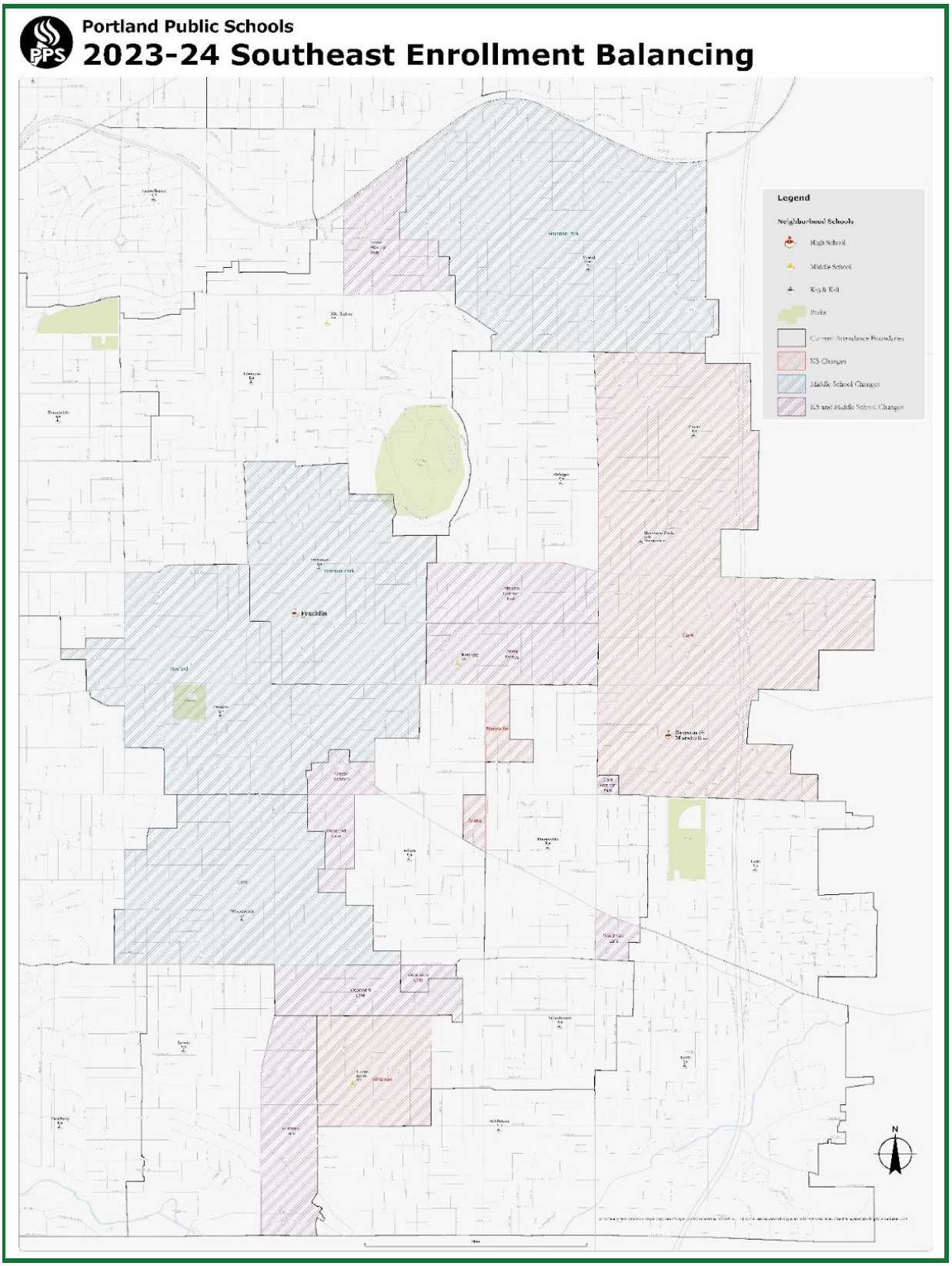


PORTLAND PUBLIC SCHOOLS
Deputy Superintendent of Business & Operations
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380

Date: May 17, 2022

To: School Board

From: Claire Hertz, Deputy Superintendent for Business and Operations

Subject: Responses to Board Questions: SE Enrollment and Program Balancing Phase 2

On May 10, 2022, the PPS Board of Directors received and discussed the SE Enrollment and Program Balancing Phase 2 recommendation. Below are answers to the questions posed by Directors at the meeting.

Question	Staff Response
Number of students who would be eligible for busing based on mileage from school. Any other places where there has been a commitment to bus students. Want the total number and who is getting bused. By number and location ie: eastern part of Marysville boundary.	Approximately 750 students would be eligible for PPS bus service if the proposal is approved. See this sheet for details. Many areas already receiving transportation to the current schools, so there will be significant re-routing of current routes, in addition to making new routes
What supports are in place for Spanish DLI at Kellogg and what supports will be in place for Mandarin DLI at Harrison Park?	Kellogg was staffed to help Spanish immersion from the beginning. Two out of three building administrators are Latina, two out of three building administrators are bilingual, the front office staff is bilingual, the community agent is bilingual, the school climate specialist is bilingual, and many teachers not teaching DLI classes are bilingual. The Hosford Chinese Immersion program currently has 3 bilingual teachers (reducing to two teachers next year) and does not have any bilingual support staff. Harrison Park K-8 will have a .5 bilingual teacher for 6th grade Chinese Immersion next year, and has two bilingual EAs: a Mandarin speaker assigned to Kindergarten and a Cantonese speaker who supports ESL students and families. School leaders will continue to prioritize recruiting,

	hiring and retaining teachers and support staff who reflect the ethnicity, culture and languages of the students and families they serve.
There are a large number of schools without foundations, interested in FTE to support transitions. How will the staffing pool be allocated?	Staff is committed to using a RESJ lens to analyze what supports are needed for impacted schools and historically underserved communities. Set aside FTE is budgeted to address needs as they arise beginning in the 2022-23 school year. There is a recommendation that a staffing pool of 10 licensed FTE is equitably allocated as needed to help SE schools through the transition on an annual basis for schools with lower enrollment to maintain services to students and families, and to create bridges as students transition over a five year period. The Office of Instruction and School Communities manages the staffing process and will work in consultation with principals to support the needs of SE schools as we implement these enrollment and program balancing decisions.
How are we communicating with families on what to expect during implementation?	OSP leaders will direct the implementation process and ensure regular engagement with community members about the transitions.
Will next year's Lent neighborhood kindergartners be offered the opportunity to start at Marysville?	Yes. All registered Lent K English Scholar students will be informed of their option to switch to Spanish Immersion or a multi-strand program at Marysville. Marysville and Lent leaders are open to hosting opportunities for families to learn more about their options before the end of the school year as well as in August.
Please provide a brief explanation of how we stayed true to having students at the center of this process..	We held sessions that were open to students of color in the Ideas and Input stage. During this stage the schools most impacted were Harrison Park, Lane, and Creative Science School. Student feedback suggested a value for access to Spanish Dual Language Immersion Programs, as well as improving middle school programs. In addition, schools led sessions with students and student-based groups that helped indicate support for DLI programs and co-located programs, including Lent and Atkinson.
How will students and community be engaged in the Harrison Park capital improvement plan?	Our Facilities team is holding an Open House on May 31 to discuss the proposed changes and get feedback from attendees. The future elementary feeder school students and families will be invited to attend this engagement session.

What school would be closed via school ID reporting? Creative Science or Bridger?	This is an excellent question. After the Board approves the proposal, the District will begin planning for implementation in Fall 2023. The Office of School Performance leaders working alongside school principals will bring the Bridger and Creative Science School communities together to collaborate on combining the two schools. We will need to have a School ID with the state for reporting purposes, and the decision of which school ID will be used, will be made later in the 2022-23 school year.
What is the cost in dollars of the financial impact of the SE Proposal?	The cost of two additional bus routes for 2023-24 would be $180,000, and reimbursement for transportation at 70% would realize a 30% expense of $54,000. The 10 licensed FTE pool for staffing would cost approximately $1.2 million beginning in 2022-23.

ATTACHMENTS

A. SEGC Transportation Recommendation Spreadsheet

Proposed School	Current School	Area desciption	Grade level	Estimated student counts*	Estimated eligiblity for bus service**	Estimated number of eligible students	Is area currently eligible for transportation?
Arleta (AR)	Bridger (BR)	Portion of Bridger boundary south of SE Woodward between SE 67th and SE 82nd	K-5	23	100%	23	
Arleta (AR)	Marysville (MV)	Portion of Marysville boundary between SE Holgate and Foster west of SE 72nd	K-5	6	0%	0	
Atkinson (AT)	Bridger (BR)	Portion of Bridger boundary north of SE Woodward between SE 67th and SE 82nd	K-5	52	67%	35	
Bridger (BR)	Harrison Park (HP)	Portion of Bridger boundary south of SE Stark and north of SE Division	K-5	10	0%	0	
Clark (CL)	Harrison Park (HP)	All of current Harrison Park boundary	K-5	243	60%	146	Yes-small portion
Creston (CR)	Arleta (AR)	Portion of Arleta boundary west of SE 62nd and north of SE Holgate	K-5	7	0%	0	
Harrison Park (HP)	Mt Tabor (MT)	Portion of Mt. Tabor boundary east of NE 60th and north of Burnside	6-8	17	100%	17	
Harrison Park (HP)	Mt Tabor (MT)	All of Atkinson	6-8	94	70%	66	Yes-Area south/west of Atkinson students now eligible for transportation to Mt. Tabor
Harrison Park (HP)	Roseway Heights (RH)	All of Vestal	6-8	119	75%	89	Yes-Most of the area
Hosford (HS)	Kellogg (KG)	All of Creston	6-8	98	60%	59	Yes-Some of the area
Hosford (HS)	Kellogg (KG)	Portion of Kellogg boundary north of SE Holgate and along Foster west of 62nd	6-8	0	100%	0	
Lane (LN)	Hosford (HS)	Portion of Hosford boundary east of SE 52nd and south of SE Woodstock	6-8	22	0%	0	
Lane (LN)	Hosford (HS)	All of Woodstock	6-8	60	30%	18	Yes-some of the area
Lane (LN)	Kellogg (KG)	Portion of Kellogg boundary east of SE 82nd and south of SE Foster	6-8	9	100%	9	Yes
Lane (LN)	Kellogg (KG)	Portion of Kellogg south of SE Woodstock	6-8	1	0%	0	Yes
Lane (LN)	Kellogg (KG)	Portion of Kellogg boundary west of SE 60th and south of SE Holgate	6-8	9	0%	0	
Lane (LN)	Sellwood (SW)	Portion of Sellwood east of 52nd	6-8	32	0%	0	Yes-some of area

Proposed School	Current School	Area desciption	Grade level	Estimated student counts*	Estimated eligiblity for bus service**	Estimated number of eligible students	Is area currently eligible for transportation?
Marysville (MV)	Arleta (AR)	Portion of Arleta boundary north of SE Boise and east of SE 70th	K-5	14	0%	0	
Vestal (VS)	Glencoe (GL)	Portion of Glencoe boundary east of SE 60th and north of Burnside	K-5	41	80%	33	
Whitman	Lewis	Portion of Lewis east of SE 52nd	K-5	54	80%	43	
Whitman	Woodmere	Portion of Woodmere boundary west of SE 67th	K-5	51	30%	15	
Woodmere	Arleta	Portion of Arleta boundary south of SE Woodstock	K-5	7	0%	0	
Woodmere	Marysville	Portion of Marysville boundary east of SE 82nd and south of SE Foster	K-5	6	0%	0	
Woodmere	Woodstock	Portion of Woodstock boundary east of SE 52nd and south of SE Woodstock	K-5	40	80%	32	
Woodstock	Arleta	Portion of Arleta boundary west of SE 60th and south of SE Holgate	K-5	23	10%	2	
						587	

Proposed School	Current School	Program service	Grade level	Estimated student counts*	Estimated interest in bus service***	Estimated number of students receiving transportation	Is area currently eligible for transportation?
Hosford	Harrison Park	Chinese DLI students from Woodstock area	6-8	45	67%	30	Yes-some of the area
Lent	Bridger	Spanish DLI students from Bridger area	K-5	105	67%	70	
Marysville	Lent	Lent neighborhood students attending Marysville for English-scholar program	K-5	80	80%	64	Yes-some of the area; transportation to Lent SDLI would continue
						164	

NOTES - All estimates are for planning purposes only

*Estimated student counts for boundary change areas provided by FLO Analytics based on current enrollment in neighborhood schools; program estimates based on current students

**Eligibility based on current translportation rules and assume acceptance of supplemental transportation plan for students having to cross I-205 and SE 82nd Ave.

***Estimated interest in bus service based on current transportation trends for other special programs

Portland Public Schools

SE Enrollment & Program Balancing Phase 2

Welcome

PORTLAND PUBLIC SCHOOLS

May 10, 2022

Board Charge

- Convert Harrison Park from a K-8 to a comprehensive Middle School
- Harrison Park K-5 relocates to a new location
- Increase enrollment at Lane Middle School

Proposal Modeling Drivers

Programmatic guidelines to accomplish the Board's Charge:

- Preferred middle school enrollment above 500 students
- Preferred elementary school enrollment above 270 students
- Avoid moving boundaries across major arterial streets where possible
- Eliminate single-strand English-scholar programs on campuses with co-located program
- Consolidate as many DLI programs as possible, prioritizing future locations closest to where native speakers reside

Process Phases

Phase 1 in 2020 (*COMPLETE*):

A focus on the opening of Kellogg Middle School in 2021

Phase 2 in 2021-22:

Focus on Harrison Park and Lane, as well as small K-5s and single-strand neighborhood programs

Southeast Guiding Coalition contributed to both phases

Racial Impact Focus

School	Program	Black or Indigenous Student Count	Black or Indigenous Student Percent
Harrison Park	Neighborhood Program	190	42%
Kelly	Neighborhood Program	86	36%
Vestal	Neighborhood Program	63	30%
Bridger	Neighborhood Program	37	29%
Lent	Neighborhood Program	41	27%
Woodmere	Neighborhood Program	61	24%
Lane	Neighborhood Program	73	23%
Roseway Hts	All Programs	117	20%
Whitman	Neighborhood Program	30	20%
Marysville	Neighborhood Program	48	19%

Enrollment issues impacting Black and Indigenous students

- **Lack of access to a comprehensive middle school** for Harrison Park and Bridger neighborhood students
- **School enrollment below minimum targets:** Limits opportunity to access a broad range of instructional programs, including electives
  - *Marysville, Whitman, Woodmere, Vestal, Lane, Harrison Park MS*
- **Single-strand K-5 neighborhood program:** Limits opportunities for professional development, mixing up student cohorts from year to year, and may lead to lower outcomes for underserved students
  - *Bridger neighborhood, Lent neighborhood*

SE Guiding Coalition Process

- Parents/Guardians, principals, teachers and community partners from potentially impacted schools - We are grateful for their service!
- 19 virtual meetings
- 15 draft proposals developed by FLO Analytics
- Final proposal had the most votes, but not consensus
  - Concerns about the limited scope of changes, middle school imbalance
  - Extra time allowed to try and resolve concerns, reach consensus

SE Guiding Coalition Process

Co-Chairs Adriel Person and Beth Cavanaugh

SEGC report • Overview of scope and process • Explanation of proposal that received the most votes • Description of key decision points • Recommendations for implementation • Supplement letter: Dissent for the exclusion of Inner SE	**Implementation feedback** • Input on major transitions • Transportation • Targeted boundary changes
Challenges with engagement • Barriers to community understanding • Schedule and participation challenges with community meetings • Lack of specific proposals to respond to	**Reflection on the Recommendation** • Strengths • Challenges • Opportunities

Community Engagement

Links to Engagement Materials

- Summary of Community Engagement input through Phase 2
- Letters and email messages
- SE Proposal Survey Report

Recent Engagement Highlights

Winter 2022

- The Coalition asked to hear more from Lent and other diverse communities who could see significant changes through the proposal

Feedback on Draft Proposal: April 2022

- SE Proposal Survey Report on April 26
- On April 27, staff met with about 25 parents and teachers at Lent Elementary School to hear their ideas and concerns about the proposed change to a whole-Spanish DLI school.
- A virtual/in-person meeting on April 28 was attended by about 70 Bridger Elementary School parents and teachers
- An Open House for the greater SE community was held on May 5th from 6-8 pm in the Franklin HS cafeteria with about 50 people in attendance.

Input from Black and Indigenous families

Concerns about ongoing struggles for adequate staffing, resources, and program access. Parents feel the pressure of having to continually advocate for their children to receive the level of education and services they deserve. They want to feel like they are being heard.

Students need stable interpersonal connections to be successful. It takes time to build trust and a sense of community. Current teachers and staff have historical knowledge of the kids, parents, extended families, and even friend networks. Biggest fear is having to completely start over with strangers who don't know their kids.

It's important to keep neighborhoods together, minimize distances, and provide safe and reliable transportation options, particularly for underserved families who often do not drive.

Input from Black and Indigenous families

Would like to see schools do a better job of supporting a range of learning styles. Ensure class sizes remain small enough for teachers to meet students where they are both academically and socially. Provide access to tutoring and academic supports.

"How do these people expect us parents who have never looked at a draft before to understand this?"

Concerns about the limited middle school curriculum and elective options at their K-8. Students need access to more STEAM-focused classes, including science, visual and performing arts, technology, and design.

Input from Black and Indigenous families

- Representation is important – students and families should have access to staff and teachers who look like them and share their language.
- Desire to have both ethnic representation in staff along with access in extension programs like dual language. “I personally have had to choose between language and culture and it is a terrible compromise to have to make.”

Recommendation Overview

Harrison Park Middle School and Clark Elementary School will open in 2023

- All SE students will have access to a comprehensive middle school
- Honors the wishes of the Harrison Park community by keeping their neighborhood intact, including Chinese Immersion
- Combines all middle grades Chinese Immersion into one location in the Jade District
- Requires relocation of Creative Science School–Bridger is the recommended new site

Recommendation Overview

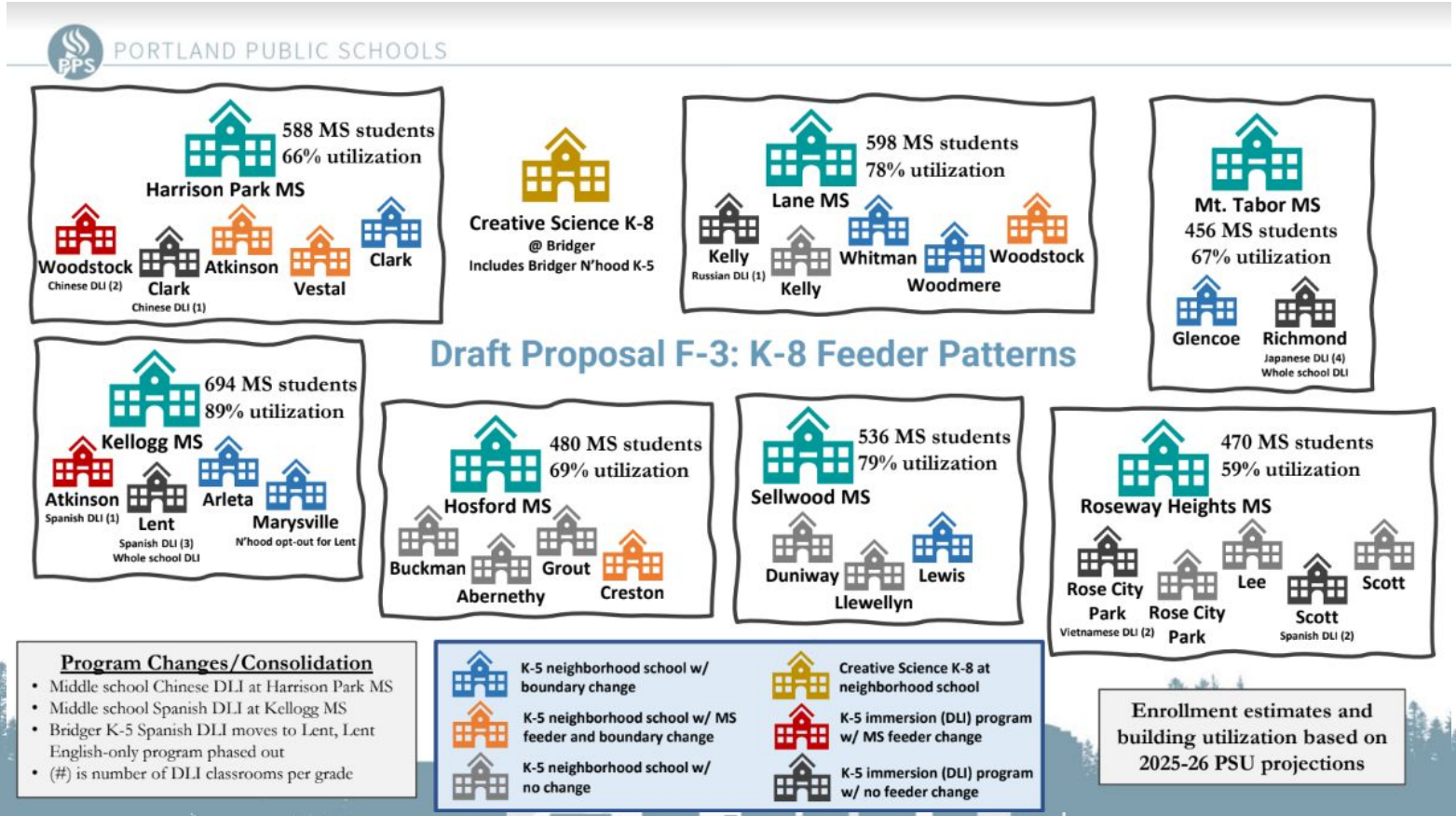
- Strengthens enrollment at Lane MS and small feeder schools through boundary and feeder pattern changes
- Combines the Bridger and Lent Spanish Immersion programs into a best-practice, whole-school model at Lent Elementary School
- Brings together all strands of middle grades Spanish Immersion at Kellogg MS

Recommendation Overview

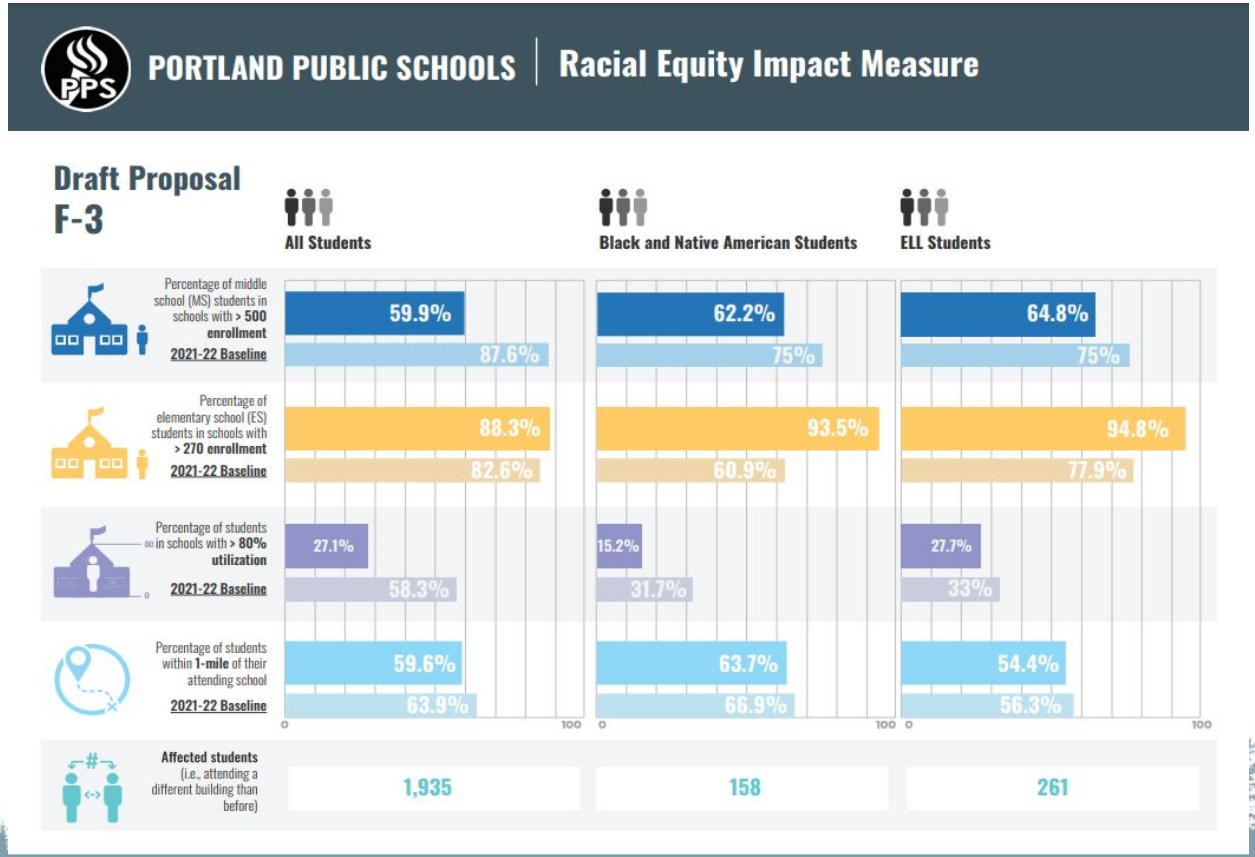
Single-strand English-scholar programs are eliminated, but some students of color will have to go further to access standard programs

- Lent neighborhood kindergarten students will have guaranteed access to dual language immersion
- Other Lent students will attend a multi-strand English program at Marysville, with transportation provided
- Bridger neighborhood students will have guaranteed access to Creative Science programming, or can opt-out to Clark ES or Harrison Park MS

Recommendation Overview



Recommendation Overview



Recommendation Overview

All changes will begin in Fall 2023

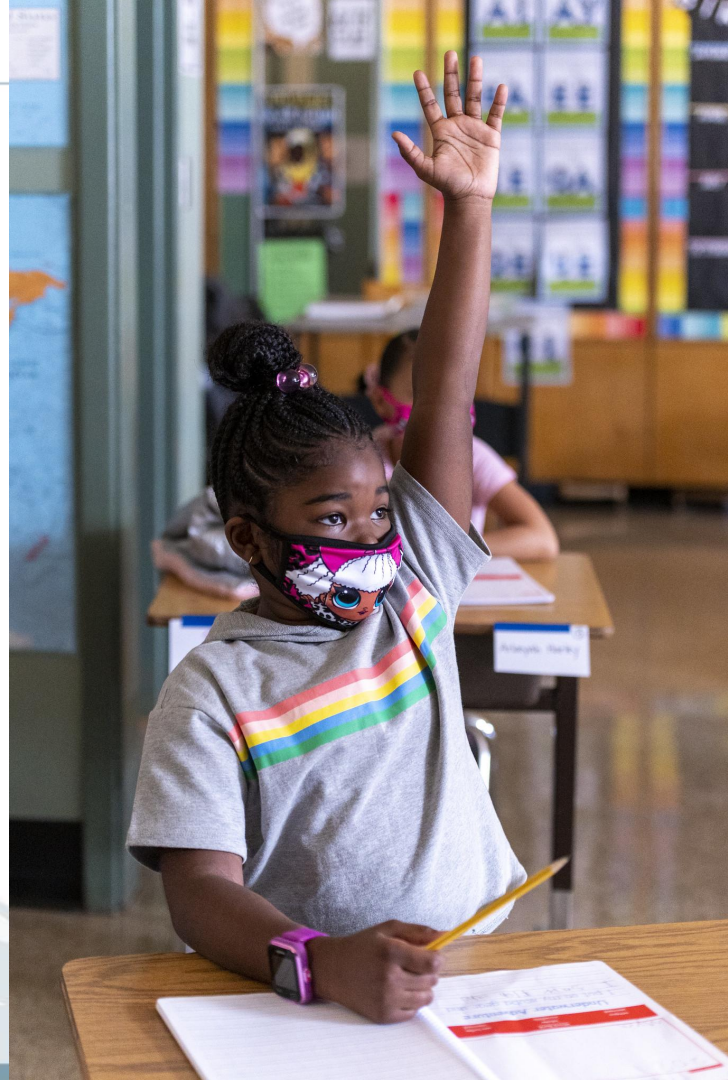
- Early transfers will be allowed where space is available
- Boundary changes will be phased-in, following standard policy
- Program moves will occur all at once
  - Harrison Park K-5 >> Clark, Creative Science K-8 >> Bridger, Bridger SDLI>>Lent
  - Hosford CDLI >>Harrison Park, Mt. Tabor SDLI >> Kellogg
- Lent, Bridger and Marysville communities will work together with school and central leaders to plan the best possible pace of transition for English-program students

Planning for transition begins now

- FTE pool to bridge programs through transition and growth
- Planning for staff transitions with labor partners to begin this spring/summer
- Harrison Park facility upgrades targeted for the next two summers
- Transportation improvements
  - Supplemental Plan to address greater route safety
  - Expanded program routes for DLI and opt-out students
- Bring together communities to build collective vision and momentum

Board Questions

- Do you have any clarifying questions?
- Are there elements or features that you appreciate about this proposal?
- What concerns might you have in moving forward?



Engagement

A Summary of Community Engagement input throughout Phase 2 included:

- Initial Feedback: July-August 2021
  - One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.
- Ideas & Input: September-October 2021
  - To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021.
- Action & Accountability: December 2021
  - Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios, including Black, Indigenous & Students of Color, Spanish-Language, Mandarin-Language, Black, Indigenous, & People of Color, PAT, Russian-Language, Somali-Language, Vietnamese-Language, Cantonese-Language sessions
  - A virtual open house on December 8 was attended by 470 community members.

Recommendation Overview

Implementation Details

- Due to the lengthy process and staffing complexities, implementation of changes will begin in fall 2023.
- Staff recommends that boundary and feeder pattern changes follow the phase-in process described in policy 4.10.045-P. Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible.
    - Harrison Park K-5 students moving to Clark
    - Creative Science K-8 students moving to Bridger
    - Bridger Spanish DLI students moving to Lent
    - Mt. Tabor Spanish DLI students moving to Kellogg
    - Hosford Chinese DLI students moving to Harrison Park.
    - An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

PORTLAND PUBLIC SCHOOLS
Deputy Superintendent of Business & Operations
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380

Date: Mar 1, 2022

To: School Board

From Claire Hertz, Deputy Superintendent for Business and Operations

Subject: SE Enrollment and Program Balancing Phase 2 Recommendation

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BACKGROUND

In February 2020, the PPS Board of Education and the Superintendent launched an enrollment and program balancing process through Resolution 6059 to address system issues related to the use of physical facilities that impact student success and further our ambitious goals to improve student outcomes through the implementation of academic strategies and social-emotional support for our students.

The first phase of the process focused on converting K-8 schools in the Southeast as part of re-opening Kellogg Middle School. The Southeast Guiding Coalition (SEGC) delivered recommendations in December 2020, and the Board adopted a plan for Kellogg Middle School in January 2021. Later that Spring, the Board approved Resolution 6315, charging the SEGC to recommend:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

The SEGC is a volunteer group of parents, community members, and school leaders who came together in May 2021 to achieve the Board's charge. Some were returning members from the Phase 1 process, and some were new volunteers for Phase 2. Their work was supported by FLO Analytics and BRIC Architecture, along with more than a dozen staff across multiple central office departments.

The Coalition met 19 times, all virtually, due to limitations for large group gatherings during a pandemic. The Coalition considered fifteen proposals, potentially impacting attendance zones, program locations, and middle school feeder patterns for twenty SE schools. They received input from hundreds of community members through surveys, written responses, school-organized discussions, and focus groups for Black, Native, and other traditionally marginalized stakeholders and students. The virtual environment limited the coalition's ability to collaborate on complex scenario-building and analysis and slowed the overall process. We commend them for their dedication, resiliency, and commitment to racial equity and children.

The result of their work was a recommendation that received the most votes but not consensus support from the coalition. Many coalition members were concerned that middle school

enrollment would not be well balanced. Additionally, a racial equity issue was called out because the process did not include our more affluent, less diverse, inner SE schools and put the burden of balancing enrollment on our outer SE schools with higher numbers of Black, Native, and students of color.

In the initial charge from the School Board, staff was asked to limit the number of schools and families impacted by the process in response to community concerns raised about making changes during a pandemic. Staff only included schools geographically proximate to Lane Middle School and the future Harrison Park Middle School, which were the focus of the SE Enrollment and Program Balancing charge.

While we acknowledge these concerns, we also see strengths in the plan, particularly for students of color and other historically marginalized groups:

- Harrison Park K-5 students will remain together, including their neighborhood Chinese Immersion program, and move to the closest possible building, maintaining walkability and school continuity, as requested by this diverse community.
- Harrison Park Middle School will welcome new students from Atkinson and Vestal neighborhoods and become the regional home for the Chinese immersion middle school program centered in the Jade District of Portland. Enrollment is expected to exceed the target, and further growth could occur due to increased interest in new CTE programs included in the renovations to the facility to be completed in Summer 2022 and 2023.
- Lane Middle School will add approximately 150 new students through boundary changes with nearby schools, which will improve resources for providing an array of elective and support programs for all students.
- Two of three K-5 Spanish Immersion programs in the region will combine to form a whole-school program at Lent, which will provide more opportunities for students to work with bi-lingual staff, greater opportunities for professional development, and educator collaboration, and more stable student cohorts. Lent neighborhood students will have guaranteed access to the program in the future, expanding bilingual learning in a historically underserved area of the district. Current Lent students who are not in Spanish Immersion will have the opportunity to go to Marysville, where they will be part of a 2-3 strand neighborhood program instead of a small single strand at Lent.
- Three of the smallest neighborhood schools which serve large populations of Black and Native students, Vestal, Woodmere, and Whitman, will see enrollment increases to help ensure greater program opportunities.
- Kellogg Middle School, which just opened this year, would also see changes from the proposal. The blocks closest to Kellogg would now be part of its attendance area, and the Spanish Immersion program at Mt. Tabor MS would relocate to Kellogg, consolidating all Spanish Immersion in the region at a single middle school. Kellogg will become the largest middle school in the region, serving a student population with 30% direct certification, 6% Black and Native students, 12% English language learners, and 55% students of color.

These changes are recommended to begin in Fall 2023. To allow as much student stability as possible, boundary changes would start with incoming kindergartners at elementary schools and 6th graders at middle schools, allowing current students to remain until the highest grades of their current schools. However, changes for language immersion programs, Creative Science, and Harrison Park neighborhood students will occur all at once. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school

communities to prepare for the changes and considering the available facility capacity at Lent.

RELATED POLICIES/BEST PRACTICES

4.10.045-P, Student Assignment to Neighborhood Schools
4.10.051-P, Student Enrollment and Transfers

ANALYSIS OF SITUATION

The PPS Board of Education initiated reconfiguration of neighborhood K-8 programs back to K-5 and middle school structures in 2016. Kellogg MS was rebuilt through a voter-funded bond effort and opened eight months ago, becoming the fourth middle school to reopen in five years. Harrison Park is the last neighborhood K-8 school in Southeast, but there are seven others in N, NE, and NW Portland that will be addressed in future phases of enrollment and program balancing.

In addition to reconfiguring K-8 schools, the Board directed additional outcomes when it launched district-wide enrollment and program balancing in 2019, including reducing the number of single-strand neighborhood and Dual Language Immersion (DLI) programs, strengthening enrollment at small elementary and middle schools to support robust programming, addressing split elementary-to-middle and middle-to-high school feeder patterns, reducing overcrowding, and limiting the use of modular classrooms where possible.

As the SEGC 21-22 baseline data shows, numerous Southeast schools experience enrollment challenges that impact their ability to offer a broad range of electives and support programs, while others have such large populations there is limited space for specialists to work with students and common areas are crowded. The Racial Equity Impact Measures (REIM) provide a visual overview of the current state and proposed changes for several key enrollment metrics, disaggregated for Black and Indigenous, English Learning, and Low-Income students. A summary of changes for each impacted school can be found with the attachments.

Special Program Placements
Special program placements played an important role in SEGC Phase 2, particularly Spanish DLI, Chinese DLI, and the Creative Science School, which enroll collectively 1,555 students in grades K-8 across nine SE schools. Students enter primarily through the annual lottery, and most programs serve students from multiple neighborhoods and regions (current Harrison Park neighborhood-only Chinese DLI is an exception).

As part of the Board's charge, PPS staff were asked to provide guidance on preferred locations and configurations of dual language immersion programs, special education services, focus option programs, and pre-K services. PPS instructional leaders encouraged SEGC to consider proposals that consolidated K-5 Spanish and Chinese DLI programs into whole-DLI schools instead of co-locating with neighborhood or English-scholar programs. This was supported by analysis from our Research, Assessment, and Accountability office, showing that, within co-located schools, Direct Certification rates are consistently higher for neighborhood strands and lower for the DLI strands. This can lead to disparities in needs vs. resources when funding is allocated at a school level. Additionally, when controlling for Direct Certification rates, we consistently see lower performance on SBAC testing for students in the neighborhood strand at co-located programs than students in schools with co-located programs (except in our highest SES schools). Spanish and Chinese Limited English Proficient students in immersion programs perform higher on English & Language Arts SBAC tests than their peers in later grades.

While the whole-DLI proposals received some support, many communities and SEGC members raised concerns about segregating students of color to more distant schools and described the strengths of co-located programs. SEGC was open to considering co-location and whole-school DLI proposals for elementary schools. They established a shared goal of consolidating DLI

middle school programs, so that all elementary feeder strands in the same language would come together on a single campus and that no campus would have more than one immersion program.

As a result, the SEGC recommendation consolidates two of three elementary Spanish DLI K-5 programs at Lent Elementary School, leaving one program co-located at Atkinson. The Mt. Tabor and Kellogg Middle School Spanish DLI programs will come together at Kellogg Middle School. Chinese DLI K-5 programs will remain co-located at Woodstock and Clark when it becomes the K-5 location for Harrison Park students. The Hosford and Harrison Park Middle School Chinese DLI programs will come together at Harrison Park MS. These program consolidations will result in more robust and efficient staffing and professional development, positively affecting instruction and student outcomes, particularly for native speakers of the DLI language.

The recommended DLI program placements received more SEGC votes than an alternative model. Some members were concerned that Kellogg Middle School enrollment would remain much larger than Harrison Park's. Students who live closer to Kellogg would have to travel further to attend neighborhood schools. Kellogg would be a more central location for Chinese DLI students. Given that the recommendation will result in significant relocations for Bridger Spanish DLI and Lent neighborhood students, it is also important to note that representatives from those communities support Spanish DLI and Lent neighborhood remaining at Kellogg Middle School.

The SEGC requested and received an extra month to meet and develop alternatives to address these concerns. Despite these efforts, the new proposals did not achieve greater support.

The Creative Science School (CSS) focus option moved from Bridger into the Clark building in 2007 when Clark consolidated with Binnsmead Middle School and became Harrison Park K-8. Early in Phase 2, the SEGC arrived at consensus to bring Harrison Park neighborhood K-5 students back to Clark, leading to several options for CSS to relocate to other schools in the region. Potential moves to Woodstock or Arleta met with strong resistance, but the Bridger neighborhood community was open to rejoining CSS. Combining current CSS and Bridger neighborhood students in 2023 is expected to fill all available space at Bridger, including the modular classrooms. However, as lottery slots are reduced, the neighborhood-based focus option program will fit into the main Bridger building with minimal need for modular classrooms.

SEGC members tentatively explored converting CSS to a K-5 structure, which would match the current Bridger structure and boost enrollment at Harrison Park MS. District leaders advised that the focus option would remain in its current configuration, so a small K-8 option remains available in outer SE. As requested in the Board's Charge, Instructional leaders advised the need for a small middle school experience in the region, which is having success with a best practice co-teaching model with general and special education teachers. Bridger neighborhood students who do not want to join the K-8 constructivist program will have guaranteed placement at Clark K-5 and Harrison Park Middle School.

Feeder school and boundary line changes

The Harrison Park Middle School attendance area will expand to include two new feeder schools: Vestal, which is currently assigned to Roseway Heights Middle School, and Atkinson, which is currently assigned to Mt. Tabor Middle School, as well as the northeast corner of the Mt. Tabor attendance area. Because Harrison Park is on the eastern edge of the PPS district boundary, there were few feasible options for increasing the size of the neighborhood, especially with Bridger joining Creative Science K-8. Both Roseway Heights and Mt. Tabor enrollment could fall below 500 students when the boundary changes are fully implemented. However, both are adjacent to K-8 schools in NE and could see additional changes in the next phase of K-8 enrollment and program balancing.

Lane Middle School has the smallest number of resident students of all the middle schools in the region. After exploring numerous combinations of boundary changes, feeder pattern adjustments, and program moves, SEGC agreed to recommend adding the Woodstock neighborhood as a feeder school and increasing the Lane boundary to include portions of Sellwood and Kellogg. The boundary changes will also help increase enrollment at Whitman and Woodmere elementary schools. Additionally, Creston will shift from Kellogg and become a feeder school to Hosford. All boundary changes and feeder pattern shifts can be seen in the school by school impact analysis and through the online address lookup.

SEGC members continually expressed frustration that schools just to the west were not included in Phase 2, which limited the range of boundary change possibilities. Many felt strongly that including more schools would have resulted in higher enrollment at small elementary schools and safer walk routes across numerous schools. They were also concerned that high school assignments were not addressed in the Phase 2 process.

Transition Planning for Success

The Guiding Coalition also expressed support for steps to ensure a smooth transition to the new configurations, including allowing boundary changes to be phased in over time, increased transportation to new program locations, supplemental staffing to ensure Harrison Park and small elementary schools can build programs while enrollment grows over time, and ensuring that partner programs remain available to support Black, Indigenous, and students of color. Their suggestions helped inform the request for resources and implementation plans described below.

FISCAL IMPACT

Balancing enrollment in SE schools could improve the efficiency of staffing allocations over time as some schools will earn more resources through increased student populations. The impact of the pandemic has lowered enrollment throughout the district, especially in the early elementary grade levels, and has not allowed for as much elementary school balancing in the SE region.

Transportation routing is being analyzed for the latest proposal and will not be complete until spring 2023 due to the implementation timeline of Phase 2. The Transportation Department is evaluating the criteria for an updated Transportation Supplemental Plan for the District, including the changes in the SE region. Staff will submit the Supplemental Plan for the Board's approval after the final proposal is approved. It is recommended by Deputy Superintendent Hertz that no PreK-8 students in the SE region would cross Interstate 205, and bus transportation would be provided to students living in these areas. An estimated two additional routes are needed for elementary and middle students due to boundary changes and new distances to school. Many of the program moves that would require transportation for underserved students already have bus routing in place and will mean a change in routing rather than new routing.

Harrison Park Middle School facility upgrades are funded through the 2020 bond program. Some changes are specific to the middle school curriculum and students, including additional science classrooms, a dance studio, and additional counseling and STEAM spaces. There will be upgrades to the front lobby area with new finishes and lighting, front entrance with landscaping, and hardscape changes. Restroom improvements will update to be ADA compliant, replace fixtures, and finishes, and convert certain restrooms to be single-user, gender-neutral. Security upgrades will include adding security cameras in corridors and other select locations, and the mechanical systems will be improved. New lockers will be installed schoolwide, an outdoor play structure constructed, and athletic improvements will include updating the main and auxiliary gyms, locker rooms, and the athletics lobby.

To facilitate the boundary and program changes over the next five years, Deputy Superintendent Hertz recommends a staffing pool of 10 licensed FTE to be equitably allocated each year to help build programs at Harrison Park and SE schools through the transition.

Additionally, to support families willing to transition to their new schools early, requests for transfer into the new boundary or program locations will receive priority for the 2022-23 school year.

COMMUNITY ENGAGEMENT

A summary of Community Engagement input throughout Phase 2 included:

Initial Feedback: July-August 2021 One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.

Ideas and Input: September-October 2021 To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021. Recognizing the impact of potential outcomes, we encouraged families from Lane, Creative Science, Harrison Park, Woodstock, and beyond to participate before early decision-making in the process.

Action and Accountability: December 2021 Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios, including Black, Indigenous & Students of Color, Spanish-Language, Mandarin-Language, Black, Indigenous, & People of Color, PAT, Russian-Language, Somali-Language, Vietnamese-Language, Cantonese-Language sessions. A virtual open house on December 8 was attended by 470 community members. The primary concern shared at that event was the absence of inner Southeast schools from the Phase 2 process.

Action and Accountability: Winter 2021 the Coalition asked to hear more from Lent and other diverse communities who could see significant changes through the proposal. Direct outreach to families of color happened through phone, email and text, and students and staff from Lent and Kellogg Spanish Immersion wrote letters to the Coalition. Themes included strong support for Spanish Immersion remaining at Kellogg and concern about distance and accessibility if programs moved to new locations.

Additional written comments continued to be submitted by stakeholders across the Phase 2 region. All letters and email messages can be found with the attachments.

Feedback on Draft Proposal: April 2022 Our Research, Assessment, and Accountability Team created an electronic survey and summarized community feedback in a SE Proposal Survey Report on April 26. The survey remains open and will be summarized a second time on May 13th and published to the Board and Community by May 20th.

Input on the recommendation continues to be sought from individual school communities experiencing the most impact from the proposal.

On April 27, staff met with about 25 parents and teachers at Lent Elementary School to hear their ideas and concerns about the proposed change to a whole-Spanish DLI school. While there is support for the immersion program growing, the Lent community asked that their community not be divided and the school be allowed to remain a co-located English and Spanish Language Immersion program. A second request was to allow current English program students to have the opportunity to remain at Lent instead of having to relocate to Marysville. They also expressed frustration and equity concerns that the Atkinson single-strand Spanish Immersion program, which serves fewer low-income students, is not having to convert to the whole-school DLI transition at this time.

A virtual/in-person meeting on April 28 was attended by about 70 Bridger Elementary School parents and teachers. Bridger families shared the frustration noted by the Lent community about Atkinson Spanish DLI remaining as-is and concerns about the distance to Lent. They also asked questions about proposed boundary changes and how the transition with CSS would work, and they presented ideas for strengthening the neighborhood program during the 2022-23 school year.

An Open House for the greater SE community will be held May 5th from 6-8 pm in the Franklin HS cafeteria. A summary of feedback from that event will be provided to the Board before May 10th.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Due to the lengthy process and staffing complexities, implementation of changes will begin in fall 2023. Staff recommends that boundary and feeder pattern changes follow the phase-in process described in policy 4.10.045-P. Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible. This includes Harrison Park K-5 students moving to Clark, Creative Science K-8 students moving to Bridger, Bridger Spanish DLI students moving to Lent, Mt. Tabor Spanish DLI students moving to Kellogg, and Hosford Chinese DLI students moving to Harrison Park. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

Implementation impacts by school, program, and year can be found with the attachments.

To prepare for the changes, school leaders will begin informally bringing together communities as soon as Fall 2022. Families who apply for transfer to their new schools will receive priority for the coming school year. Central departments, including transportation, early education, dual language immersion, special education, human resources, facilities, school modernizations, enrollment and transfer, middle school redesign, and community partnerships, will support school leaders in assuring a smooth transition in fall 2023. In particular, Harrison Park Middle School will receive facility upgrades. Harrison Park and Lane will be pilot schools for the Middle School Redesign initiation. Lent is slated to add a Spanish DLI Pre-Kindergarten program in fall 2022. Additionally, transportation routes will be added to support Chinese DLI students assigned to Harrison Park, Spanish DLI students assigned to Lent, and non-DLI students from the Lent neighborhood assigned to Marysville.

Evaluation of middle school success will be part of the Middle School Redesign. DLI and focus option program evaluations may be conducted in the future.

BOARD OPTIONS WITH ANALYSIS

The Board has the option to accelerate boundary changes by assigning additional grade levels to the new schools in the first years of the change. Accelerating boundary changes would help increase enrollment at small schools like Whitman and Lane. However, given the disruptions and socio-emotional impact of the pandemic over the past three school years, staff supports the standard, a slower rate of implementation so as many students as possible can avoid additional school transitions.

PPS instructional leaders recommend that program changes be implemented all at once to create cohesive staff and student communities as quickly as possible and avoid the ongoing instability of having to add or reduce staff across multiple school years. The board can direct a phase-in approach, which could be preferred by current 6th graders in Hosford Chinese DLI and Mt. Tabor Spanish DLI who would be able to finish at their current middle schools.

Additionally, the Board has the option to designate a specific plan to phase out the Lent English program. Deputy Superintendent Hertz recommends that the pace of transition be determined by school leaders after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

CONNECTION TO BOARD GOALS

The Board's charge for the SE Enrollment and Program Balancing process is to support equitable access to programs and services and to improve the middle school experience, particularly at Harrison Park and Lane middle schools. The charge for the SE process includes a focus on sufficient enrollment to offer full programming for some of our most vulnerable students. The intent is to create robust and stable enrollment to support the implementation of academic strategies and create conditions in our physical spaces that enable student success.

STAFF RECOMMENDATION

Deputy Superintendent Hertz recommends accepting the SEGC recommendation for enrollment and program balancing proposal F-3 amended with modifications below:

Original SEGC Recommendation:	**Deputy Superintendent Recommendation:**
Create a board mandate that would ensure equitable staffing and programming for all middle schools not meeting enrollment targets. Due to the unpredictability of the phase-in process, opt outs, and the legacy policy some middle schools are at risk of falling below 500 students (the district's minimum enrollment target), especially in the initial years of implementation. For example, the Board could add funding equivalent to 1 FTE to every school with enrollment under the district's minimum target (both K-5 and MS).	To facilitate the boundary and program changes over the next five years, Deputy Superintendent Hertz recommends a staffing pool of 10 licensed FTE to be equitably allocated each year to help build programs at Harrison Park and SE schools through the transition.
Require PPS to complete the planned Harrison Park facilities improvements before opening in 2023.	The Office of School Modernization and Facilities staff will oversee the identified Facility Upgrades to be constructed beginning in Summer 2022, continuing in Summer 2023

	for the Fall 2023 opening of Harrison Park Middle School.
To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families.	Follow Policy 4.10.045-P: 1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade. 2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year. 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade.
Prior to finalizing boundary changes, consider targeted changes that include some Inner Southeast schools to balance enrollment more effectively. For example, allowing adjustments to Grout, Abernethy, Llewellyn, and Duniway ES could ease their overcrowding and provide healthier enrollments at Creston, Atkinson, Woodstock neighborhood, Whitman, and Woodmere.	No changes will be made to schools not included in the SE Guiding Coalition process.
In keeping with the goals of centering BIPOC students, PPS should be required to create and implement transportation plans designed to help students attending in their current neighborhood to continue to access the programs in their new locations.	Transportation will be provided to families over 1 mile from an elementary school and over 1.5 miles from a middle school. Transportation leaders will submit to the Board a supplemental transportation plan to address safety concerns within the SE region to be implemented in Fall 2023. No students in the SE region will cross Interstate 205, and bus transportation will be provided to students living in these areas. Provide transportation for the Harrison Park Middle School Chinese Immersion program to support students from the Woodstock DLI program. Continue to provide transportation to neighboring communities for Lent Spanish DLI, adding students residing in the Bridger attendance area.

PPS should work with the Spanish DLI communities from Bridger and Lent to clarify how the transition of Lent to a whole-school Spanish DLI school will be phased in, address transportation and other necessary supports and to build community among the programs that will be merging. Clear, strong and well-planned resources should be provided to neighborhood students who will be leaving Lent ES to neighboring schools.	Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible. This includes Harrison Park K-5 students moving to Clark, Creative Science K-8 students moving to Bridger, Bridger Spanish DLI students moving to Lent, Mt. Tabor Spanish DLI students moving to Kellogg, and Hosford Chinese DLI students moving to Harrison Park. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

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

___*CH*_____ *(Initials)*

ATTACHMENTS

A. SEGC 21-22 baseline data
B. Racial Equity Impact Measures
C. Analysis of Co-Located Chinese and Spanish DLI Programs
D. Harrison Park Facility Upgrades
E. Community Engagement Summary
F. School-by-School Impact Analysis
G. Proposal Map series: Overview map, Elementary boundary changes, Middle school boundary changes
H. SEGC Phase 2 Final Report
I. SEGC Supplement (Inner SE School Exclusion)
J. Racial Equity Impact Analysis 4/5/22
K. SE Proposal Survey Report
L. Online address lookup
M. SE Final Proposal Enrollment Chart
N. SE Final Proposal Assignment Graphic

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Arleta	K-5	Neighborhood	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
		Total	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
Atkinson	K-5	Neighborhood	206	228	567	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
		Total	342	354	567	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%
Bridger ***Capacity Calculated with post-2005 modulars**	K-5	Neighborhood	126	115	561	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
		Spanish DLI	211	223	561	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
		Total	337	338	561	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%
Clark	K-8	Creative Science	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
		Total	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
Creston	K-5	Neighborhood	250	225	339	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%
		Total	250	225	339	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%
Glencoe	K-5	Neighborhood	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
		Total	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
Harrison Park	K-8	Chinese DLI	72	148	890	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
		Neighborhood	457	412	890	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
		Total	529	560	890	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%
Hosford	6-8	Chinese DLI	116	124	696	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
		Neighborhood	513	495	696	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
		Total	629	619	696	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%
Kellogg	6-8	Neighborhood	533	572	778	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
		Spanish DLI	151	155	778	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
		Total	684	727	778	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%
Kelly	K-5	Neighborhood	238	231	670	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
		Total	372	445	670	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%
Lane	6-8	Neighborhood	322	308	770	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
		Total	363	363	770	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%
Lent		Neighborhood	151	154	707	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%

43% BIPOC average

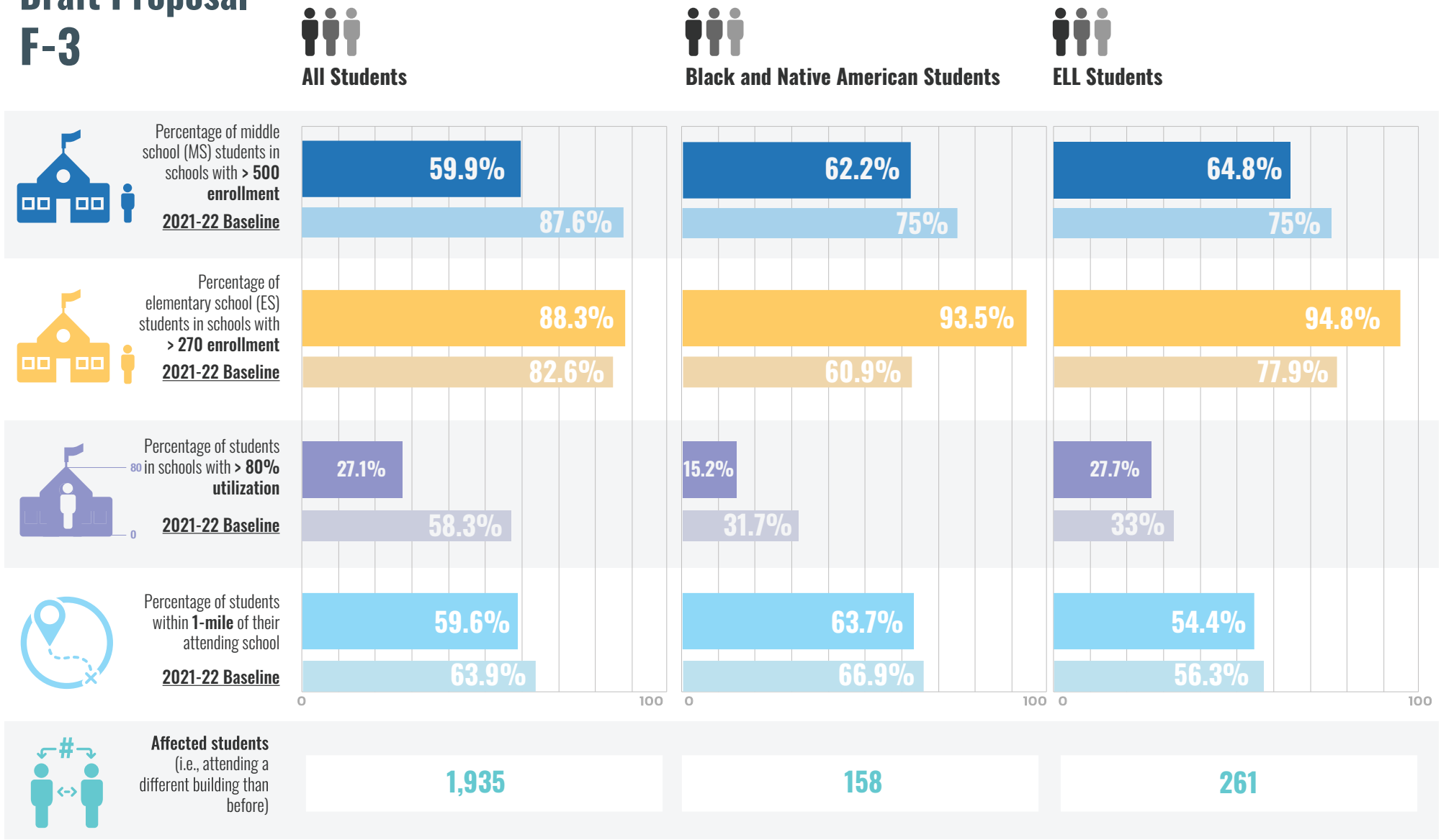
32% Low income average

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
	K-5	Spanish DLI	126	123	707	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
		Total	277	277	707	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%
Lewis	K-5	Neighborhood	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
		Total	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
Marysville	K-5	Neighborhood	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
		Total	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
		Neighborhood	327	320	682	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
		Spanish DLI	69	67	682	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
		Total	645	660	682	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%
Roseway Heights	6-8	Neighborhood	483	479	803	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
		Spanish DLI	106	82	803	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
		Total	589	642	803	803	73.3%	80.0%	16.4%	12.7%	13.3%	54.5%	36.5%
Sellwood	6-8	Neighborhood	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
		Total	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
Sunnyside	K-8	ntal Neighborhood	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
		Total	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
Vestal	K-5	Neighborhood	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
		Total	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
Whitman	K-5	Neighborhood	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
		Total	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
Woodmere	K-5	Neighborhood	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
		Total	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
		Neighborhood	224	227	648	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
		Total	479	515	648	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.

PORTLAND PUBLIC SCHOOLS | Racial Equity Impact Measure

Draft Proposal F-3

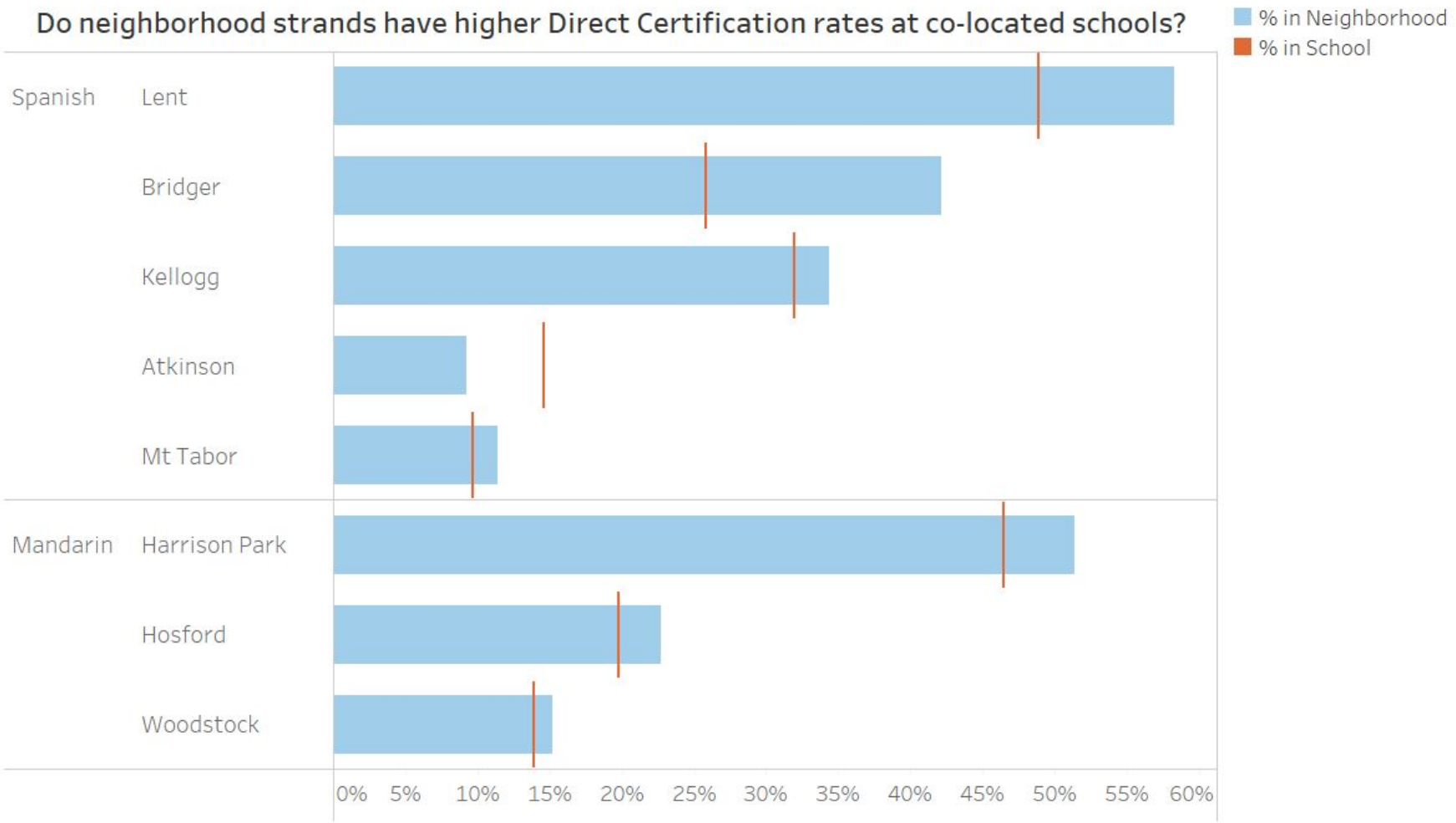


Analysis of Co-Located Chinese and Spanish DLI Programs

SUMMARY

- Within co-located schools, rates of Direct Certification are consistently higher for neighborhood strands, which can lead to disparities in needs vs. resources when funding is allocated at a school level.
- When controlling for Direct Certification rates, we consistently see lower performance on SBAC testing for students in the neighborhood strand at co-located programs compared to neighborhood schools (except in our highest SES schools)
- Spanish and Chinese LEP students in immersion programs, perform higher on English & Language Arts SBAC tests, than their peers in later grades.

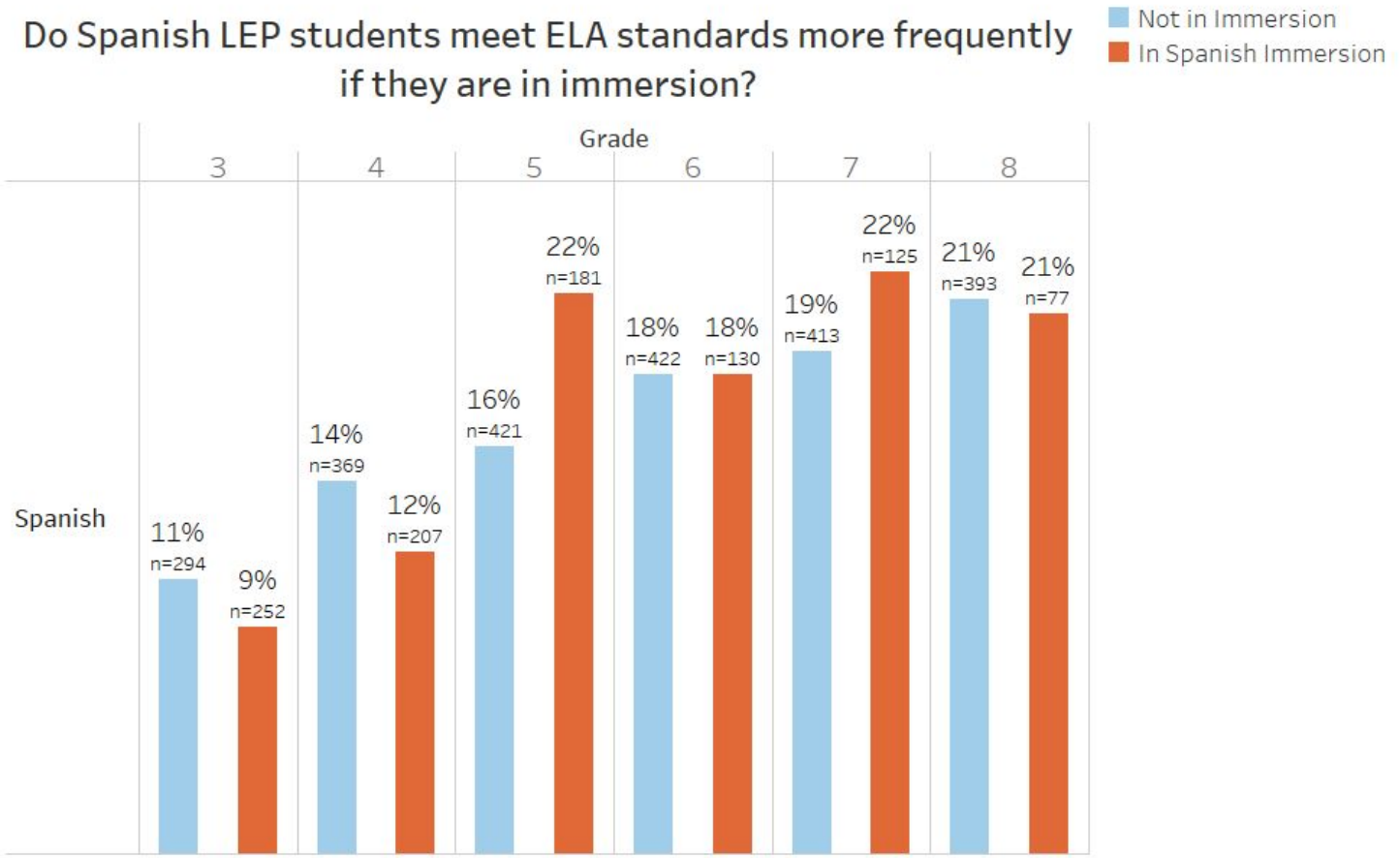
DIRECT CERTIFICATION LEVELS



Reflects school years 2020-2021 and 2021-2022

Direct Certification is a way to qualify for free meals. It is determined by state agencies and shared electronically with the district.

SPANISH LEP SBAC SCORES

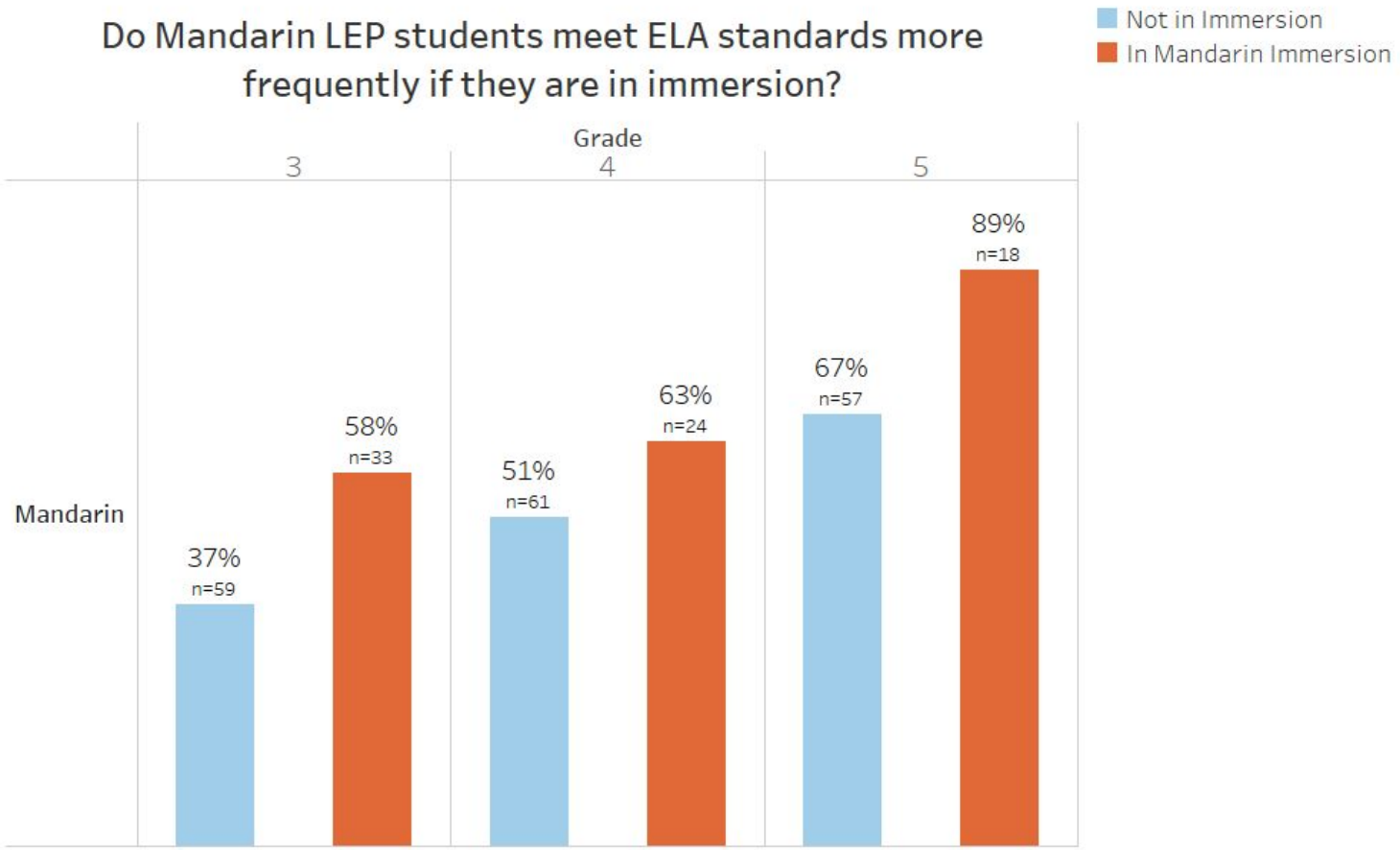


The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Includes students who report Spanish as their native language and were identified as LEP upon entering in Kindergarten.

CHINESE LEP SBAC SCORES

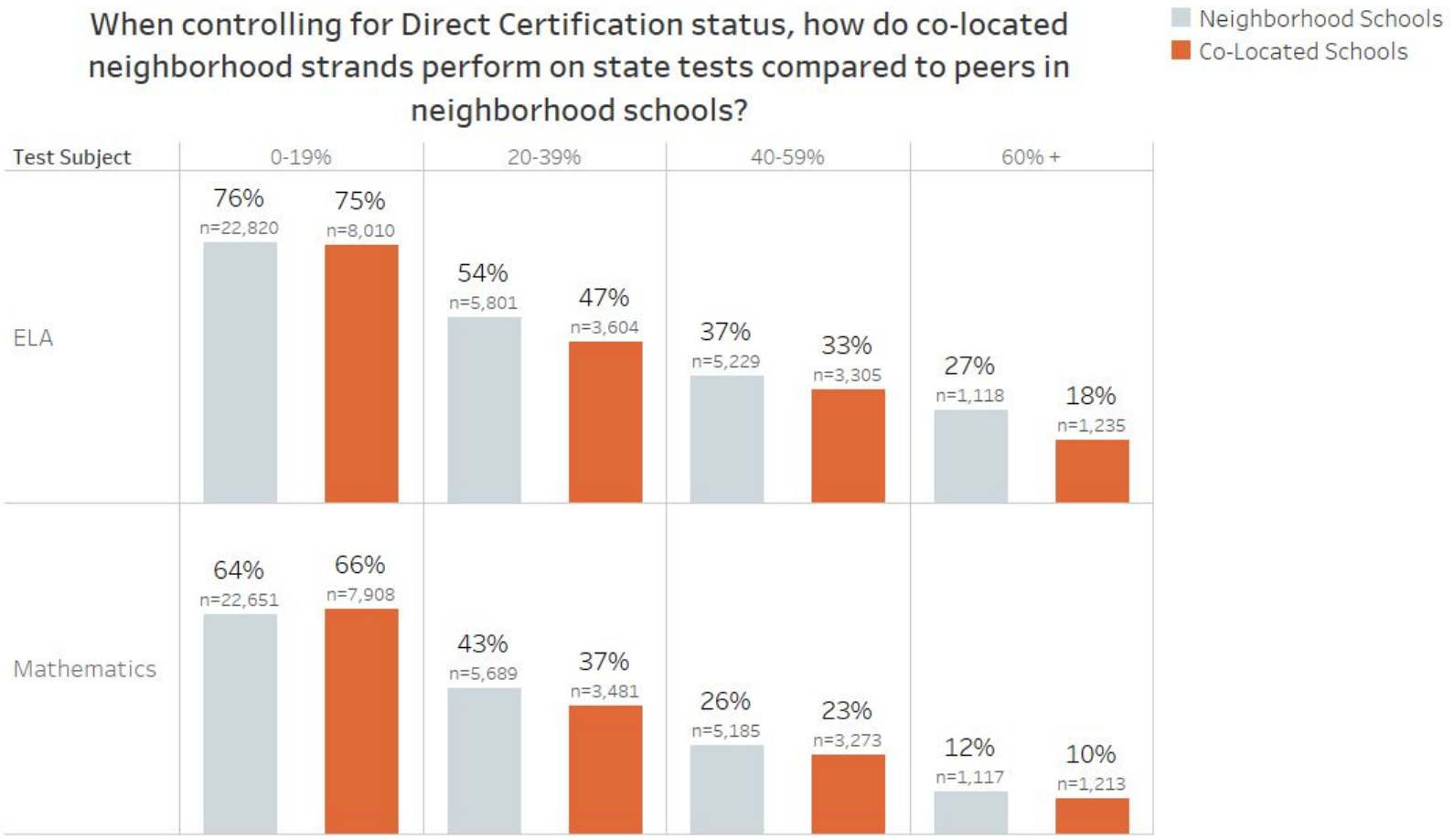


The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

Test scores reflect grades 3rd thru 5th for schools years 2016-2017 through 2018-2019

Includes students who report Mandarin as their native language and were identified as LEP upon entering in Kindergarten.

NEIGHBORHOOD: SBAC SCORES BY DIRECT CERTIFICATION

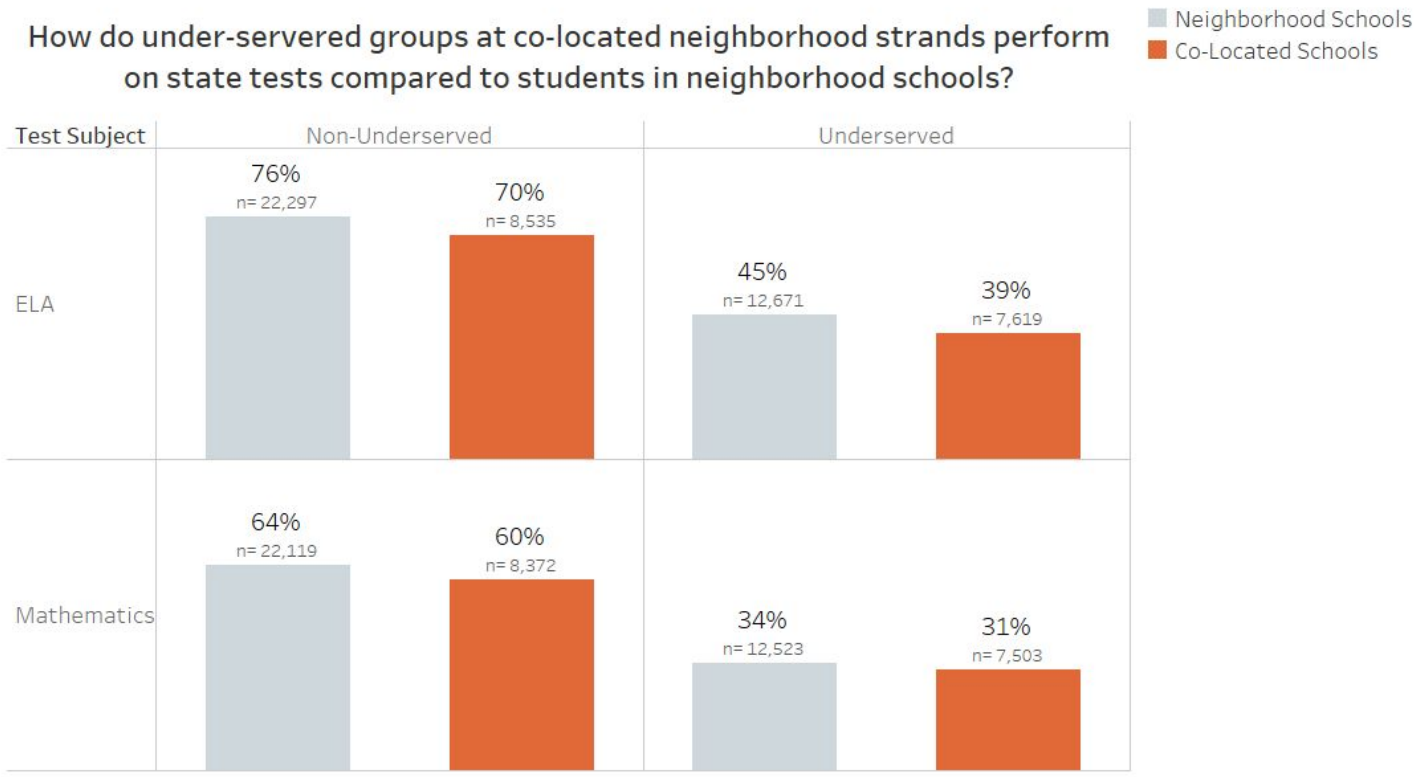


Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Co-located schools ONLY includes Spanish or Chinese co-located schools

Direct Certification status is determined by state agencies and shared electronically with school districts. Students or families qualify for Direct Certification through a number of avenues such as eligibility for SNAP or TANF, Migrant Ed, or foster care.

NEIGHBORHOOD: SBAC SCORES BY STUDENT GROUP



The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

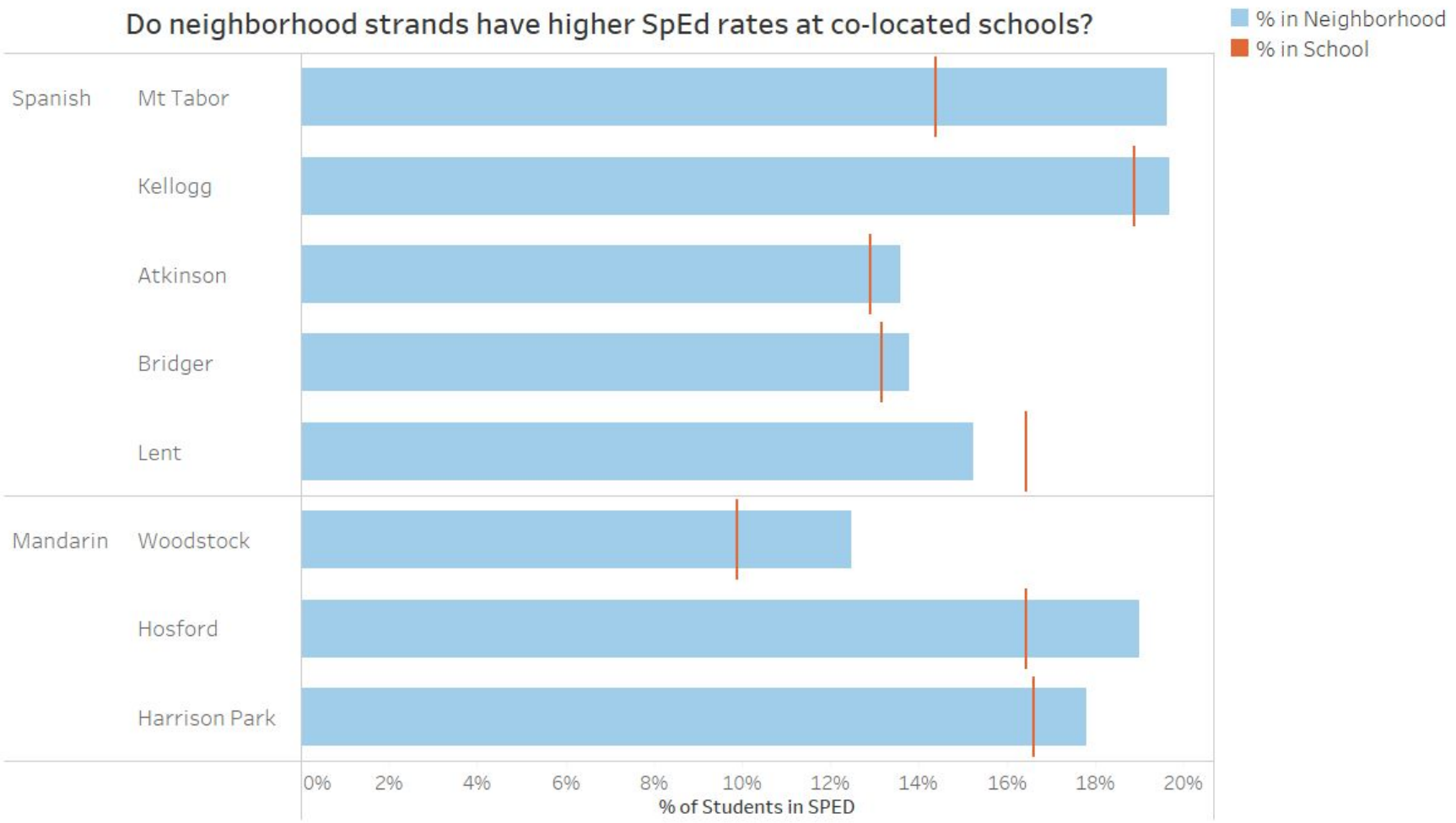
Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Co-located schools ONLY includes Spanish or Chinese co-located schools

Under-served include students idenitifying as one or more of the following race/ethnicities:
Black, Latino, Native American , Pacific Islander

APPENDIX

SPECIAL EDUCATION LEVELS



This data excludes special ed focus classrooms

Reflects school years 2020-2021 and 2021-2022

SCHOOLS & YEAR IN SBAC ANALYSIS

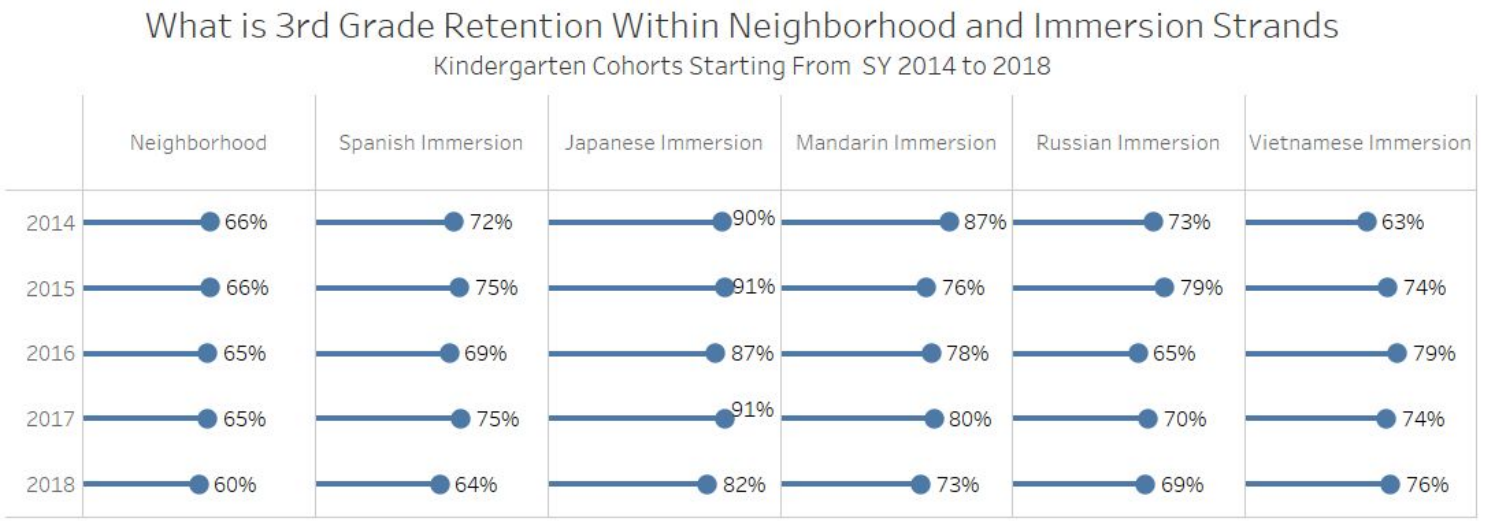
Co-Located Schools

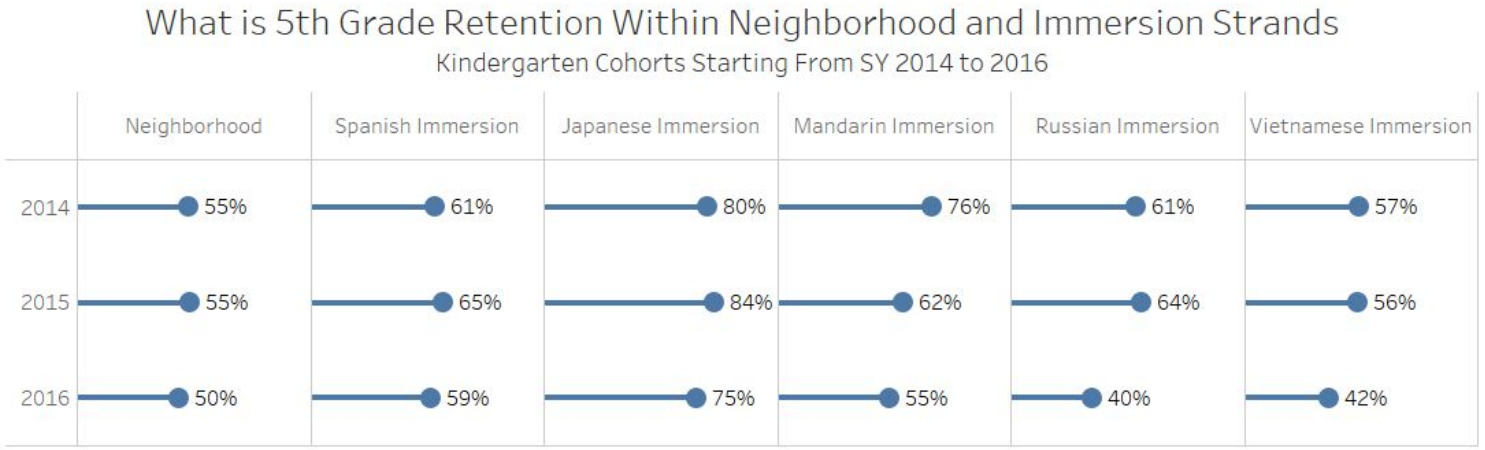
		2016-2017	2017-2018	2018-2019
Mandarin	Harrison Park		1	1
	Hosford	1	1	1
	MLK Jr	1	1	1
	Woodstock	1	1	1
Spanish	Ainsworth	1	1	1
	Atkinson	1	1	1
	Beach	1	1	1
	Beaumont	1	1	1
	Bridger	1	1	1
	César Chávez	1	1	1
	James John	1	1	1
	Lent	1	1	1
	Mt Tabor	1	1	1
	Ockley Green	1	1	1
	Rigler	1	1	1
	Roseway Heights			1
	Scott	1	1	1
	Sitton	1	1	1
	West Sylvan	1	1	1

Neighborhood Schools

Abernethy	Faubion	Maplewood
Alameda	Forest Park	Markham
Arleta	George	Marysville
Astor	Glencoe	Peninsula
Beverly Cleary	Gray	Rieke
Boise-Eliot/Humboldt	Grout	Rosa Parks
Bridlemile	Harriet Tubman	Sabin
Buckman	Harrison Park	Sellwood
Capitol Hill	Hayhurst	Skyline
Chapman	Irvington	Stephenson
Chief Joseph	Jackson	Sunnyside Environmental
Creative Science	Laurelhurst	Vernon
Creston	Lee	Vestal
da Vinci	Lewis	Whitman
Duniway	Llewellyn	Winterhaven
		Woodlawn
		Woodmere

RETENTION RATES





The schools year reflects the year that cohort entered Kindergarten. A student is considered retained if they remain at the same school and focus option. Adjustments were made to the data for situations like Rigler neighborhood students moving to Scott. Those students would be retained if they moved to Scott.

PORTLAND PUBLIC SCHOOLS

Harrison Park Facility preparation

Here is an update from our Facilities team on the work that is being planned for Harrison Park to become a middle school. We think it's important to acknowledge a specific challenge we face on this project. Unlike the Kellogg project, this site is occupied. The vast majority of the construction work cannot begin until the kids and staff vacate the building. Because of this, and the unprecedented supply chain issues for certain material and equipment, we must be careful about choosing the right and correct amount of work that can be completed during the short construction window in the upcoming summers. There is potential for some of the work described below to be changed as the design progresses.

There are changes that are specific to Middle School curriculum and students, such as additional science classrooms (Phase 1 #5), dance studio (Phase 1 #6), and additional counseling and STEAM spaces (Phase 2 #1 & 2).

Phase 1 - Completion for Fall of 2022

1. Improve the front lobby area with new finishes and lighting.
2. Improve the front entrance with landscaping and possible hardscape changes.
3. Restroom improvements to include updating to be ADA compliant, replace fixtures, finishes, and convert certain restrooms to be single user gender neutral.
4. Convert a classroom to be an administrative space.
5. Convert several General Education classrooms to be Science Classrooms.
6. Convert an existing room into a dance studio by installing a wood floor, sound system, mirrors, and replacing the partition wall with a permanent one.
7. Add a SPED counselors office suite.
8. Security upgrades to include adding approximately ten (10) security camera's in corridors and other select locations. (Note - this site also received security/access control upgrades as part of the bond security project in 2019-2020).
9. Mechanical system improvements to include replacing thermostats with new, pneumatic tubing at various locations, update controls, clean radiators, various other items.
10. Add bike parking and an exterior covered trash enclosure.

Phase 2 & 3 - Completion TBD

1. Dedicated Counseling and SPED Spaces.
2. Create dedicated STEAM Spaces including a new Lab.
3. Extended Learning Spaces by dedicating breakout areas.
4. New Lockers building wide.
5. Add an outdoor covered play structure.
6. Athletic improvements to include updating the Main and Auxillary Gyms, Locker Rooms, and updating the Athletic's Lobby.

South East Guiding Coalition

Updated April 28, 2022

Initial Feedback: July-August 2021

One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.

RACE/ETHNICITY	COMPLETE INTERVIEWS
Asian	39
Black	40
Latino	91
Multiple/Asian/White	24
Multiracial	28
Native	3
Pacific Islander	1
White	109

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI-RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of the school and their teachers	**35.9%**	**50.0%**	**53.8%**	**50.0%**	**39.3%**	33.3%	0.0%	**54.1%**	**49.6%**
Focus programs/ clubs/ opportunities	25.6%	22.5%	17.6%	29.2%	17.9%	33.3%	0.0%	22.9%	**21.8%**
Racial and economic diversity of classmates	7.7%	20.0%	6.6%	12.5%	14.3%	0.0%	0.0%	16.5%	**12.5%**
Safety/ security	15.4%	7.5%	14.3%	4.2%	21.4%	0.0%	**100%**	8.3%	**11.6%**
Quality of their education/ curriculum	15.4%	10.0%	11.0%	0.0%	14.3%	0.0%	0.0%	10.1%	**10.4%**
Proximity to our home/ walkability	10.3%	7.5%	8.8%	8.3%	10.7%	0.0%	0.0%	10.1%	**9.3%**
Don't know/ Refused	10.3%	10.0%	7.7%	0.0%	3.6%	**66.7%**	0.0%	5.5%	**7.2%**
Same school as they have attended. I do not want them to change	10.3%	7.5%	8.8%	4.2%	3.6%	0.0%	0.0%	5.5%	**6.9%**
Go to the same school as their nearby neighborhood friends	12.8%	5.0%	3.3%	8.3%	0.0%	0.0%	0.0%	7.3%	**6.0%**

Full Initial Report: https://drive.google.com/file/d/1qVT9idXnOChYH4tlMzQCaHI94dn9hB1z/view

Ideas and Input: September-October 2021

To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021. Recognizing the impact of potential outcomes, we encouraged families from Lane, Creative Science, Harrison Park, Woodstock, and beyond to participate before early decision-making in the process.

- Lane Middle School
    - Black families
    - Asian families
    - Latino/a/x families
    - Staff of color
- General Sessions
    - Families of color one mile from Lane or Harrison Park
    - Spanish Language
    - Chinese Language
- Harrison Park
    - Black families
    - Chinese families
    - Latino/a/x
    - Russian families
    - Somali families
    - Staff of color
- Creative Science School
    - Families of color

Hopes and Aspirations

- Develop thoughtful long-term solutions instead of “quick fix” band aid approaches.
- The goal of increasing demographic diversity at the affected schools (including at the elementary level) should officially be part of the SEGC’s charge.
- Identify strategies for actively recruiting and retaining BIPOC teachers, administrators, and staff at PPS schools.
- Equalize distribution of programs, including providing age-appropriate elective options to middle grade students in
- K-8 facilities and expanding dual language programs across schools.
- Promote culturally centered schools that provide a sense of welcoming and belonging to all students and families, including immigrant communities.
- Invest in effective teaching and learning practices, such as project-based learning, to position all students for a successful transition to high school.
- Support the physical, social and emotional needs of all students by providing fairly distributed resources across schools to meet students’ basic needs and ensure that every student arrives ready to learn.

Doubts and Fears

- BIPOC students/families will feel devalued or excluded.
- Additional burdens will be placed on families that are already marginalized.
- Loud voices will threaten to derail the SEGC's work.

Key Themes from Listening & Learning Sessions:
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/21-1007%20SEGC%20Key%20L%20and%20L%20Themes.pdf

Additional Feedback from Atkinson:

- "The Immersion program at Atkinson is tremendously successful for the students in the Immersion program, as well as those in the neighborhood program. It offers all students the chance to be in a school with a very strong sense of community where they are exposed to different cultures and perspectives. It would be a shame to end these benefits of the co-located program at Atkinson."
- "My family and child have started to build relationships and community at Atkinson after a rough year of isolation. To hear parents discuss making the difficult choice to discontinue participation in the dual language immersion if it moves to another school breaks my heart. I know it will break our children's hearts to lose those relationships. The benefits of keeping this community together, of keeping diversity within this neighborhood and the value it brings MUST outweight the reasons PPS has given regarding resources. There are other ways we can solve that problem"
- "Our native Spanish speakers are loud and clear in their opposition to a move to a whole-DLI model. Their are concerns about segregation and safety and loss of community. To continue with such a plan leaving our community unheard would be paternalistic and harmful and racist. Please listen to our families."
- "Community is the heart of our program. It's not possible to simply package it up and move it somewhere else. What makes Atkinson successful will not be the same somewhere else. I fear that the District will realize their mistake too late - and our community will be the one that suffers."
- "I appreciate that the district wants to have improved utilization of their resources, but I can't imagine that it outweighs the benefits that exist today in thriving schools with neighborhood+DLI, and the major impact that this has on all of the families, segregating to a single location, away from rest of neighborhood programs."

Action and Accountability: December 2021

Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios.

- Black, Indigenous & Students of Color
- Spanish-Language
- Mandarin-Language
- Black, Indigenous, & People of Color
- PAT General Session

- Russian-Language
- Somali-Language
- Vietnamese-Language
- Cantonese-Language

As a result of this engagement, the Southeast Guiding Coalition split into groups to review the raw data and determine common themes, new information received, and who we are missing from at the December 16, 2021 public meeting.

Group 1 Themes (Clackamas)

- Continuing to hear impact of disruption to school communities, especially now
- Kellogg has faced upheaval and is concerned about further change to Spanish DLI, community feels let down and that change is disrespectful
- People share resistance to change in a clear way
- Hesitation from families who may possibly move to a lower performing school
- Dominant narratives are strong, and there is a hesitancy to voice unpopular opinions
- Communities may struggle from a mismatch in program movement, impacting kids of color and low SES kids significantly

Group 2 Themes (Columbia)

- Middle school consolidation is welcomed but limits access to programs due to location
- Lack of understanding around transportation accessibility, and how they will be affected by feeder patterns
- Creative Science needs clarity from PPS moving forward
- The feeling in the room seemed that most affluent schools are being protected from disruption, and there is a concern on “who isn’t impacted” by the process
- Harrison Park seemed more engaged in Phase 1, but neighborhood families are feeling heard from their advocacy on remaining together
- Lent and Harrison Park voices need more representation

Group 3 Themes (Willamette)

- What is meant by “equity”?
- Presence of frustration and mistrust with the process, with the open house seeming contentious
- Need to hear from Lent and Harrison Park families
- Arleta community is invested in staying together
- Community wants to understand why inner Southeast schools are not being heard
- Voices at Woodstock Chinese DLI prefer program co-location
- Difficult to make judgements without community knowledge of high school implications

- Excitement that Bridger could have multiple neighborhood strands

Phase 2 Additional Engagement

Late January 2022 to Present

The engagement elicited feedback from roughly 60 community members regarding draft proposals to balance enrollment in South East Portland schools, and took place through focus groups, phone calls, and text messages. Phonebanking continues with families in early February.

Languages

Engagement opportunities were offered in Vietnamese and Mandarin.

Summary of Additional Engagement

To incorporate more representation of voices, especially those who are disproportionately impacted by the proposed changes, additional community engagement was conducted with targeted school communities. A focus was on neighborhood program family input, including those who are at schools with a co-located model.

Question 1: How do you define success? What are barriers to success? How does school play a part in that?

Lent, Harrison Park

- Experienced administrators who set learning outcomes set by the school help my child's behavior
- Language is a barrier to success at school. Parents still need a lot of support from school
- Friends and teachers have a big influence on children. Family and kids need attention from staff.
- Access to after school activities like chess club and social activities help support success
- Concern about diverse kids going to Kellogg without the support they need

Bridger, Marysville

- Science, reading, and arts curriculum
- A strong support system and social encouragement of students
- Strong support of Bridger becoming Creative Science School
- Teachers and Marysville principal caring for each student is recognized

Feedback on DLI Impacts in Scenarios

- Whole school model is okay if the diversity of students in co-located models is maintained
- “It would be awesome” (to have a whole school DLI at Lent)
- Strong support of whole school DLI at Lent
- Some disagreement with whole school model from neighborhood Lent families
- A large amount of parents express a preference for DLI programs remaining at Harrison Park

- Neighborhood Families are feeling heard at Harrison Park, and express value in multiple options
- Enrollment forecasts aren't capturing the new construction & open homes waiting to be purchased or rented in the neighborhood--it feels like the projection might be overly conservative especially once the HP facilities have been refreshed.
- Preference to have one DLI program at Harrison Park so school isn't too populated and administrators can build more relationships with students
- Both great support for whole school Spanish DLI, and resistance from other families for this option

April Phonebanking

To honor our commitment to continuous engagement with stakeholders across the system, phone calls were provided to the targeted groups of families at previously identified schools.

Bridger Phonebanking

- Families work hard to transport children to school, and value the immersion program but they just can't have students far away. They think she might learn more only in English, so it is not too bad. Was aware of the convos happening in the community and had wanted to stay in the program, but understands decision are made "at the higher levels" and they will learn to live with it.
- One family expressed dislike of the proposal, but does not see another option. She would prefer to stay in the Spanish immersion.
- We have three generations that have graduated from the Bridger Immersion program. The big concern is the distance. if the school is too big, or the classes are too small.
- Important to remain at Bridger. Bridger is the neighborhood school for many families, and will likely stay there and be part of the new program.
- "Biggest concerns are that teachers and principal would travel with the program. Concerned that rumors are that principals at Lent do not remain more than 2-3 years. Rumors are that the PTA is not that involved as at Bridger. Wants kids to stay in the immersion program so this will be the priority. Wants the district to focus on making the new program a success and she will be involved in Lent. "
- "The district will make the decisions regardless of what I say, I do not want to program to change." She currently works close to Bridger and is concerned because she does not drive so wants to be close to the school. Her daughter is connected to the school because her sisters have been going there. Can't decide between the importance of staying with the immersion program and distance from the school and should not have to decide. Feels connected to the Bridger community, teachers and principal.
- Multiple families also expressed not feeling worried about the changes, said child was older and would not necessarily be affected by the changes
- Would like to stay at Bridger, has established relationships with students and teachers and the comfortability in the school as a whole and in the community.

Lent Phonebanking

- Would like extra help--would like an IEP review so she can get extra help.
- Family indicated not be affected

- Family express interest in continuing to go to Kellogg

Lent Recommendation Meeting: Parent and Student Feedback

- Parents express high value for cultural learning and connections in a co-location program. “To me it's better to have a dual identity at Lent”
- Kids should not have to go on a bus and go further, and we prefer this location
- “We are living in a country where we are so polarized, and our schools are wonderful breeding grounds to teach tolerance”. “Animosity between parents of both programs exists, as DLI parents are more active here”
- We are concerned this community is being left behind
- Does Bridger or Atkinson have 2 strands of each class, have we seen success in similar proposed changes?
- Students Speakers:
    - “I don't want to switch because i've been here since kindergarten”
    - “We shouldn't remove anyone based off of the language they want to speak”
    - “Teachers moving isn't helpful, and it would make them unhappy”
    - We love Lent school because Lent is our community
- Parent expressed her child went to a similar co-located model school, and resulted in a high social benefit in their lives
- Stairstepping and phasing out English program was recommended by a parent
- “Its not an equitable solution at all. We care about where teachers would end up. “Why would we segrate and think that is an appropriate solution?” Neighborhood kids should be able to go to their neighborhood schools
- “Teachers and families bought their houses close to the school. I am against segregation, it should be all together.”
- Lack of support for admin leads to parents not wanting to enroll
- Most diverse school community doesn't deserve to be shuffled around, we choose to be a part of this community, and PPS needs to know what they are doing when they ask people to uproot from a community they are a part of
- Teachers can collaborate regardless of DLI or Neighborhood
- Parents want better teacher retention
- “We have activities here that brings kids together”
- Kids love being in an inclusive environment of language, and encourages Neighborhood program students to learn
- Neighborhood program has majority of black and brown students, and moving them away is a detriment to this community
- Concern for students who are beginning Lent next year, and would have to change the next

Arleta K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
269	290	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%

Current enrollment profile: A small K-5 school, recently converted from K-8 and assigned to Kellogg MS and host to a Special Ed focus classroom. The Arleta attendance area is adjacent to other small K-5 schools, including Bridger, Creston and Woodmere.

Recommendation highlights: Four small areas would move from Arleta to Creston, Marysville, Woodstock and Woodmere, and two areas would move into Arleta from Bridger and Marysville. See map for details. The changes are expected to bring a slight increase to Arleta enrollment with little change in school demographics. Arleta remains assigned to Kellogg MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
250	277	696	35.9%	39.8%	18.0%	6.8%	7.6%	31.2%	29.4%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at the new schools shown on the map unless they have older siblings remaining at the former boundary school or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
  - Students in other grades may remain in their current schools through 5th grade, but may also transfer into their new neighborhood schools beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

ARLETA

Programs:

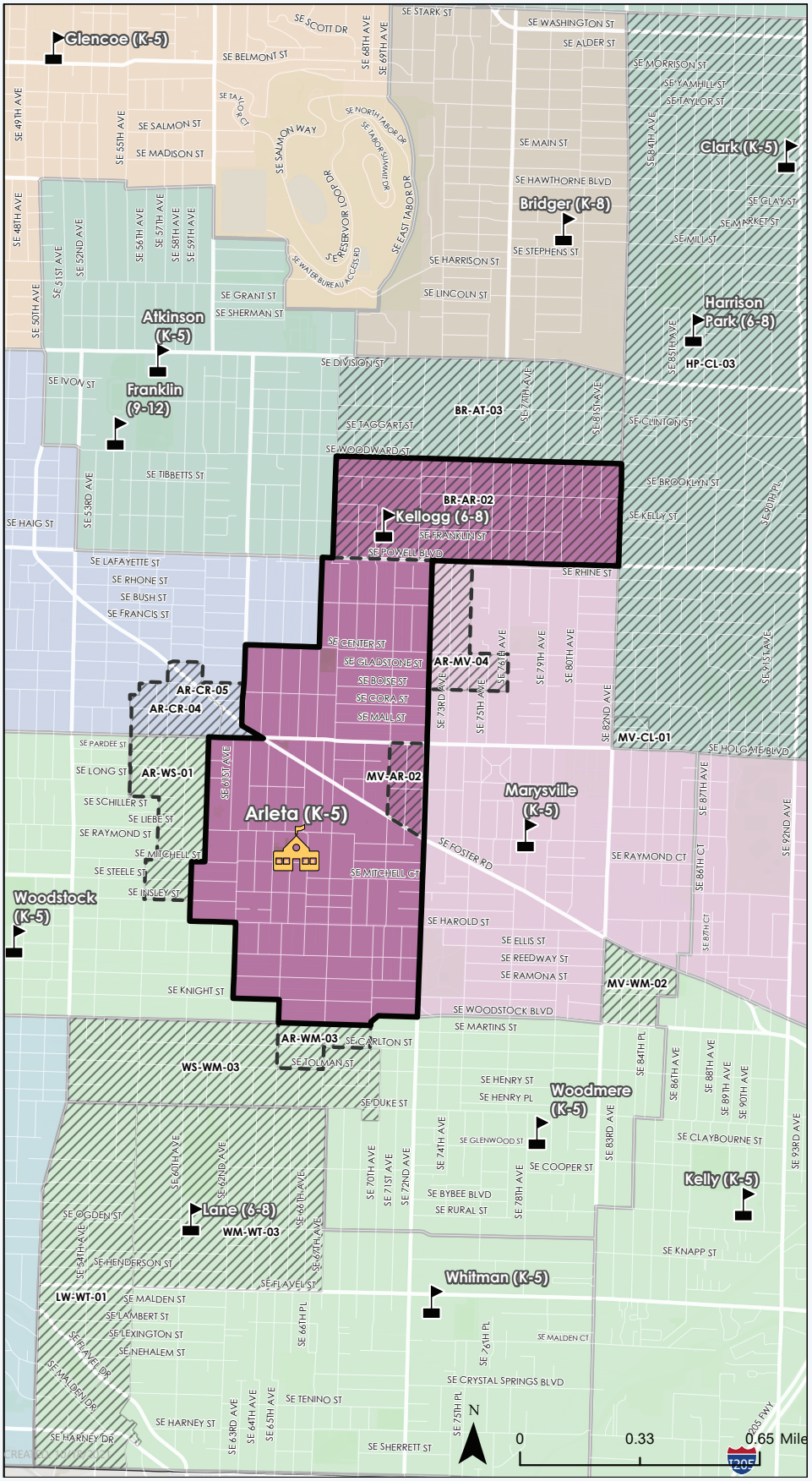
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area



Changes from Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0
AR-MV-04	14	4	0
AR-WM-03	7	0	0
AR-WS-01	23	2	0

Changes into Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
MV-AR-02	6	0	0

Affected students are based on 2021-22 student counts.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Atkinson K-5

Neighborhood and Spanish DLI Programs

MS: Mt. Tabor • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	206	228	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
Total	342	354	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%

Current enrollment profile: Co-located structure of a single strand Spanish DLI program and a small two-strand neighborhood program; hosts Special Ed focus classrooms.

Recommendation highlights: A boundary change will add students to the small neighborhood program. Atkinson neighborhood students will go to Harrison Park Middle School while Atkinson Spanish Immersion students will go to Kellogg Middle school.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	252	270	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
Total	388	396	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Bridger boundary change area will enroll at Atkinson unless they have older siblings at Bridger or receive transfers to other schools. Students who live more than one mile from Atkinson will have access to bus service.
  - Students in other grades may remain at Bridger through 8th grade, but may also transfer into Atkinson or Harrison Park MS beginning in the 2022-23 school year.
- Students who completed 5th grade in the Atkinson Spanish Immersion program will go to Kellogg Middle School, along with students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program.
  - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

ATKINSON

Programs:

Neighborhood, Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

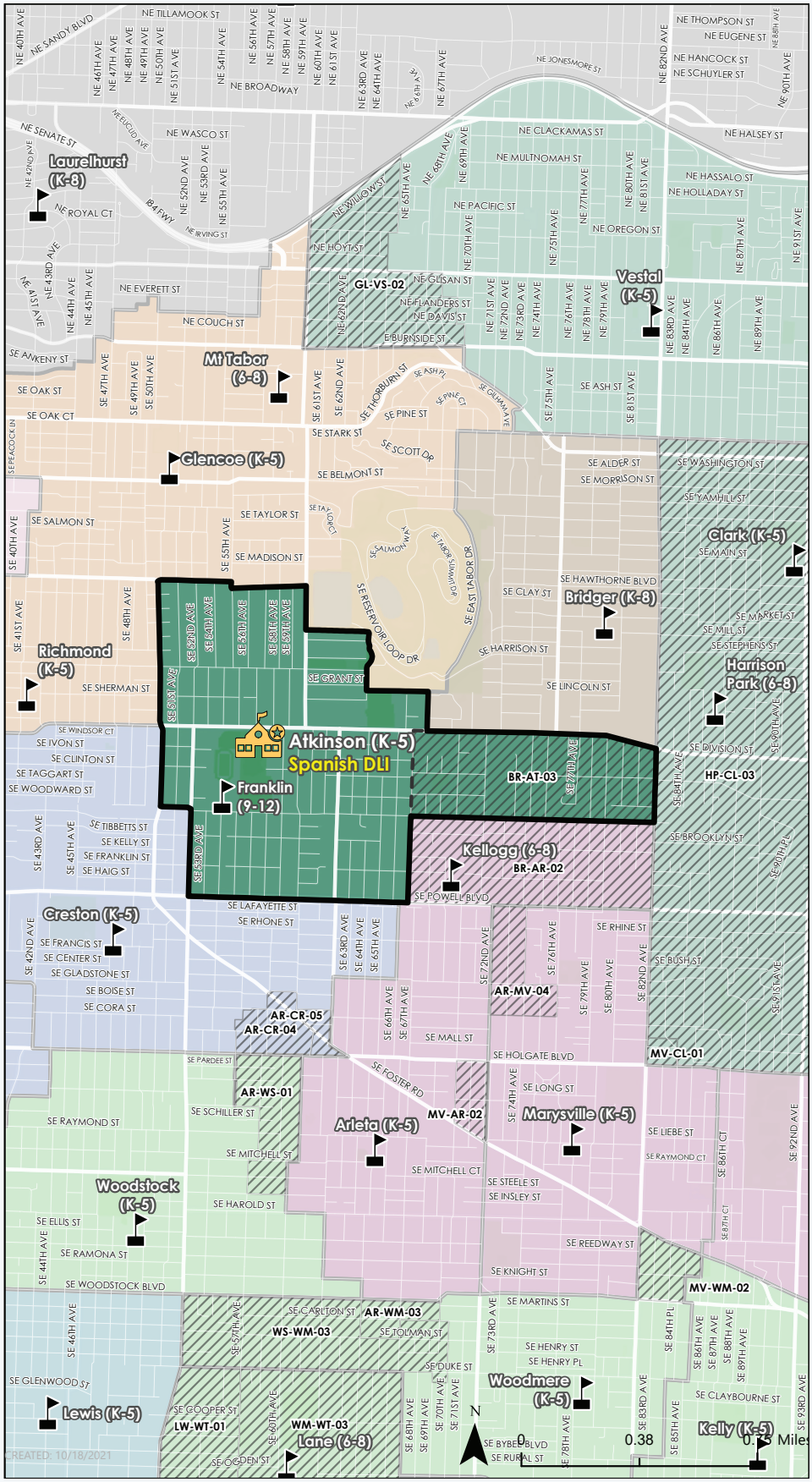
Changes from Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AT-03	52	4	9

Affected students are based on 2021-22 student counts.



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Bridger K-5

Neighborhood and Spanish DLI Programs

MS: Neighborhood: Harrison Park, w/transfers to Kellogg, Spanish DLI: Kellogg • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	126	115	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	42.1%
Spanish DLI	211	223	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	57.8%
Total	337	338	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	51.9%

Current enrollment profile: Co-located structure with a small two-strand Spanish DLI program experiencing declining rates of native Spanish-speaking applicants and a single-strand neighborhood program. Bridger converted to a K-5 this year, with a default middle school assignment to Harrison Park and transfer preference to Kellogg, which is located on the southern edge of the Bridger boundary.

Recommendation highlights: Spanish DLI relocates to Lent; Bridger neighborhood program joins with Creative Science K-8. The boundary areas south of Division street are assigned to new middle and high schools.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
312	318	510	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change area between Division St and Woodward St. will enroll at Atkinson and those who live between Woodward St. and Powell Blvd will enroll at Arleta, unless they have older siblings at Bridger or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
  - Students in other grades may remain at Bridger through 8th grade, but may also transfer into Atkinson or Harrison Park MS beginning in the 2022-23 school year.
- Grades K-5 of the Bridger Spanish Immersion program will relocate to Lent Elementary School. Bus service will be available from Bridger neighborhood to Lent to support the transition.
  - Families of Spanish Immersion students may request early transfer into Lent for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- Grades K-8 of the Creative Science School will move to Bridger and become the instructional model for the combined Bridger and CSS student body.
  - The program will maintain a 2-section per grade level K-8 structure, with some grades having three sections of combined Bridger and CSS students.
  - New Bridger neighborhood students will be automatically enrolled in the Bridger Creative Science School, or can request transfer to a standard school.
  - Bridger neighborhood students already enrolled in other PPS schools have priority for available seats at CSS
  - Lottery transfers will be reduced to accommodate neighborhood students
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transition

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

BRIDGER

Programs:

Creative Science

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

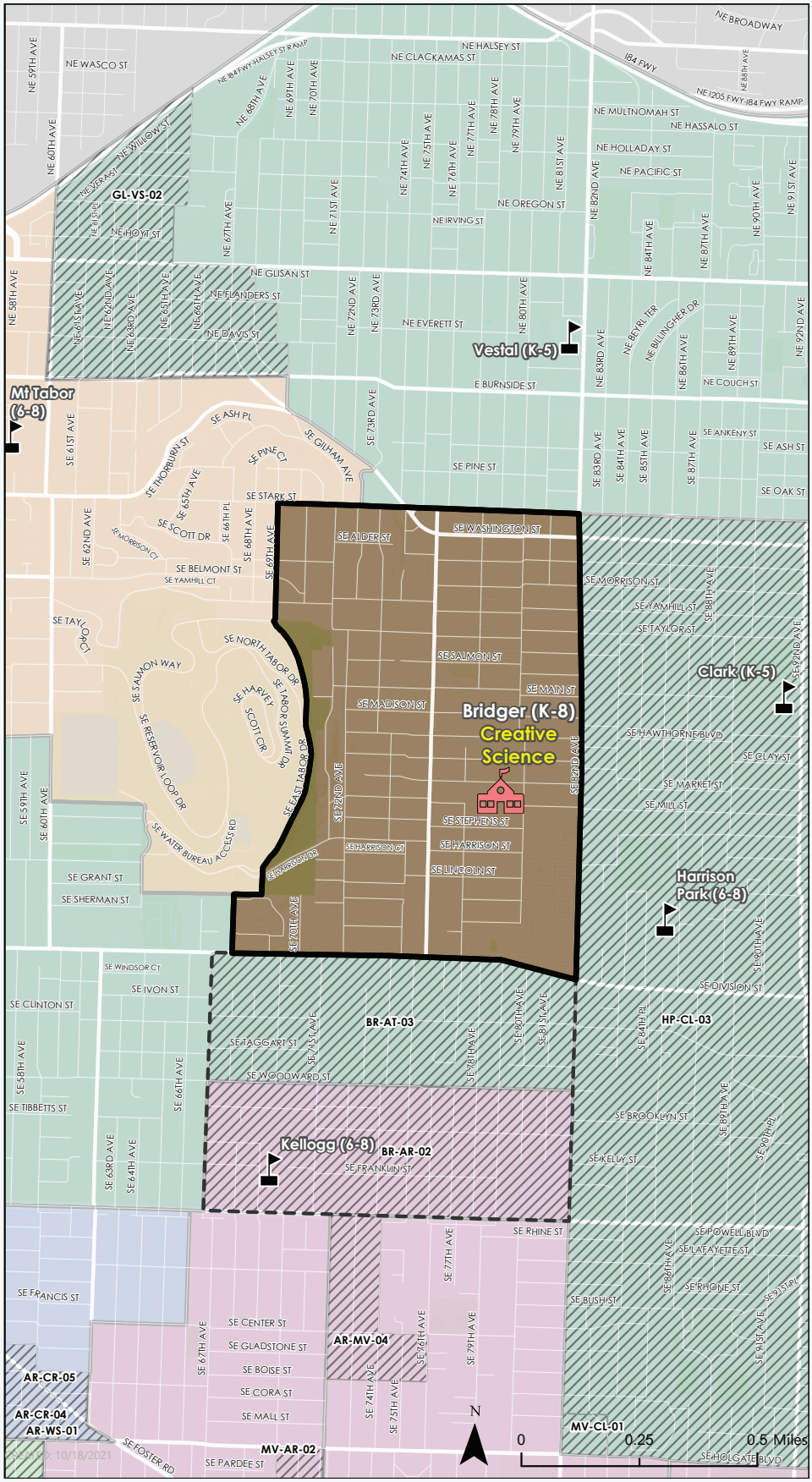
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
BR-AT-03	52	4	9

Changes into Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.

Updated: 10/18/2021

Creative Science K-8 School @Clark

MS: CSS • HS: Based on home address

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
419	452	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%

Current enrollment profile: A K-8 focus option program that enrolls all students through the annual lottery and hardship petition process. The school has been located at the Clark building since 2008 and attracts and retains fewer BIPOC, English Learner and low income students than surrounding schools.

Recommendation highlights: Program relocates to Bridger and becomes the instructional model for the combined Bridger and Creative Science student body.

Estimated results of recommendation:

See Bridger table

Fall 2023 Implementation Plans:

- Grades K-8 of the Creative Science School will move to Bridger and become the instructional model for the combined Bridger and CSS student body.
- The program will maintain a 2-section per grade level K-8 structure, with some grades having three sections of combined Bridger and CSS students.
  - New Bridger neighborhood students will be automatically enrolled in the Bridger Creative Science School, or can request transfer to a standard school.
  - Bridger neighborhood students already enrolled in other PPS schools have priority for available seats at CSS
  - Lottery transfers will be reduced to accommodate neighborhood students
  - Current CSS students can request transfer to their neighborhood school or another PPS school instead of moving to Bridger.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

CLARK

Programs:

Neighborhood, Chinese DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

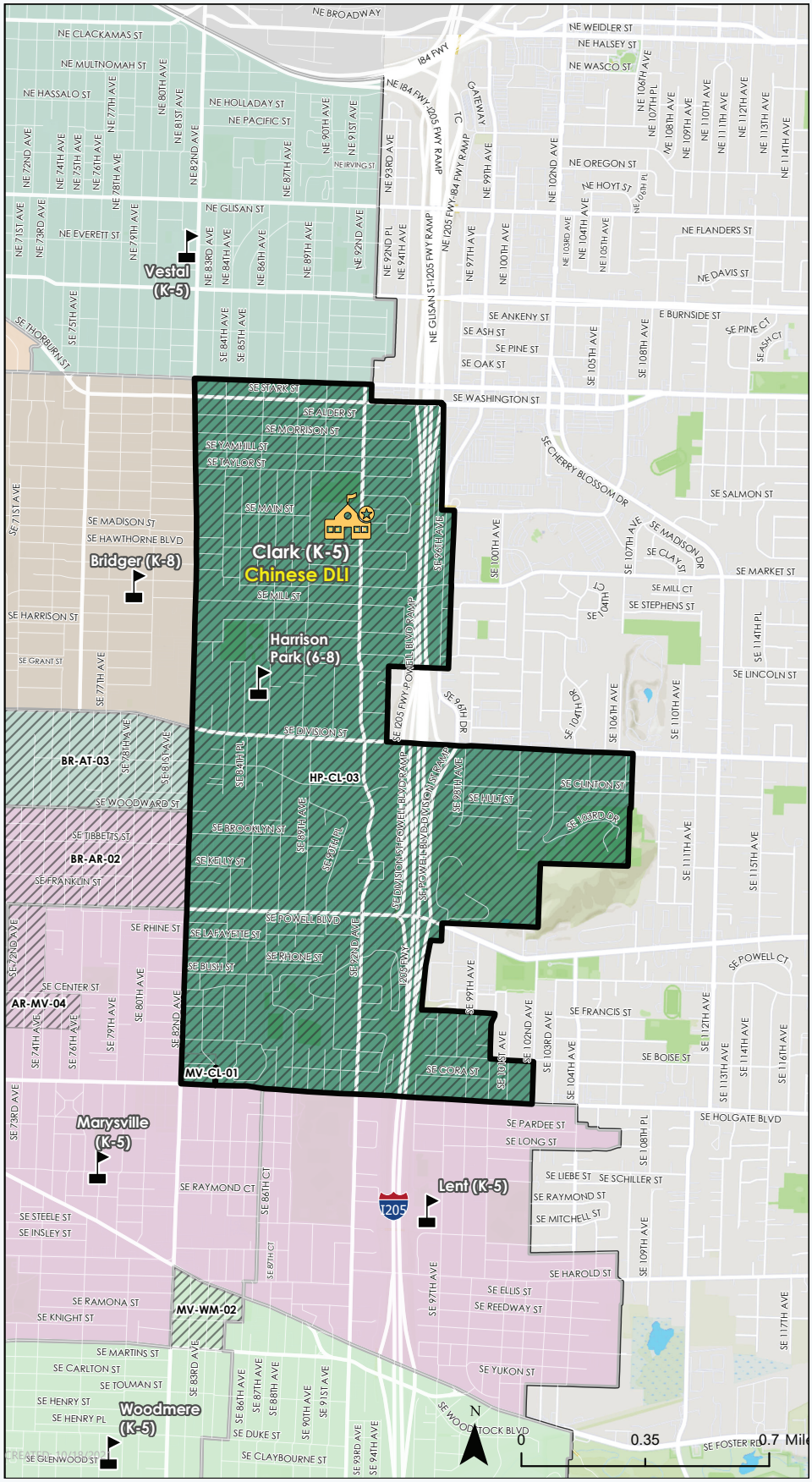
Changes from Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-CL-03	243	86	78

Affected students are based on 2021-22 student counts.



Creston K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
250	225	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%

Current enrollment profile: This small K-5 school converted from a K-8 this year, with MS students assigned to Kellogg. Creston hosts a Deaf and Hard of Hearing program and a Head Start program is located at the Creston Annex. Classrooms leased to partner programs have been removed from building capacity and utilization estimates, to reflect that the main Creston building is one of the smallest in the region. Creston is nearly surrounded by focus option and DLI programs, resulting in a low rate of neighborhood students enrolling at the neighborhood school.

Recommendation highlights: The Creston boundary will grow slightly through a boundary change with Arleta. Creston middle school students will go to Hosford MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
265	254	339	78.2%	74.9%	22.3%	3.4%	6.4%	27.9%	25.2%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Arleta boundary change area will enroll at Creston, unless they have older siblings at Arleta or receive transfers to other schools. Students who live more than one mile from Creston will have access to bus service.
  - Students in other grades may remain at Arleta through 5th grade, but may also transfer into Creston beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

CRESTON

Programs:

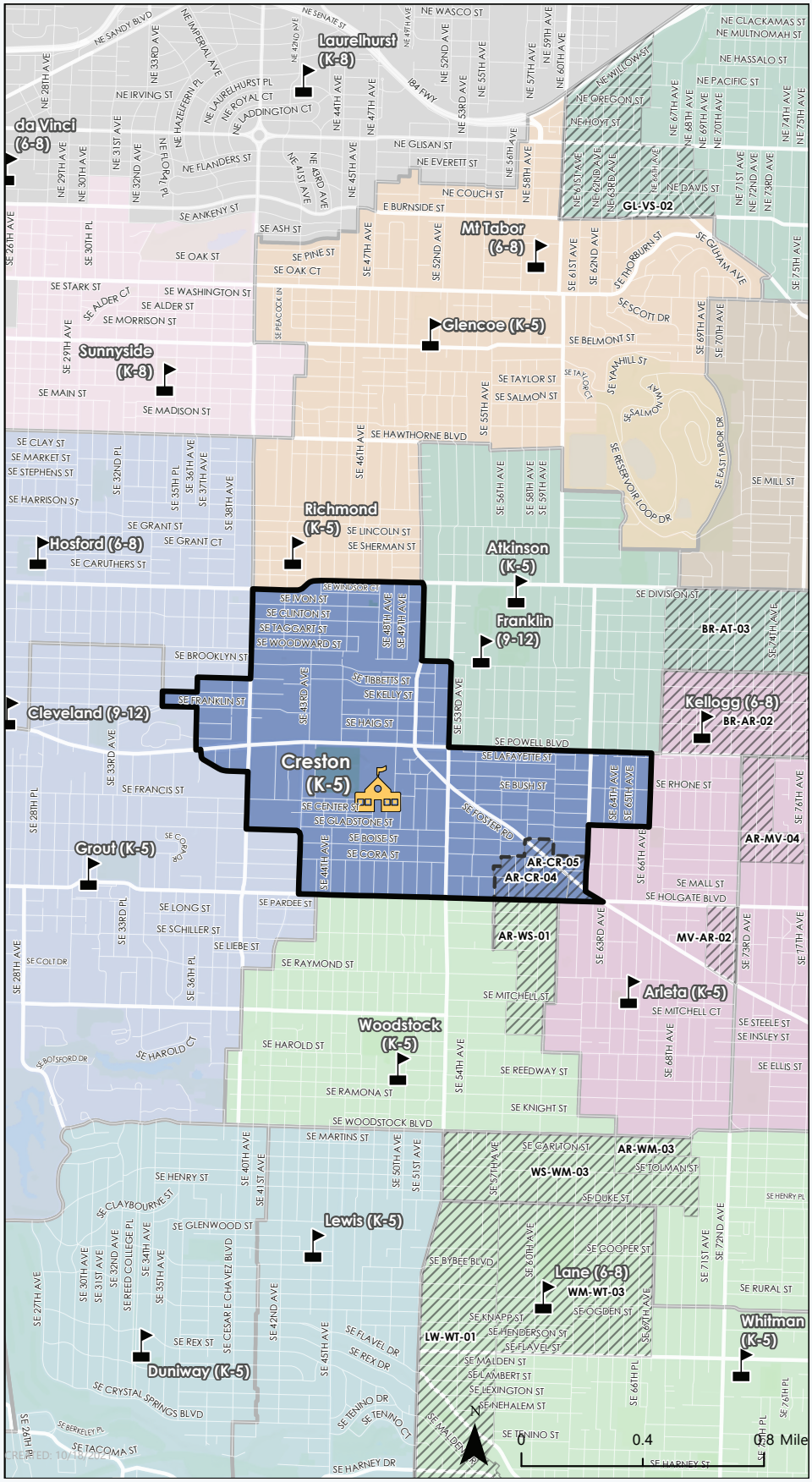
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0

Affected students are based on 2021-22 student counts.

CREATED: 10/18/2022

Glencoe K-5

MS: Mt. Tabor • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
373	375	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%

Current enrollment profile: Glencoe has the largest resident K-5 enrollment in the region, but is located far from some of the smallest K-5 schools. It has had stable enrollment of about 3 strands per grade level.

Recommendation highlights: Part of the Glencoe boundary changes to Vestal Elementary School and Harrison Park Middle School.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
348	364	573	60.7%	63.5%	19.0%	3.2%	2.3%	19.5%	11.0%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Glencoe boundary change area will enroll at Vestal, unless they have older siblings at Glencoe or receive transfers to other schools. Students who live more than one mile from Vestal will have access to bus service.
  - Students in other grades may remain at Glencoe through 5th grade, but may also transfer into Vestal beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

GLENCOE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

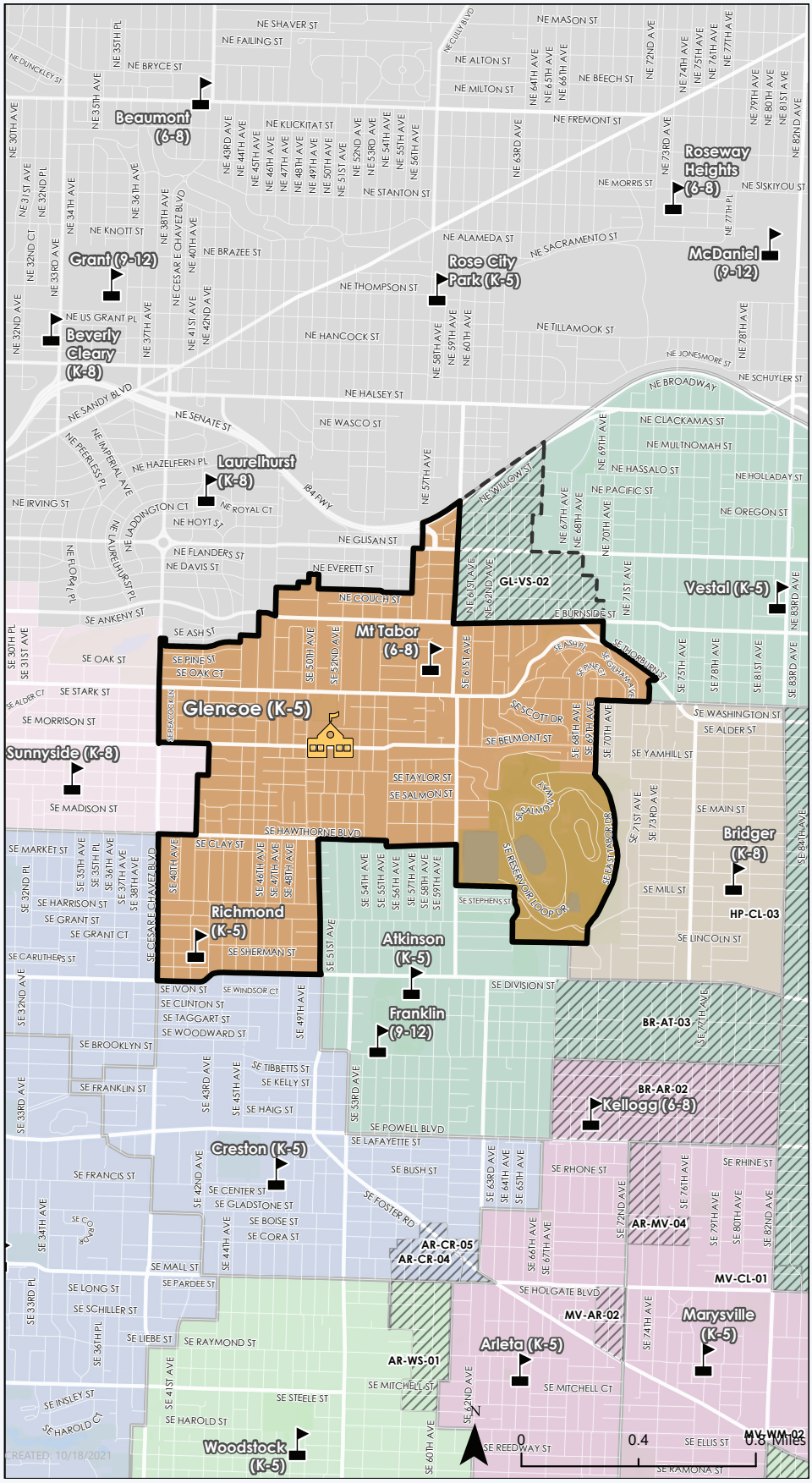
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sunnyside
- Not Included in Study Area

Changes from Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Changes into Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.

Harrison Park K-8

MS: Harrison Park • HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	72	148	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
Neighbor-hood	457	412	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
Total	529	560	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%

Current enrollment profile: Harrison Park is the last neighborhood K-8 program in SE, and the PPS Board has designated it to convert to a middle school. It has the highest rate of BIPOC students of all SE schools, including a growing Chinese DLI program that serves only neighborhood students. The Harrison Park campus has the highest capacity of all schools in the region, not including high schools, and operated as a middle school until 2008 when it consolidated with Clark Elementary School. Bridger grade 6-8 students are currently assigned to Harrison Park for middle school.

Recommendation highlights: Harrison Park K-5 students, including Chinese Immersion, move to Clark. Grade 6-8 students are joined at Harrison Park by students from Atkinson and Vestal neighborhoods and Chinese Immersion students from Woodstock. The Woodstock program currently feeds to Hosford MS. A portion of the Bridger neighborhood stays in Harrison Park, while the southernmost part goes to Kellogg and the northernmost part returns to Bridger as part of the new Bridger Creative Science School.

Estimated results of recommendation:

CLARK K-5

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	72	104	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
Neighbor-hood	277	268	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
Total	349	372	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%

HARRISON PARK MS

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	116	168	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
Neighbor-hood	442	420	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
Total	558	588	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%

Harrison Park K-8

MS: Harrison Park • HS: McDaniel

Fall 2023 Implementation Plans:

- Students enrolled in Harrison Park grades K-4 at the end of the 2022-23 school year, including students in Chinese Immersion, will move to Clark, along with new kindergartners from the Clark/Harrison Park neighborhood. Students who live more than one miles from Clark will have access to bus service.
- 6th graders who live in the Mt. Tabor and Roseway Heights boundary change areas will enroll at Harrison Park, unless they have older siblings at the current neighborhood school or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
  - Students in other grades may remain at their current schools through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.
- Students currently enrolled in Harrison Park from the Bridger neighborhood may remain at Harrison Park through 8th grade or return to their newly designated transfer schools beginning in the 2022-23 school year.
- Students who completed 5th grade in the Woodstock Chinese Immersion program will go to Harrison Park Middle School, along with students who completed grades 6-7 in the Hosford Chinese Immersion program. Bus service will be available from Woodstock neighborhood to Harrison Park to support the transition.
  - Families of Chinese Immersion students may request early transfer into Harrison Park for the 2022-23 school year (6th grade only) or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- Harrison Park will undergo facility renovations in the Summers of 2022 and 2023 to prepare to welcome new middle school students.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

HARRISON PARK

Programs:

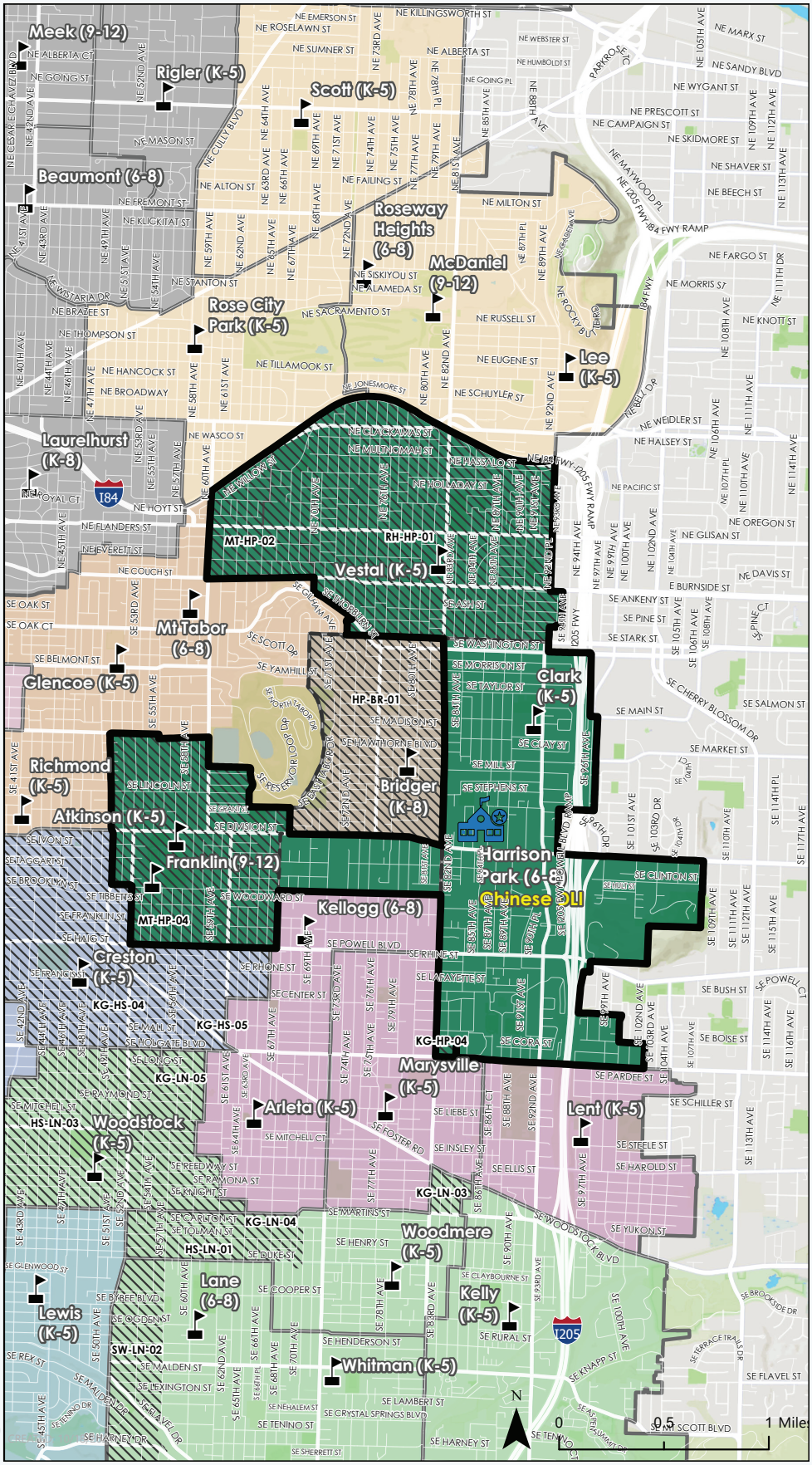
Neighborhood, Chinese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3

Changes into Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1
RH-HP-01	119	5	14

Affected students are based on 2021-22 student counts.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Hosford MS

Neighborhood and Chinese DLI programs

HS: Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	116	124	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
Neighbor-hood	513	495	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
Total	629	619	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%

Current enrollment profile: Hosford has seen enrollment near or above 100% of capacity in recent years. Neighborhood feeder schools are Abernethy, Buckman, Grout and Woodstock, as well as the Woodstock Chinese DLI program.

Recommendation highlights: The Woodstock neighborhood program will move to Lane MS and the Woodstock Chinese Immersion program will move to Harrison Park MS. Additionally, there will be a small boundary change from Kellogg MS to Hosford.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	536	479	696	77.0%	68.8%	17.0%	5.6%	6.7%	28.5%	22.3%

Fall 2023 Implementation Plans:

- Students who completed grades 6-7 in the Hosford Chinese Immersion program will go to Harrison Park MS. Bus service will be available from Woodstock neighborhood to Harrison Park to support the transition.
  - Families of Chinese Immersion students may request early transfer into Harrison Park for the 2022-23 school year (6th grade only) or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- 6th graders who live in the Hosford boundary change areas will enroll at Lane, unless they have older siblings at Hosford or receive transfers to other schools. Students who live more than one and a half miles from Lane will have access to bus service.
  - Students in other grades may remain at Hosford through 8th grade, but may also transfer into Lane beginning in the 2022-23 school year.
- 6th graders who live in the Kellogg boundary change areas will enroll at Hosford, unless they have older siblings at Kellogg or receive transfers to other schools. Students who live more than one and a half miles from Hosford will have access to bus service.
  - Students in other grades may remain at Kellogg through 8th grade, but may also transfer into Hosford beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

HOSFORD

Programs:

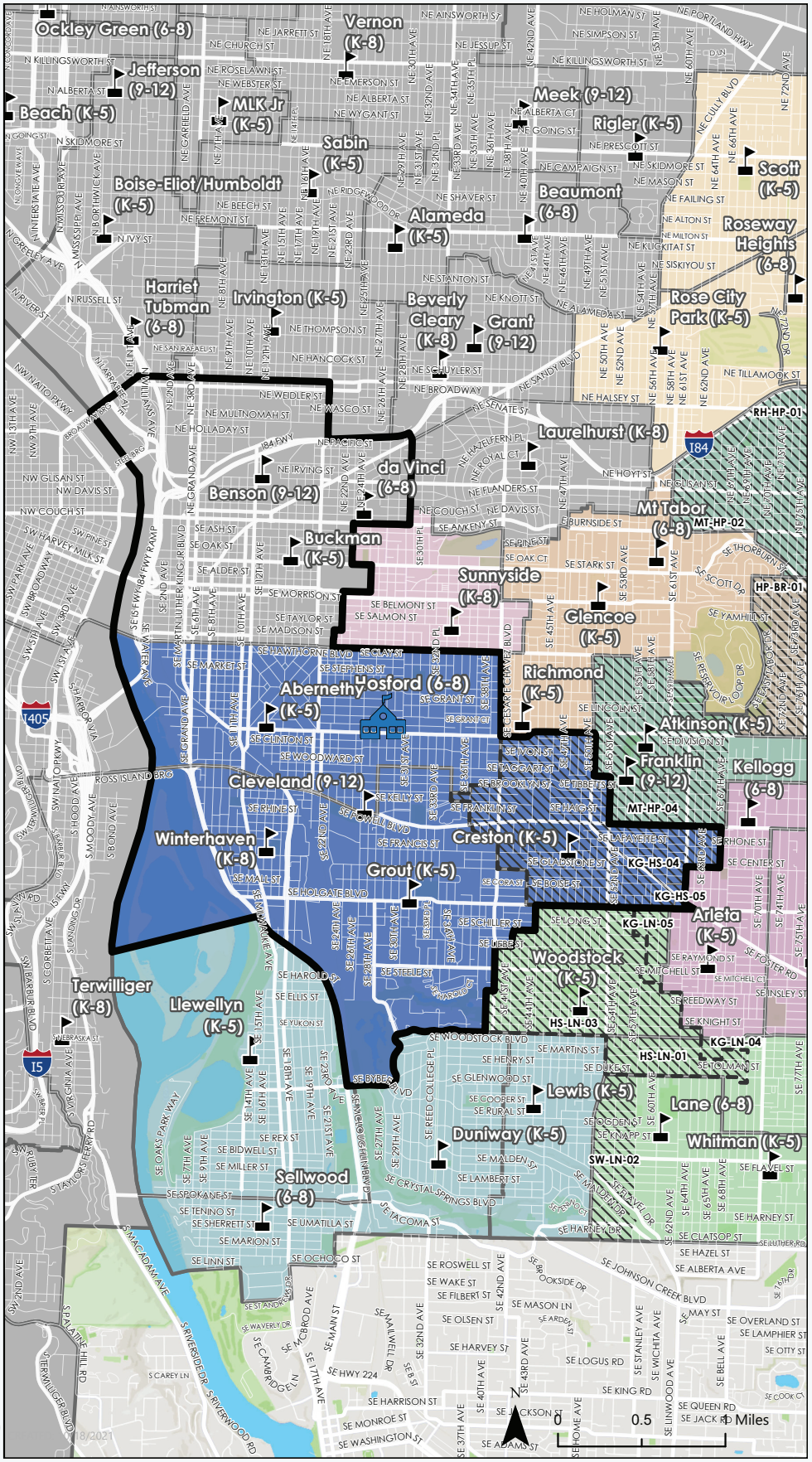
Neighborhood

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Hosford 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1

Changes into Hosford 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4

Affected students are based on 2021-22 student counts.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Kellogg MS

Neighborhood and Spanish DLI programs

HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	533	572	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
Spanish DLI	151	155	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
Total	684	727	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%

Current enrollment profile: Kellogg opened this year, with neighborhood feeder schools Arleta, Creston, Lent and Marysville, along with Spanish DLI from Bridger and Lent. The Kellogg building is not located within its own attendance area, so Bridger (Harrison Park) neighborhood students who live closest to the school were allowed priority transfers. Kellogg enrollment is above the target of 80% utilization.

Recommendation highlights: The Spanish Immersion program at Mt. Tabor will move to Kellogg, so all SE Spanish Immersion programs will be at the same middle school. To offset this increase, the Creston neighborhood along with a small portion of the Arleta neighborhood will move to Hosford. A boundary change with Harrison Park will result in the Kellogg building being within its attendance area.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	439	472	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
Spanish DLI	220	222	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
Total	659	694	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%

Fall 2023 Implementation Plans:

- Students who completed 5th grade in the Atkinson Spanish Immersion program will go to Kellogg Middle School, along with students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program.
  - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- 6th graders who live in the boundary change areas will enroll at Hosford, unless they have older siblings at Kellogg or receive transfers to other schools. Students who live more than one and a half miles from Hosford will have access to bus service.
  - Students in other grades may remain at Kellogg through 8th grade, but may also transfer into Hosford beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

KELLOGG

Programs:

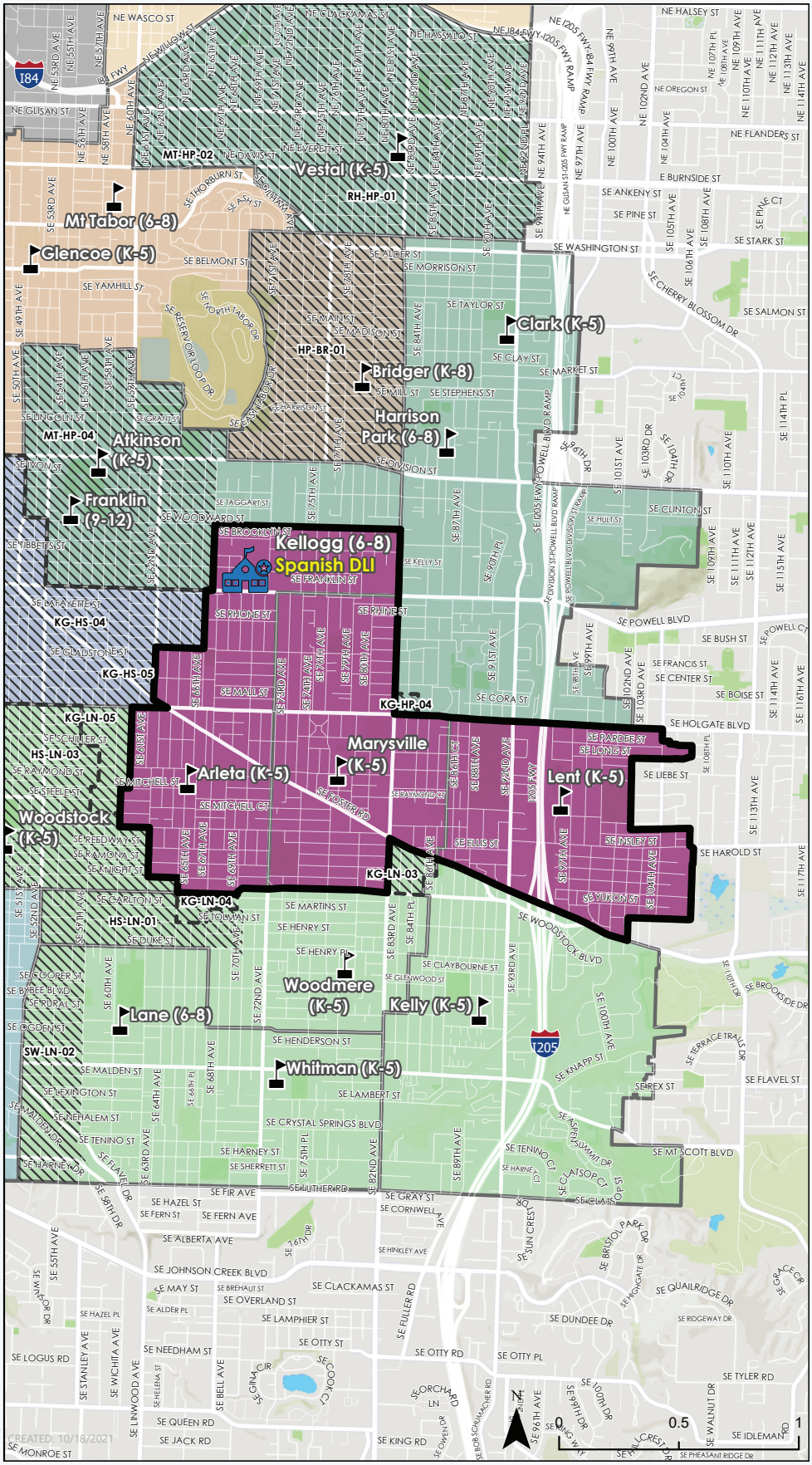
Neighborhood, Spanish DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0

Changes into Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

Kelly K-5

Neighborhood and Russian DLI programs

MS: Lane • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	238	231	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
Russian DLI	134	214	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
Total	372	445	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%

Current enrollment profile: Kelly neighborhood program has one of the highest concentrations of BIPOC students in the region. The Russian DLI program serves mostly students who live outside PPS, and has been shrinking from two-to-one strand per grade level.

Estimated results of recommendation:

No changes proposed for Kelly.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

KELLY

Programs:

Neighborhood, Russian DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

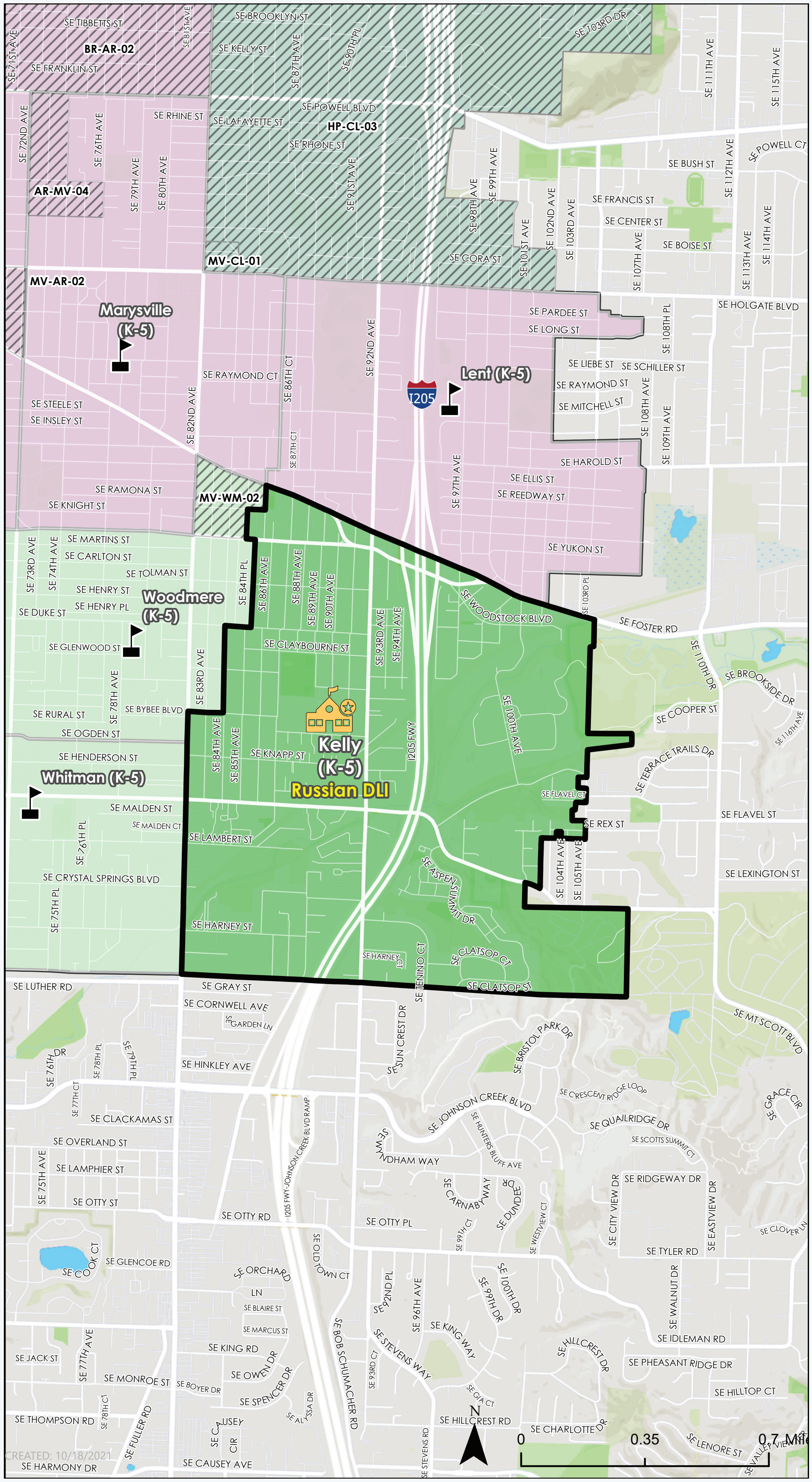
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area

Changes from Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.

Lane MS

Neighborhood and Russian DLI programs

HS: Cleveland, Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	322	308	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
Total	363	363	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%

Current enrollment profile: Lane has the smallest resident student population of all the SE middle schools. The majority of students from Kelly Russian DLI return to their home districts for middle school. Lane hosts the district's ACCESS Academy, grade 6-8, which will be moving to a new location next year. Lane students feed to two high schools: students from the smallest of its neighborhood feeders, Whitman, go to Cleveland, while Kelly, Woodmere and Russian DLI students go to Franklin.

Recommendation highlights: The Lane boundary grows by adding Woodstock as a feeder school from Hosford, a portion of the Lewis area from Sellwood, and parts of the Arleta and Marysville areas from Kellogg.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	472	543	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	36.4%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
Total	513	598	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.7%

Fall 2023 Implementation Plans:

- 6th graders who live in the boundary change areas will enroll at Lane unless they have older siblings remaining at the former boundary schools or receive transfers to other schools. Students who live more than one and a half miles from Lane will have access to bus service.
  - Students in other grades may remain in their current schools through 8th grade, but may also transfer into Lane beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

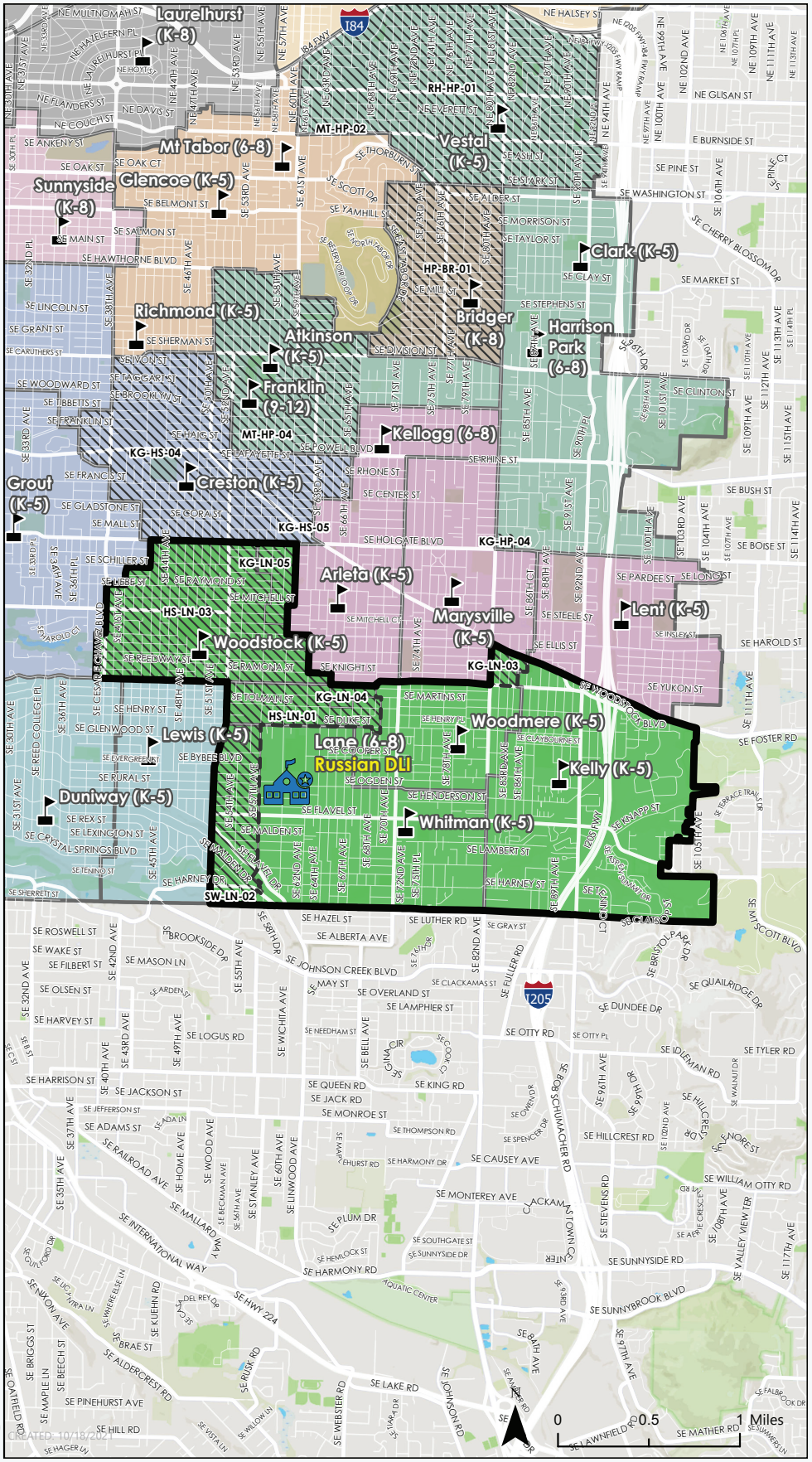
DRAFT PROPOSAL F3

Grade 6-8 Change Areas

LANE

Programs:

Neighborhood, Russian DLI



Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0
SW-LN-02	32	0	3

Affected students are based on 2021-22 student counts.

CREATED: 10/18/2021

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Lent K-5

Neighborhood and Spanish DLI Programs

MS: Kellogg • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	151	154	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
Spanish DLI	126	123	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
Total	277	277	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%

Current enrollment profile: Co-located structure with a single-strand neighborhood program and a single strand Spanish DLI program. One of the most racially and ethnically diverse schools in the southeast. Enrollment has declined over the past several years.

Recommendation highlights: Lent will convert to a whole-Spanish school with the addition of two strands of Spanish Immersion from Bridger. Lent neighborhood kindergarten students will have the choice of enrolling in Spanish Immersion at Lent or at Marysville. Current Lent students who are not in Spanish DLI will move to Marysville. Both Spanish Immersion and students from Lent who go to Marysville remain assigned to Kellogg.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	157	181	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
Spanish DLI	396	346	632	62.7%	54.7%	14.6%	1.8%	30.8%	60.4%	24.0%
Total	553	527	632	87.5%	83.4%	13.7%	5.2%	29.8%	62.6%	35.3%

Fall 2023 Implementation Plans:

- Grades K-5 of the Bridger Spanish Immersion program will relocate to Lent Elementary School. Bus service will be available from Bridger neighborhood to Lent to support the transition.
  - Families of Bridger Spanish Immersion students may request early transfer into Lent for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- Students enrolled in the Lent English program grades K-4 at the end of the 2022-23 school year will move to Marysville, Students who live more than one mile from Marysville will have access to bus service.
- Lent neighborhood kindergarteners and other new students who speak Spanish at home may automatically enroll in Lent Spanish Immersion, and will be eligible for bus service if they live more than one mile from Lent.
  - Future new students who move into the Lent neighborhood will be assigned to Marysville, or may request transfer to another school.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

LENT

Programs:

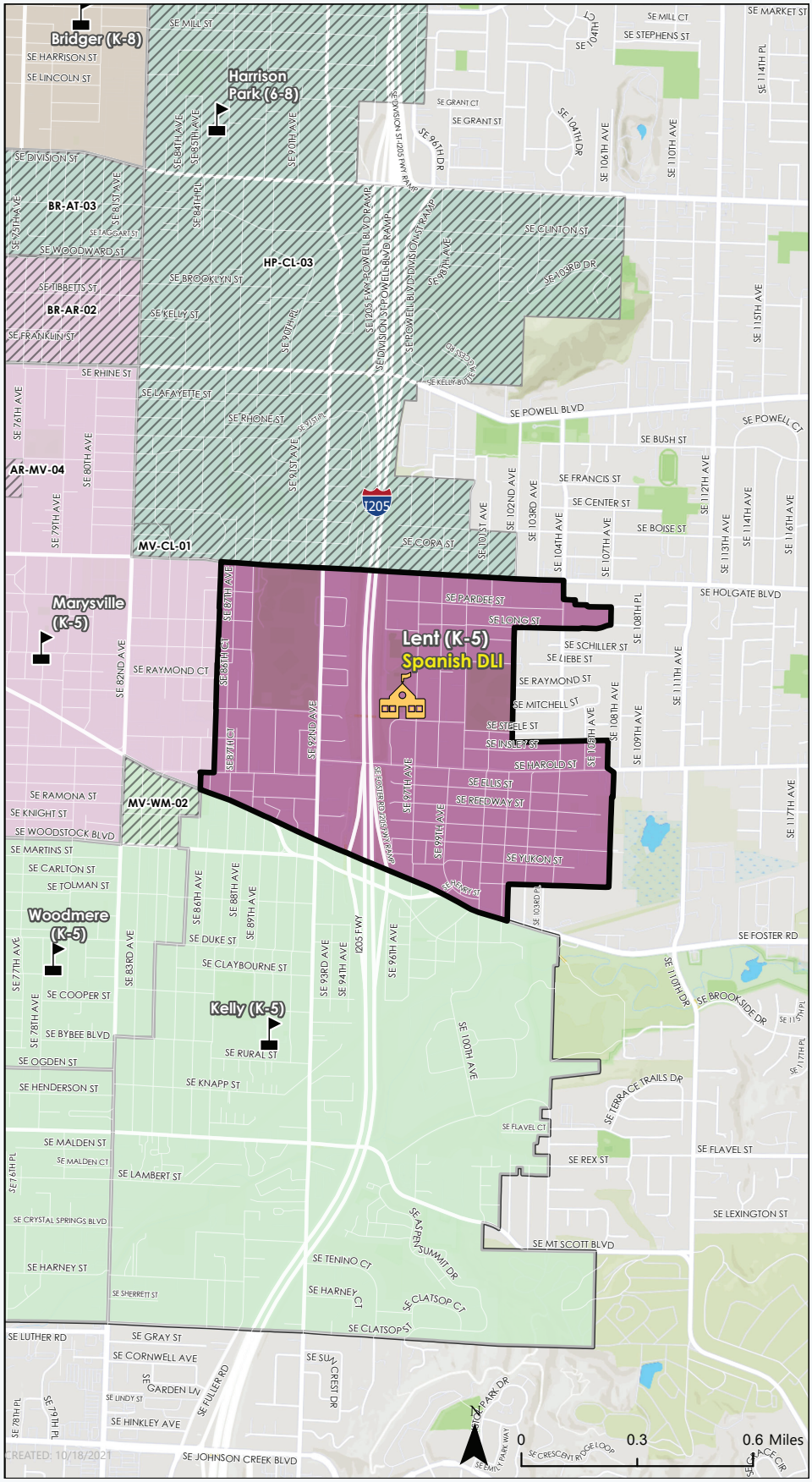
Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area



CREATED: 10/18/2021

Changes from Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

Lewis K-5

MS: Sellwood • HS: Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
337	358	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%

Current enrollment profile: Lewis enrollment has exceeded target utilization of 80% in recent years. The school hosts two Special Ed focus classrooms.

Recommendation highlights: The eastern portion of the Lewis neighborhood will move to Whitman.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
286	281	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	12.6%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Lewis boundary change area will enroll at Whitman, unless they have older siblings at Lewis or receive transfers to other schools. Students who live more than one mile from Whitman will have access to bus service.
  - Students in other grades may remain at Lewis through 5th grade, but may also transfer into Whitman beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

LEWIS

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area

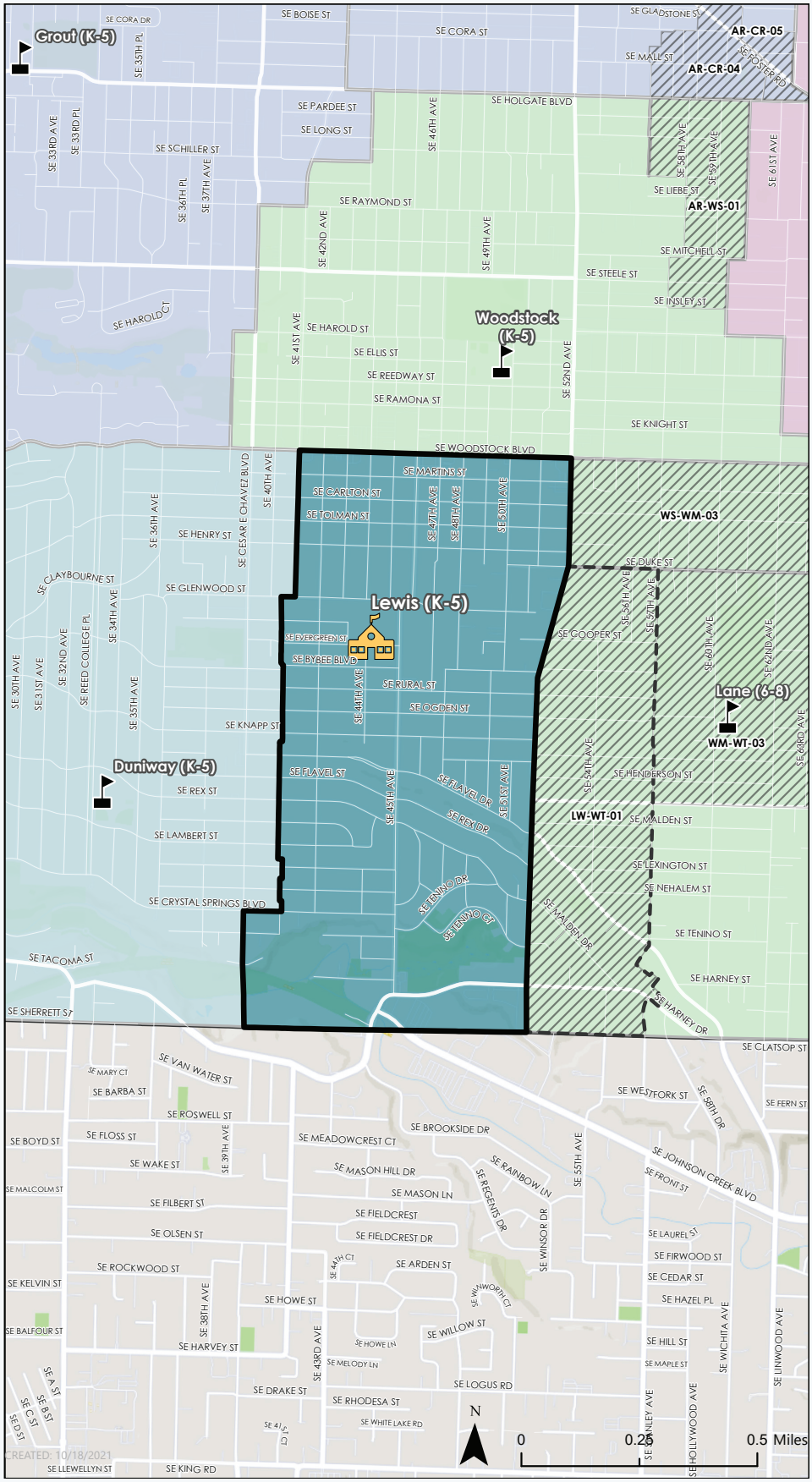
Changes from Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2

Changes into Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Marysville K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
248	246	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%

Current enrollment profile: Marysville converted to a K-5 this year, with MS students assigned to Kellogg. It is a small K-5 school and hosts a Special Ed focus classroom and PK program.

Recommendation highlights: Boundary changes with Arleta and Woodmere will result in a small net enrollment increase. Beginning in 2023, Marysville will receive students from the Lent neighborhood as that school converts to an all-Immersion structure. The estimated results below do not include Lent students.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
260	281	533	48.8%	52.7%	20.8%	5.4%	16.2%	50.4%	46.7%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at the new schools shown on the map unless they have older siblings remaining at the former boundary school or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
  - Students in other grades may remain in their current schools through 5th grade, but may also transfer into their new neighborhood schools beginning in the 2022-23 school year.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

MARYSVILLE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Not Included in Study Area

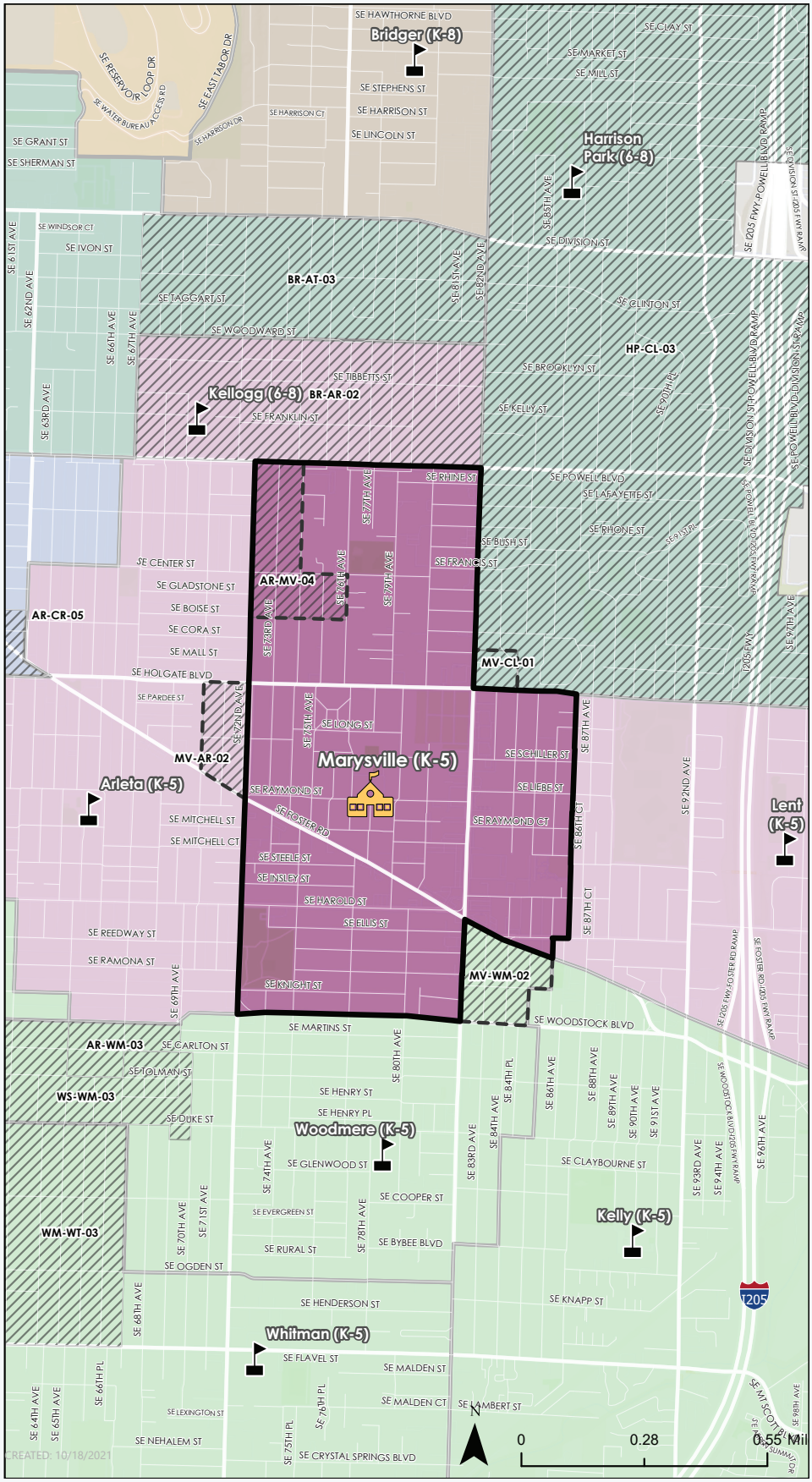
Changes from Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MV-AR-02	6	0	0
MV-WM-02	6	0	1

Changes into Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-MV-04	14	4	0

Affected students are based on 2021-22 student counts.



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Mt. Tabor MS

Neighborhood, Japanese and Spanish DLI programs

HS: Franklin and Grant

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Japanese DLI	249	273	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
Neighbor-hood	327	320	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
Spanish DLI	69	67	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
Total	645	660	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%

Current enrollment profile: The school has operated at or above 100% utilization for several years. It houses several programs that feed to two different high schools: Atkinson and Glencoe neighborhood programs and Atkinson Spanish DLI articulate to Franklin HS, while Richmond Japanese DLI and the Creston Deaf and Hard of Hearing program articulate to Grant. It is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Recommendation highlights: The Atkinson neighborhood program will move to Harrison Park MS and the Atkinson Spanish Immersion program will move to Kellogg MS. Additionally, there will be a boundary change from Mt. Tabor to Harrison Park.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Japanese DLI	252	273	682	37.0%	40.0%	8.7%	0.4%	2.4%	13.9%	3.6%
Neighbor-hood	227	183	682	33.3%	26.8%	22.5%	2.6%	3.5%	25.1%	11.5%
Total	479	456	682	70.2%	66.9%	15.2%	1.5%	2.9%	19.2%	7.4%

Fall 2023 Implementation Plans:

- Students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program will go to Kellogg MS.
  - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- 6th graders who live in the Mt. Tabor boundary change areas will enroll at Harrison Park, unless they have older siblings at Mt. Tabor or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
  - Students in other grades may remain at Mt. Tabor through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

MT TABOR

Programs:

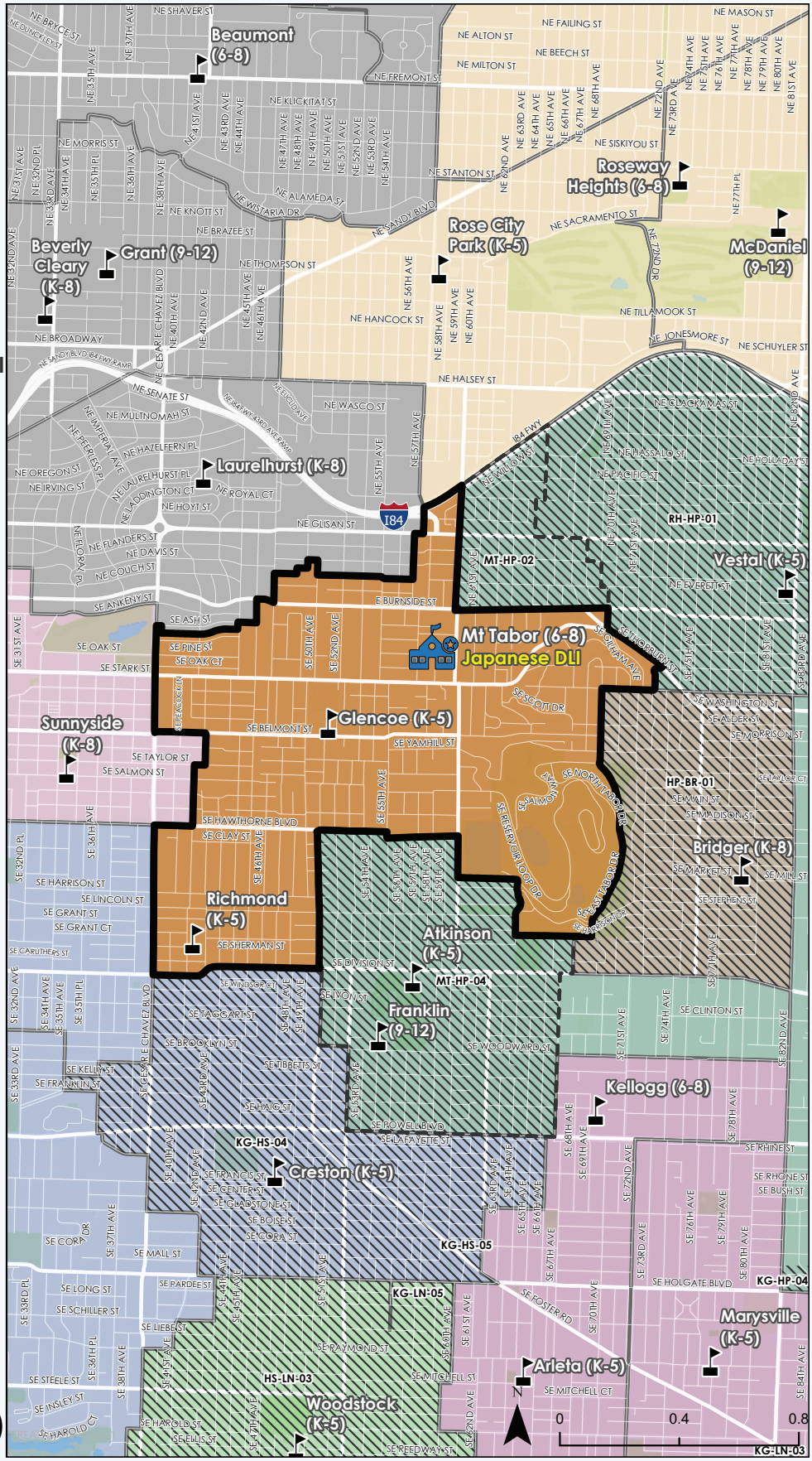
Neighborhood, Japanese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1

Changes into Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Roseway Heights

Neighborhood, Spanish and Vietnamese DLI programs

HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	483	479	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
Spanish DLI	106	82	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	604	642	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%

Current enrollment profile: Roseway Heights opened in 2018 with Lee, Scott, Rose City Park and Vestal feeder schools, along with the Spanish Immersion program (from Scott) and the Vietnamese Immersion program (from Rose City Park). It is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Recommendation highlights: The Vestal neighborhood will move to Harrison Park MS.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	402	388	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
Spanish DLI	107	82	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	524	551	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%

Fall 2023 Implementation Plans:

- 6th graders who live in the Roseway Heights boundary change areas will enroll at Harrison Park, unless they have older siblings at the current neighborhood school or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
  - Students in other grades may remain at Roseway Heights through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

ROSEWAY HEIGHTS

Programs:

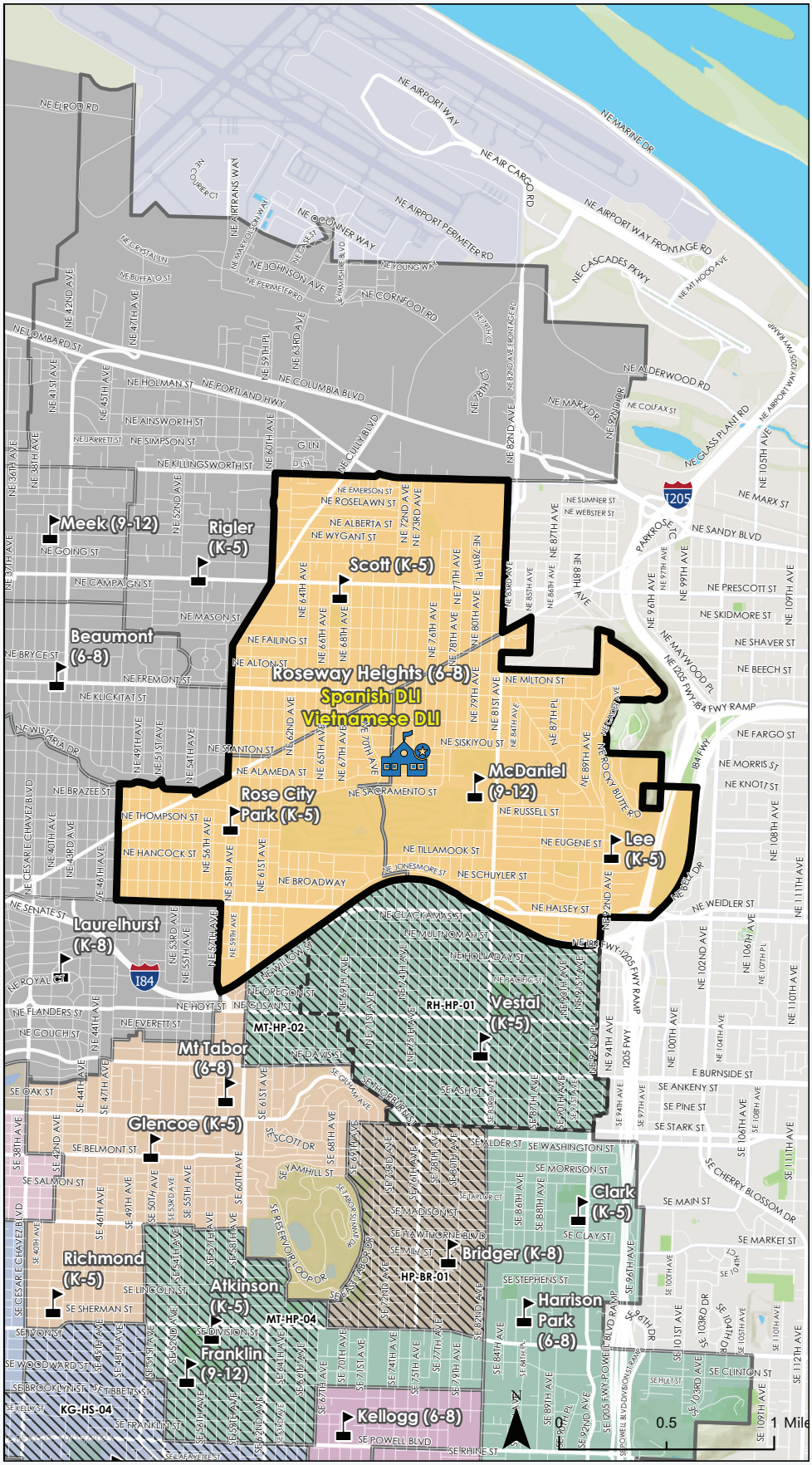
Neighborhood, Spanish DLI, Vietnamese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
RH-HP-01	119	5	14

Changes into Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

Vestal K-5

MS: Roseway Heights • HS: McDaniel

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
207	205	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%

Current enrollment profile: Vestal is one of the smallest K-5 schools in the region. It hosts both a Special Ed focus classroom and the district's ACCESS Academy grades 1-5, which will be moving to a new location next year.

Recommendation highlights: The Vestal neighborhood will grow through a boundary change with Glencoe. Both the current and new parts of the Vestal neighborhood will go to Harrison Park MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
271	274	554	56.3%	57.0%	20.3%	11.1%	10.0%	46.9%	34.7%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Glencoe boundary change area will enroll at Vestal, unless they have older siblings at Glencoe or receive transfers to other schools. Students who live more than one mile from Vestal will have access to bus service.
  - Students in other grades may remain at Glencoe through 5th grade, but may also transfer into Vestal beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

VESTAL

Programs:

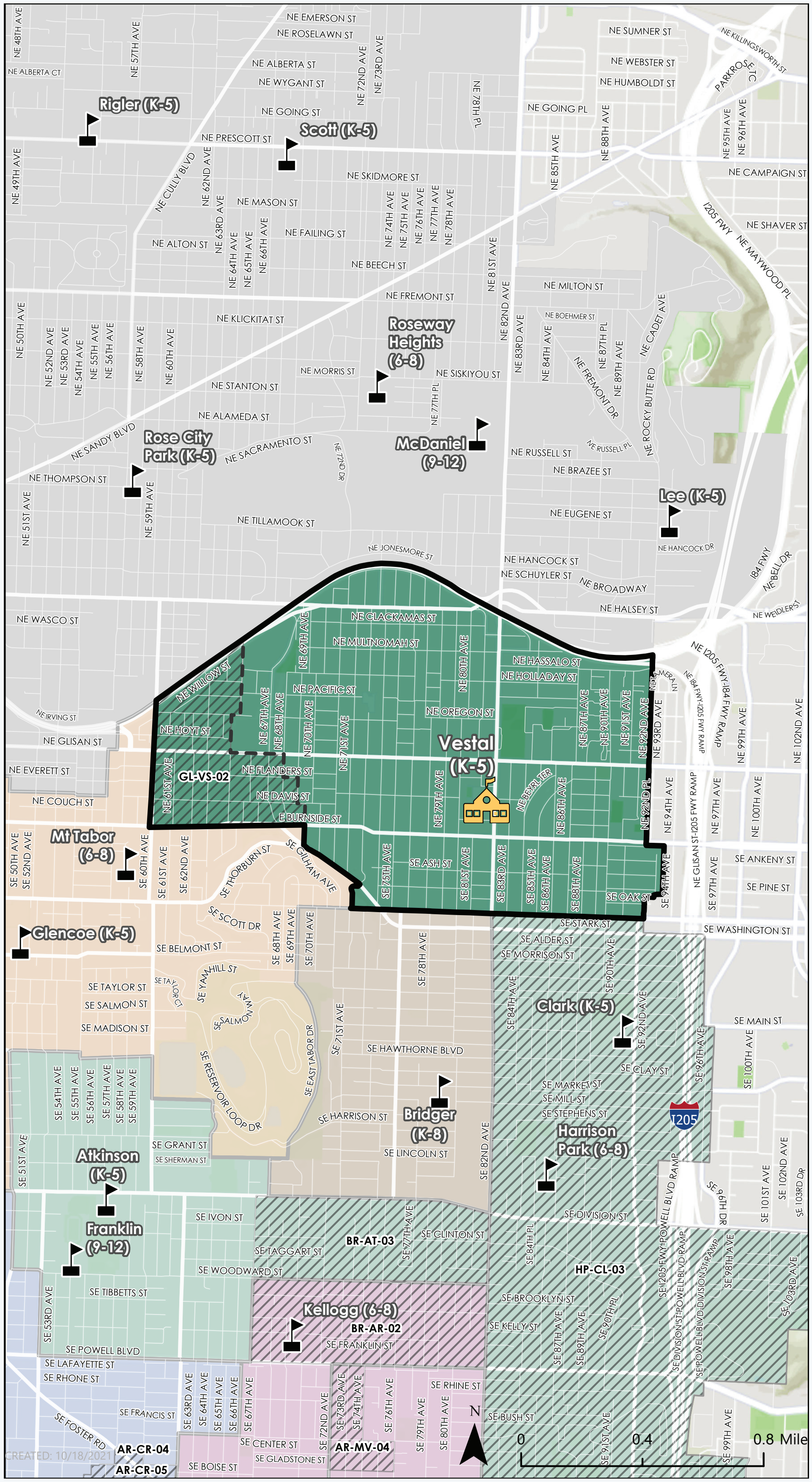
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Mt Tabor
- Roseway Heights
- Not Included in Study Area



Changes from Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Affected students are based on 2021-22 student counts.

Whitman K-5

MS: Lane • HS: Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
152	189	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%

Current enrollment profile: Whitman has the smallest resident K-5 population in the region.

Recommendation highlights: The Whitman neighborhood will grow through boundary changes from Lewis and Woodmere.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
261	303	493	52.9%	61.5%	18.8%	7.7%	18.8%	51.7%	36.8%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Lewis and Woodmere boundary change area will enroll at Whitman, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from Whitman will have access to bus service.
  - Students in other grades may remain at their current schools through 5th grade, but may also transfer into Whitman beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WHITMAN

Programs:

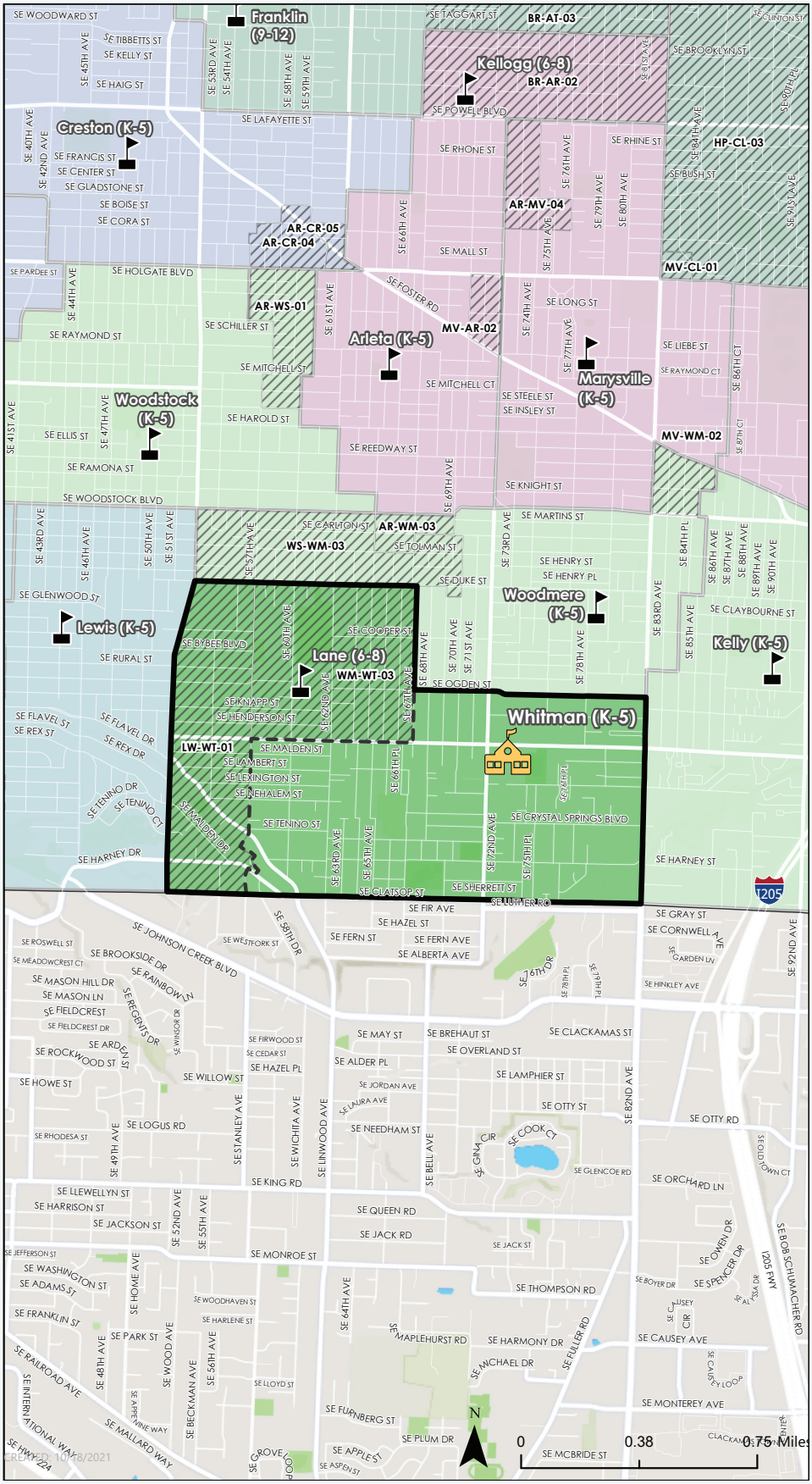
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Harrison Park
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area



Changes from Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2
WM-WT-03	51	12	3

Affected students are based on 2021-22 student counts.

CREATED: 10/18/2021

Woodmere K-5

MS: Lane • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
253	247	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%

Current enrollment profile: Woodmere is a small school which hosts a Special Ed focus classroom and a PK program.

Recommendation highlights: Woodmere will grow through boundary changes with Arleta, Marysville and Woodstock, but the southern part of the boundary will move into Whitman. See map for details. The changes are expected to bring a moderate increase to Woodmere enrollment.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
263	298	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at their new schools, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from their new schools will have access to bus service.
  - Students in other grades may remain at their current schools through 5th grade, but may also transfer into their new schools beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODMERE

Programs:

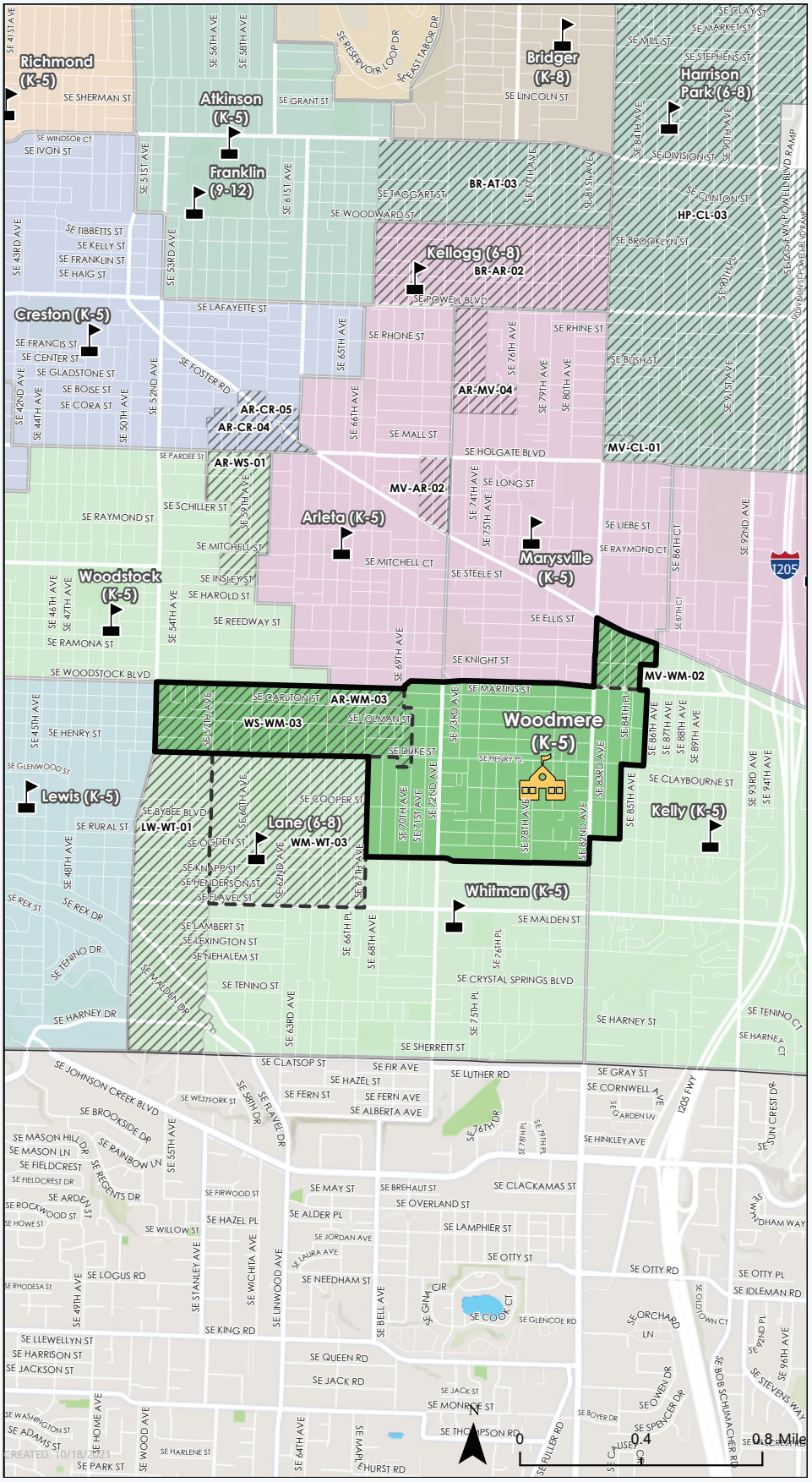
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area



Changes from Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WM-WT-03	51	12	3

Changes into Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WM-03	7	0	0
MV-WM-02	6	0	1
WS-WM-03	40	3	0

Affected students are based on 2021-22 student counts.

CREATED: 10/18/2021

Woodstock K-5

Neighborhood and Chinese DLI Programs

MS: Hosford • HS: Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	255	288	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
Neighbor-hood	224	227	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
Total	479	515	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Current enrollment profile: Woodstock is the most balanced of co-located neighborhood/DLI schools in the region, with two strands of neighborhood and two strands of Chinese DLI.

Recommendation highlights: Boundary changes from Woodstock to Woodmere and from Arleta to Woodstock will result in slightly lower neighborhood enrollment. Woodstock neighborhood students will go to Lane Middle School while Woodstock Chinese Immersion students will go to Harrison Park Middle school.

Estimated results of recommendation:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	256	288	648	39.5%	44.4%	7.0%	0.0%	27.3%	46.5%	12.5%
Neighbor-hood	214	204	648	33.0%	31.5%	14.0%	0.9%	3.7%	15.0%	13.1%
Total	482	502	648	74.4%	77.5%	10.2%	0.4%	16.6%	32.2%	12.8%

2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at their new schools, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from their new schools will have access to bus service.
  - Students in other grades may remain at their current schools through 5th grade, but may also transfer into their new schools beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODSTOCK

Programs:

Neighborhood, Chinese DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Sunnyside

Not Included in Study Area

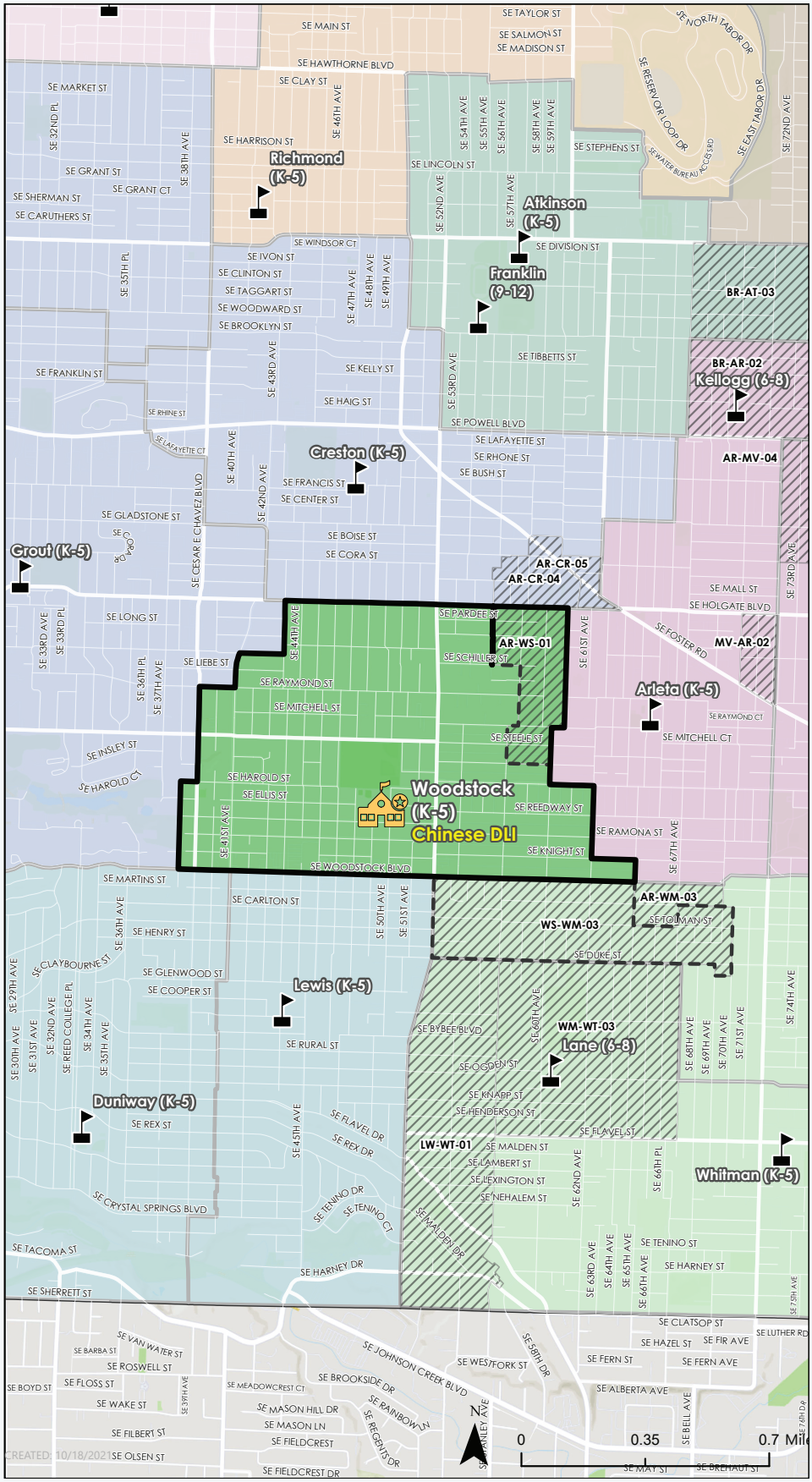
Changes from Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WS-WM-03	40	3	0

Changes into Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WS-01	23	2	0

Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

ARLETA

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area

Changes from Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0
AR-MV-04	14	4	0
AR-WM-03	7	0	0
AR-WS-01	23	2	0

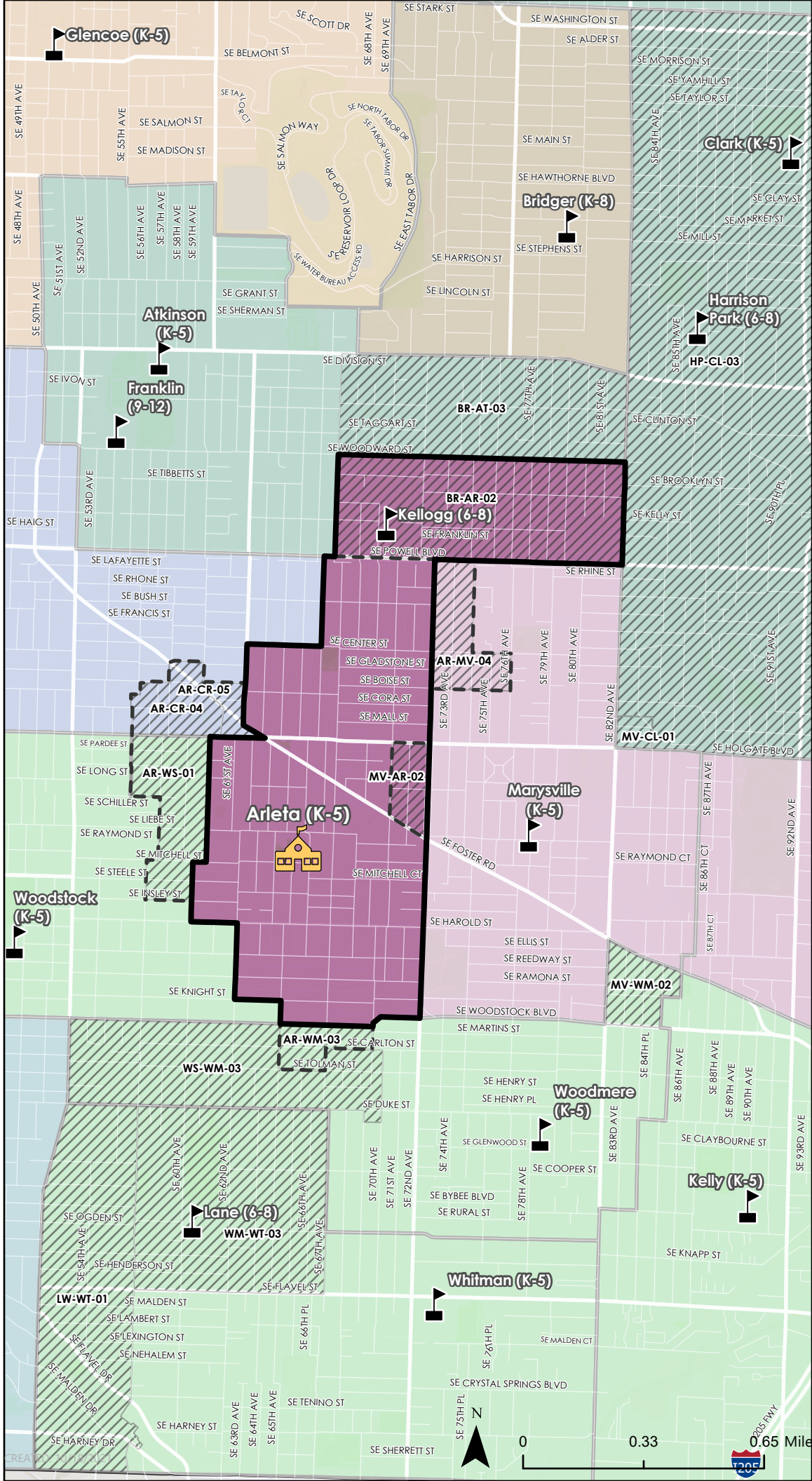
Changes into Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
MV-AR-02	6	0	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

ATKINSON

Programs:

Neighborhood, Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

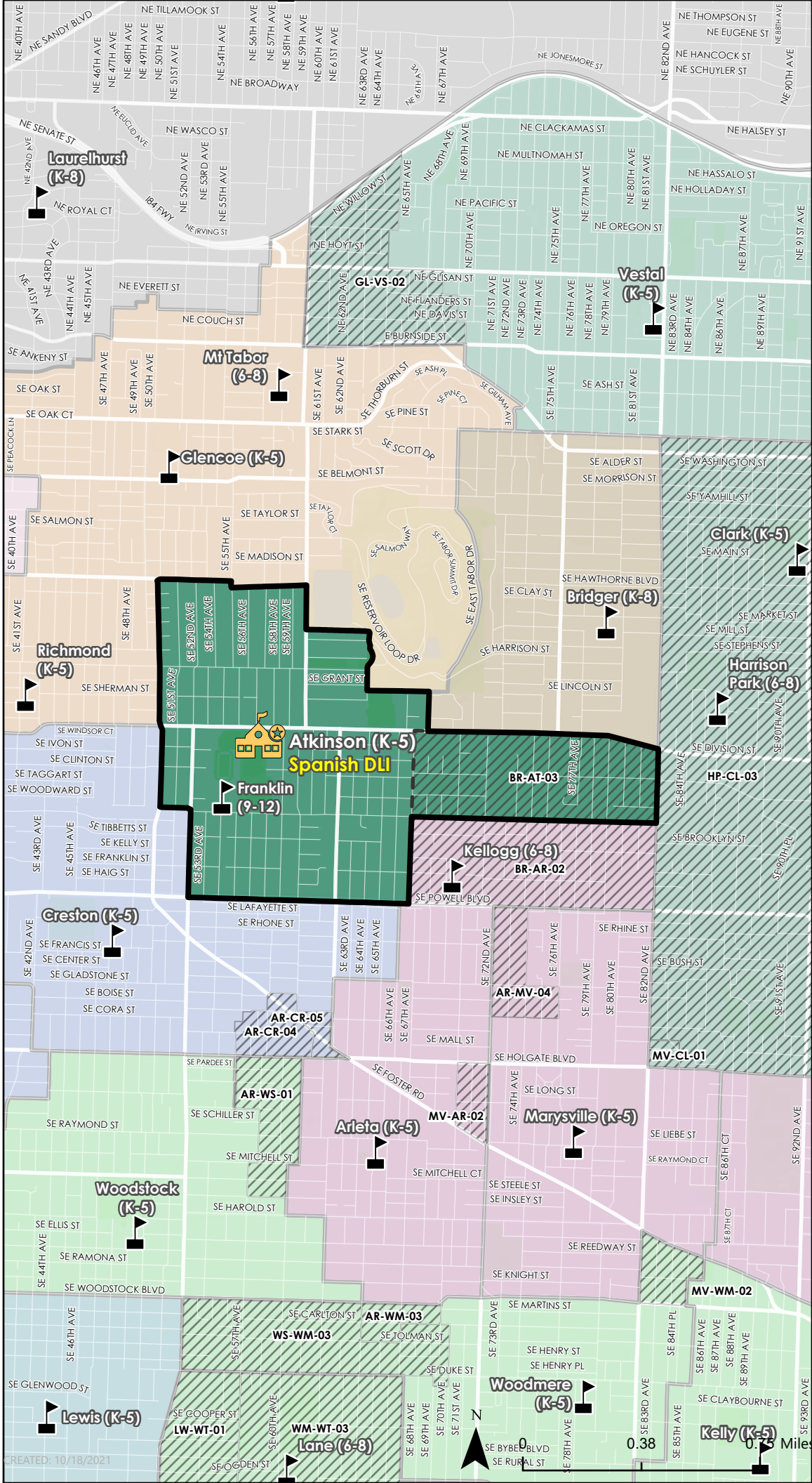
Changes into Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AT-03	52	4	9

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

BRIDGER

Programs:

Creative Science

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
BR-AT-03	52	4	9

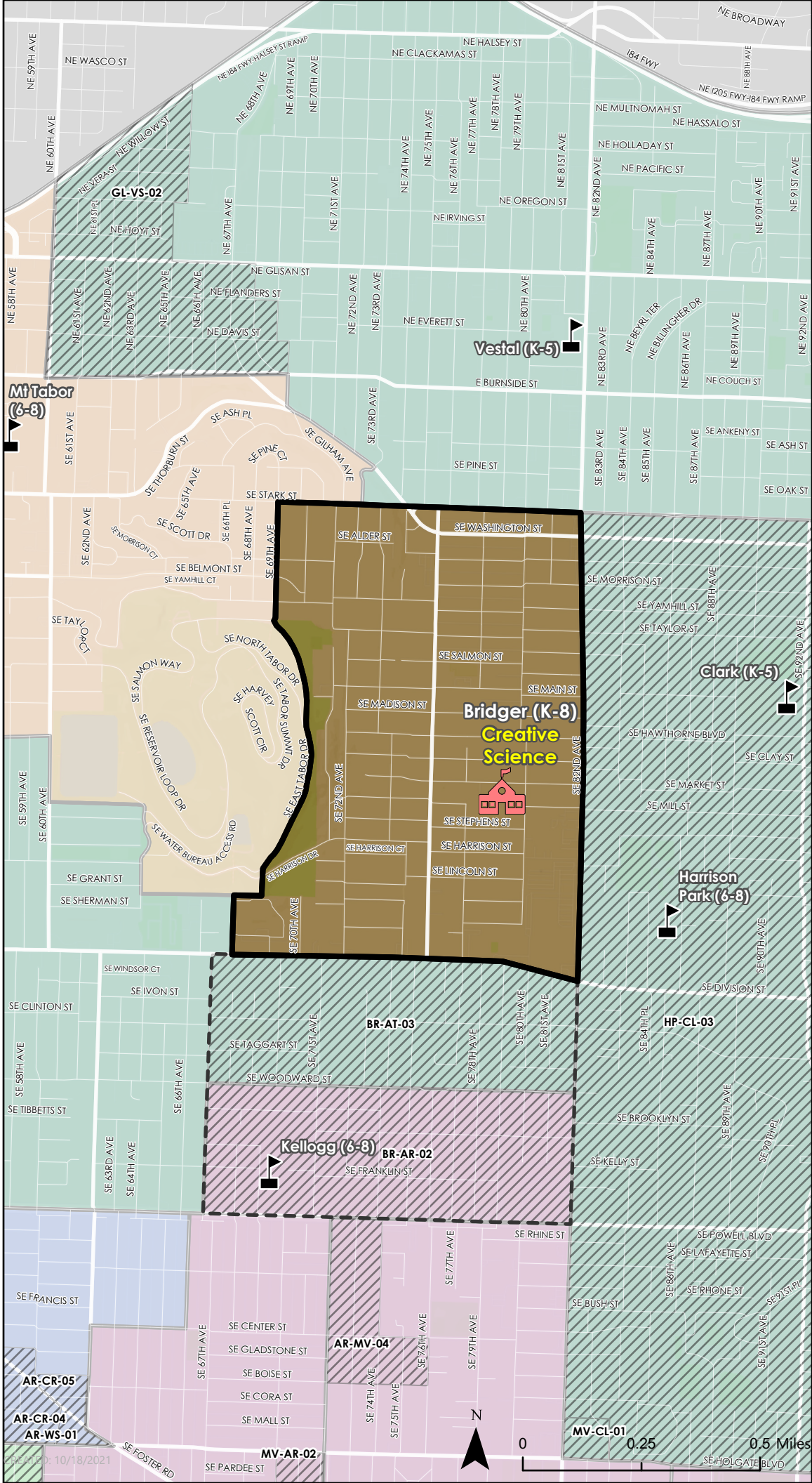
Changes into Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

CLARK

Programs:

Neighborhood, Chinese DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

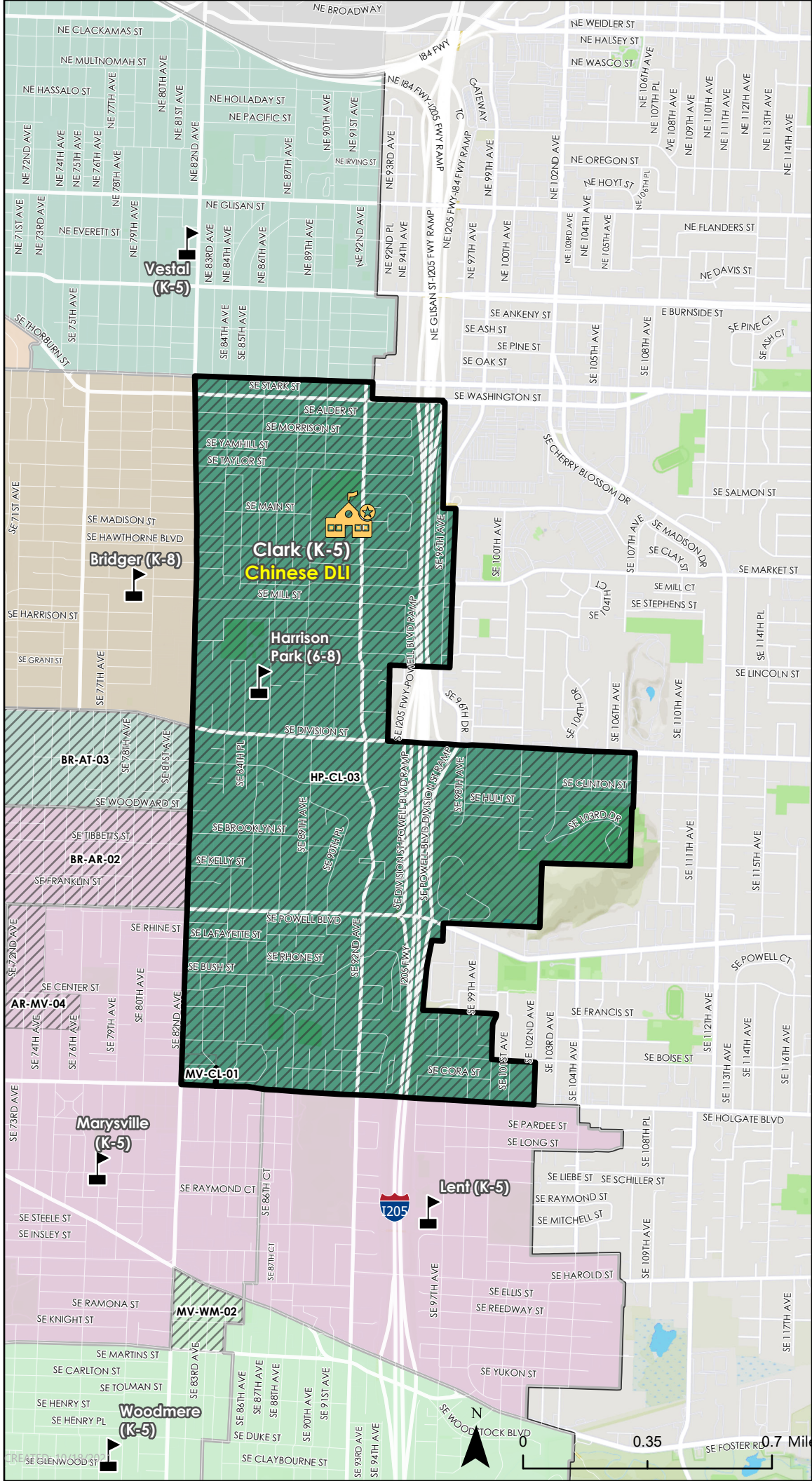
Changes from Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-CL-03	243	86	78

Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

CRESTON

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

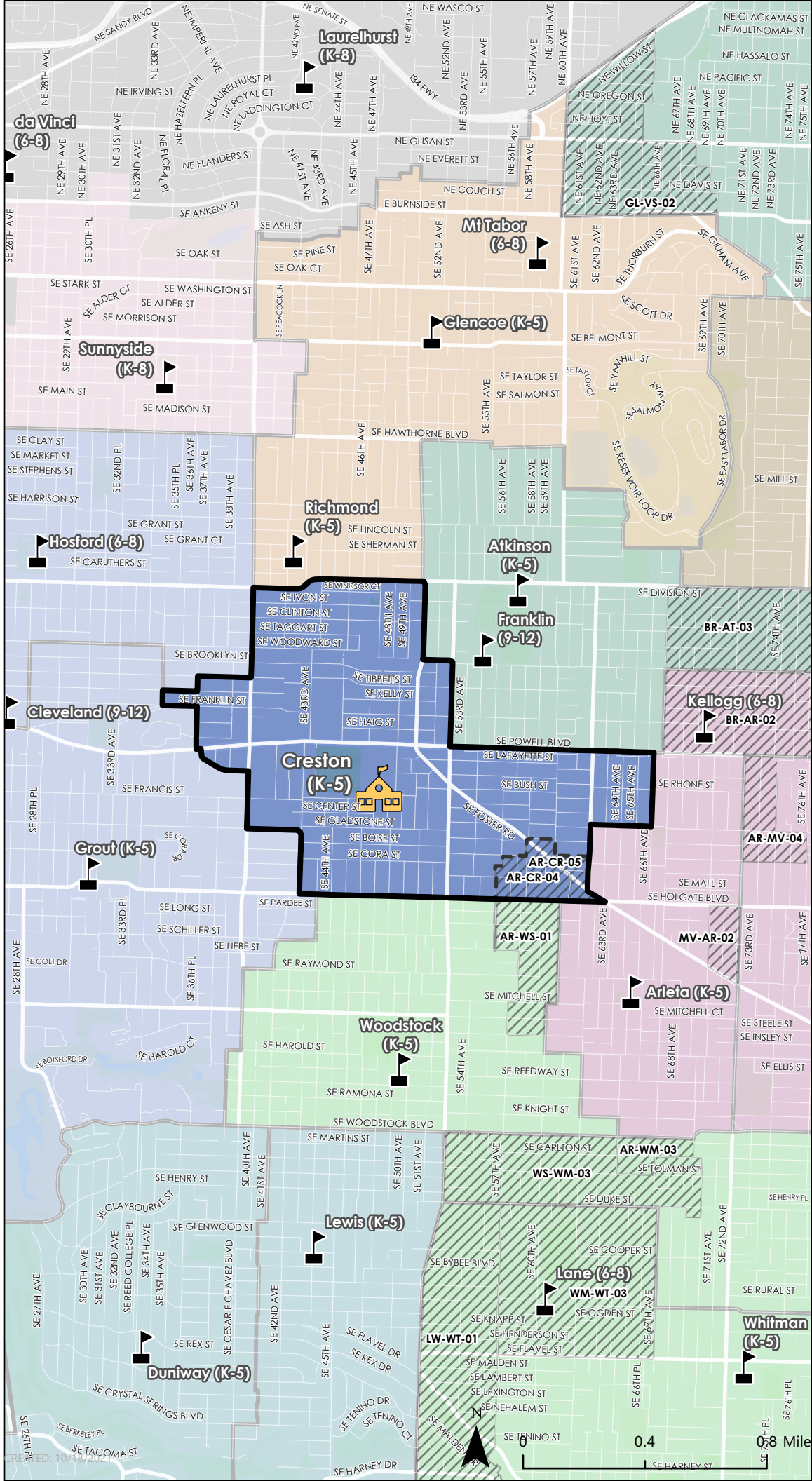
Changes into Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

GLENCOE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sunnyside
- Not Included in Study Area

Changes from Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

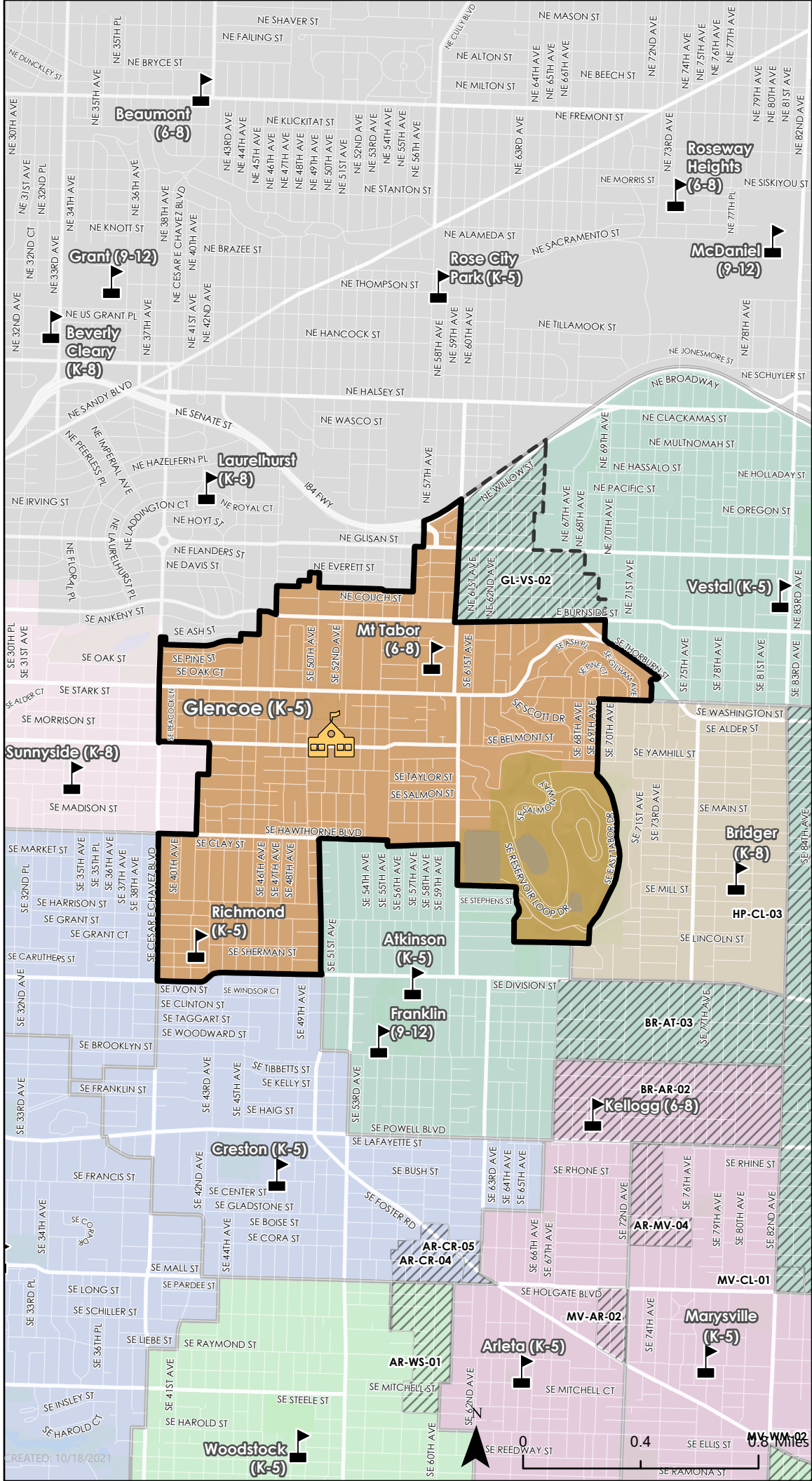
Changes into Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

KELLY

Programs:

Neighborhood, Russian DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area

Changes from Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

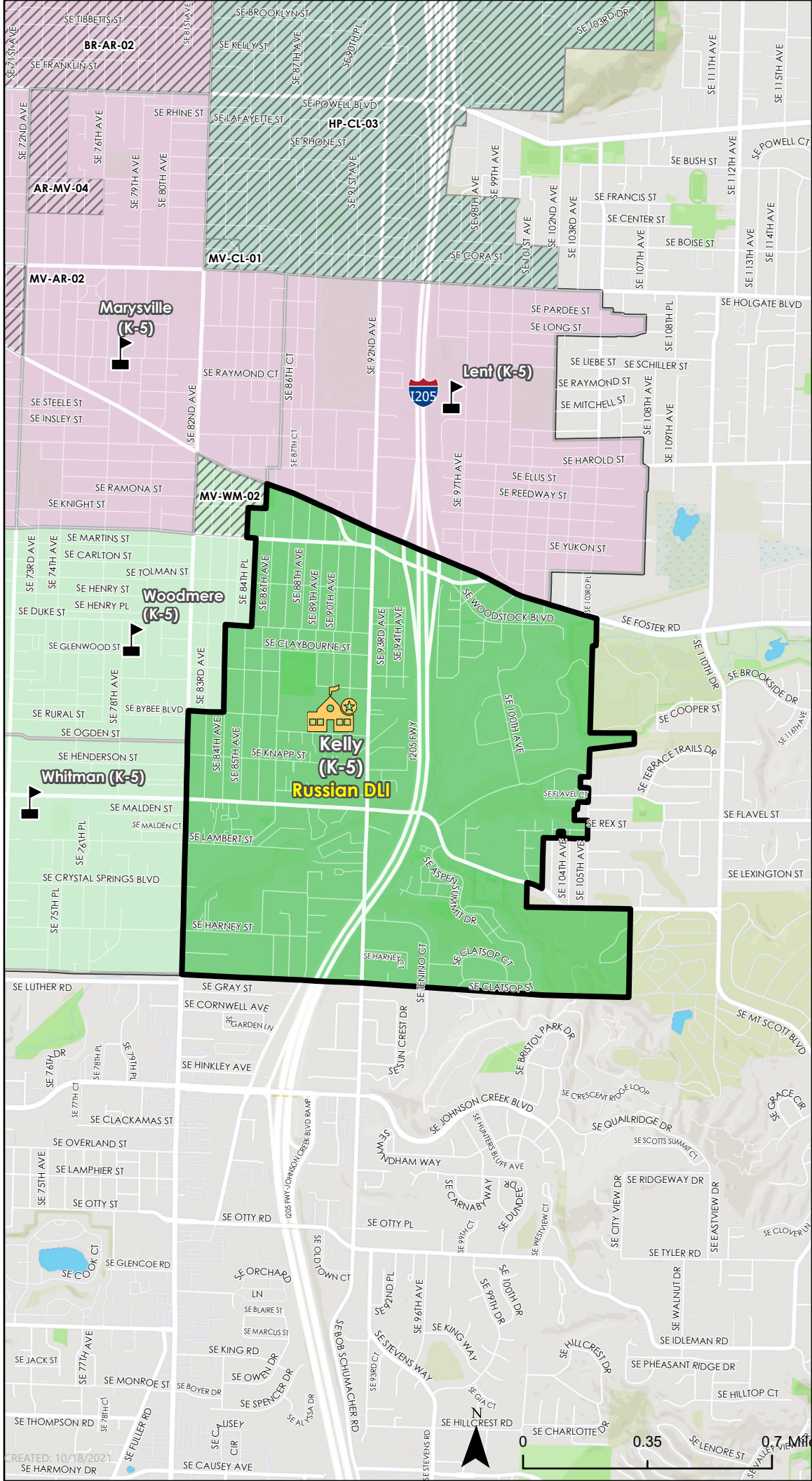
Changes into Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

LENT

Programs:

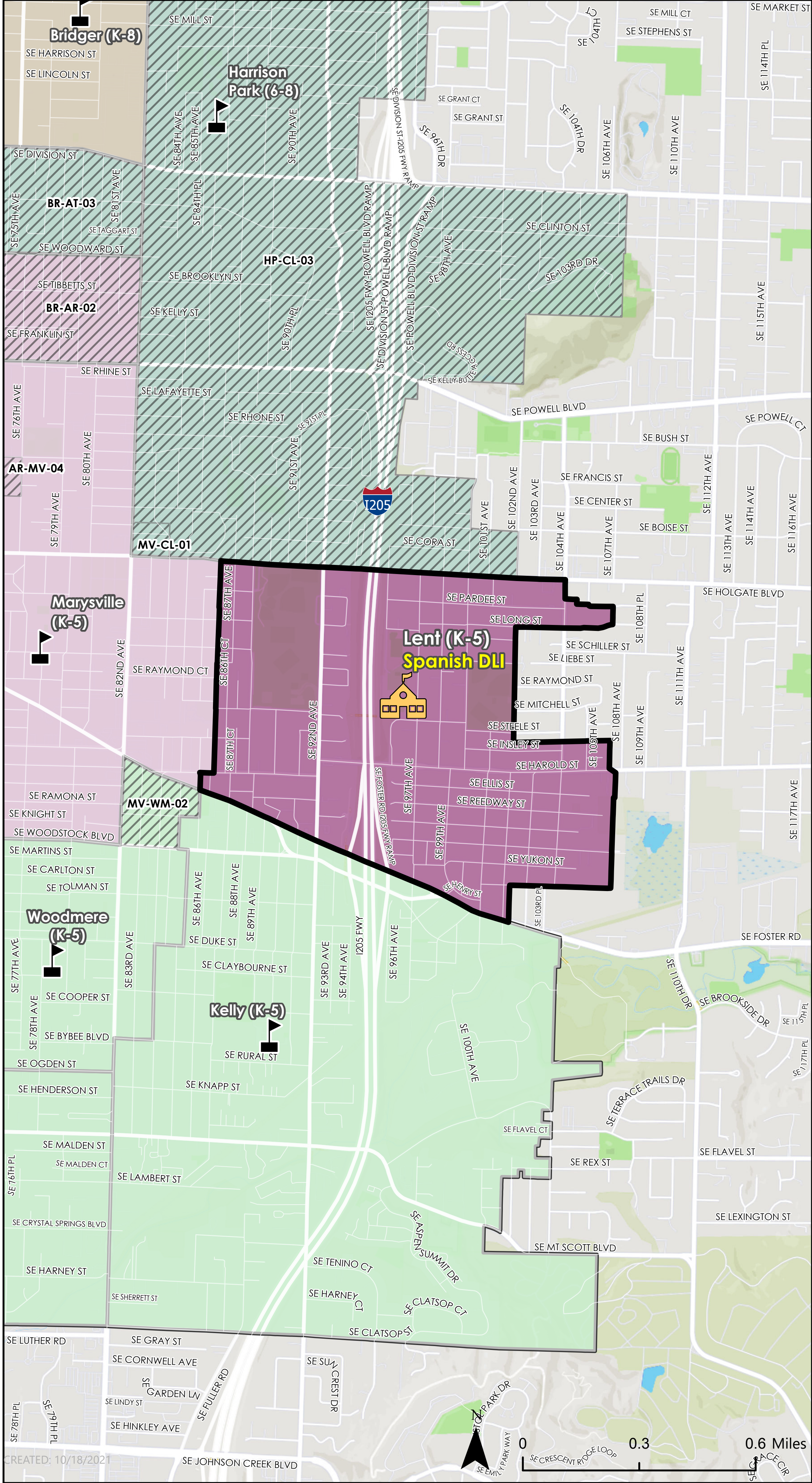
Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area



Changes from Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

LEWIS

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area

Changes from Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2

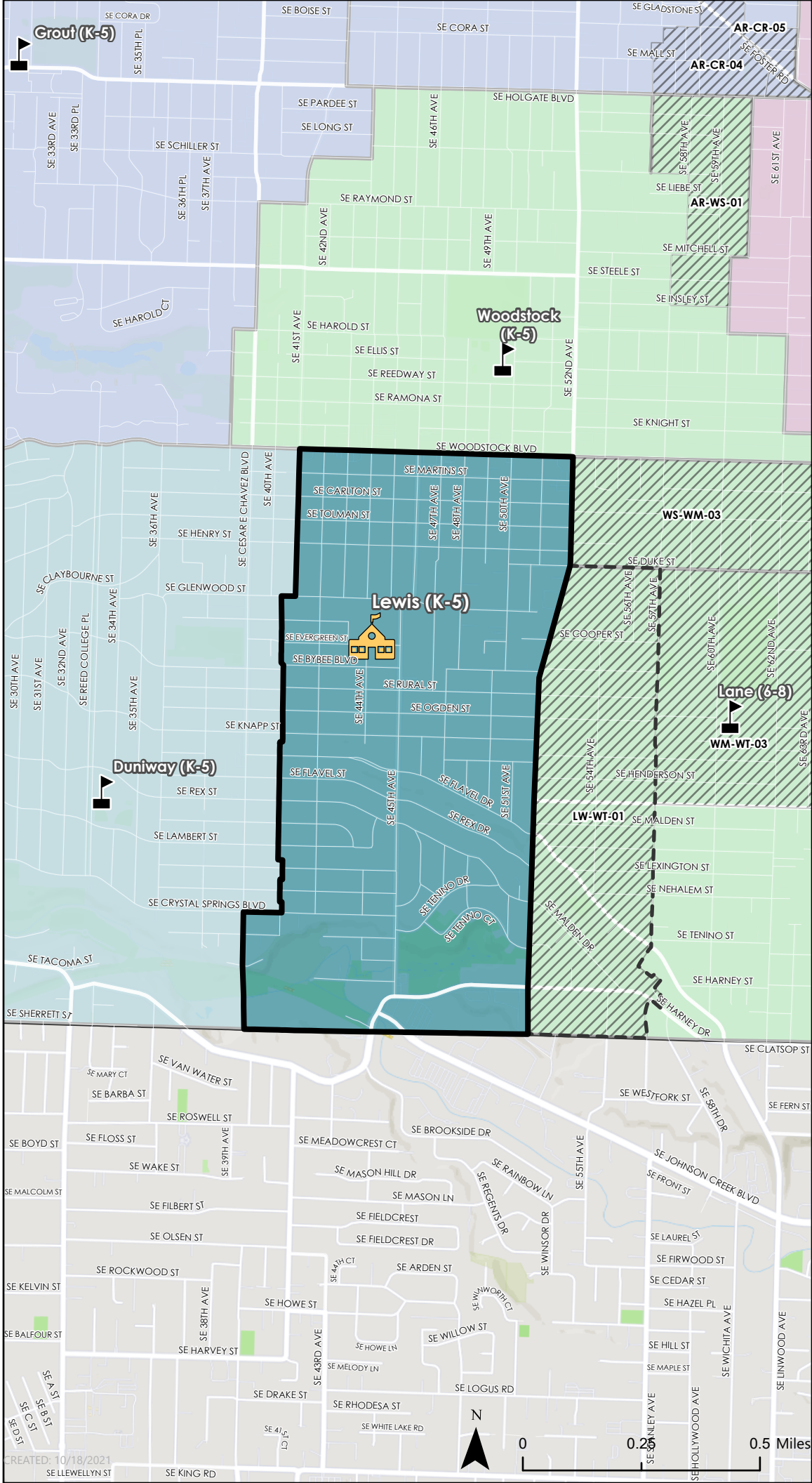
Changes into Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

MARYSVILLE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Not Included in Study Area

Changes from Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MV-AR-02	6	0	0
MV-WM-02	6	0	1

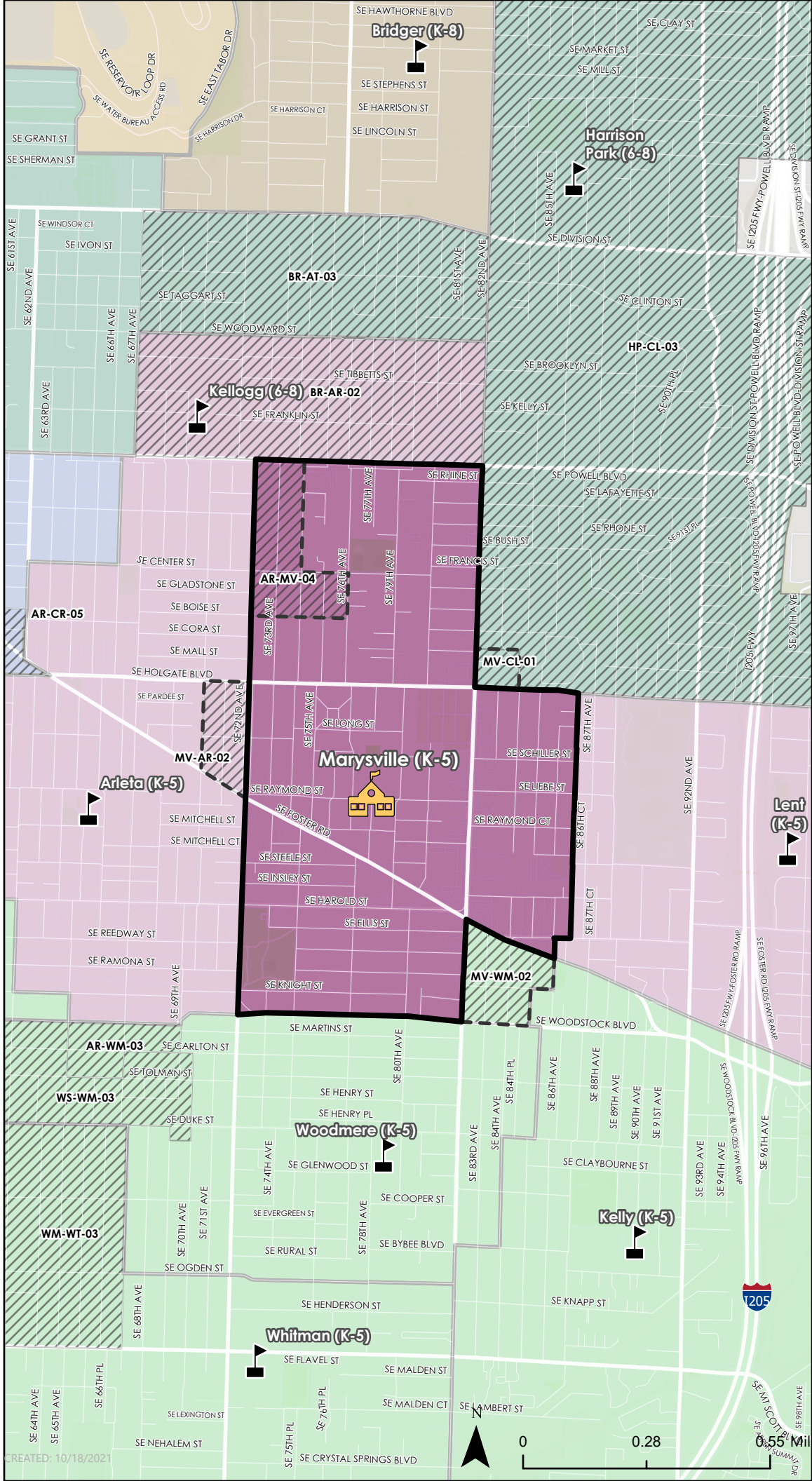
Changes into Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-MV-04	14	4	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

VESTAL

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

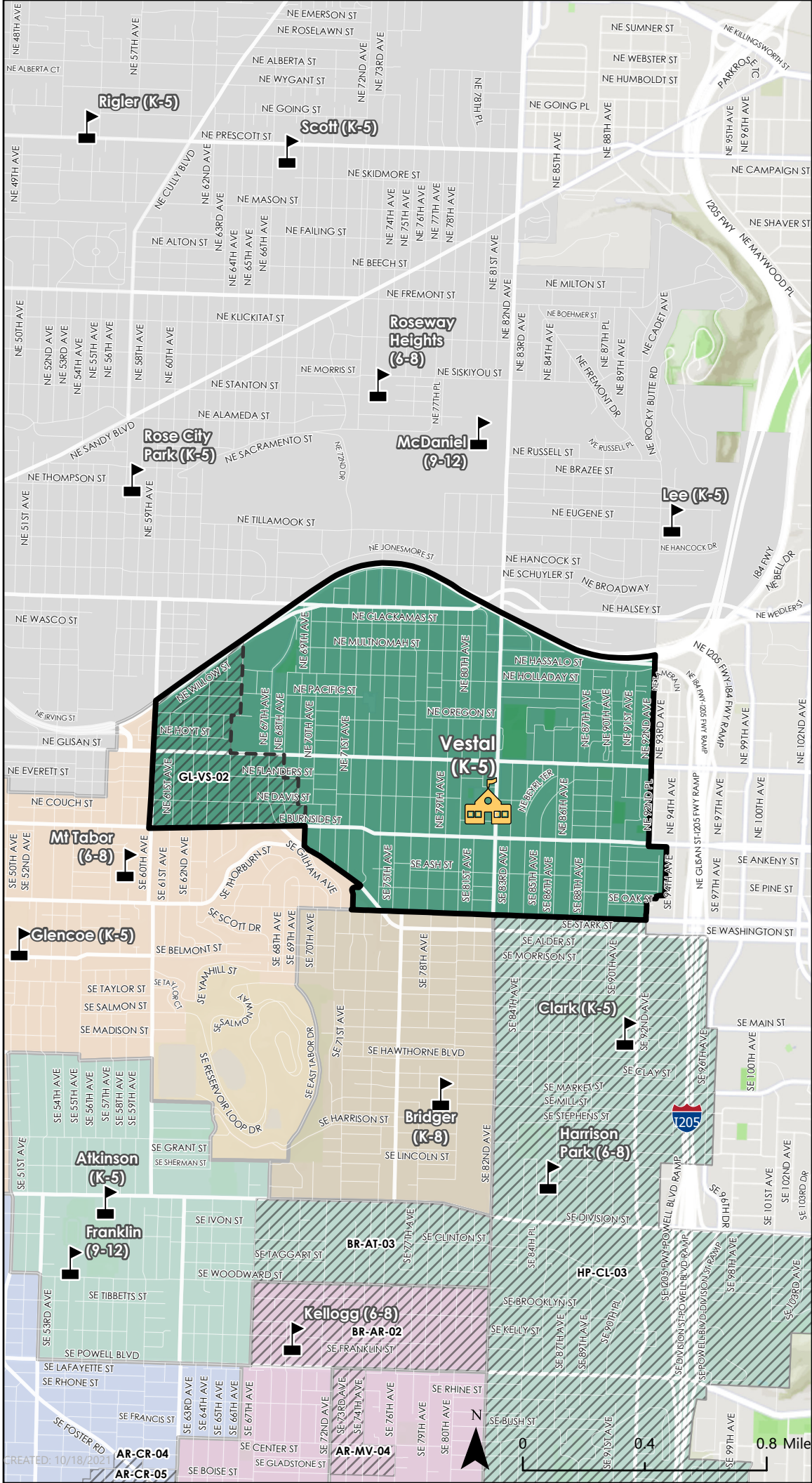
Changes into Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WHITMAN

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Harrison Park
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area

Changes from Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

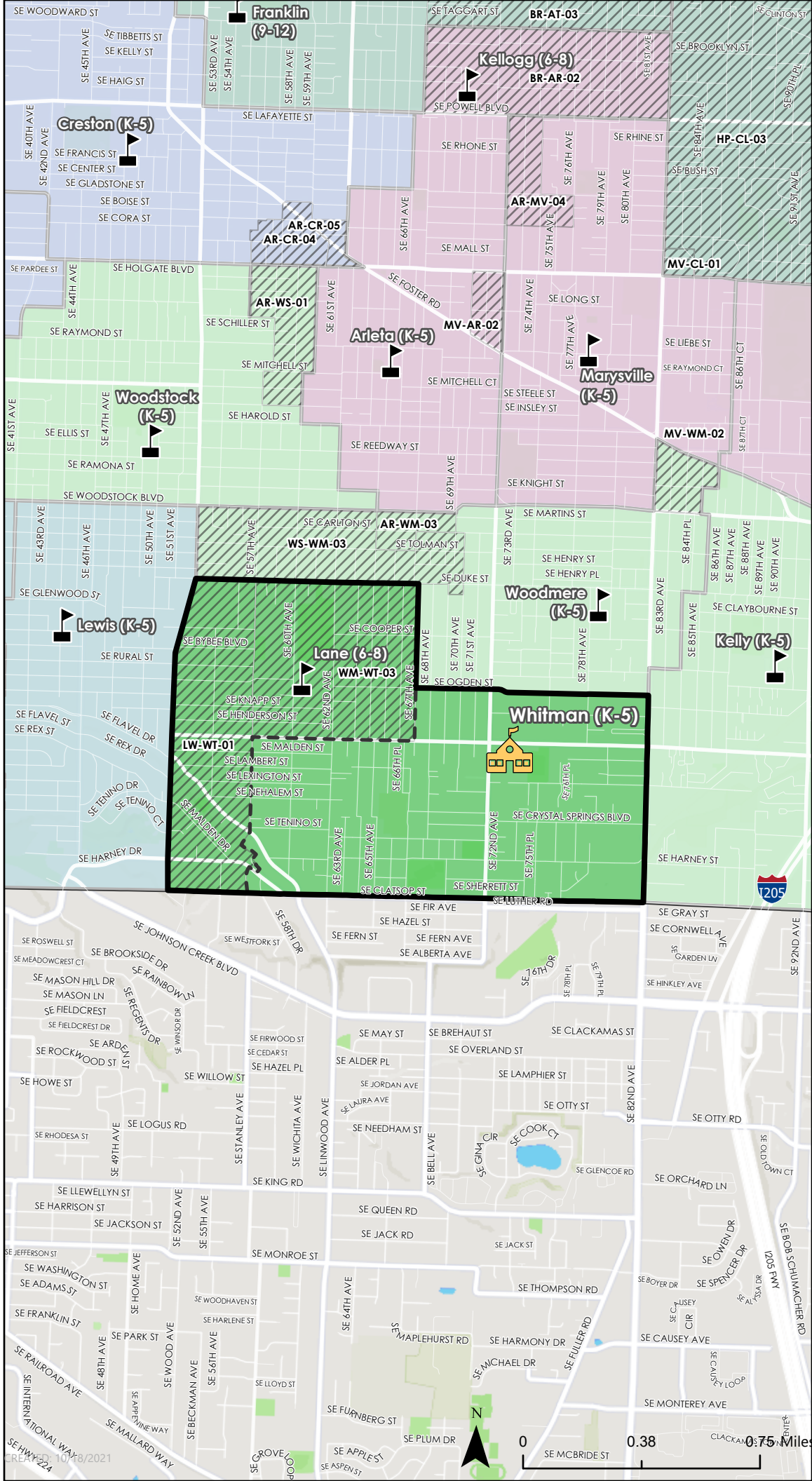
Changes into Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2
WM-WT-03	51	12	3

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODMERE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area

Changes from Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WM-WT-03	51	12	3

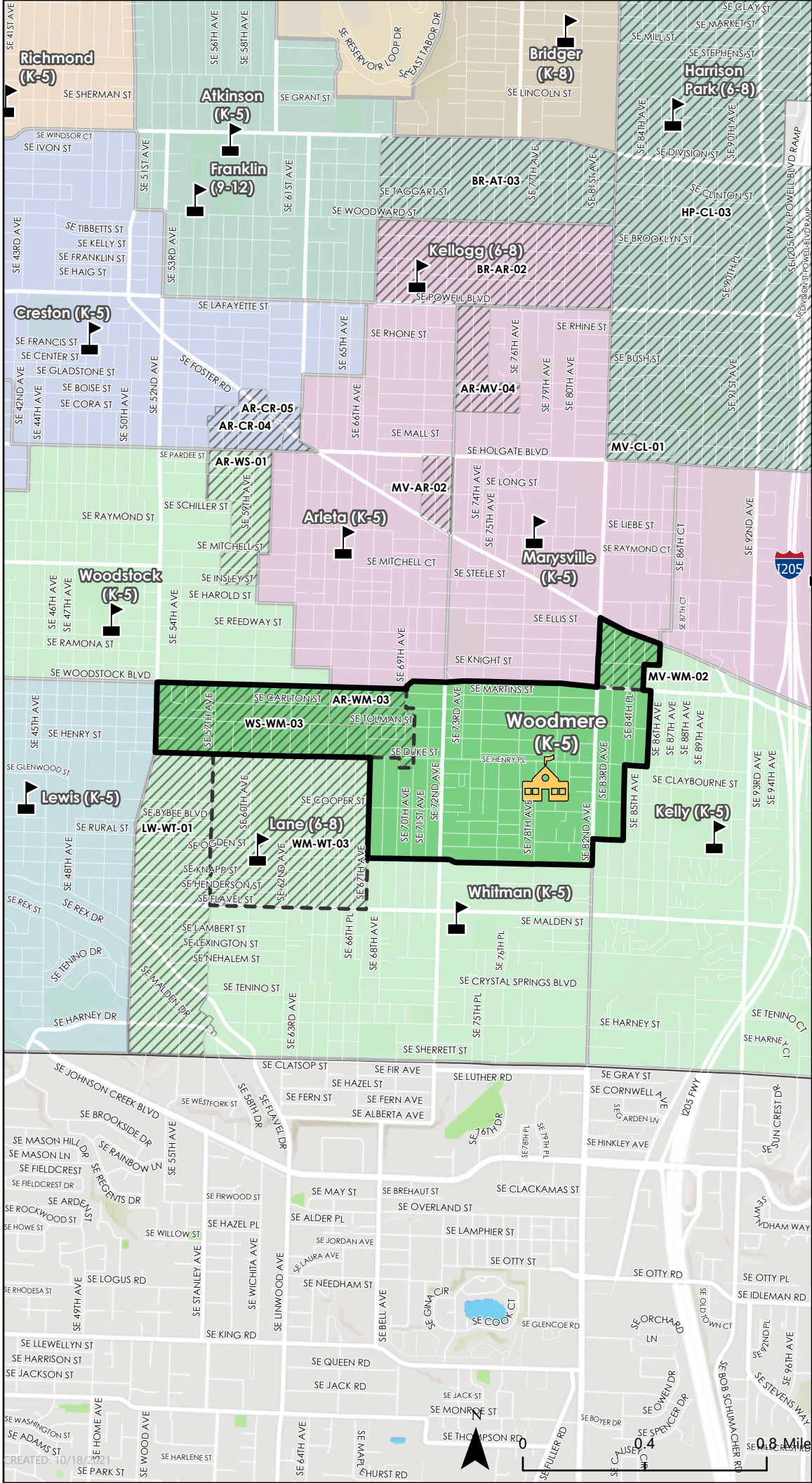
Changes into Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WM-03	7	0	0
MV-WM-02	6	0	1
WS-WM-03	40	3	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODSTOCK

Programs:

Neighborhood, Chinese DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WS-WM-03	40	3	0

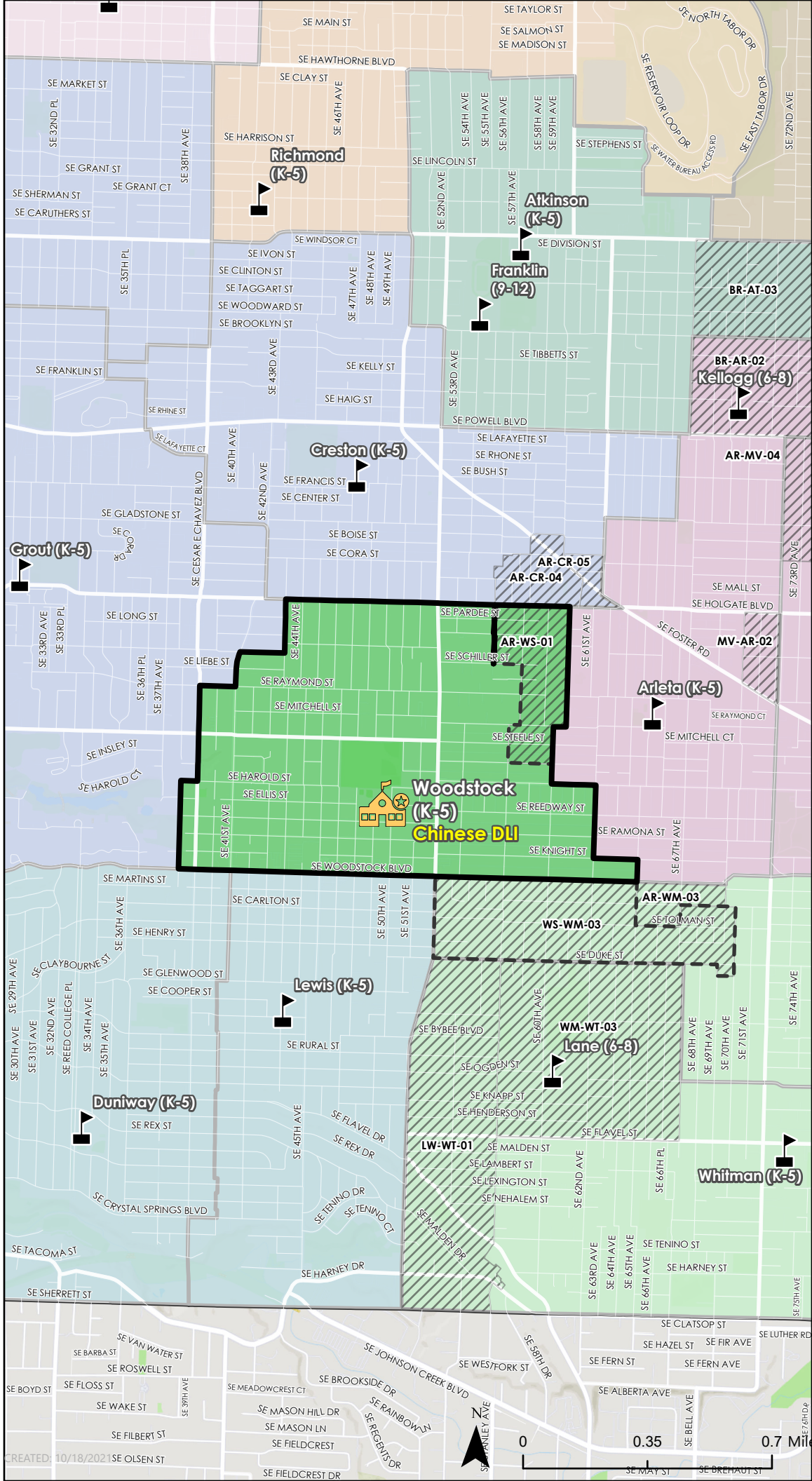
Changes into Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WS-01	23	2	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

BRIDGER

Programs:

Creative Science

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

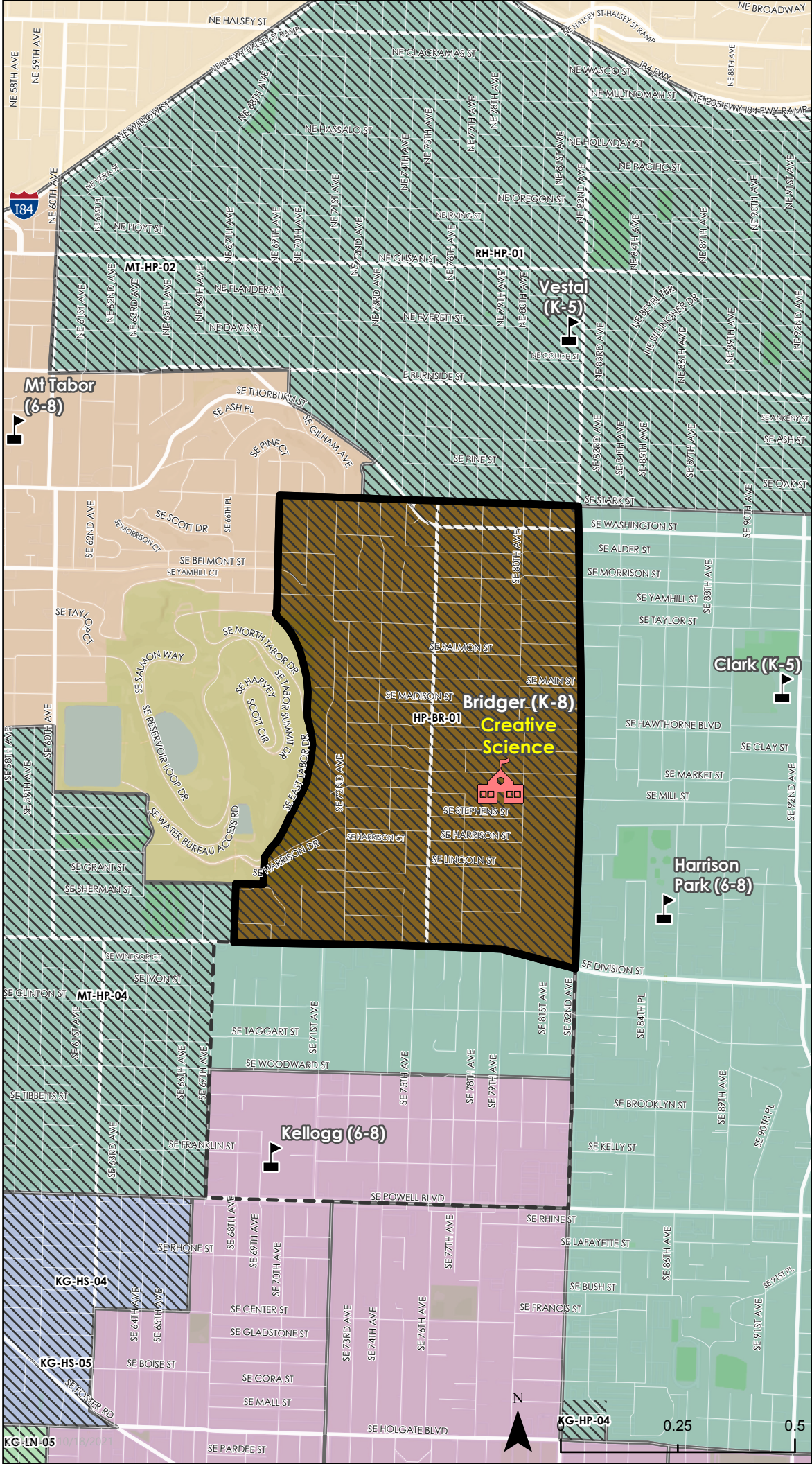
Changes from Bridger 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Bridger 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3

Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

HARRISON PARK

Programs:

Neighborhood, Chinese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

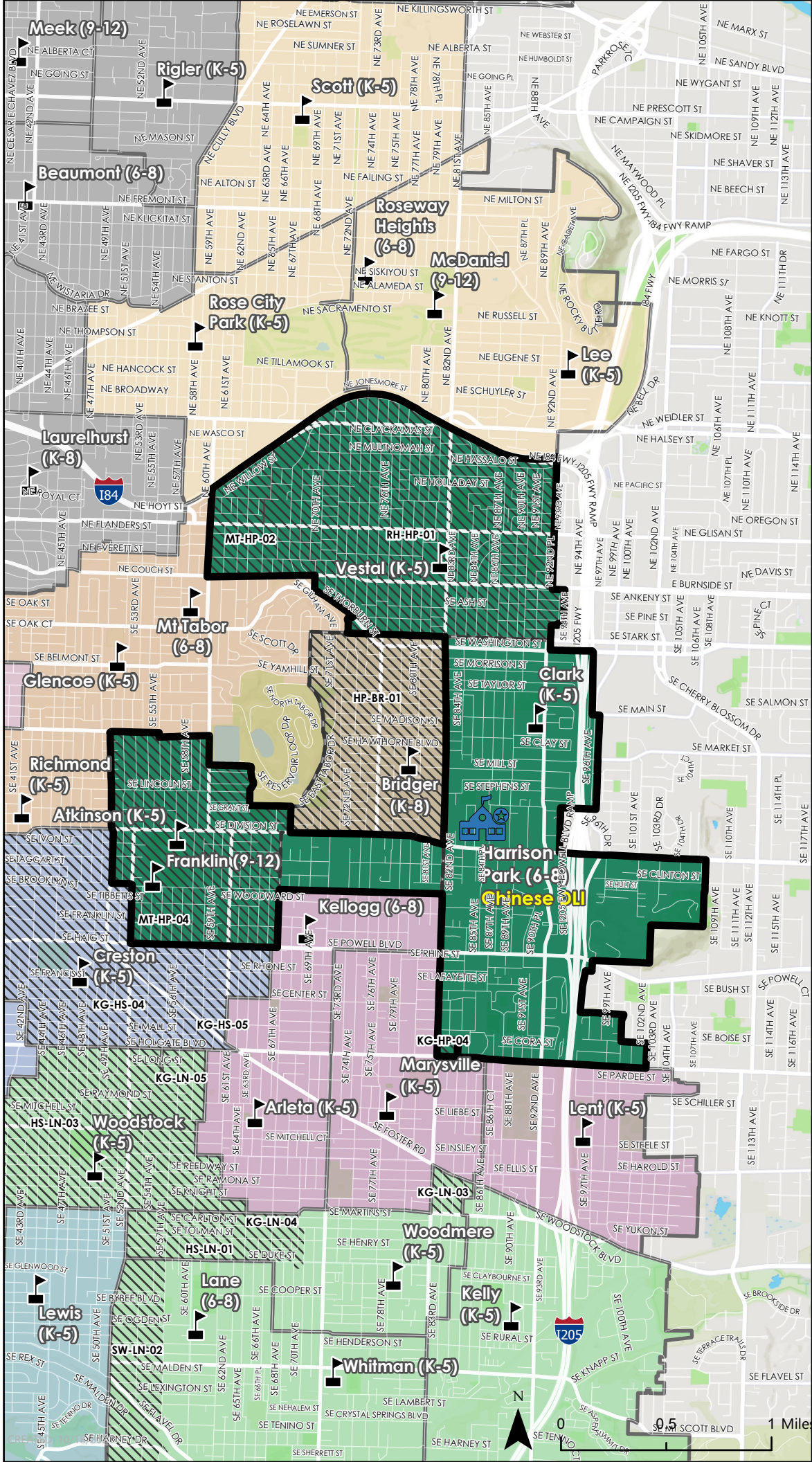
Changes from Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3

Changes into Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1
RH-HP-01	119	5	14

Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

HOSFORD

Programs:

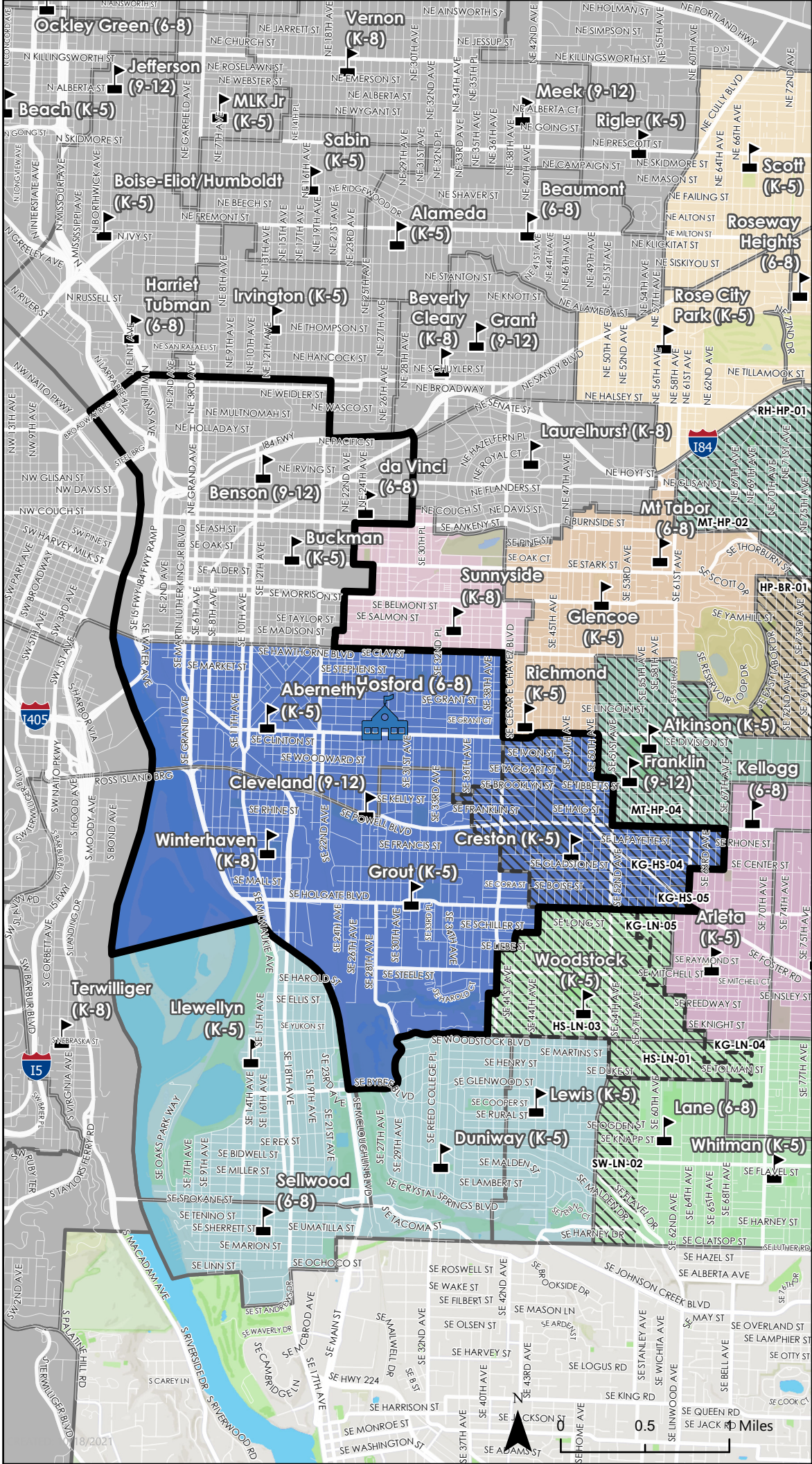
Neighborhood

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Hosford 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1

Changes into Hosford 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

KELLOGG

Programs:

Neighborhood, Spanish DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

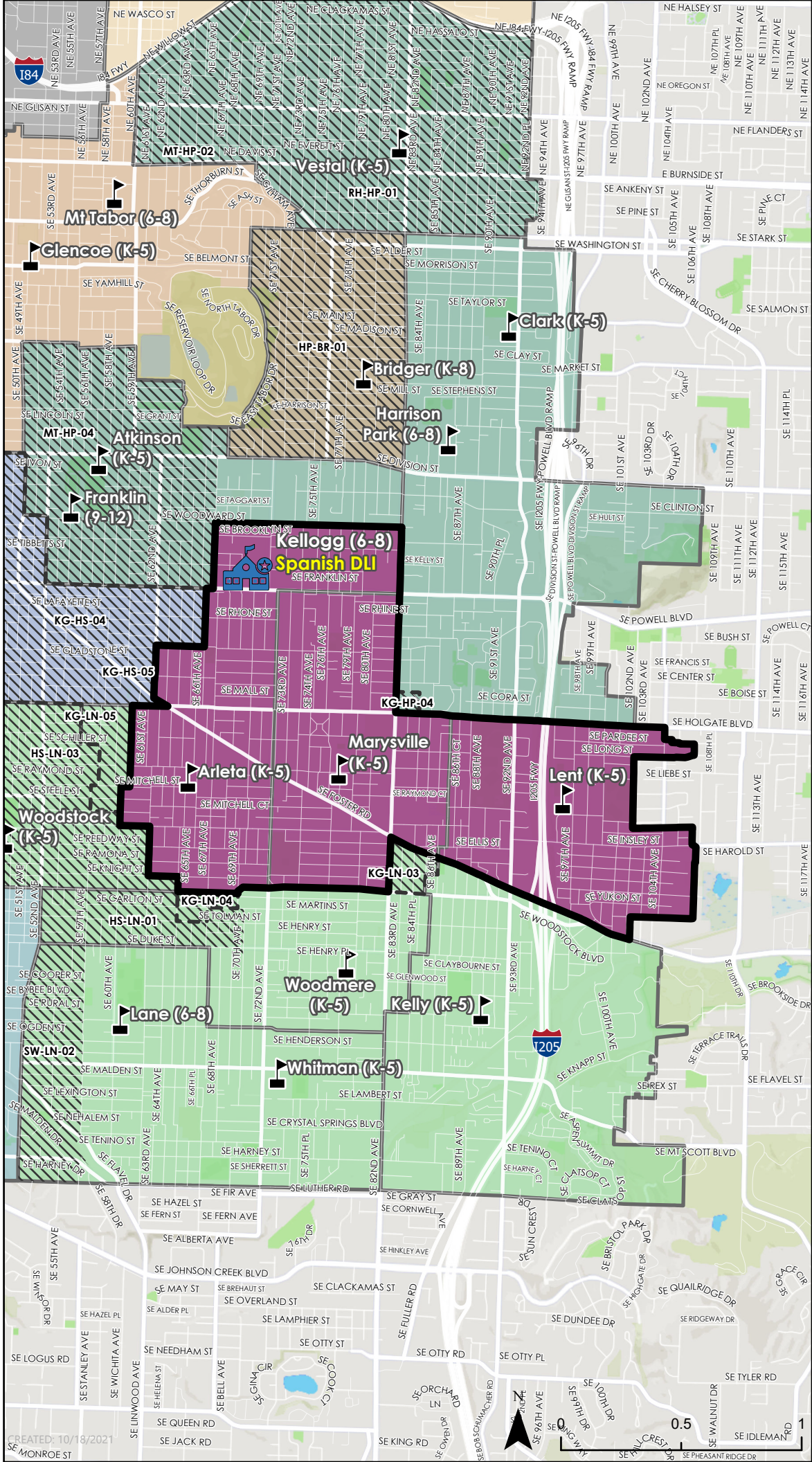
Changes from Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0

Changes into Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

LANE

Programs:

Neighborhood, Russian DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

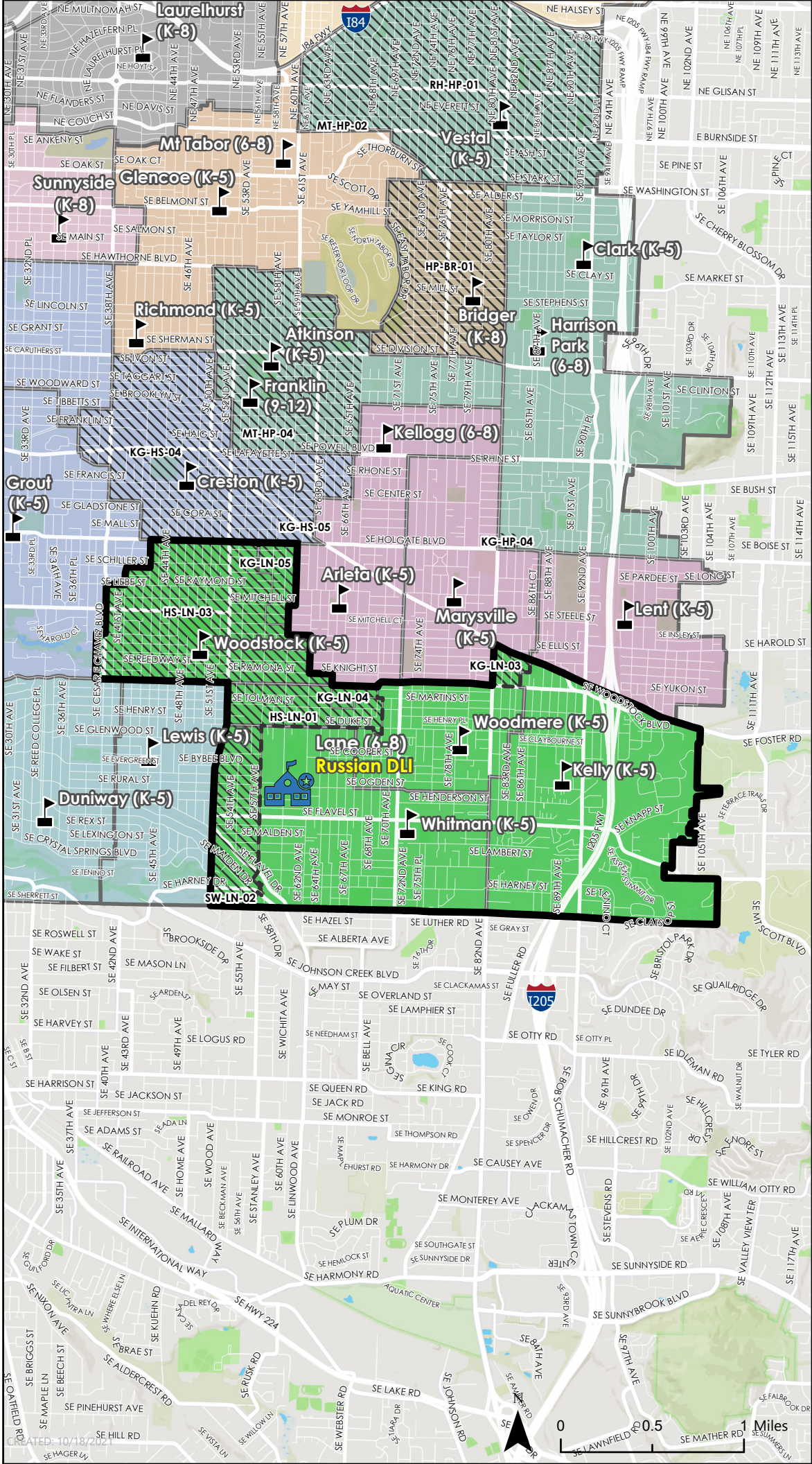
Changes into Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0
SW-LN-02	32	0	3

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

MT TABOR

Programs:

Neighborhood, Japanese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1

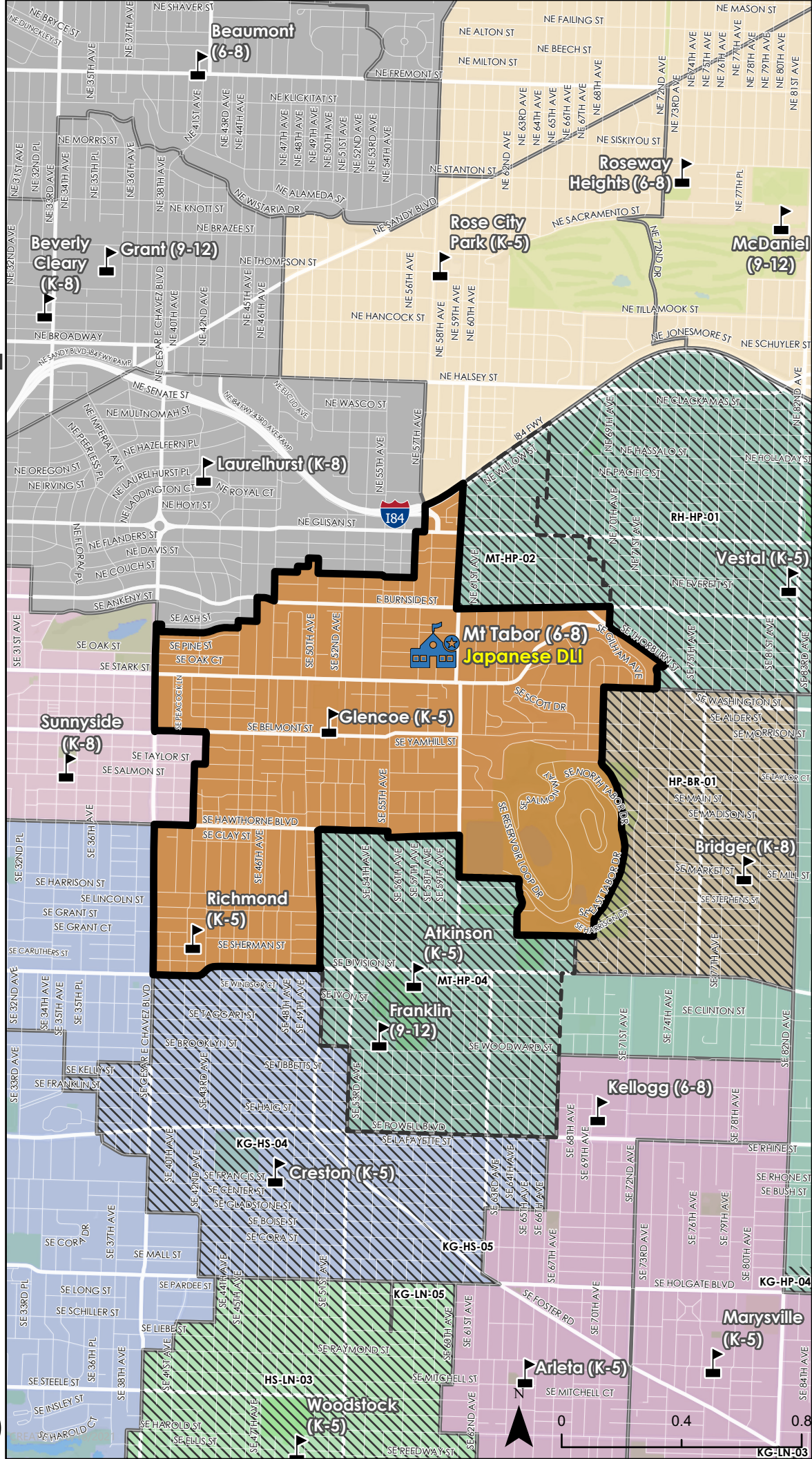
Changes into Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

ROSEWAY HEIGHTS

Programs:

Neighborhood, Spanish DLI, Vietnamese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
RH-HP-01	119	5	14

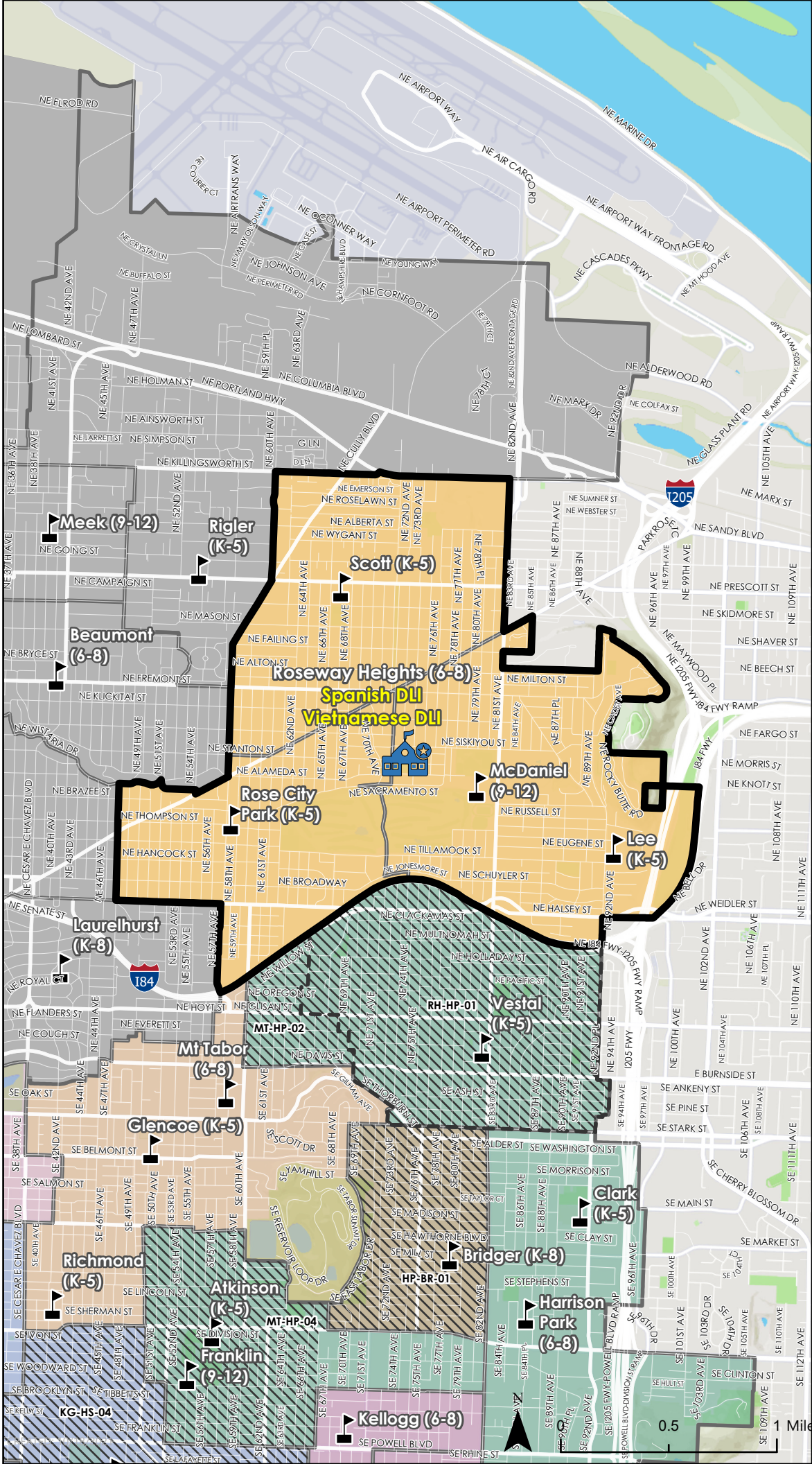
Changes into Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

SELLWOOD

Programs:

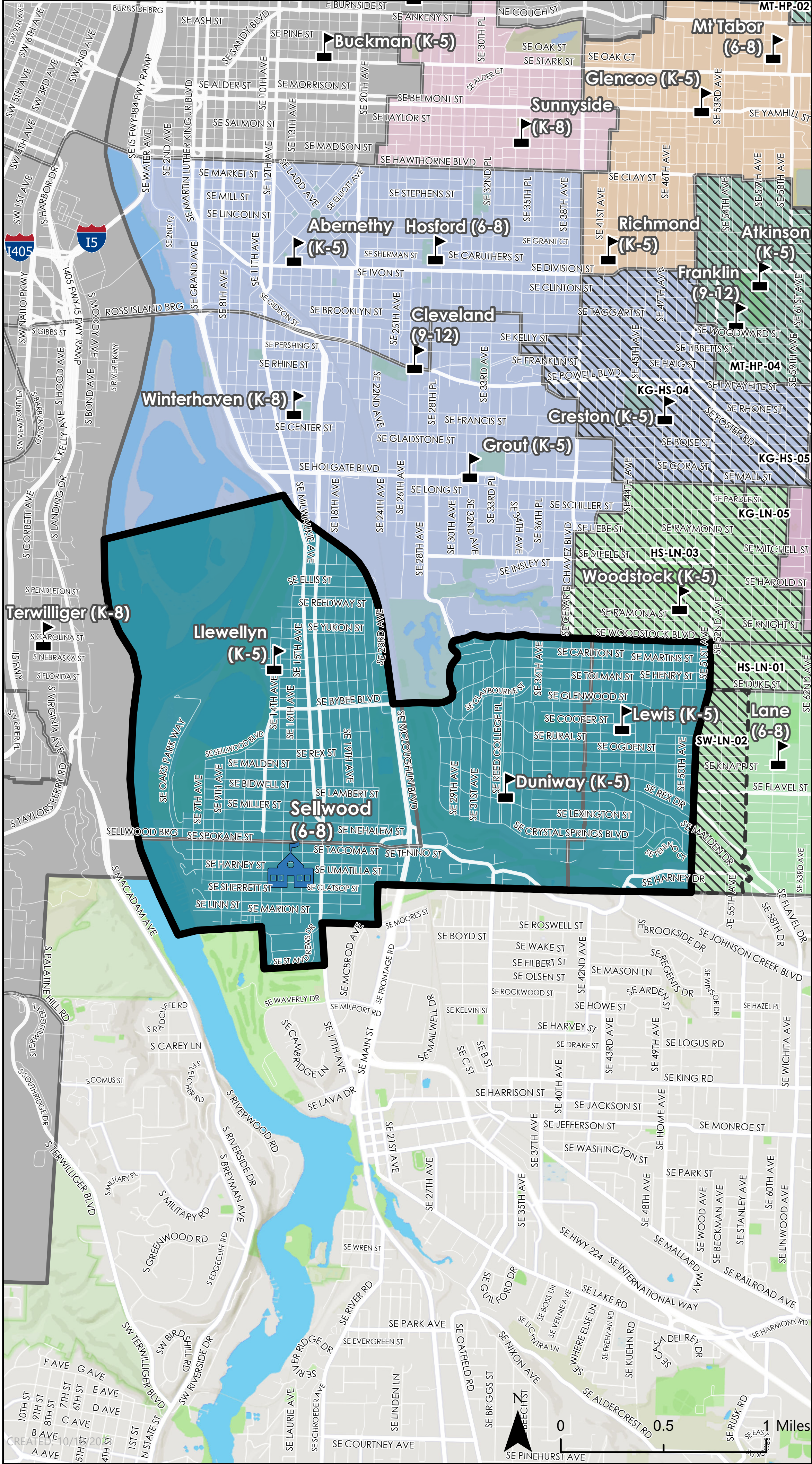
Neighborhood

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Sellwood 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
SW-LN-02	32	0	3

Changes into Sellwood 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

SOUTHEAST GUIDING COALITION PHASE 2 STUDY AREA
DRAFT PROPOSAL F3

FLO Analytics

PPS

School Locations Inside Study Area

- Neighborhood Program Only
- Focus Option/DLI Lottery School
- Co-Located Neighborhood/DLI Program

School Grade Configuration

- 6-8
- 9-12
- K-5
- K-8

- School Locations Outside Study Area
- District Boundary
- Elementary School Change Area
- Middle School Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

0 0.5 1 Miles

0 0.5 1 Kilometers

N

NOTE: DLI = DUAL LANGUAGE IMMERSION

CREATED: 2/2/2022

Enrollment & Program Balancing
Southeast Guiding Coalition
Phase 2 Final Report - 4/22/2022

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Executive Summary

The Southeast Guiding Coalition (SEGC)—a group of 36 parent and community member volunteers and 21 Portland Public School (PPS) principals commissioned by the PPS Board of Education—met 19 times between May 2021 and April 2022 to develop the second phase of a plan for enrollment and program balancing in Southeast Portland. Building on its work in 2020-21 to set an initial feeder pattern for Kellogg Middle School, the SEGC focused on balancing enrollment, optimizing use of facilities, and supporting equitable access to programs and services, while accomplishing three specific goals set by the Board:

- Establishing an attendance area and special program assignments for Harrison Park Middle School
- Developing a plan to relocate K-5 students and programs currently served at Harrison Park
- Developing a plan to increase enrollment at Lane Middle School

During the course of its work, the SEGC weighed extensive feedback from community members, advice from PPS academic and enrollment experts, and data on the projected impact of different solutions. In all, coalition members considered 15 scenarios and evaluated each through the district's Racial Equity and Social Justice Lens.

The SEGC achieved consensus on several elements of a rebalancing plan, including a new location for Harrison Park's elementary school and for Creative Science School, the location for K-5 Dual Language Immersion (DLI) programs, and boundary changes to bolster enrollment at Lane MS and many K-5 schools. But the group could not find a full solution that earned consensus or even majority support among coalition members.

This report shares details of the proposal that earned the most support: 13 of 32 voting SEGC members (41%) supported it in a final vote, while 5 supported an alternate proposal and 14 chose not to support either. Highlights of this proposal, which is planned to take effect in Fall 2023, include:

- Harrison Park K-8 will convert to a middle school, and its current K-5 students will attend a new elementary school at the Clark building (the current home of Creative Science School)

- Creative Science School (CSS) will relocate to Bridger K-5 and become a focus option school with priority for the Bridger neighborhood.
- The two-strand K-5 Spanish Dual Language Immersion (DLI) program at Bridger will relocate to Lent K-5 to create a whole-school K-5 Spanish DLI program with guaranteed admission for the current Lent neighborhood. Students in the Lent neighborhood who opt out of the Spanish DLI program will attend Marysville K-5.
- At the middle school level: Mandarin DLI will consolidate at Harrison Park, with the Mandarin DLI program currently at Hosford MS joining the program already at Harrison Park. Spanish DLI at the middle school level will consolidate at Kellogg MS, with the program currently at Mt. Tabor joining the one already at Kellogg.
- Several neighborhood middle school feeder patterns will shift to help balance enrollment: Atkinson and Vestal will shift to Harrison Park (from Mt. Tabor and Roseway Heights, respectively), Creston will shift to Hosford (from Kellogg), and Woodstock will shift to Lane (from Hosford).
- Attendance boundaries will change at many K-5 schools to help meet minimum enrollment targets. Virtually all schools that were part of the SEGC process will experience boundary changes, including Arleta, Atkinson, Bridger, Creston, Glencoe, Lent, Lewis, Marysville, Vestal, Whitman, Woodmere and Woodstock.

If adopted, this proposal would make progress toward several important goals, including:

- Converting Harrison Park to a middle school and allowing its current K-5 students—which make up one of the most diverse communities in PPS—to relocate to a single new school.
- Ensuring projected enrollment (based on benchmarks set by district staff) at Harrison Park MS, Lane MS, and many K-5 schools will be sufficient to offer equitable programming for students. Notably, the increase in enrollment at Lane would result entirely from attendance boundary changes—an approach the Lane community supports and the coalition believes will be more sustainable over time than increasing enrollment through program relocations.
- Relocating Creative Science School to a community that is open to receiving it.
- Maintaining and growing the Spanish DLI program that started at Kellogg MS this school year—a priority cited by community members and principals.
- Implementing PPS staff's recommendation to move away from single-strand neighborhood programs at Bridger and Lent, which data show may not serve students—particularly students of color—effectively.
- Creating more consolidated DLI programs at the middle school level and creating a new whole-school K-5 DLI option—both strongly recommended by principals and PPS staff.

Coalition members noted that the proposal also has significant shortcomings. Concerns cited among members not supporting it included:

- Middle school enrollment will likely remain imbalanced, leaving Kellogg MS well over 80% utilization (the district's definition of "overcrowded") and several schools—most notably Harrison Park MS—below or at risk of dropping below the district's minimum enrollment threshold over the long run.

- The process excluded inner Southeast schools, which are relatively overcrowded and more affluent compared to outer Southeast schools. This decision by the Board concentrated disruption in the highest-need communities while limiting the coalition's ability to balance enrollment.
- District staff denied requests to analyze whether reconfiguring Creative Science School as a K-5 would help address the remaining imbalances in middle school enrollment.
- Some Lent community members strongly oppose relocation of the school's neighborhood program.
- Lack of consistency and clarity in the process itself eroded confidence in the work and contributed to the coalition's inability to reach consensus.

.

In light of these challenges, the coalition recommends that PPS and the Board take the following actions in implementing any plan that is adopted:

- Provide capital improvements and additional budget support as necessary to sustain equitable programming, particularly at Harrison Park.
- Provide clear implementation details and timelines to all school communities experiencing program or boundary changes.
- Facilitate community building among programs that will be relocating or receiving relocated programs, most notably Creative Science School/Bridger and Marysville/Lent.
- To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families. Community members have shared that this would ease the hardships of the transition period, especially for those with siblings and students in different grade levels.
- Plan with PBOT and Safe Routes to School for the transportation needs and challenges that the new boundaries and feeder paths will create.
- Set a goal to minimize the impact of any future enrollment balancing process on students who will be required to move as a result of the current process.
- Study the impact of maintaining K-8 focus options on enrollment at comprehensive middle schools, for consideration during any future enrollment balancing efforts.
- Conduct a review of the SEGC process in partnership with any interested coalition members before moving forward with any future enrollment balancing efforts.

Scope of Work

The SEGC was tasked with balancing enrollment to help increase access to equitable programming across 21 schools in Southeast Portland. Phase 2 of the work began in May 2021 and concluded in April 2022. The coalition is made up of 57 parents, community members, school principals, and stakeholders who attended regular evening meetings totalling over 50 hours, along with additional "homework," work sessions, and office hours.

The Board's charge to the SEGC for Phase 2 cited three goals:

- Balance enrollment across Southeast middle schools, ensuring Harrison Park and Lane middle schools have sufficient enrollment to offer full programming. This may be accomplished through boundary adjustments, whole-school feeder pattern changes, and specialized program movement.
- Realign middle school boundaries so that the Kellogg building is located within its own attendance area.
- Determine the future location for Harrison Park K-5 students, and related boundary changes and specialized program moves.

In meeting these goals, the Board asked the coalition to submit a recommendation that created the following:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

In addition to the charge set by the PPS School Board, the SEGC also held in consideration the following key objectives under the guidance of PPS and FLO Analytics:

- Listen to community members, particularly People of Color, and follow their input as often as possible
- Increase racial equity for all students with a particular focus on Black and Native students
- Where possible, create whole-school K-5 programming—all DLI or all neighborhood—instead of co-located structures
- Eliminate single-strand neighborhood programs
- Consolidate DLI programs of the same target language at the middle school level, with only one DLI program per middle school
- Maintain CSS as a K-8 school in Southeast
- Keep Harrison Park K-5 students together (including Mandarin DLI students)
- Ensure that enrollment is above 270 students at each K-5 school and above 500 students at each comprehensive middle school
- Keep classroom utilization at or below 80% of building capacity (the district's definition of "overcrowded")
- Avoid split feeder patterns (sending students from a single K-5 neighborhood program to different middle schools).
- Do not increase—and decrease if possible—students who must cross major roads to access their neighborhood schools (i.e. Cesar Chavez, 82nd, Division, and Powell).

Challenges and Lack of Consensus

Over the course of nearly a year, the SEGC attempted to balance program locations, the wishes of 21 school communities, and the overarching goal of increasing equitable access to programs and services. The coalition considered seven possible solutions (including many variations of each), encountering many challenges along the way.

One significant hurdle was the Board's decision to limit potential changes to only 21 schools, all in Outer Southeast, instead of also considering schools in Inner Southeast (many of which are overcrowded). This made it almost impossible to balance enrollment across the entire region. It also ensured any changes would mainly disrupt the relatively more diverse, lower-income schools in Outer Southeast, while more affluent communities in Inner Southeast would experience no changes.

Options for relocating Creative Science School were limited by the district's decision to maintain it as a K-8 school and the difficulty in finding a school community willing to convert back to a K-8 to receive it. The decision to place Creative Science at Bridger, which is adjacent to Harrison Park MS, impeded the coalition's ability to increase neighborhood enrollment at Harrison Park.

An additional limitation was the low engagement of Black and Native families in the process. While PPS and the coalition made many efforts to reach Black and Native families, we struggled to obtain enough input, which limited the voice of these communities in the decision making process.

The coalition could not find a solution that met racial equity and social justice goals for all students. In particular, every scenario failed to adequately address equity goals for Black and Native communities by ensuring their race and culture would be reflected and honored in the curriculum, instructional practices, and social-emotional supports offered across Southeast schools.

Many coalition members also cited concerns with the process itself. Guidelines for decision-making were applied inconsistently, and guardrails were added and removed at various stages of the work. A debrief of the SEGC process could help future PPS efforts create a more positive and productive outcome. This process could consider the process for selecting committee members, ideas for improved decision-making, the need for neutral facilitation, additional support for community engagement, and clarity around required outcomes and preferences.

Partly as a result of the factors above, the coalition could not reach a consensus or even majority support for a full proposal. After an initial vote on the final proposal (known as "F3"), a majority of SEGC members submitted a request to develop another option to address specific shortcomings in that proposal. In response, PPS allowed members to work with FLO Analytics to develop a set of "G" scenarios and extended the process to include two additional meetings. On March 31, 2022, the SEGC held a final vote to decide which scenario to recommend to the Deputy Superintendent. The vote breakdown was as follows:

- Proposal F3: 13 (41%)
- Proposal G2: 5 (16%)
- No Preference: 6 (19%)
- Abstention: 8 (25%)

During this meeting, time was given for each SEGC member to give a statement on their experience, the proposals, and how they felt about the process going into the final vote. Those statements can be seen here.

Key Decision Points

It became clear early on in the Phase 2 work that the large program placement decisions (where to relocate Creative Science School, and where to locate Spanish and Mandarin DLI at the K-5 and middle school levels) would guide many other decisions. The chart below offers a look at the ripple effect of these decisions, based on the "F3" proposal that received the most support among coalition members. Decisions that had consensus or majority support from the coalition are indicated in bold in the "Action" column; other decisions received support from less than a majority of coalition members.

Goal	Action	Impact	Next Steps
Designate a new location for Harrison Park K-5 students when it converts to a middle school.	**Consensus decision:** The Clark building (current Creative Science location) will be converted back to a neighborhood K-5; all Harrison Park K-5 students will relocate there	Harrison Park K-5 students can all attend the same elementary school and be close to their assigned MS Creative Science is displaced and needs a new location	Find a new location in SE for Creative Science
Find a new location in Southeast for Creative Science	**Consensus decision:** Move Creative Science to Bridger and convert from a full lottery program to a neighborhood based focus option	Creative Science relocates to a location with support from both CSS and the receiving community Current Bridger neighborhood will still have a neighborhood program in the area Bridger's neighborhood program is no longer a single strand (as recommended by PPS and available data).	Find a new location for Bridger Spanish DLI strands

		Bridger's Spanish DLI classes need a new location (not enough space for CSS/Bridger neighborhood and the DLI classes)	
Find a new location for Bridger's Spanish DLI program	**Majority decision, with notable objections:** Convert Lent to a whole-school Spanish DLI program, with Bridger's program joining the existing one; students in Lent neighborhood who aren't in the DLI program attend Marysville	Lent's neighborhood program is no longer a single strand (as recommended by PPS and available data). Marysville receives a needed enrollment boost Bridger's two DLI classes can move together to the same location. Creates a robust Spanish DLI program in a neighborhood with one of the highest concentrations of native Spanish speakers in Southeast	Lent neighborhood students who wish to opt out of the Spanish DLI move to Marysville.
Consolidate middle school Spanish DLI programs at one school	Relocate Spanish DLI program at Mt. Tabor MS to join existing Spanish DLI program at Kellogg MS	Retains and grows the program at Kellogg that started this year—a priority of community members and principals. Implements PPS staff recommendation to consolidate all middle school Spanish DLI at one location	Ensure adequate enrollment for Harrison Park MS; consolidate middle school Mandarin DLI programs at one school

		Creston must be reassigned from Kellogg to Hosford to make space for additional Spanish DLI enrollment. Even with the change to Creston's middle school assignment, Kellogg MS still has a high building utilization near 90%—well past the threshold for "overcrowded." Retaining the large Spanish DLI program at Kellogg limits options for boosting enrollment at Harrison Park MS.	
Ensure adequate enrollment for Harrison Park MS; consolidate Mandarin DLI at one middle school	Relocate Mandarin DLI program at Hosford to join the existing one at Harrison Park MS Reassign Atkinson's neighborhood program from Mt Tabor MS to Harrison Park MS; reassign Vestal's neighborhood program from Roseway Heights MS to Harrison Park MS.	Fulfills the desire of the Harrison Park community to keep their neighborhood and Mandarin DLI programs together. Implements PPS staff recommendation to consolidate middle school Mandarin DLI at one school. Harrison Park MS will open with lower enrollment (550-575), and building utilization (65%) than Kellogg; overall enrollment will be highly dependent on robust	Improve enrollment at Lane MS

		enrollment in the Mandarin DLI program. Harrison Park's percentage of low-income families will drop to 25%, which could cause it to lose Title I funding.	
Improve enrollment at Lane MS	**Consensus decision:** Reassign Woodstock neighborhood program from Hosford MS to Lane MS.	Increases Lane MS enrollment to just above the minimum goal—but entirely with boundary changes, which is likely sustainable and in line with the Lane community's preference. Lane's percentage of low-income families will drop and could cause it to lose Title I funding. Assigns Woodstock to a more proximate neighborhood location and eliminates the current transportation burden to Hosford.	Address remaining K-5 enrollment imbalances
Address remaining K-5 enrollment imbalances (to get as many schools as possible above 270 students)	**Consensus decision:** Multiple K-5 boundary changes affecting Arleta, Atkinson, Bridger, Creston, Glencoe, Lent, Lewis, Marysville, Vestal, Whitman, Woodmere and Woodstock.	More K-5 schools will have enrollment above 270 compared to the 2021-22 baseline. Many schools will still be very close to (or even slightly under) the minimum enrollment target.	

		Large enrollment imbalances remain between Outer Southeast schools and Inner Southeast schools that were excluded from this process.	

Implementation Recommendations

The coalition recommends that the Board take action on the following to successfully implement the "F3" proposal, should it be adopted. Items listed under "Short Term Implementation Recommendations" can be implemented now, without any extension of the SEGC process. Those listed under "Long Term Implementation Recommendations" may require an extension of the process, further community outreach, or extended work with PPS.

Short Term Implementation Recommendations

- Create a board mandate that would ensure equitable staffing and programming for all middle schools not meeting enrollment targets. Due to the unpredictability of the phase-in process, opt outs, and the legacy policy some middle schools are at risk of falling below 500 students (the district's minimum enrollment target), especially in the initial years of implementation. For example, the Board could add funding equivalent to 1 FTE to every school with enrollment under the district's minimum target (both K-5 and MS).

- Require PPS to complete the planned Harrison Park facilities improvements before opening in 2023.

- Support Harrison Park in intentionally hiring new staff to support the diverse students at Harrison Park, including a priority on bilingual and BIPOC support staff and teachers.

- Communicate effectively with all families and community members affected by changes, including an implementation timeline and options for families to potentially access new assignments before Fall 2023.

- To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families. Community members have shared that this would ease the hardships of the transition period, especially for those with siblings and students in different grade levels.

- Maintain the integrity of RESJ support for underrepresented students of color who are being disproportionately affected and vulnerable to loss of services during implementation of these changes. Work with RESJ partners in the affected schools to ensure that families are well supported, for example:

- The transition of Bridger to CSS will result in a significantly less diverse population and will leave remaining Bridger students of color, particularly Black and Native students, with significantly less representation and resources.
- The addition of the southern portion of the current Bridger boundary to Atkinson and Marysville may result in a loss of culturally sensitive supports that need to be re-established quickly and intentionally in these students' new communities.

- Prior to finalizing boundary changes, consider targeted changes that include some Inner Southeast schools to balance enrollment more effectively. For example, allowing adjustments to Grout, Abernethy, Llewellyn, and Duniway ES could ease their overcrowding and provide healthier enrollments at Creston, Atkinson, Woodstock neighborhood, Whitman, and Woodmere. These changes will also further boost Lane MS's enrollment, which was one of the charges of the SEGC.

Long Term Implementation Recommendations

- There are several K-8 schools in Southeast and Northeast (Creative Science School, Winterhaven, Sunnyside Environmental, Laurelhurst) that create challenges in properly planning for stable enrollment in surrounding middle schools. The Board should review the goals and policies around K-8 schools with a holistic, districtwide, and equity-based/RESJ lens with the goal of creating clear and consistent guidelines to inform future enrollment balancing work.

- The changes being proposed in the report have the potential to create significant disruption and erosion to the programs and communities being moved. In keeping with the goals of centering BIPOC students, PPS should be required to create and implement transportation plans designed to help students attending in their current neighborhood to continue to access the programs in their new locations.
  - For example, neighborhood students currently in the Mandarin DLI program at Hosford and the Spanish DLI program at Bridger should be provided transportation for the remainder of their time in those programs to their new locations.
  - The district should consider a permanent transportation solution for the Mandarin DLI middle school students from the Woodstock neighborhood as the new middle school assignment at Harrison Park is different from the proposed neighborhood middle school (Lane).
  - Transportation into Harrison Park Mandarin DLI should be open to all students, to promote diversity and enrollment stability.

- PPS should work with the Spanish DLI communities from Bridger and Lent to clarify how the transition of Lent to a whole-school Spanish DLI school will be phased in, address transportation and other necessary supports and to build community among the programs that will be merging. Clear, strong and well-planned resources should be provided to neighborhood students who will be leaving Lent ES to neighboring schools.

- PPS should work with culturally responsive partners to identify needs, barriers, challenges and burdens these

changes have on historically underserved communities.

- PPS should intensify recruitment efforts to increase teachers and administration representation of historically underrepresented communities of color.

- The Board should set a goal to minimize the impact of any future enrollment balancing process on students who will be required to move as a result of the current process.

- PPS should conduct a review of the SEGC process in partnership with any interested coalition members before moving forward with any future enrollment balancing efforts.

Additional Comments

SEGC members would like to share an addendum that was originally submitted on Feb. 24, 2022 with the dissenting opinion statement. This supplement expands on the challenges and limitations caused by excluding overcrowded and affluent inner SE schools from the rebalancing process. The document will be submitted with this SEGC report, and can also be viewed here: SEGC Supplement (Inner SE School Exclusion).

4/22/2022: This supplemental document was originally written and submitted to Claire Hertz by the SEGC on Feb. 24, 2022 as an addendum to the dissenting opinion statement. While the work of the SEGC volunteers has come to a close, we feel this document still provides important context and additional information regarding one of the biggest obstacles in the overall process.

SEGC Supplement (Inner SE School Exclusion)

The undersigned SEGC members are sharing this dissenting opinion statement to highlight what we believe has been a major roadblock to creating equity in the process of balancing enrollment across SE Portland. Namely, the limited scope the Board set which did not allow the SEGC to include all SE schools in our program location and boundary work. This has created a limited framework for the entire process which prioritized protecting the most affluent, predominantly white schools in SE Portland, and placed the burden of disruption and change on those the process purports to be in support of.

PPS's RESJ Framework and Plan states:

"We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression."

The refusal by PPS and the Board to allow the SEGC to consider changes to inner SE schools fails to live up to the promise to intentionally disrupt the district's existing systems of oppression and is in direct opposition to their own stated RESJ goals. The geographic limitations placed on the SEGC's work only serve to sustain and entrench the institutional inequities already in place, and create a future of educational inequities for BIPOC students.

Not including all schools in SE has negatively impacted the work of the SEGC in multiple ways, as shifting boundaries eastward to distribute students from overcrowded inner SE schools to under enrolled outer SE schools is an obvious and vital step toward balancing and stabilizing enrollment across the entirety of SE.

Throughout this process, SEGC members have relied on guidance from PPS to work toward ideal enrollment numbers to better balance schools. However, it became clear that the numbers we were given to structure our work around were applied arbitrarily by the district. Per PPS and FLO, ideal building utilization is roughly 80%. To ensure robust programming and staffing, middle school enrollment should be a minimum of 500 students, and K-5 enrollment should be a minimum of 270. Pre-pandemic, Abernethy, a K-5 we were told was not included in our scope, consistently had over 500 students and over 100% utilization (including modulars). At the same time, and even in the SEGC proposal that is currently being presented to the Board, neighborhood K-5s like Marysville, Creston, and Arleta will all be at or below 50% utilization, and barely reach the 270 minimum enrollment target.

FLO and PPS models consistently demonstrate that outer SE elementary and middle schools are projected to decrease in enrollment over the coming years, and until broader boundary changes are implemented across the region, under-enrollment will continue to be an issue in outer SE. Though closing any of the K-5s in outer SE is not currently on the table according to PPS, the possibility looms large as projected enrollment drops and attendance continues to shrink. This will become an issue that has to be faced, all while overcrowded and affluent inner SE schools continue on untouched and bursting at the seams with students and educational opportunity. In order to create robustly enrolled schools for all students, the process should begin with the overcrowded inner SE schools. The alternative, waiting to change boundaries for inner SE until after the conclusion of the SEGC Phase 2 process, creates the potential for re-impacting outer SE students that are currently facing sweeping change and multiple transitions. In order to create robustly enrolled schools for all students, the process should begin with the overcrowded inner SE schools and spread outward towards enrollment-challenged outer SE schools.

While Hosford MS was included in our scenarios, its feeder schools (Abernethy, Buckman, and Grout) were left out, placing limitations on the SEGC's ability to fully balance enrollment across all SE middle schools. Sunnyside, another overcrowded school adjacent to both Mt. Tabor and Hosford Middle Schools, was also excluded. Two of Sellwood MS's three feeders, Duniway and Llewellyn, were left out of the Phase 2 process entirely, while the SEGC was barely allowed to consider changes to one side of Lewis's boundary. These restrictions greatly impacted the coalition's options to increase enrollment at Lane MS, in direct opposition to the charge given to us by the Board.

The SEGC was given an incomplete toolkit to do the job set before us, leaving us to create a proposal that forces more upheaval on the most vulnerable students, and upholds precisely the inequities in our educational system we have been tasked with repairing. The rationale behind excluding inner SE schools from the SEGC process was stated as limiting the scope so as to reduce the negative impacts of change during the pandemic. But as members of the SEGC and the broader community have repeatedly pointed out, that decision only limits change for a select group of SE Portland students, while increasing the likelihood that those involved in the current process will also face further changes down the road. How does limiting change for the highest SES students in the best performing schools while placing the burden of balance on the lowest SES students in poorer performing schools meet the equity goals set forth both in the SEGC charge and the district's RESJ policy? We have yet to hear a rationale for this prioritization.

We request that PPS and the Board either extend the SEGC process and include inner SE schools in our work, or have educational leaders give a full rationale that illustrates how the decision to exclude the most privileged students from this enrollment balancing process aligns with their own RESJ policy.

Signers

Note: While school affiliations are provided for reference, individuals are signing in their capacity as SEGC members, not on behalf of their school communities.

Alissa McMaken Roberts, Woodstock

Andrea Emerson, Whitman

Andy Jacob, Bridger

Beth Brett, Creston

Beth Cavanaugh, Hosford Middle School

Dee Reddy, Kellogg Middle School- Spanish DLI

Eddie Wang, Woodstock

Elizabeth Kennedy-Wong, Mt. Tabor Middle School, Franklin High School

Ellie Russell, Marysville

Harmony Quiroz, Atkinson

Josh Cody, Creative Science School

Martha Almendarez-Langland, Atkinson

Maya Mori, Mt. Tabor Middle School

Micah Chu, Sellwood MS/Lewis Elementary

Michelle Harada, Harrison Park

Sarah Kincaid, Kellogg Middle School- Neighborhood Program

Sondra Blair, Arleta

SE Enrollment and Program Balancing Racial Equity Impact Analysis

Spotlight on Black and Native American Students

PORTLAND PUBLIC SCHOOLS

April 5, 2022

Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reImagine Portland Public Schools to ensure every student, especially our Black and Native American students, realizes the vision of the Graduate Portrait.

PPS Strategic Plan: Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students.

Goal #1: Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.

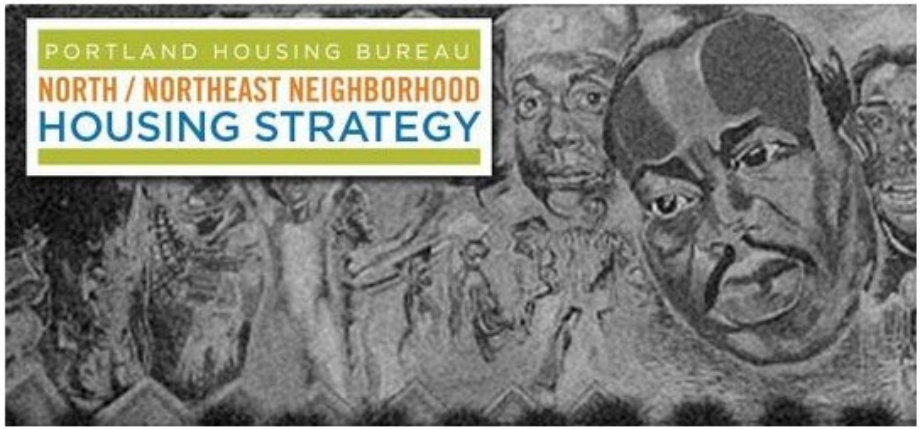
Context: Pervasive Housing Barriers

History of Racist Planning in Portland, Portland Bureau of Planning and Sustainability, 2019

"Take a group of people who have been systematically denied wealth-building opportunities for generations, add low, stagnating incomes, throw in a subprime mortgage disaster, spiraling housing costs and wholesale community displacement, and you have a recipe for a severe economic backslide…There is no African American community in Portland at this point. It's a scattered community."

-Cheryl Chandler-Roberts, executive director of Portland's African American Alliance for Homeownership, 2017. Source: ncrc.org/gentrification-portlandor March 2019

The N/NE Neighborhood Housing Strategy is an initiative by the Portland Housing Bureau to address a legacy of displacement in North and Northeast Portland through investments in new affordable rental housing, opportunities for first-time homebuyers, and home retention programs for longtime residents.



Context: Pervasive Housing Barriers

"The 2018 State of Housing in Portland report from the Portland Housing Bureau found that there are no neighborhoods anywhere in Portland that have affordable one- or two-bedroom apartments for the average Native American household, which has an annual income of $29,859 and can afford about $746 in monthly housing payments."

-Housing in Portland is Unaffordable for Many Native American Families, www.underscore.news, March 2020

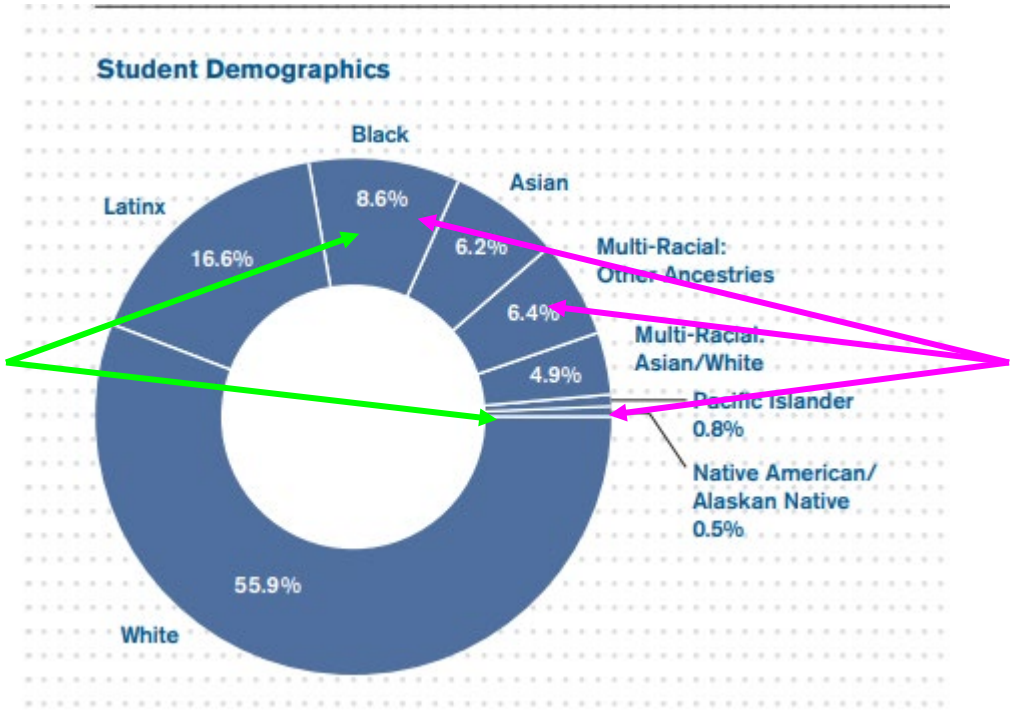
NAYA FAMILY CENTER

Housing Projects completed/underway
The Generations Project
Nesika Illahee
Mamook Tokatee
Hayu Tilixam

42 multi-generational apartments in Marysville boundary

Black and Native American student enrollment

When measured by single-race only, Black and Native American students make up **about 9%** of PPS enrollment



When students with multiple racial and ethnic identities are included, **about 16%** of PPS students identify as Black and/or Native American

Source: PPS Strategic Plan, 2021

Impact analysis focus

Ten SEGC Phase 2 schools have concentrations of Black and Native American students above the district average-see next slide for details

Black and Native American enrollment, including multi-racial students, in all SEGC Phase 2 *programs* ranges from 1-42%. Click here for a list of all SEGC Phase 2 programs

Across all schools, Native students have fewer racial peers and are more isolated than most other racial and ethnic groups, including Black students

Impact analysis focus

School	Program	Black (Single Race)	Native (Single Race)	Latinx with Black or Native	Multiple with Black or Native	Total Black or Native	Total Black or Native Percent
Harrison Park	Neighborhood Program	125	5	8	52	190	42%
Kelly	Neighborhood Program	40	7	11	28	86	36%
Vestal	Neighborhood Program	24	1	11	27	63	30%
Bridger	Neighborhood Program	18	3	4	12	37	29%
Lent	Neighborhood Program	21	0	12	8	41	27%
Woodmere	Neighborhood Program	29	1	8	23	61	24%
Lane	Neighborhood Program	41	2	10	20	73	23%
Roseway Heights	All Programs	71	4	12	30	117	20%
Whitman	Neighborhood Program	14	1	5	10	30	20%
Marysville	Neighborhood Program	10	4	11	23	48	19%

Enrollment factors impacting SE schools with concentrations of Black and Native students

School enrollment below minimum targets: Limits opportunity to access a broad range of instructional programs, including electives

Marysville, Whitman, Woodmere, Vestal, Lane, Harrison Park MS

Single-strand K-5 neighborhood program: Limits opportunities for professional development, mixing up cohorts from year to year, and may lead to lower outcomes for underserved students

Bridger neighborhood, Lent neighborhood

Overcrowding is a concern at *Bridger,* impacting space for small group work and other student supports

Input from Black and Native American families

- Concerns about ongoing struggles for adequate staffing, resources, and program access. Parents feel the pressure of having to continually advocate for their children to receive the level of education and services they deserve. They want to feel like they are being heard.
- Students need stable interpersonal connections to be successful. It takes time to build trust and a sense of community. Current teachers and staff have historical knowledge of the kids, parents, extended families, and even friend networks. Biggest fear is having to completely start over with strangers who don't know their kids.
- It's important to keep neighborhoods together, minimize distances, and provide safe and reliable transportation options, particularly for underserved families who often do not drive.

Input from Black and Native American families

- Concerns about the limited middle school curriculum and elective options at their K-8. Students need access to more STEAM-focused classes, including science, visual and performing arts, technology, and design.
- Would like to see schools to do a better job with supporting of a range of learning styles. Ensure class sizes remain small enough for teachers to meet students where they are both academically and socially. Provide access to tutoring and academic supports.
- The process has been confusing, and many families are not able to participate in a meaningful way: “How do these people expect us parents who have never looked at a draft before to understand this?”

Input from Black and Native American families

- Representation is important – students and families should have access to staff and teachers who look like them and share their language.
- Desire to have both ethnic representation in staff along with access in extension programs like dual language. I personally have had to choose between language and culture and it is a terrible compromise to have to make.

Potential impacts of recommendation

- **Marysville**, **Whitman**, **Woodmere**, **Vestal**, **Lane** and **Harrison Park** would all see enrollment climb above minimum guidelines, which could positively impact opportunities
  - Enrollment drops below the recommended minimum at Roseway Heights when Vestal becomes part of the Harrison Park MS boundary. Roseway Heights could add another feeder school in the next phase of enrollment and program balancing to offset the loss.
- **Bridger** and **Lent** would no longer have single-strand neighborhood programs
  - Students in the **Lent** neighborhood program would have guaranteed access to Spanish DLI in the future–a program proven to lead to increased achievement for Black and Native students. However, current neighborhood program students would have to move to **Marysville** beginning in 2023, which is further away and requires transportation.
  - Students in the B**ridger** neighborhood program would join with C**reative Science**, which has fewer Black and Native students.

Potential impacts of recommendation

- Harrison Park neighborhood grades 6-8 and Bridger neighborhood programs would have significantly smaller cohorts of Black and Native students in both proposals

School	Program	2021-22 Actual	If F3a were fully implemented this year
Harrison Park	Neighborhood Program	K-8: 28.4%	6-8: 14.5%
Bridger	Neighborhood Program	K-5: 16.7%	K-8: 7.2%

- The overall rate of students who qualify for free meals may go down at some schools, but the impact on Title I resources cannot be predicted at this time
- Culturally specific resources, including partner programs, will continue and follow students to new schools
- There will be space to expand early learning opportunities: Lent and Marysville in 2022, and potentially more schools in additional years

Racial Equity Impact Measures for Phase 2 Schools

Enrollment & Program Balancing: Final SE Proposal Survey

April 26, 2022

This memorandum summarizes 86 responses to the Final Enrollment and Program Balancing survey for the South East Guiding Coalition. The survey elicited feedback from community members regarding the final proposals to balance enrollment in South East Portland schools. This narrative report is a companion to the data presented in the supplemental workbook.

Languages

This survey was translated in all five languages supported by PPS (Spanish, Russian, Vietnamese, Chinese, and Somali). There were 86 responses to the English language version of the survey and no responses to the surveys in the supported languages.

Racial and Ethnic Identity

Survey participants were asked to provide their racial and ethnic identity. The majority of respondents were white (58%), followed by Latinx (15%).

Table 1 displays participant and PPS Student race/ethnicity.

Table 1. Race/ethnicity

	Survey Participants		PPS Students
Race/ethnicity	*n*	%	%
Black	1	1.4	8.6
Asian	6	8.1	6.0
Hispanic – Latin/x/a/o	11	14.9	16.6
Native American or Alaska Native	1	1.4	0.5
Native Hawaiian or other Pacific Islander	1	1.4	0.8
Multi-Racial	9	12.2	11.8
White, non-Hispanic – Latin/x/a/o	43	58.1	55.8
Other	2	2.7	NA
Overall	74	100.0	100.0

Note: some participants did not report race/ethnicity

Schools

More participants indicated they were associated with Glencoe (15 responses) than any other school, followed by Hosford (9), Bridger (9), and Atkinson (9).

Table 2 displays schools.

Table 2: Schools

Schools	Count
Glencoe	15
Hosford	9
Bridger	9
Atkinson	9
Mt.Tabor	7
Woodstock	6
Kellogg	6
Lewis	4
Lent	4
Sellwood	3
Creston	3
Community member- No-Specific school affiliation	2
Vestal	1
Lane	1
Creative Science	1
Total	**80**

Respondents were asked which programs they were associated with. The majority of respondents were associated with Mt Tabor Neighborhood (13), followed by Bridger Spanish (9), and Atkinson Neighborhood (8).

Table 3 displays programs.

Table 3: Programs

Programs	Count
Mt. Tabor Neighborhood	13

Table 3: Programs

Programs	Count
Bridger Spanish	9
Atkinson Neighborhood	8
Hosford Chinese	7
Woodstock Neighborhood	6
Woodstock Chinese	3
Lent Neighborhood	3
Kellogg Spanish	3
Mt.Tabor Spanish	2
Kellogg Neighborhood	2
Lent Spanish	1
Bridger Neighborhood	1
Total	**58**

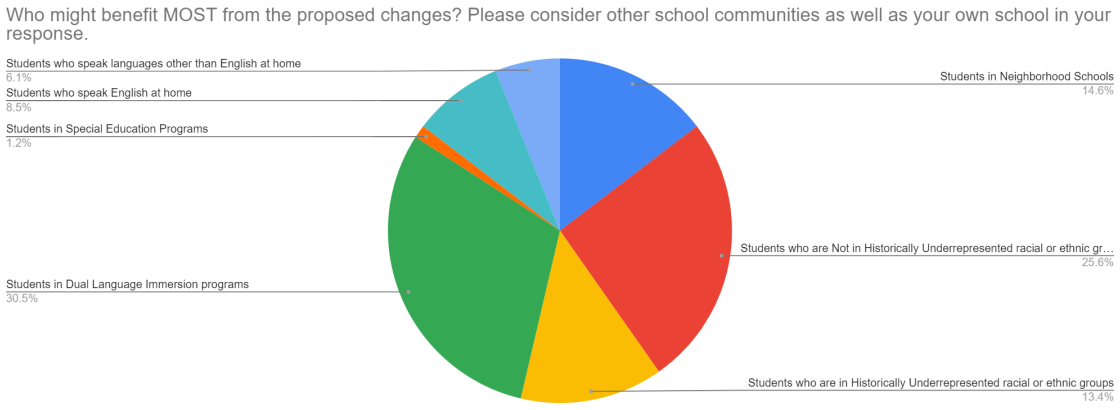
Reactions to Proposals

Students Most Benefited

The survey asked participants, "Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school in your response." This was a closed-choice item, respondents were asked to choose just one option. "Students in Dual Language Immersion Programs" was the most frequently selected option with 31% of respondents so reporting, followed by Students who are Not in Historically Underrepresented racial or ethnic groups (26%), and "Students in Neighborhood Schools" (15%).

Figure 1 presents the results from this item.

Figure 1: Who might benefit most from the proposed changes?



As a follow up to this question, community members were asked why they felt this group benefited the most from the final proposal. The most commonly reported theme was that white, higher income, or more privileged kids will benefit most with 16 community members so commenting. Twelve respondents commented that students in Dual Language Immersion programs would benefit, with seven comments indicating that students in neighborhood programs would benefit most.

Table 4 presents the themes around why those students benefit most.

Table 4: Why will these students benefit most?

Theme	Count
No one benefits	4
White, higher income, more privileged kids benefit	16
Students in DLI programs benefit	12
Students in neighborhood programs benefit	7

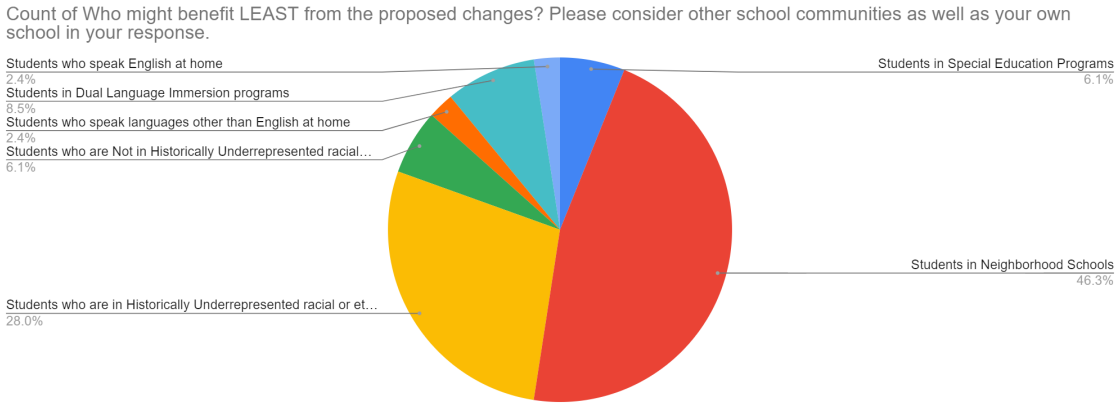
Students Least Benefited

The survey asked, "Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response."

This was a closed-choice item, community members were asked to choose just one option, the most frequently selected option was "Students in Neighborhood Schools" with 46% of respondents so reporting. The next most frequently selected options were "Students who are in Historically Underrepresented racial or ethnic groups" (28%), followed by "Students in Dual Language Immersion programs" (8.5%).

Figure 2 presents the results from this item.

Figure 2: Who Might Benefit LEAST from the proposed changes?



As a follow up to this question, community members were asked why they felt this group benefited the least from the final proposal. Community members most frequently commented that students in neighborhood schools would benefit least (29 comments). The next most frequently reported theme was students that must change schools would benefit the least (24 comments).

Table 5 presents the themes around which students benefit least.

Table 5: Why will these students benefit least?

Theme	Count
Historically Underserved students benefit least	15
Students in neighborhood schools benefit least	29
Students in DLI programs benefit least	10
Students that must change schools	24

Improved Student Outcomes

Community members were asked: "In your opinion, will these changes lead to improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?" The majority of respondents reported No (60%), followed by Maybe (33%), with just 7% of respondents reporting yes.

As a follow up to this item, community members were asked: "How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?" The most frequent theme was around data (12 comments), followed by other suggestions around how to monitor progress.

Table 6 presents the themes from this open-ended item.

Table 6: Improved Outcomes

Theme	Count
Ask the community	5
Data (attendance, discipline, test scores, etc)	12
Improved equity (racial, economic)	4
Other	11
We won't or can't or it won't	10

Eased Transition

Community members were asked, "When a plan moves forward, how could we ease the transition for students, families, and staff?" The most common theme from this open-ended item was to allow legacies, "grandfathering", or other slow transition planning (36 comments). Many community member expressed that they felt PPS should not make any changes (13 comments). Table 6 presents the themes from this open-ended item.

Table 6: How to Ease the Transition

Theme	Count
Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	36
Transportation	9
Don't make any changes	13
More support to schools	5
More support for students	5
More communication/ clarity/ information about the impacts of the changes	9
More support for families	3

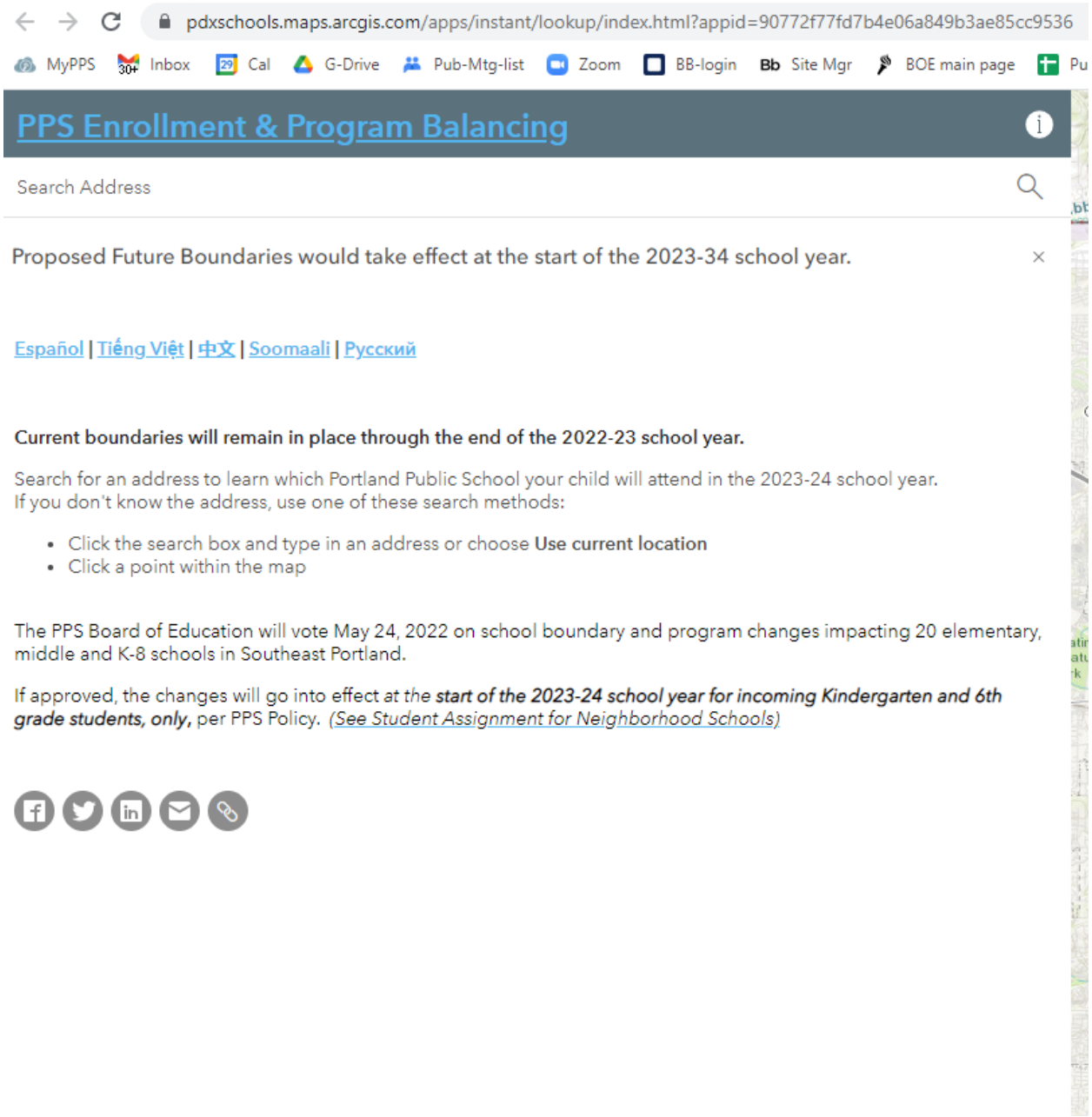
Additional Feedback

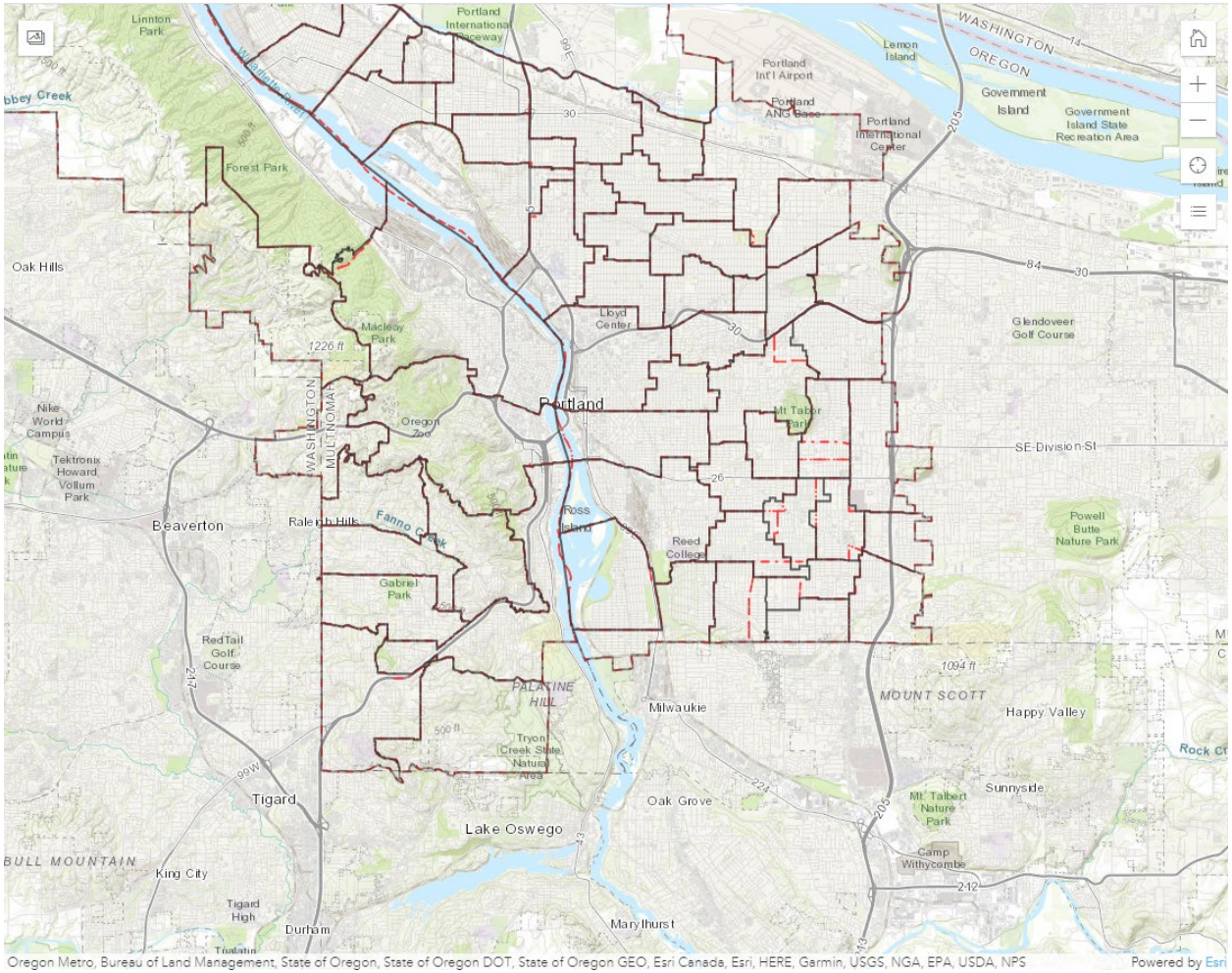
As a last item on the survey, community members were asked, "Do you have additional feedback for PPS about this proposal or the process?" The majority of responses (31) expressed frustration about the process or the decisions made. There were many comments about equity concerns (23) or income inequality (12). Many community members commented that they desired better communication from PPS about the process and more input in the decision.

Table 7 presents themes from this open-ended item

Table 7: Additional Feedback for PPS

Theme	Count
Redistricting creates greater income inequality	12
Better outreach to families, community, more transparency	21
Slow transition	1
Please reconsider, frustration	31
Breaking up neighborhoods, longer commute to school	18
Equity concerns	23
Other	10


pdxschools.maps.arcgis.com/apps/instant/lookup/index.html?appid=90772f77fd7b4e06a849b3ae85cc9536
MyPPS
Inbox
Cal
G-Drive
Pub-Mtg-list
Zoom
BB-login
Site Mgr
BOE main page
PPS Enrollment & Program Balancing
Search Address
Proposed Future Boundaries would take effect at the start of the 2023-34 school year.
Español | Tiếng Việt | 中文 | Soomaali | Русский
Current boundaries will remain in place through the end of the 2022-23 school year.
Search for an address to learn which Portland Public School your child will attend in the 2023-24 school year.
If you don't know the address, use one of these search methods:
Click the search box and type in an address or choose Use current location
Click a point within the map
The PPS Board of Education will vote May 24, 2022 on school boundary and program changes impacting 20 elementary, middle and K-8 schools in Southeast Portland.
If approved, the changes will go into effect at the start of the 2023-24 school year for incoming Kindergarten and 6th grade students, only, per PPS Policy. (See Student Assignment for Neighborhood Schools)


Linnton Park
Portland International Raceway
Portland Int'l Airport
Portland ANG Base
Portland International Center
Lemon Island
WASHINGTON
OREGON
Government Island
Government Island State Recreation Area
Forest Park
Oak Hills
Macleay Park
1226 ft
Lloyd Center
Glendoveer Golf Course
Portland
Mt Tabor Park
Nike World Campus
Oregon Zoo
WASHINGTON
MULTNOMAH
Tektronix Howard Vollum Park
SE Division St
Beaverton
Raleigh Hills
Fanno Creek
Ross Island
Reed College
Powell Butte Nature Park
Gabriel Park
RedTail Golf Course
PALATINE HILL
1094 ft
MOUNT SCOTT
Happy Valley
Milwaukie
500 ft
Tryon Creek State Natural Area
Rock Cr
Tigard
Oak Grove
Sunnyside
Mt. Talbert Nature Park
Lake Oswego
BULL MOUNTAIN
Camp Withycombe
King City
Tigard High
Durham
Marylhurst
Oregon Metro, Bureau of Land Management, State of Oregon, State of Oregon DOT, State of Oregon GEO, Esri Canada, Esri, HERE, Garmin, USGS, NGA, EPA, USDA, NPS
Powered by Esri

2021-2022 Summary Stats for Comparison

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Arleta	K-5	Neighborhood	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
		Total	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
Atkinson	K-5	Neighborhood	206	228	567	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
		Total	342	354	567	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%
Bridger ***Capacity Calculated with post-2005 modulars**	K-5	Neighborhood	126	115	561	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
		Spanish DLI	211	223	561	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
		Total	337	338	561	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%
Clark	K-8	Creative Science	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
		Total	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
Creston	K-5	Neighborhood	250	225	558	558	44.8%	40.3%	22.0%	3.2%	6.4%	27.6%	26.5%
		Total	250	225	558	558	44.8%	40.3%	22.0%	3.2%	6.4%	27.6%	26.5%
Glencoe	K-5	Neighborhood	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
		Total	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
Harrison Park	K-8	Chinese DLI	72	148	890	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
		Neighborhood	457	412	890	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
		Total	529	560	890	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%
Hosford	6-8	Chinese DLI	116	124	696	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
		Neighborhood	513	495	696	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
		Total	629	619	696	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%
Kellogg	6-8	Neighborhood	533	572	778	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
		Spanish DLI	151	155	778	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
		Total	684	727	778	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%
Kelly	K-5	Neighborhood	238	231	670	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
		Total	372	445	670	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%
Lane	6-8	Neighborhood	322	308	770	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
		Total	363	363	770	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%
Lent	K-5	Neighborhood	151	154	707	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
		Spanish DLI	126	123	707	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%

2021-2022 Summary Stats for Comparison

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
		Total	277	277	707	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%
Lewis	K-5	Neighborhood	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
		Total	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
Marysville	K-5	Neighborhood	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
		Total	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
		Neighborhood	327	320	682	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
		Spanish DLI	69	67	682	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
		Total	645	660	682	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%
Roseway Heights	6-8	Neighborhood	483	479	803	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
		Spanish DLI	106	82	803	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
		Vietnamese	15	81	803	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
		Total	604	642	803	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%
Sellwood	6-8	Neighborhood	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
		Total	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
Sunnyside	K-8	mental Neighborhood	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
		Total	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
Vestal	K-5	Neighborhood	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
		Total	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
Whitman	K-5	Neighborhood	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
		Total	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
Woodmere	K-5	Neighborhood	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
		Total	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
		Neighborhood	224	227	648	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
		Total	479	515	648	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.

Recommendation Summary Stats

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Arleta	K-5	Neighborhood	260	310	696	696	37.4%	44.5%	18.1%	6.5%	6.9%	30.8%	29.1%
		Total	260	310	696	696	37.4%	44.5%	18.1%	6.5%	6.9%	30.8%	29.1%
Atkinson	K-5	Neighborhood	252	270	567	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
		Total	388	396	567	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%
Bridger* **Capacity Calculated with post-2005 modulars**	K-8	Creative Science	312	318	561	**510**	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%
		Total	312	318	561	**510**	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%
Clark	K-5	Chinese DLI	72	104	495	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
		Neighborhood	277	268	495	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
		Total	349	372	495	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%
Creston	K-5	Neighborhood	267	256	558	558	47.8%	45.9%	22.1%	3.4%	6.7%	28.1%	25.2%
		Total	267	256	558	558	47.8%	45.9%	22.1%	3.4%	6.7%	28.1%	25.2%
Glencoe	K-5	Neighborhood	345	364	600	573	60.2%	63.5%	19.1%	3.2%	2.3%	19.7%	11.0%
		Total	345	364	600	573	60.2%	63.5%	19.1%	3.2%	2.3%	19.7%	11.0%
Harrison Park	6-8	Chinese DLI	116	168	890	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
		Neighborhood	442	420	890	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
		Total	558	588	890	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%
Hosford		Neighborhood	533	480	696	696	76.6%	69.0%	17.1%	5.6%	6.8%	28.7%	22.3%
		Total	533	480	696	696	76.6%	69.0%	17.1%	5.6%	6.8%	28.7%	22.3%
Kellogg	6-8	Neighborhood	439	472	778	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
		Spanish DLI	220	222	778	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
		Total	659	694	778	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%
Kelly	K-5	Neighborhood	241	230	670	670	36.0%	34.3%	22.8%	19.9%	28.6%	72.6%	51.6%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	33.6%
		Total	375	444	670	670	56.0%	66.3%	16.8%	12.8%	46.4%	50.1%	45.3%
Lane	6-8	Neighborhood	472	543	770	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	35.9%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
		Total	513	598	770	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.2%
Lent	K-5	Neighborhood	157	181	707	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
		Spanish DLI	337	346	707	632	53.3%	54.7%	14.8%	2.1%	34.4%	63.8%	24.0%
		Total	494	527	707	632	78.2%	83.4%	13.8%	5.9%	32.2%	65.2%	35.3%

Recommendation Summary Stats

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Lewis	K-5	Neighborhood	286	281	444	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	13.1%
		Total	286	281	444	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	13.1%
Marysville	K-5	Neighborhood	248	247	533	533	46.5%	46.3%	21.0%	5.6%	16.9%	51.6%	47.7%
		Total	248	247	533	533	46.5%	46.3%	21.0%	5.6%	16.9%	51.6%	47.7%
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	3.6%
		Neighborhood	226	183	682	682	33.1%	26.8%	22.6%	2.7%	3.5%	25.2%	11.5%
		Total	475	456	682	682	69.6%	66.9%	15.4%	1.5%	2.9%	19.4%	7.4%
Roseway Heights	6-8	Neighborhood	402	388	803	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
		Spanish DLI	107	82	803	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
		Vietnamese DLI	15	81	803	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
		Total	524	551	803	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%
Sellwood	6-8	Neighborhood	522	536	683	683	76.4%	78.5%	15.5%	1.1%	0.6%	14.4%	6.4%
		Total	522	536	683	683	76.4%	78.5%	15.5%	1.1%	0.6%	14.4%	6.4%
Sunnyside Environmental	K-8	Neighborhood	469	483	546	492	95.3%	98.2%	17.5%	2.1%	1.1%	22.0%	14.1%
		Total	469	483	546	492	95.3%	98.2%	17.5%	2.1%	1.1%	22.0%	14.1%
Vestal	K-5	Neighborhood	268	274	554	481	55.7%	57.0%	20.5%	10.1%	10.1%	46.3%	34.7%
		Total	268	274	554	481	55.7%	57.0%	20.5%	10.1%	10.1%	46.3%	34.7%
Whitman	K-5	Neighborhood	261	302	493	493	52.9%	61.3%	18.8%	7.7%	18.8%	51.7%	36.8%
		Total	261	302	493	493	52.9%	61.3%	18.8%	7.7%	18.8%	51.7%	36.8%
Woodmere	K-5	Neighborhood	263	298	473	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%
		Total	263	298	473	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.5%
		Neighborhood	214	205	648	648	33.0%	31.6%	14.0%	0.9%	3.7%	15.0%	12.5%
		Total	469	493	648	648	72.4%	76.1%	10.2%	0.4%	16.6%	32.2%	12.4%

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.

Draft Proposal F-3: K-8 Feeder Patterns

Harrison Park MS
588 MS students
66% utilization

- Woodstock — Chinese DLI (2)
- Clark — Chinese DLI (1)
- Atkinson
- Vestal
- Clark

Creative Science K-8
@ Bridger
Includes Bridger N'hood K-5

Lane MS
598 MS students
78% utilization

- Kelly — Russian DLI (1)
- Kelly
- Whitman
- Woodmere
- Woodstock

Mt. Tabor MS
456 MS students
67% utilization

- Glencoe
- Richmond — Japanese DLI (4), Whole school DLI

Kellogg MS
694 MS students
89% utilization

- Atkinson — Spanish DLI (1)
- Lent — Spanish DLI (3), Whole school DLI
- Arleta
- Marysville — N'hood opt-out for Lent

Hosford MS
480 MS students
69% utilization

- Buckman
- Abernethy
- Grout
- Creston

Sellwood MS
536 MS students
79% utilization

- Duniway
- Llewellyn
- Lewis

Roseway Heights MS
470 MS students
59% utilization

- Rose City Park — Vietnamese DLI (2)
- Rose City Park
- Lee
- Scott — Spanish DLI (2)
- Scott

Program Changes/Consolidation

- Middle school Chinese DLI at Harrison Park MS
- Middle school Spanish DLI at Kellogg MS
- Bridger K-5 Spanish DLI moves to Lent, Lent English-only program phased out
- (#) is number of DLI classrooms per grade

- K-5 neighborhood school w/ boundary change
- K-5 neighborhood school w/ MS feeder and boundary change
- K-5 neighborhood school w/ no change
- Creative Science K-8 at neighborhood school
- K-5 immersion (DLI) program w/ MS feeder change
- K-5 immersion (DLI) program w/ no feeder change

Enrollment estimates and building utilization based on 2025-26 PSU projections

SE Enrollment and Program Balancing Recommendation School-by-School Impact Analysis

Arleta K-5 MS 2

Atkinson K-5 Neighborhood and Spanish DLI Programs 3

Bridger K-5 Neighborhood and Spanish DLI Programs 4

Creative Science K-8 School @Clark 5

Creston K-5 6

Glencoe K-5 7

Harrison Park K-8 8

Hosford MS neighborhood and Chinese DLI programs HS: Cleveland 10

Kellogg MS neighborhood and Spanish DLI programs HS: Franklin 11

Kelly K-5 neighborhood and Russian DLI programs 12

Lane MS neighborhood and Russian DLI programs 13

Lent K-5 Neighborhood and Spanish DLI Programs 14

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Marysville K-5 16

Mt. Tabor MS neighborhood, Japanese and Spanish DLI programs 17

Roseway Heights neighborhood, Spanish and Vietnamese DLI programs 18

Vestal K-5 19

Whitman K-5 20

Woodmere K-5 21

Woodstock K-5 Neighborhood and Chinese DLI Programs 22

Sources:
Enrollment data and demographic data: PPS School Profiles, https://www.pps.net/Page/942, as reported by FLO Analytics 23

Arleta K-5 MS: Kellogg (beg.2021) HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
269	290	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%

Enrollment highlights: A small K-5 school, recently converted from K-8 and assigned to Kellogg MS and host to a Special Ed focus classroom. The Arleta attendance area is adjacent to other small K-5 schools, including Bridger, Creston and Woodmere.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
250	277	696	35.9%	39.8%	18.0%	6.8%	7.6%	31.2%	29.4%

Boundary change to Creston (AR-CR-03), area is north of SE Holgate Blvd, west of SE 60th Ave/SE Foster Rd. and has 7 students currently enrolled in PPS neighborhood schools.
Boundary change to Marysville (AR-MV-04), area is east of SE 72nd Ave/north of SE Boise St. and has 14 students currently enrolled in PPS neighborhood schools.
Boundary change to Woodmere (AR-WM-03), area is south of SE Woodstock Blvd. and has 7 students currently enrolled in PPS neighborhood programs.
Boundary change to Woodstock (AR-WS-01), area is south of SE Holgate Blvd, west of SE 60th Ave and has 23 students currently enrolled in their neighborhood school.
Boundary change from Bridger (BR-AR-01), area is north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., west of SE 82nd Ave. This area includes Kellogg MS and the blocks closest to it, and has 11 students currently enrolled in their neighborhood school.
Boundary change from Marysville (MV-AR-04), area is east of 72nd Ave and has 6 students currently enrolled in their neighborhood school.
Summary of options considered: Location for Creative Science K-8 (Proposal B), Location for co-located Spanish DLI (Proposals D1-D4), Boundary changes to adjacent schools (All proposals), split MS feeder pattern (Proposal F-2).
Community feedback highlights: Strong opposition to converting back to a K-8 structure and hosting Creative Science; interest in hosting Spanish DLI, but concerns about impact for non-DLI partner program students; strong support for remaining assigned to a single MS; concern about degree of boundary changes and small school size.

Atkinson K-5 Neighborhood and Spanish DLI Programs **MS:** Mt. Tabor **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	206	228	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
Total	342	354	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%

Enrollment highlights: Single strand Spanish DLI program; small two-strand neighborhood program; hosts Special Ed focus classrooms.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity *	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income	
Neighborhood	252	270	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
Total	388	396	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%

Boundary change from Bridger (BR-AT-03), the area is north of SE Woodward St, east of SE 67th Ave, south of SE Division St, west of SE 82nd Ave and has 52 students currently enrolled in their neighborhood school.

MS feeder pattern change for neighborhood program to Harrison Park MS with 94 students currently enrolled in their neighborhood school..

Program change for Spanish DLI to Kellogg MS with 69 enrolled students.

Summary of options considered: Spanish DLI moves to Lent (Proposals A, D1-4), to Bridger (Proposal B), to Arleta (Proposals D 1-4), and expands at Atkinson (Proposals C1-2); MS feeder change proposed to Hosford (Proposal A), to Harrison Park (Proposals D1-2, E1, F1-3), to Kellogg (Proposals B, C 1-2); boundary changes with adjacent schools (all proposals)

Community feedback highlights: Strong opposition to moving to a whole-DLI configuration, particularly at Lent; strong support for remaining co-located and increasing neighborhood size; support from Spanish DLI families for program consolidation at Kellogg; opposition to middle school change to Harrison Park for neighborhood students, due to distance and preference for E-2 option (neighborhood remains at Mt. Tabor, Spanish DLI at Harrison Park).

Bridger K-5 Neighborhood and Spanish DLI Programs

MS: Neighborhood: Harrison Park, w/transfers to Kellogg, Spanish DLI: Kellogg **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	126	115	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
Spanish DLI	211	223	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
Total	337	338	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%

Enrollment highlights: Two-strand Spanish DLI program with declining rates of native Spanish-speaking applicants; single-strand neighborhood program; converted to a K-5 this year, with a default middle school assignment to Harrison Park and transfer preference to Kellogg, which is located on the southern edge of the Bridger boundary.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
312	318	**510**	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%

Program changes: Spanish DLI relocates to Lent; Creative Science K-8 moves to Bridger and becomes the default program for neighborhood students.
Boundary change to Arleta (BR-AR-01), area is north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., west of SE 82nd Ave. This area includes Kellogg MS and the blocks closest to it, and has 11 students currently enrolled in their neighborhood school..
Boundary change to Atkinson (BR-AT-03), area is north of SE Woodward St, east of SE 67th Ave, south of SE Division St, west of SE 82nd Ave and has 52 students enrolled in PPS.
MS Feeder pattern changes: Students in the Arleta boundary change area will be assigned to Kellogg MS; students in the Atkinson boundary change areas will remain assigned to Harrison Park; students in the rest of the Bridger neighborhood will have to option to enroll in Harrison Park instead of remaining at Creative Science for grades 6-8.
Summary of options considered: Convert to whole-DLI Chinese Immersion school with Spanish DLI moving to Lent (Proposal A), Convert to whole-DLI Spanish Immersion school (Proposal B), Convert to Creative Science K-8 school with Spanish DLI moving to Lent (Proposals C1-2, D1-4, E1-2, F1-3); MS feeder pattern changes for Spanish DLI to Harrison Park (Proposal E-2), boundary changes to adjacent schools (all proposals).
Community feedback highlights: Initial support for remaining co-located; strong support for having one program, either neighborhood or DLI, remain at Bridger, and allowing all DLI to move together to a new location and continuing at Kellogg MS; concern about dividing South Tabor portion of boundary and students who live close to Kellogg having to go further to Harrison Park.

Creative Science K-8 School @Clark **MS**: CSS **HS:** Based on home address

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
419	452	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%

Enrollment highlights: A focus option program that enrolls all students through the annual lottery and hardship petition process. The school has been located at the Clark building since 2008 and attracts and retains fewer BIPOC, English Learner and low income students than surrounding schools.

Changes proposed in F-3 amended:

See Bridger table

Relocate to Bridger building; Bridger neighborhood students will have guaranteed access to the program and can opt-out to nearby Clark ES or Harrison Park MS; future transfer slots will be set to maintain 2 sections per grade level.

Summary of options considered: Relocate to Woodstock ES (Proposal A), Relocate to Arleta ES (Proposal B), Relocate to Bridger ES (Proposals C-1, D1-4, E1-2, F1-3, G1-2), Relocate to Bridger and convert to a K-5 structure with middle school students assigned to Harrison Park (Proposal C2)

Community feedback highlights: Strong support from CSS families for remaining a K-8 school; preference for remaining at Clark or moving to Bridger vs relocating to Woodstock or Arleta; continued concern that PPS stance to allow CSS to remain at K-8 would negatively impact Harrison Park MS.

Creston K-5 **MS:** Kellogg (beg 2021) **HS:** Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
250	225	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%

Enrollment highlights: A small K-5 school converted from a K-8 this year and assigned to Kellogg MS. Hosts Deaf and Hard of Hearing program. A Head Start program is located at the Creston Annex. Classrooms leased to partner programs have been removed from building capacity and utilization estimates, to reflect that the main Creston building is one of the smallest in the region. Creston is nearly surrounded by focus option and DLI programs, resulting in a low rate of neighborhood students enrolling at the neighborhood school.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
265	254	339	78.2%	74.9%	22.3%	3.4%	6.4%	27.9%	25.2%

Boundary change from Arleta (AR-CR-03), area is north of SE Holgate Blvd, west of SE 60th Ave/SE Foster Rd. and has 7 students currently enrolled in PPS neighborhood schools.

MS Feeder pattern change to Hosford with 98 students currently enrolled in PPS neighborhood schools.

Summary of options considered: MS Feeder pattern change to Hosford (Proposals B, E-1, F1-3), boundary changes to adjacent schools (all proposals).

Community feedback highlights: Strong support for remaining assigned to Kellogg and opposition to shift to Hosford; concern about small program and lack of options to increase enrollment by changes with schools to the west of Creston.

Glencoe K-5 MS: Mt. Tabor HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
373	375	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%

Enrollment highlights: Glencoe has the largest resident K-5 enrollment in the region, but is located far from some of the smallest K-5 schools. It has had stable enrollment of about 3 strands per grade level.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
348	364	573	60.7%	63.5%	19.0%	3.2%	2.3%	19.5%	11.0%

Boundary change to Vestal (GL-VS-02), area is north of E. Burnside St and east of NE 60th Ave. and has 41 students currently enrolled in their neighborhood school.

MS feeder pattern change to Harrison Park for the students assigned to Vestal, representing 17 students currently enrolled in PPS neighborhood programs.

Summary of options considered: Boundary changes to adjacent schools (all proposals).

Community feedback highlights: Opposition to proposed boundary change to more distant elementary and middle schools.

Harrison Park K-8 **MS**: Harrison Park **HS:** McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	72	148	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
Neighborhood	457	412	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
Total	529	560	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%

Enrollment highlights: Harrison Park is the last neighborhood K-8 program in SE, and the PPS Board has designated it to convert to a middle school. It has the highest rate of BIPOC students of all SE schools, including a growing Chinese DLI program that serves only neighborhood students. The Harrison Park campus has the highest capacity of all schools in the region, not including high schools, and operated as a middle school until 2008 when it consolidated with Clark Elementary School. Bridger MS students are currently assigned to Harrison Park MS.

Changes proposed in F-3 amended:

CLARK K-5

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	72	104	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
Neighborhood	277	268	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
Total	349	372	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%

HARRISON PARK MS

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	116	168	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
Neighborhood	442	420	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
Total	558	588	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%

Grade reconfiguration: Separate into two new schools, Clark K-5, made up of students from the current Harrison Park boundary and Chinese DLI program, and Harrison Park Middle School.

Boundary change to Kellogg (HP-BR-01)**,** area is south of SE Woodward St, east of SE 67th Ave, north of SE Powell Blvd, west of SE 82nd Ave and has 10 MS students currently enrolled in their neighborhood school..

Boundary change from Mt. Tabor MS (MT-HP-02), area is south of E. Burnside St and east of NE 60th Ave and has 17 MS students currently enrolled in their neighborhood school.

MS feeder change from Mt. Tabor MS, made up of the current Atkinson neighborhood, with 94 MS students currently enrolled in their neighborhood school.
MS feeder change from Roseway Heights MS, made up of the Vestal neighborhood, with 119 MS students currently enrolled in their neighborhood school.
Program change from Hosford MS, the Woodstock Chinese DLI program with 116 currently enrolled MS students.
Summary of options considered:
Neighborhood feeder schools: Clark as the new K-5 location for Harrison Park students and feeder to Harrison Park MS (all proposals); K-5 and MS boundary changes with adjacent schools (all proposals except F1-3); Atkinson as a feeder school (D1-2); Lent as a feeder school (Proposals C1-2, D2-3); Bridger to Creative Science School K-8 (Proposals C1, D1-4, E1-3), Bridger/CSS as a feeder school (Proposal C2); Vestal as a feeder school (Proposals B, C1-2, D1-4, E1-2, F1-3).
Immersion feeder schools: Chinese DLI from Clark (Proposals A, C1-2, D1, E1, F1-3); Chinese DLI from Hosford (Proposals A, D1, E1, F1-3), Chinese DLI to Kellogg (Proposals D3, E2), Chinese DLI to Lane (Proposals B, D2); a portion of Spanish DLI from Kellogg/Mt. Tabor (Proposals C1-2); all of Spanish DLI from Kellogg/Mt. Tabor (Proposals A, B, D3-4, E2); Russian DLI from Lane (Proposal D2)
Community feedback highlights: Strong support for K-5 students moving to Clark K-5, including Chinese DLI, and continuing at Harrison Park MS; concern about changing demographics with new neighborhood and program students coming to the school and potential impact on Title I resources.

Hosford MS neighborhood and Chinese DLI programs **HS:** Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	116	124	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
Neighborhood	513	495	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
Total	629	619	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%

Enrollment highlights: Hosford has seen enrollment near or above 100% of capacity in recent years. Neighborhood feeder schools are Abernethy, Buckman, Grout and Woodstock, as well as the Woodstock Chinese DLI program.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	536	479	696	77.0%	68.8%	17.0%	5.6%	6.7%	28.5%	22.3%

Boundary change to Lane, made up of Woodstock neighborhood, with 82 current MS students currently enrolled in their neighborhood school.

Boundary change from Kellogg, made up of Creston neighborhood, with 98 current MS students currently enrolled in their neighborhood school..

Program change to Harrison Park, the Woodstock Chinese DLI program with 116 currently enrolled students.

Summary of options considered:

Neighborhood feeder changes: Atkinson as a feeder to Hosford (Proposal A), Creston as a feeder to Hosford (Proposals B, E-1, F1-3), Woodstock as a feeder to Lane (D2, F3), Woodstock to Creative Science School K-8 (Proposal A).

Immersion feeder changes: Clark Chinese DLI as a feeder to Hosford (Proposal D4); Chinese DLI to Harrison Park (Proposals A, D1, E1, F1-3); Chinese DLI to Kellogg (D3, E2), Chinese DLI to Lane (Proposals B, D2).

Community feedback highlights: Strong support for Chinese DLI remaining in Woodstock, and strong concern that other Hosford feeder schools were not included in the process, limiting the possible enrollment solutions. If Chinese DLI moves to Harrison Park, community members have asked to have transportation, since it will be a more distant school for many students. Lane is a closer school for some community members, which could help alleviate some of the transportation challenges that occurred this year.

Kellogg MS neighborhood and Spanish DLI programs **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	533	572	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
Spanish DLI	151	155	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
Total	684	727	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%

Enrollment highlights: Kellogg opened this year, with neighborhood feeder schools Arleta, Creston, Lent and Marysville and Spanish DLI from Bridger and Lent. The Kellogg building is within its own attendance area, so Bridger neighborhood students who live closest to the school were allowed priority transfers. Kellogg enrollment is above the target of 80% utilization.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	439	472	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
Spanish DLI	220	222	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
Total	659	694	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%

Boundary change to Hosford, made up of Creston neighborhood, with 98 current MS students currently enrolled in their neighborhood school.

Boundary changes to Lane (KG-LN-03, KG-LN-04), areas on the southern edge of Kellogg's boundary with 10 current MS students currently enrolled in their neighborhood school.

Program change from Mt. Tabor, Spanish DLI that feeds from Atkinson with 69 current MS students.

Summary of options considered:

Neighborhood feeder changes: Atkinson to Kellogg (Proposals B, C 1-2), Arleta to Creative Science K-8 (Proposal B), Creston to Hosford (Proposals B, E1, F1-3)

Immersion feeder changes: Chinese DLI to Kellogg (Proposals D3, E2); Atkinson Spanish DLI as a feeder to Kellogg (C1-2, D1-2, E1, F1-3); Lent Spanish DLI to Harrison Park (Proposals A, C1-2, D1-2, E1, F1-3), Bridger Spanish DLI to Harrison Park (Proposal B, D1-2, E2)

Community feedback highlights: Strong support from all current feeder communities to remain in Kellogg, particularly Spanish DLI and Creston.

Kelly K-5 neighborhood and Russian DLI programs **MS:** Lane **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	238	231	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
Russian DLI	134	214	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
Total	372	445	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%

Enrollment highlights: Kelly neighborhood program has one of the highest concentrations of BIPOC students in the region. The Russian DLI program serves mostly students who live outside PPS, and has been shrinking from two-to-one strand per grade level.
Changes proposed in F-3 amended: None
Summary of options considered: Feeder pattern change for Russian DLI from Lane to Harrison Park MS (Proposal D3).
Community feedback highlights: Limited input received.

Lane MS neighborhood and Russian DLI programs **HS:** Cleveland, Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	322	308	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
Total	363	363	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%

Enrollment highlights: Lane has the smallest resident student population of all the SE middle schools. The majority of students from Kelly Russian DLI return to their home districts for middle school. Lane hosts the district's ACCESS Academy, grade 6-8, which will be moving to a new location next year. Lane students feed to two high schools: students from the smallest of its neighborhood feeders, Whitman, go to Cleveland, while Kelly, Woodmere and Russian DLI students go to Franklin.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	472	543	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	36.4%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
Total	513	598	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.7%

Boundary change from Hosford, made up of Woodstock neighborhood, with 82 current MS students currently enrolled in their neighborhood school.
Boundary changes from Kellogg (KG-LN-03, KG-LN-04), areas on the northern edge of Lane's boundary with 10 MS students currently enrolled in their neighborhood school.
Boundary change from Sellwood (SW-LN-02), area on the eastern edge of Lane's boundary with 32 MS students currently enrolled in their neighborhood school.
Summary of options considered:
Neighborhood feeder changes: All of Lewis to Lane (Proposals C1-2, D1, D3, E1-2), portion of Lewis to Lane-not including K-8 boundary change area (Proposal F1), portion of Arleta to Lane (Proposal F2), Woodstock to Lane (D2, F3, G1-2)
Immersion feeder changes: Chinese DLI to Lane (Proposals B, D2), Russian DLI from Lane to Harrison Park (Proposal D2)
Community feedback highlights: Support for increasing neighborhood vs expanding through adding another DLI program; support for changes that increase the cohorts in Whitman and Woodmere feeder schools.

Lent K-5 Neighborhood and Spanish DLI Programs **MS:** Kellogg **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	151	154	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
Spanish DLI	126	123	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
Total	277	277	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%

Enrollment highlights: Lent has a small neighborhood program and a single strand Spanish DLI program. Enrollment has declined over the past several years.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	157	181	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
Spanish DLI	396	346	632	62.7%	54.7%	14.6%	1.8%	30.8%	60.4%	24.0%
Total	553	527	632	87.5%	83.4%	13.7%	5.2%	29.8%	62.6%	35.3%

NOTE: Neighborhood students who do enroll in Spanish DLI will be assigned to Marysville.
Reconfiguration: Convert to a whole-DLI model by adding two strands of Spanish DLI from Bridger and combining the Lent neighborhood program with Marysville. Future Lent students will have guaranteed placement in Spanish DLI, or can opt-in to Marysville, where bus service will be provided. Kellogg will remain the middle school for Lent neighborhood students, whether they are enrolled in whole- DLI at Lent or whole-neighborhood at Marysville.
Summary of options considered: Boundary changes with nearby schools (all proposals except F1-3); Whole-DLI expansion with non-DLI students at Marysville (Proposals A, B, E1-2, F1-3); Neighborhood MS feeder pattern change to Harrison Park (Proposals C1-2, D2, E2); Spanish DLI feeder pattern change to Harrison Park (Proposals Proposals A, C1-2, E2)
Community feedback highlights: Both opposition and support for whole-school DLI; concern about neighborhood families being displaced to a further school; strong support for remaining assigned to Lent.

Lewis K-5 **MS:** Sellwood **HS:** Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
337	358	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%

Enrollment highlights: Lewis enrollment has exceeded target utilization of 80% in recent years. The school hosts two Special Ed focus classrooms

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
286	281	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	12.6%

Boundary change to Whitman (LW-WT-01), the area west of SE 52nd Ave and east of SE 57th avenue with 54 students currently enrolled in their neighborhood school.

Summary of options considered: Boundary changes with Woodstock, Whitman and/or Woodmere (all proposals); MS feeder changes: all of Lewis to Lane (Proposals C1-2, D1, D3, E1-2), portion of Lewis to Lane-not including K-8 boundary change area (Proposal F1).

Community feedback highlights: Strong opposition to schools west of Lewis being left out of the process; strong opposition to split feeder between Sellwood and Lane, and for boundary changes with Woodstock; mixed responses to boundary change to Whitman/Lane, which are closer schools for some students.

Marysville K-5 **MS:** Kellogg (beg. 2021) **HS:** Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
248	246	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%

Enrollment highlights: Marysville converted to a K-5 this year, with MS students assigned to Kellogg. It is a small K-5 school with few options to increase enrollment from adjacent schools, which are also small. It hosts a Special Ed focus classroom and PK program.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
260	281	533	48.8%	52.7%	20.8%	5.4%	16.2%	50.4%	46.7%

Note: Does not include Lent neighborhood students who do not enroll in Spanish DLI.

Boundary change from Arleta (AR-MV-04), the area is east of SE 72nd Ave/north of SE Boise St. with 14 students currently enrolled in their neighborhood school.

Boundary change to Arleta (MV-AR-04), the area is east of 72nd Ave with 6 students currently enrolled in their neighborhood school.

Boundary change to Woodmere: (MV-WM-02), the area is east of 82nd Ave and south of SE Foster Rd with 6 students currently enrolled in their neighborhood school.

Receive future Lent students who do not enroll in DLI: Enrollment impact to be determined.

Summary of options considered: Boundary changes with adjacent schools (All proposals); receive future Lent students who do not enroll in DLI (Proposals A, B, E1, F1-3, G1-2).

Community feedback highlights: Concerns about walkability factor for some proposed boundary changes, request to keep Native American multi-generational housing east of 82nd assigned to Marysville and maintain Kellogg as the feeder middle school.

Mt. Tabor MS neighborhood, Japanese and SpanishDLI programs

HS: Franklin and Grant

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Japanese DLI	249	273	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
Neighborhood	327	320	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
Spanish DLI	69	67	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
Total	645	660	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%

Enrollment highlights: The school has operated at or above 100% utilization for several years. It houses several programs that feed to two different high schools: Atkinson and Glencoe neighborhood programs and Atkinson Spanish DLI articulate to Franklin HS, while Richmond Japanese DLI and the Creston Deaf and Hard of Hearing program articulate to Grant.
Changes proposed in F-3 amended:

Program	If in place 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Japanese DLI	252	273	682	37.0%	40.0%	8.7%	0.4%	2.4%	13.9%	3.6%
Neighborhood	227	183	682	33.3%	26.8%	22.5%	2.6%	3.5%	25.1%	11.5%
Total	479	456	682	70.2%	66.9%	15.2%	1.5%	2.9%	19.2%	7.4%

Boundary change to Harrison Park: (MT-HP-02), area is south of E. Burnside St and east of NE 60th Ave and has 17 MS students currently enrolled in their neighborhood school.
MS feeder change to Harrison Park, , made up of the current Atkinson neighborhood, with 94 MS students currently enrolled in their neighborhood school.
Program change to Kellogg, Spanish DLI that feeds from Atkinson with 69 current MS students.
Summary of options considered:
Neighborhood feeder changes: Atkinson to Harrison Park (Proposals D1-2, E1, F1-3), to Hosford (Proposal A), to Kellogg (Proposals B, C 1-2); Vestal from Roseway Heights.
Immersion feeder changes: Spanish DLI to Harrison Park (Proposals A, B, D3-4, E2), to Kellogg (C1-2, D1-2, E1, F1-3).
Community feedback highlights: Opposition to boundary change to Harrison Park; support for Spanish DLI move to Kellogg vs Harrison Park.

Roseway Heights neighborhood, Spanish and Vietnamese DLI programs

HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	483	479	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
Spanish DLI	106	82	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	604	642	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%

Enrollment highlights: Roseway Heights is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	402	388	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
Spanish DLI	107	82	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	524	551	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%

Neighborhood MS feeder change to Harrison Park, made up of the Vestal neighbor with 199 MS students currently enrolled in their neighborhood school.

Summary of options considered: MS feeder change to Harrison Park (All proposals except A); MS feeder change to Mt. Tabor MS (Proposal A)

Community feedback highlights: Limited input received; no known objections to proposal.

Vestal K-5 **MS:** Roseway Heights **HS:** McDaniel

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
207	205	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%

Enrollment highlights: Vestal is one of the smallest K-5 schools in the region. It hosts both a Special Ed focus classroom and the district's ACCESS Academy grades 1-5, which will be moving to a new location next year.

Changes proposed in F-3 amended: .

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
271	274	554	56.3%	57.0%	20.3%	11.1%	10.0%	46.9%	34.7%

Boundary change from Glencoe (GL-VS-02), area is north of E. Burnside St and east of NE 60th Ave. and has 41 students currently enrolled in their neighborhood school.

MS feeder change to Harrison Park, made up of the Vestal neighborhood, with 119 MS students currently enrolled in their neighborhood school.

Summary of options considered: MS feeder change to Harrison Park (All proposals except A); MS feeder change to Mt. Tabor MS (Proposal A)

Community feedback highlights: Limited input received; no known objections to proposal.

Whitman K-5 **MS:** Lane **HS:** Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
152	189	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%

Enrollment highlights: Whitman has the smallest resident K-5 population in the region.
Changes proposed in F-3 amended:

If in place in 2021†	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
261	303	493	52.9%	61.5%	18.8%	7.7%	18.8%	51.7%	36.8%

Boundary change from Lewis (LW-WT-01), the area west of SE 52nd Ave and east of SE 57th avenue with 54 students currently enrolled in their neighborhood school.
Boundary change from Woodmere: (WM-WT-03), the area south of SE Duke St and east of SE 57th Ave with 51 students currently enrolled in their neighborhood school.
Summary of options considered: Boundary changes with nearby schools (all proposals).
Community feedback highlights: Support for changes that increase enrollment.

Woodmere K-5 **MS:** Lane **HS:** Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
253	247	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%

Enrollment highlights: Woodmere is a small school which hosts a Special Ed focus classroom and PK program.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
263	298	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%

Boundary change from Arleta (AR-WM-03), the area is south of SE Woodstock Blvd with 7 students currently enrolled in PPS neighborhood programs.
Boundary change from Marysville (MV-WM-02), the area is east of 82nd Ave and south of SE Foster Rd with 6 students currently enrolled in their neighborhood school.
Boundary change from Woodstock: (WS-WM-03)**,** the area south of SE Woodstock Blvd and east of SE 52nd Ave with 40 students currently enrolled in their neighborhood school.
Boundary change to Whitman: (WM-WT-03), the area south of SE Duke St and east of SE 57th Ave with 51 students currently enrolled in their neighborhood school.
Summary of options considered: Boundary changes with nearby schools (all proposals).
Community feedback highlights: Support for changes that increase enrollment.

Woodstock K-5 Neighborhood and Chinese DLI Programs **MS:** Hosford **HS:** Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	255	288	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
Neighborhood	224	227	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
Total	479	515	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Enrollment highlights: Woodstock is the most balanced of co-located neighborhood/DLI schools in the region, with two strands of neighborhood and two strands of Chinese DLI.
Changes proposed in F-3 amended:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	256	288	648	39.5%	44.4%	7.0%	0.0%	27.3%	46.5%	12.5%
Neighborhood	214	204	648	33.0%	31.5%	14.0%	0.9%	3.7%	15.0%	13.1%
Total	482	502	648	74.4%	77.5%	10.2%	0.4%	16.6%	32.2%	12.8%

Boundary change from Arleta (AR-WS-01), the area is south of SE Holgate Blvd, west of SE 60th Ave and has 23 students currently enrolled in their neighborhood school.
Boundary change to Woodmere (WS-WM-03)**,** the area south of SE Woodstock Blvd and east of SE 52nd Ave with 40 students currently enrolled in their neighborhood school.
Neighborhood MS feeder change to Lane, with 69 MS students currently enrolled in their neighborhood school.
Immersion MS feeder change to Harrison Park, with 116 currently enrolled MS students.
Summary of options considered: Boundary changes with nearby schools (All proposals); Location for Creative Science K-8 (Proposal A); Whole-school Chinese DLI at Woodstock (Proposal B); Woodstock neighborhood as a feeder to Lane (D2, F3); Chinese DLI as a feeder to Harrison Park (Proposals A, D1, E1, F1-3); Chinese DLI as a feeder to Kellogg (Proposals D3, E2); Chinese DLI as a feeder to Lane (Proposals B, D2)
Community feedback highlights: Strong support for keeping co-located programming; mixed feedback to moving Chinese DLI to Harrison Park, Kellogg or Lane, with Kellogg receiving the most support; request for transportation to Harrison Park, as it is further than Hosford for many students.

Sources

Enrollment data and demographic data: PPS School Profiles, https://www.pps.net/Page/942, as reported by FLO Analytics

Enrollment forecasts: PSU Population Research Center, March 2021

School capacity and utilization: PPS School Utilization Model
Note: Modular classrooms more than 12 years old are omitted from SEGC proposal statistics

Proposal F-3 amended summary statistics: School-by-school scenario and baseline summary statistics, Racial equity impact measures

Proposal F-3 Map series: Overview map, Elementary boundary changes, Middle school boundary changes

Community feedback summaries and archives: Archive of all SEGC draft proposals: https://www.pps.net/Page/13615

Enrollment & Program Balancing: Final SE Proposal Survey
May 20, 2022

This memorandum summarizes responses to the Final Enrollment and Program Balancing survey for the South East Guiding Coalition. The survey elicited feedback from community members regarding the final proposals to balance enrollment in South East Portland schools.

Data were collected and reported in two rounds. Data collected up to April 18th were reported on April 26th in a previous memorandum. This memorandum contains an update with all responses collected between April 18th and May 20th. This narrative report is a companion to the data presented in the supplemental workbook.

Languages

This survey was translated in all five languages supported by PPS (Spanish, Russian, Vietnamese, Chinese, and Somali). There were 104 responses to the English language version of the survey and one response to the Vietnamese version.

Racial and Ethnic Identity

Survey participants were asked to provide their racial and ethnic identity. The majority of respondents were white (61%), followed by Latinx and Multi-racial (both 12%). Table 1 displays participant and PPS Student race/ethnicity.

Table 1. Race/ethnicity

	Survey Participants		PPS Students
Race/ethnicity	*n*	%	%
Black	1	1.1	8.6
Asian	1	6.7	6.0
Hispanic – Latin/x/a/o	11	12.2	16.6
Native American or Alaska Native	1	1.1	0.5
Native Hawaiian or other Pacific Islander	1	1.1	0.8
Multi-Racial	11	12.2	11.8
White, non-Hispanic – Latin/x/a/o	54	60.0	55.8
Other	4	4.4	NA
Total	90	100.0	100.0

Note: some participants did not report race/ethnicity

Schools

More participants indicated they were associated with Glencoe (18 responses) than any other school, followed by Bridger (11), Hosford (10), and Atkinson (9).

Table 2 displays schools.

Table 2: Schools

Schools	Count
Glencoe	18
Bridger	11
Hosford	10
Atkinson	9
Kellogg	7
Lent	7
Mt.Tabor	7
Woodstock	7
Creston	6
Lewis	4
Community member	3
Sellwood	3
Creative Science	1
Harrison Park	1
Lane	1
Total	**97**

Respondents were asked which programs they were associated with. The majority of respondents were associated with Mt Tabor Neighborhood (13), followed by Bridger Spanish (9), and Atkinson Neighborhood (8).

Table 3 displays programs.

Table 3: Programs

Programs	Count
Mt. Tabor Neighborhood	13
Bridger Spanish	9
Atkinson Neighborhood	8
Hosford Chinese	7
Woodstock Neighborhood	6

Table 3: Programs

Programs	Count
Woodstock Chinese	3
Lent Neighborhood	3
Kellogg Spanish	3
Mt.Tabor Spanish	2
Kellogg Neighborhood	2
Lent Spanish	1
Bridger Neighborhood	1
Total	**58**

Reactions to Proposals

Students Most Benefited

The survey asked participants, "Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school in your response." This was a closed-choice item, respondents were asked to choose just one option. "Students in Dual Language Immersion Programs" was the most frequently selected option with 35% of respondents so reporting, followed by Students who are Not in Historically Underrepresented racial or ethnic groups (21%), and "Students in who are in Historically Underrepresented racial or ethnic groups" (14%). The Most Benefit chart in the supplementary workbook displays results for this item.

As a follow up to this question, community members were asked why they felt this group benefited the most from the final proposal. The most commonly reported themes with 16 comments each were that white, higher income, or more privileged kids will benefit most and that students in Dual Language Immersion programs would benefit most. Nine comments indicated that students in neighborhood programs would benefit most. Table 4 presents the themes around why those students benefit most.

Table 4: Why will these students benefit most?

Theme	Count
White, higher income, more privileged students benefit	16
Students in DLI programs benefit	16
Students in neighborhood programs benefit	9
No one benefits	6
All students benefit	1

Students Least Benefited

The survey asked, "Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response." This was a closed-choice item, community members were asked to choose just one option, the most frequently selected option was "Students in Neighborhood Schools" with 47% of respondents so reporting. The next most frequently selected options were "Students who are in Historically Underrepresented racial or ethnic groups" (26%), followed by "Students in Dual Language Immersion programs" and "Students in Special Education Programs" (both 7.7%). The Least Benefit chart in the supplementary workbook displays the results from this item.

As a follow up to this question, community members were asked why they felt this group benefited the least from the final proposal. Community members most frequently commented that students in neighborhood schools would benefit least (29 comments). The next most frequently reported theme was students that must change schools would benefit the least (24 comments).

Table 5 presents the themes around which students benefit least.

Table 5: Why will these students benefit least?

Theme	Count
Historically Underserved students benefit least	15
Students in neighborhood schools benefit least	29
Students in DLI programs benefit least	10
Students that must change schools	24

Improved Student Outcomes

Community members were asked: "In your opinion, will these changes lead to improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?" The majority of respondents reported No (60%), followed by Maybe (33%), with just 7% of respondents reporting yes. The Improved Outcomes chart in the supplementary workbook displays results for this item.

As a follow up to this item, community members were asked: "How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?" The most frequent theme was around data (12 comments), followed by other suggestions around how to monitor progress. Table 6 presents the themes from this open-ended item.

Table 6: Improved Outcomes

Theme	Count
Ask the community	5
Data (attendance, discipline, test scores, etc)	12

Theme	Count
Improved equity (racial, economic)	4
Other	11
We won't or can't or it won't	10

Eased Transition

Community members were asked, "When a plan moves forward, how could we ease the transition for students, families, and staff?" The most common theme from this open-ended item was to allow legacies, "grandfathering", or other slow transition planning (36 comments). Many community member expressed that they felt PPS should not make any changes (13 comments). Table 6 presents the themes from this open-ended item.

Table 6: How to Ease the Transition

Theme	Count
Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	36
Transportation	9
Don't make any changes	13
More support to schools	5
More support for students	5
More communication/ clarity/ information about the impacts of the changes	9
More support for families	3

Additional Feedback

As a last item on the survey, community members were asked, "Do you have additional feedback for PPS about this proposal or the process?" The majority of responses expressed frustration (42), particularly about the process (11). There were many comments about equity concerns (28) or income inequality (13). Many community members commented that they desired better communication from PPS about the process and more input in the decision. Table 7 presents themes from this open-ended item

Table 7: Additional Feedback for PPS

Theme	Count
Redistricting creates greater income inequality	13
Better outreach to families, community, more transparency	25
Slow transition	3
Please reconsider, frustration	42

Theme	Count
Breaking up neighborhoods, longer commute to school	26
Equity concerns	28
Comments supportive of the decision	5
Process concerns	11
Other	12

How to Use this Workbook:

This workbook is designed to generate reports for the Enrollment & Program Balancing: Final SE Proposal Survey. Each item on the survey has a corresponding report, linked below.

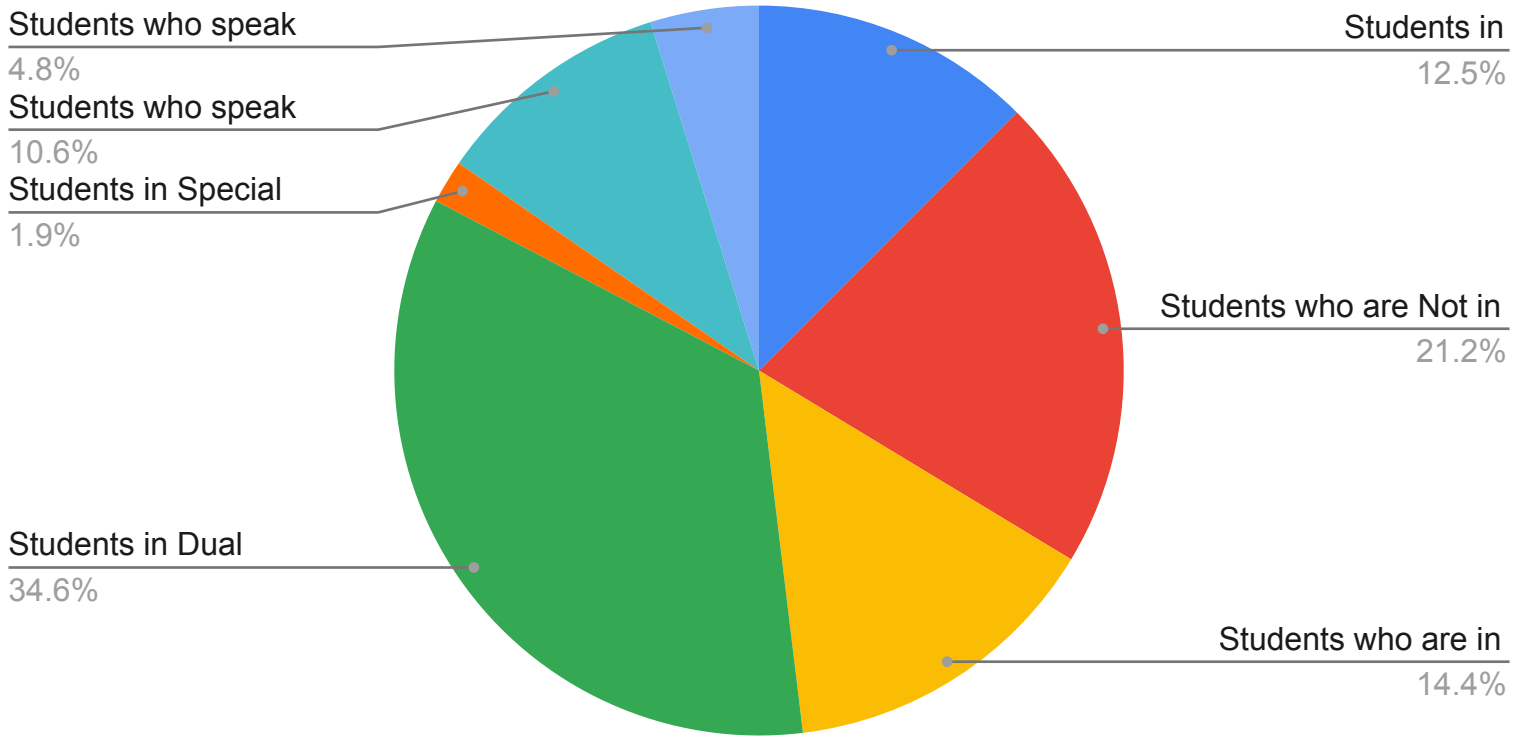
All charts created by closed-response items are dynamic, updated as new survey responses are submitted.

All qualitative tabs created by open-response items are not dynamic, they are coded and reported in two rounds:
-Data collected up to April 18th will be reported on April 25th
-Data collected between April 19th and May 13th will be reported on May 20th

For questions about how to use this Workbook, please contact Dr Liz Gilkey, Manager of Research and Evaluation

Item:	Report:
Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school in your response.	Most Benefit (Chart)
Optional: Why do you feel these students may benefit MOST from these changes?	Qualitative Tables Most Benefit (Qual)
Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response.	Least Benefit (Chart)
Optional: Why do you feel these students may benefit LEAST from these changes?	Qualitative Tables Least Benefit (Qual)
In your opinion, will these changes lead to improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Improved Outcomes (Chart)
Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Qualitative Tables Improved Outcomes (Qual)
Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Qualitative Tables Transition (Qual)
Please select which school you are affiliated with.	Schools & Programs
Please choose specific program you are affiliated with	Schools & Programs
What is your race/ethnicity?	Race/ethnicity
Do you have additional feedback for PPS about this proposal or the process?	Qualitative Tables Additional Feedback (Qual)

Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school



Optional: Why do you feel these students may benefit MOST from these changes?

Theme	Count: Apr	Count: May
NA/Don't Know	5	10
No one benefits	4	6
White, higher income, more privileged kids benefit	16	19
Students in DLI programs benefit	12	16
Students in neighborhood programs benefit	7	9
All students benefit	--	1

Optional: Why do you feel these students may benefit LEAST from these changes?

Theme	Count: Apr	Count: May
NA/Don't Know	4	5
HU students benefit least	15	17
Students in neighborhood schools benefit least	29	36
Students in DLI programs benefit least	10	11
Students that must change schools benefit least	24	33
Students in Special Education benefit least	--	1

Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?

Theme	Count: Apr	Count: May
Don't Know/NA	6	6
Ask the community	5	7
Data (attendance, discipline, test scores)	12	19
Improved equity (racial, economic)	4	5
Other	11	11
We won't or can't or it won't	10	13

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?

Theme	Count: Apr	Count: May
Don't Know/NA	2	3
Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	36	47
Transportation	9	11
Don't make any changes	13	15
More support to schools	5	8
More support for students	5	7

More communication/ clarity/ information about the impacts of the changes	9	14
More support for families	3	5
Provide aftercare	--	1

Do you have additional feedback for PPS about this proposal or the process?

Theme	Count: Apr	Count: May
Don't know/NA	1	1
Income inequality	12	13
Better outreach to families, community, more transparency	21	25
Slow transition	1	3
Please reconsider, frustration	31	42
Breaking up neighborhoods, longer commute to school	18	26
Equity concerns	23	28
Other	10	11
Concerned that DLI programs are being impacted	--	1
Supportive of decision	--	5
Process concerns	--	21

Most Benefit (Qual)

Themes & Counts

	10	6	19	16	9
Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
The proposal is pushing ethnic kids into low performance schools and shady neighborhoods (outer southeast) giving White kids the advantage to advance themselves in high performance schools located in inner south east.			1		
....And economic standing.. The wealthier and predominantly white neighborhoods of Sellwood and Duniway received the least changes and have maintained their traditional neighborhood schools. Hoping the newly relocated students can quickly establish a sense of community and that longer commutes for those relocated are not burdened.			1		1
Atkinson has the least change. They steamrolled the process. Their SEGC rep has a PHD in education and advocated for her best interest. Shame!					
Because I have no idea and have to answer this question.	1				
Because of the monolingual schools options					1
Because students who are Not in Historically Underrepresented racial or ethnic groups are majority in schools that were deliberately excluded from this process and hence immune to drastic changes to their schools and programs.			1		
Because the DLI and FO programs were centered in the process.				1	
Because they get to remain at their neighborhood schools within their communities.					1
Because they were given preference over neighborhood programs.				1	
Because they won't have to find transportation to a school far from their home					1
Bridger neighborhood students will be able to stay at their local school, and Lent neighborhood students will be able to attend Spanish immersion.					1
Combines these programs at single sites; e.g. putting all MS Spanish DLI at Kellogg; allowing for less neighborhood children to attend a MS that is blocks from their home.					
Creating "whole school" DLI programs has been prioritized over protecting space for students to attend their closest schools, if that is their preference.				1	
Helps the families that need it the most by having the immersion program be in their neighborhood. That way they do not have to travel to drop off or move out of the area to have their children benefit from the immersion program.				1	
I am being forced to answer the above question to submit my feedback, but I don't agree with anyone benefiting from this redistricting. I didn't see an option for N/A and I certainly haven't been given any data around the benefits of these shifts	1	1			
I don’t think anyone benefits		1			
I feel my kids won’t be in immersion if they change it to on Spanish I want my kids in diversity					

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
I feel that *only* students who are new to the community are benefitting while displacing existing neighborhood attendees.					
for taking a minute to hear from us about the proposal recently voted on by the SEGC. We are writing in response to Enrollment and Program Balancing proposal selected by the SEGC (although many members were not happy with either option or did not vote at all). We know you are incredibly busy but would appreciate you taking a moment to hear our concerns as parents to three kids in the MIP program (currently Cleveland - 10th, Hosford 8th, Woodstock 5th). After three years of completely chaotic and stressful educational experience due to the pandemic, our children are finally starting to get into the groove of school and enjoying being with their friends. The thought of making our youngest son change schools a third of the way through middle school is not a viable option, and seems to set him up for even more disruption. Our high school kids, who struggled through online school and missed the social and emotional development of in-person school, are now seriously concerned about how this will impact them and if they will lose the MIP program at their high school or be forced to change schools after achieving stability at Cleveland. The pandemic has been incredibly hard for kids, their social emotional development has been stunted and student conduct has been challenging for all involved. Portland Public School students are struggling. Students are incredibly anxious and traumatized by the disruption to their schooling and communities. If you have tried to find a counselor or therapist for a child now, you will know they are all booked. It took us over 6 months to find a therapist with availability to talk with our teenager about the ongoing effects of online school and the pandemic. To take these teen and pre-teen kids out of the stability that they have craved for the last few years of the pandemic and make them switch middle schools after one year is detrimental to their social and emotional development. If our youngest son must change middle schools, he won't be on the same school track as his older siblings and he would be separated from his lifelong friends who are not in the MIP. We are not willing to take him away from his friends who he has just been able to reunite with, or out of the Hosford and Cleveland community his older siblings have led ahead of him. Please do not disrupt this program that has brought these kids so much stability and community, especially following the huge disruption all students have faced over the past few years.					
I have no idea who benefits the most! How could anyone possibly know that in this mess of data and changes and crazy maps???	1				

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
I honestly don't have any thoughts on who will benefit from this but wasn't allowed to leave it blank. It seems a bit curious that it is taken as a given that a larger middle school is a better middles school. It seems like large groups of young teens together are not necessarily a good thing. Although I do see the benefit of being able to offer more electives. It does seem a little like the system is just trying to improve lower performing schools by adding higher performing students rather than actually improving the school. On the other hand it doesn't seem like there is any truly good solution to the problems and I guess some changes need to be made, so hopefully this works out as the best option for the majority.	1				
It will help spread out student population to keep schools from over crowding.					
Lane is under enrolled. There are other issues about Lane that are not being addressed, though, such as students who have transferred out of Lane after being victimized through school violence, feeling racially targeted, and ongoing behavior issues. PPS needs to address the high teacher turn over rate, under reported acts of violence/hate speech. Students report offensive graffiti, administrators are constantly running to break up altercations, students are in the hallways disrupting classes seemingly without consequence, and it is difficult for some (not all) teachers to maintain control of their classrooms. New teachers are creating curriculum or buying lessons off of Teachers Pay Teachers, which does not serve our students who are in the most need. Pulling from other schools to increase numbers will most likely impact the demographics of the school and may pull in parents who would be more likely to revive the failed PTA. It will also add more resources. But, honestly, it is a fix from a white supremacy culture rather than addressing the real issues and engaging with educators in the building who see the systematic problems and crave real change every day. Until PPS addresses the internal leadership issues, addresses hiring staff members that have 5+ years experience rather than first year teachers, addresses the lack of curriculum and curriculum training - I am afraid there will be little improvement.					
Most of the conversation during the SEGC process has focused on DLI schools.				1	
No one benefits		1			
No students will benefit. This is a biased survey. It may as well ask "Why do you think this plan is so great?"		1			
One year after a global pandemic interrupted these kids in their normal routine and social circles you are going to take them out of the only thing that feels familiar and safe?					
Prioritizing programs like CSS and language immersion meant they bumped others and those in all other programs, and didn’t honor neighborhoods.				1	

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
Seems like decisions are being made with DLI and focus option students at the top priority, some to the detriment of other schools.				1	
So many reasons, I can't fit them here. As an example, the Mt. Tabor Middle School will have only Japanese immersion (which are primary english speakers at home) and only one feeder school. This benefits the most wealthy and privileged in our community. The least wealthy portion of our school district are shuffled off to a lower income school.			1		
Specifically affluent, who're families will benefit most because they are least affected. In fact, the whitest and must affluent schools in SE are not being affected at all.			1		
Students in original Woodstock neighborhood really gets a bad deal because most young families moving to Woodstock neighborhood now being redistrict is being forced to attend a low performing school for the young children rather than a well-rounded education that Woodstock elementary and Hosford middle school would offer.					
The children in the wealthiest neighborhoods are experiencing the fewest changes. SW and NW Portland are basically untouched.			1		
The decisions made are racist in nature. Pushing children of poverty and children of color out of their neighborhood school is unforgivable. Our kids have major trauma in their lives and this decision just added another trauma. It's clear the committee chose the population with the least voice and income to disrupt. Why is Atkinson keeping their neighborhoods kids? Please understand how blatant the racism is. Rich white parents always get their way in PPS. Please come to Lent and walk to Marysville. IT ISN'T SAFE!!!! Many of our children are late to school due to their living situation. How will they get to school if they miss the bus? Walk? I'm so angry that this is happening to our most marginalized and ignored community. PPS-Do Better.			1		
The demographic from where I live now and the change seem driven by socio-economics			1		
The DLI and neighborhood programs at Atkinson receive no change, despite a major focus being on eliminating single strand programs, yet bridger Spanish DLI moves to a new location. Another focus was eliminating k-8 programs, yet the creative science program who serves a lower portion of bipoc students compared to the rest of the district with a lower portion of free/reduced lunch eligibility will also get to remain a k-8. It seems that schools/programs with more affluent members are able to retain their current structure/preferences while lower income and more diverse programs face the majority of change.			1		
The emphasis was clearly on these programs when listening to the meetings.					

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
The students at historically wealthier and mostly white schools, like Sellwood and Duniway, are not at all affected by the proposed changes, making it difficult to see equity building as a driver for these changes.			1		
The students who will benefit the most are students in inner southeast schools as only a small % of students are being disrupted and their schools will be wealthier with the movement of DLI programs from these schools. For example, Mt Tabor will be left a wealthier school with the movement of the lowest socioeconomic group (Spanish DLI). DLI programs, with mainly minority students are being shifted from wealthier schools with safer surrounding neighborhoods to schools with a higher % of poverty and to neighborhoods with a higher rate of crime. (Chinese DLI to Harrison Park, Mt tabor DLI to Kellogg and Bridger DLI to Lents). PPS has not proven that the consolidation of DLI where there is higher poverty will result in better outcome for students (i.e. Rigler). PPS has referenced research studies that “prove” why they think consolidation is optimal while ignoring the many other studies that show the consolidation of minority students to high poverty schools will adversely impact their academic outcome.			1		
Their families are less likely to be impacted negatively from commuting to new school locations.					1
Their MS placement is being prioritized at the expense of neighborhood program students					
These students were prioritized in all decisions. They will experience the least disruption at middle school. Atkinson gets to maintain his colocated program.					
They will continue to take spots in neighborhood schools that pushes neighborhood kids out. Example, my neighborhood currently can walk to Mt Tabor Middle, the proposed changes causes these kids to have to drive to a school on the other side of Mt Tabor while the DLI program students will continue to travel from outside the neighborhood thus taking spots for neighborhood kids.				1	
This is an answer that would require a comprehensive understanding of demographics of ALL schools involved. So, it's very hard to answer. But seeing that DLI programs, which serve underrepresented minorities, it seems these changes would benefit those students. Which is a good thing since PPS has for too long not prioritize them (as demonstrated in student performance of Latinx students compared to their peers)				1	
This process significantly favored DLI programs over neighborhood programs.				1	

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
This proposal only potentially benefits white southeast Portland students who are not enrolled in a diverse language immersion program.			1		1
This question is too broad considering the large scope of schools, neighborhoods, programs affected. I would like to submit a don't know answer above.	1				
Those student get to stay together in their cohorts while 15 schools are being effected w/boundary changes, breaking up neighborhood cohorts. Also, the wealthiest neighborhood Ms did not have changes to their boundaries			1	1	
You consolidate white students in inner SE Middle and High Schools. You leave untouched the Japanese program which serves no economically disadvantaged students. You push economically disadvantaged groups outside the portland core.			1	1	
You had certain Schools that couldn't be touched. The rich/white schools are being left as is. This whole process was a sham. This was the most disingenuous process ever. Half the coalition members didn't even vote. My faith in pps is gone. This was never about equity. You took the poorest school and blew it up. You had a group of parents make this decision so you could take no responsibility. Shame on this entire process.			1		
Your moving the Chinese students of color away from there community and neighborhood at Woodstock elementary further East. This is not where our community resides, this destroys the community developed with these students within our neighborhood. Feels like your pushing the burden of balancing and enrollment on the Chinese community who has historically been marginalized and recently been an increased target of discrimination. Please do not send the Woodstock dual language to Harrison park. Many of us would not be able to continue the program. Please reconsider.			1		
Other groups MAY benefit but the one group that will be harmed the most is the students in the Dual Language Immersion programs especially the Mandarin program.	1				
Because they are getting the school they want with all programs together	1				
I believe the more affluent inner SE schools are least affected but that was not an option.			1		
I always thought that Lent was a full Dual Language Immersion school and was super surprised to find out it wasn't when enrolling my kindergartener who begins this year. This program would be an important addition for the growing Lents community, to have an exemplary and desired school program in our neighborhood. I think student success and outcomes will be better, too, as students will all be involved in the program and be able to practice their skills with all other students in the school, not just the small portion of students in the DLI program, if DLI is school-wide at Lents.				1	
All students					

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
It's a great program that challenges students.	1				
I don't believe any students will benefit from these changes. Additionally, the first question in this survey doesn't leave any room for alternative opinions and forces parents to choose between answering untruthfully or forgoing being able to submit feedback.		1			
Please read any of the many articles out now about the record high statistics for mental health with our youth post online school. Please do not disrupt these traumatized children by changing their schools at such a sensitive time. Those families with the most resources and privilege will be able to help their children struggle through the mental health crisis and uprooting schools more. https://katu.com/news/local/schools-and-health-professionals-look-at-new-solutions-in-youth-mental-health-crisis			1		
Dual language immersion programs have always been given priority.				1	
Your proposal theorizes that increasing student population for certain schools will lead to more positive outcomes, namely access to programs.	1				
It is hard to answer this because I do not feel that this is beneficial to the students that attend Atkinson Elementary. This takes kids from a neighborhood school that they can walk to, and suddenly has them reliant on parents driving or public transportation. In addition, the proposed change will now require students to cross one of the busiest thoroughfares in East Portland, 82nd St. I don't know how this is beneficial, and my child is not even affected so it is an objective comment.	1				
Phase 2 was built around the DLI placements. Neighborhoods were second thoughts.				1	
At the core, the focus on Harrison Park & the perspectives shared from both it's English-only and Mandarin DLI neighborhood program families all but guarantees it given that school's demographic makeup. Similarly, this plan also respects the perspectives of families at Kellogg, another school community comprised largely of historically underrepresented families. In these ways (and others) it seems to maintain the core integrity of pre-existing, large school communities of color at two major middle schools (HP & Kellogg), while also mostly doing so for a number of elementary school communities across SE. For many families in these communities their lives to this point have been filled with enough disruptions, so having some stability in the school environment seems like a significant win.				1	1
No one will. This change is a joke.		1			
It seems like less changes are happening at the schools with a greater representation of white families.			1		
Consolidation should improve programs. Seems these programs sometimes take priority over neighborhood kids/ schools.					1

1
All students benefit

All students benefit

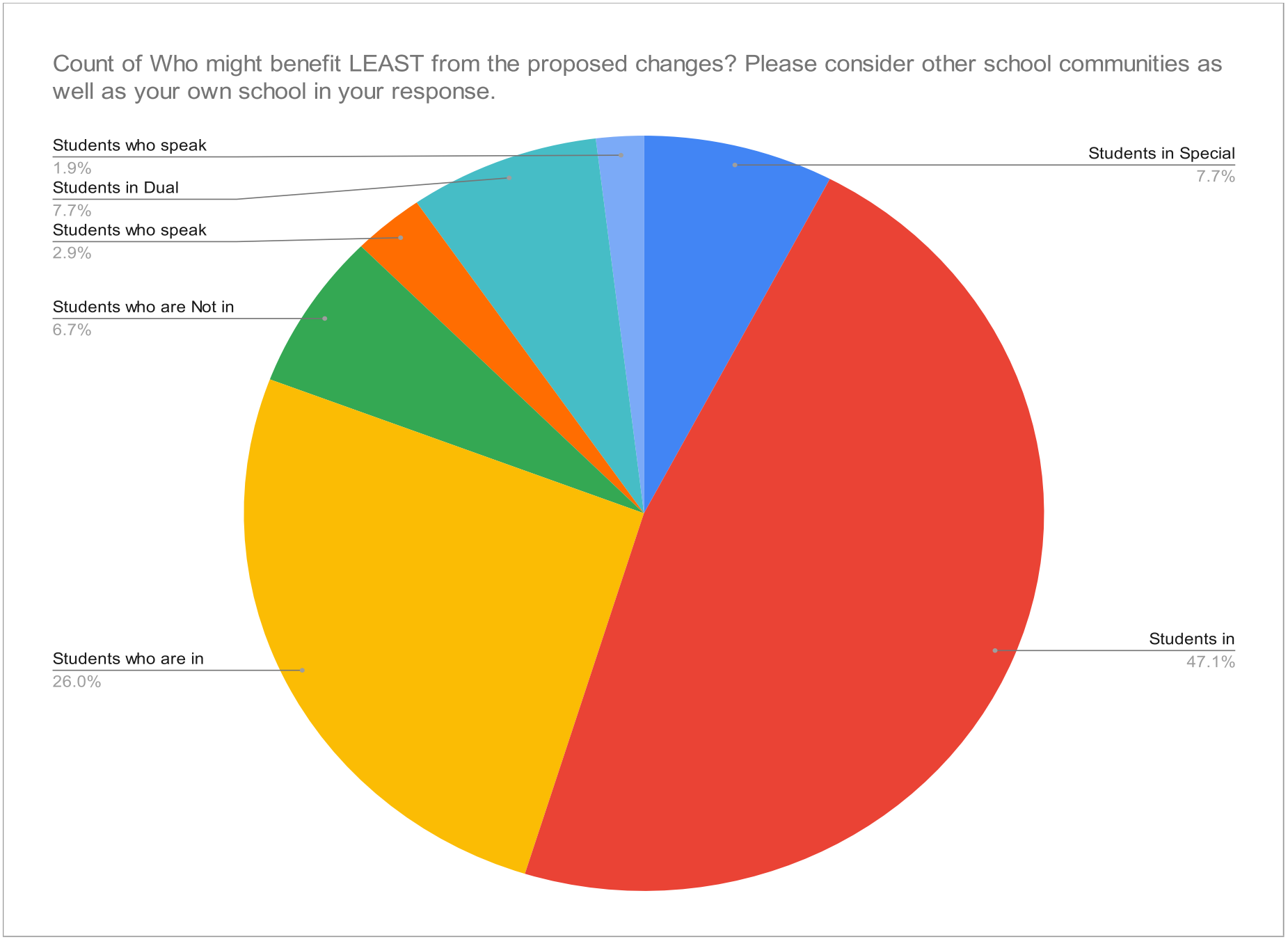
All students benefit

All students benefit

All students benefit

All students benefit
1

All students benefit


Count of Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response.
Students who speak
1.9%
Students in Dual
7.7%
Students who speak
2.9%
Students who are Not in
6.7%
Students who are in
26.0%
Students in Special
7.7%
Students in
47.1%

Least Benefit (Qual)

	Themes & Counts					
	5	17	36	11	33	1
Optional: Why do you feel these students may benefit LEAST from these changes?	**NA/Don't Know**	**HU students benefit least**	**Students in neighborhood schools benefit least**	**Students in DLI programs benefit least**	**Students that must change schools**	**Students in Special Education benefit least**
The most disruption has been in under represented neighborhoods. The immersion programs except mandarin elementary seem to be moving to the less privileged neighborhoods.		1		1		
After years of dealing with a pandemic and communities struggling to stay strong, changes now could negatively impact student's mental health. Be very careful about boundary changes because it changes communities.					1	
Again, how would I know that?? This survey is a joke.	1					
Because in many cases, regardless of race or SES, you can no longer attend the school closest to your home.			1			
Because they are being uprooted from what they know and thrown into a new place where they don't have a sense of community and will also have to figure out transportation to and from school as well as after school care. With gas prices, transportation might be a huge issue for lower income families		1			1	
Because you are moving these programs to worse schools so kids may move out of the program				1	1	
Boundary changes are hard on students that have spent years building a community.					1	
Disrupting a decades old Chinese Language Immersion Program does not add value.				1	1	
For example we are 4 blocks from our closest middle School we have walked to play in the fields at since buying our home and raising kids there. In the proposed changes we will have to bus to a school nearly 3 miles away			1			
Harrison Park, the school with the highest percentage of BIPOC students, was not centered in this process. As a result, Harrison Park is in danger of being severely underenrolled. Further, Harrison Park becomes a triple feeder to high school - disrupting communities.		1			1	
I noticed some dual language immersion programs are proposed to move to schools with higher % low income students.				1		
I think it is unfortunate that lower middle income families, who were able to get into higher income/better performing middle schools by living on the outskirts of middle income neighborhoods will now be shifted to lower income schools. This change will also negatively effect property value for these individuals. I'm thinking primarily of the Lewis families who will be shifted to schools to the east, as these are the ones I am familiar with. These changes might effect other neighborhoods similarly.		1	1			
I think it will gentrify the school.		1				
I would have liked an option of BIPOC students in neighborhood schools. They are the least served in the process. Especially black and native students that are in all of our schools, not just lower SES schools and are being displaced.		1	1			

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
I'm told that Harrison Park School, which has some of the most low income and BIPOC students, is going to have fewer students (in a bigger school), while Kellogg will be packed beyond what it was built for. The HP neighborhood students will suffer from the lack of funding, unless something is done to supplement school funding.		1	1			
If this change is not gradual (allowing students to finish out to top grade at their current school), it will have a HUGE social/emotional impact on these kids. This change affects many families who have created communities and special relationships within their current schools. To uproot this abruptly I fear will be really hard on the kids. I am hopeful that the board will consider this and allow kids to finish at their current schools.					1	
It forces these kids to move WAY out of their neighborhoods. In particular, forcing kids who live a few blocks from Mt Tabor MS to go all the way to Harrison Park feels horrible for their well-being as well as the environment, given that kids will need to be driven or bused (let's face it they'll mostly be driven, adding to traffic and congestion in our city) when we expected to be able to walk to MS. I wish that there had been an option to select "The environment" under "Who might benefit LEAST." It seems to me that should be a factor. While I understand the motives for this move, is there some way to give consideration to specific addresses within zones rather than shifting people in gigantic chunks? Just looking at the map, the zone for Harrison Park is ridiculously large and seems to expect people to be able to easily jaunt across Mt. Tabor park.			1		1	
It looks good for DLI students, but not for students that attend neighborhood schools and won't be close to their own homes.			1			
Lack of familiar structure. The kids are not alright. They need familiar, safe and predictable experiences after a jarring and stressful global pandemic!					1	
Many are getting moved from schools that are closest to them and some away from long time feeder patterns and connections.					1	
My children (2nd grade/4th grade) attend Atkinson Elementary. This change to Harrison Park does a grave disservice to them. We are within walking distance to Mt. Tabor and Kellogg Middle Schools. Driving out children to Harrison Park is a significant burden and moves my children AWAY from their perfectly good neighborhood middle schools. We are NOT in support of this change and will seek out any alternative possible to avoid sending our kids (as well as our neighbor's children) to Harrison Park. There is no school bus and public transit would put young children in a risky position across several busy streets. We are not comfortable with this change and, as taxpayers, will do everything we can to find an alternative.			1		1	

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
Neighborhood schools serve the majority of students yet seem to be the lowest priority for PPS. As the changes proposed in this phase affect high school level changes, there seems to be little consideration for students who will no longer go to the schools closest to their homes. Gone will be the days of being able to walk to neighborhood schools. You're not even considering moving around the mostly non-minority and highly affluent kids in the Grant cluster. Ridiculous. Plus, you continue to offer a few lucky kids the option to go to focus schools like DaVinci while the rest of them get pitiful elective offerings. So much for "equity."			1			
Neighborhood students are not attending the school closest to their homes			1			
No solution should comprise neighborhood schools and force students to attend schools that are located much further away from their neibnorhppd (such as option F-3). It is not safe and it is bad for the environment . Adding 580 students instead of 500 to Harrison park at the expense of 80 Atkinson students having to attend a more distant school Makes no sense - especially since my tabor is under enrolled (below the 500 level).			1			
Outer SE is heavily impacted, wealthy inner SE bears no impacts. Inequitable.		1				
PPS policy direction to consolidate DLI should not have been part of the rebalancing committee's goals. By including this as a goal, the resulting proposal is nothing short of systemic racism and segregation. There are many studies that show the academic outcome for minority students is high correlated to the level of poverty at a school and their ability to stay safe / out-of-trouble is highly correlated with the level of crime in the neighborhood. Mt Tabor (Spanish DLI) has lower poverty and is in a lower crime area than Kellogg (across form homeless camps on Powell), Hosford (Chinese DLI) has lower poverty and is in a lower crime area than Harrison Park, Bridger (Spanish DLI) has lower poverty and is in a lower crime area than Lents.		1				
Proximity was given no priority. And kids living mere blocks from schools will be bussing miles away.			1			
Some families do not want the immersion experience and thus will be moved out of their neighborhood school due to the change.			1			
Some schools will have their neighborhood program, which contains the largest amount of BIPOC students in those school communities, move to different schools farther away from their community if they choose to not participate in an immersion program. That is not how you center the needs of Black and Brown children AND families.		1	1			

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
Some students are being asked to switch to a school that is three miles away (Harrison Park) as opposed to a 1/2 mile away (Mt. Tabor). Students will NOT attend their neighborhood school in this case making it difficult for families logistically. Students will also be forced to break from their established school communities - creating instability yet again as we emerge from a pandemic.			1		1	
Students in neighborhood programs are being moved around to schools not in their neighborhood and pushed out of the middle school closet to them.			1			
Students in original Woodstock neighborhood really gets a bad deal because most young families moving to Woodstock neighborhood now being redistrict is being forced to attend a low performing school for the young children rather than a well-rounded education that Woodstock elementary and Hosford middle school would offer.			1			
Students in Spanish immersion will be pushed out farther from the city center and all located at Lent, then Kellogg. Chinese immersion middle schoolers will have to go farther from their elementary school than before. This might also put undocumented families at risk if ICE starts doing raids again.		1		1		
The adjustments in racial equity of these changes are marginal based on the charts/stats shared. Moving boundaries to bring wealthier neighborhoods into the equation would create more significant changes.		1				
The feeder pattern is THE reason we bought our home where we did			1			
The kids being displaced from their communities, friends, after care programs, etc.… After so many hardships during covid, moving kids around during this time seems irresponsible and unnecessary. Our kids need stability. Add in an already lower PPS enrollment. At the end of the day, one cannot force a family into a school they do not want to attend. So the “projected” enrollment for some of these under enrolled schools is inaccurate.					1	
The Lent neighborhood is losing their school. All current students not in DLI will have to leave and need transportation to Marysville. All future students who are not in DLI for a variety of reasons will be separated from their entire community. It amazes me how people keep saying the word equity and how great the idea of whole school DLI at Lent is while ignoring what the Lent community says. They don’t want it. And the Bridger community was misled into thinking they would “become part of CSS.” Considering 2/3 of the school is in Spanish DLI and of the remaining 1/3, all the kids south of division are getting pushed into Arleta, how many current students will actually go to CSS- like 20%? So unethical. Arleta is not at all walkable for those families who were told they would be going to CSS. CSS getting Bridger and remaining K-8 also takes a lot of kids out of Harrison park. A lot of kids who are in the DLI programs are attending their neighborhood schools- a fact that has been ignored in all of this. All of those kids are surely not benefitting from any of this.			1	1		

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
The neighborhood schools are being completely disrupted and broken up. Atkinson students in particular will not go to their current funnel school of Mt Tabor, nor the next two closest middle schools. Instead they have to cross 82nd miles away. This makes absolutely NO SENSE at all and breaks up the neighborhood and community feel of having students attending a school in their actual area. This is not walkable, not bike friendly, and not environmentally conscious as buses will have to take almost everyone. Please please reconsider the Atkinson funnel to Harrison Park MS.			1			
The Woodstock/Hosford/Cleveland Mandarin Immersion cohorts include higher percentages of racial minorities than typical inner Southeast schools. Pushing their middle school so far east will take them away from their communities and resources. This will also dramatically affect the amount of students that will be able to continue in the Mandarin Immersion program through middle school and high school. This would be a terrible shame and a hardship to families who have invested so much in this highly esteemed and successful program.		1		1		
Their families will have to make accommodations to get to new school sites.					1	
There are a large number of students who have been attending schools close to home AND wish to continue in the traditional neighborhood school model AND have schools under a mile from their home but there is no space at those schools due to specialty programs so they are being bussed past those schools to more remote locations. This proposal fails those students who are not asking for anything special.			1			
These changes will result in lost community for the Woodstock Chinese program. The children will be moved away and forced to take on the burden for the relocation.				1	1	
These questions aren't written in a fashion that allows impacted parents and their children a say. I also feel the transparency around this initiative is incredibly lacking. But, my children stand to be severely impacted by this measure; they will be shifted from an elementary school that was successful to one that is clearly failing. We own our home and specifically bought it with the intention of having our kids futures in mind; this mirrors the sentiment of all our neighbors with young children. With a couple of shifts to the boundaries you have severely altered the future of my children's education and are trying to package it as a means to improve education for diverse students. Instead of trying to change the racial mix of students on a sinking ship, please please just put more of my tax dollars towards repairing the failing boats. I do know if this goes through that we, unlike some in our community, will have the option of selling and moving and at this point I can't say I envision a world where Multnomah county even makes sense for my family any longer. I think this would be the final straw in a long standing list on how this city is failing families. Maybe this will give some kids a better chance, but I certainly haven't seen any data around this. All I can say is this measure impacts the two people I love the most and my duty as their mom to give them the safest environment and best leg up in life. Please don't pass this or change the boundaries for Woodstock elementary.					1	

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
These students have the least resources to advocate for their own needs and best interests. In the case of the Mandarin Immersion Program impacted by these changes most of the families who speak languages other than English at home have little or no idea about these changes or what they mean for their students.		1		1		
They are getting pushed out of their neighborhood school, one they can walk to currently. They will be required to travel to a new school that is no where near their neighborhood.			1			
They are getting the shaft. It's obvious why it's harmful to do this to our population. Let Atkinson house the program.				1		
They are now being forced to travel to areas well outside their neighborhood to attend a school. They have to cross 4 lane highways if walking/biking is even a safe option anymore. The 2 MS's near us for example are straight shots to school; in areas where our kids have been raised, near other children our students participate in activities with and whom we co-mingle. A small area of our neighborhood (us included) have now been annexed essentially to benefit other programs, like DLI, having a home base.			1		1	
They have to be driven in rush hour, further from their homes, increasing traffic, pollution, and automobile or even pedestrian accidents when they could walk or bike to school (which sounds a lot more healthy). They learn that safety and the quality of the environment don't matter. Why not invest more in schools that feel unequal rather than making things worse??			1			
This is a lot of shuffling around. Some of these boundary changes are tiny cut outs, which is very disruptive to a few families for no major impact.					1	
This is not the appropriate question. Please read our comments in the previous question.	1					
This question is too broad considering the large scope of schools, neighborhoods, programs affected. I would like to submit a don't know answer above. I chose students in neighborhood schools because PPS continues to prioritize focus and immersion options while leaving neighborhood programs as a second thought. while I feel Immersion programs for native speakers (non english) are important, I feel that the majority of people in these programs are english speakers who either use the program to become more elite (bilingual white english speakers), or by non white people who already speak english who are looking to go to school with people in their culture. Not sure that actually helps implement cultures and race merging together into their 'neighborhood school'. I feel it further perpetuates racism.	1					
Tough one and I know there are issues with neighborhood programs, but it's a shame people will be commuting more.			1			
Unsure, but I hear that these families feel pushed out of inner portland where schools tend to have more money and programming	1				1	
Way to much change happening right after the pandemic. Students have just started making connections and establishing relationships.					1	
We live in the neighborhood where these schools make walking/biking to school possible.			1			

Least Benefit (Qual)

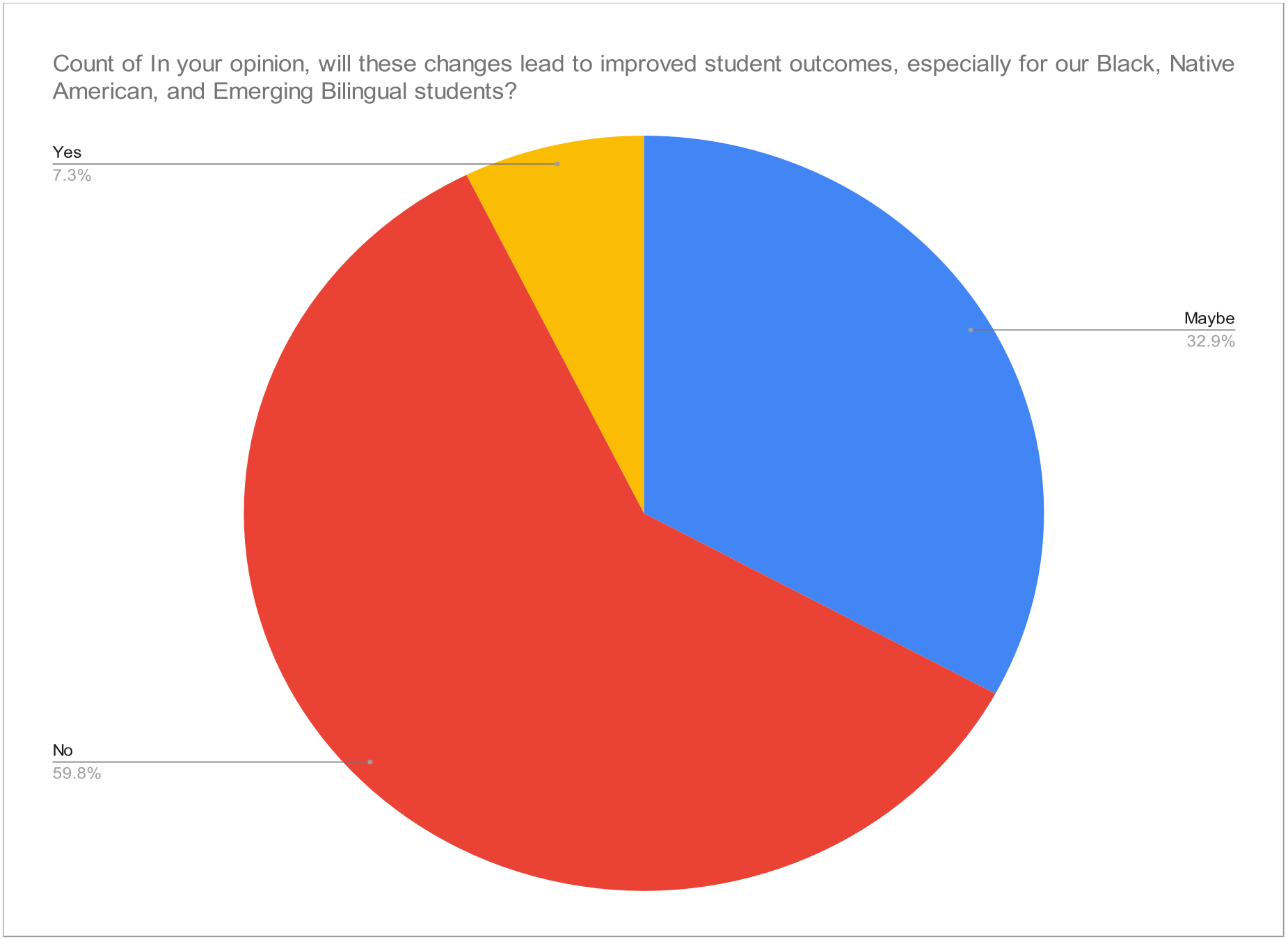
Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
Without including the entire quadrant in the balancing, neighborhood counts cannot be accurate, and boundaries can be shifted again. Especially with PPS enrollment numbers dropping. Bus service and before and after school care are major issues for neighborhood families where boundaries have changes from walkable or bikeable are no longer options. Difficult for working families to arrange and have to count in new transportation systems and networks (outside their communities) that have not been reliable. The process has prioritized Dual language over neighborhoods which seems like the wrong emphasis to build stronger, safer communities across SE Portland			1		1	
You are asking Bridger students to travel further away to Lent and leave Atkinson untouched and it's single DLI strand. That goes against the PPS argument of doing away with co-locating and it seems Atkinson is untouched because it is a higher socioeconomic class, confirming the inequity that exists in PPS. PPS is bringing segregation back and ignoring the inequities this process is creating		1	1		1	
You are ripping them away from the community they grew up in.					1	
You are taking the Lents neighborhood school. Tell me how this is fair. How about giving them the creative science school and letting Lents keep their single strand Spanish instead of Atkinson. Tell me how this was about equity?			1		1	
We attend our neighborhood school. Due to changes upstream in this project, we being redistricted out of our currently assigned elementary and middle schools to other schools. While I support the overall equity goals of the project, it is upsetting to have to change schools, given COVID and since we just started attending PPS, have a sibling on the way who will start attending PPS in 2023-2024 school year.					1	
See above	1					
These changes move us away from the neighborhood school model. Taking a bus to school unnecessarily when there is a school within walking distance. Placing students together for middle school who don't feed the same high school doesn't make any sense. It's breaks down the neighborhood concept			1			
The schools most disrupted are Lent, Harrison Park, and Bridger- the MOST diverse schools in SE. It's pretty obvious the lowest SES schools are bearing the burden of this process. Lent families not wanting DLI are losing their neighborhood school and Bridger families are losing their neighborhood school. Bridger families were misled into thinking they would get to go to CSS when only maybe 20% of existing kids would go there (2/3 SDLI are getting kicked out, and all kids south of Division are divided up). And how can Bridger go back to K-8? That school was so overcrowded as K-8. This makes no sense and provides special treatment for CSS. CSS should be K-5, then let the 6-8 graders go to Harrison Park to boost enrollment. Families living in the couple of blocks around Kellogg north of Powell will have their "neighborhood" school south of Division. This splits up the South Tabor community in such a ridiculous way.		1	1			

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
The proposal creates north-south bands for certain schools, like Arleta, requiring children who walk/bike to school to cross multiple high-crash coordinators, such as Powell Blvd., Holgate, Foster and 82nd Ave.					1	
My wife and want our daughter to go to the schools in her neighborhood with the kids in her neighborhood and the community she has built. Not only would this transition be bad for our daughter but would significantly impact my families daily schedules adding additional travel time and undue burdens on getting our kids to and from school. What about parents who don't drive? We want to be able to walk to the schools in our neighborhood.			1		1	
https://katu.com/news/local/schools-and-health-professionals-look-at-new-solutions-in-youth-mental-health-crisis Please read my comment above and please consider postponing any major moves on these children until they have had some time to come back to “normal” after a very traumatic past few years.					1	
They have to shift around to accommodate dual language programs.			1			
Increased exclusivity at the schools in the richest neighborhoods. The best tracked outcomes (assessments, college admittance, etc.) show that a student's chances increase by access to certain schools. This proposal includes moving students from their local school to a further distanced school with known lower outcomes that will negatively impact their future, on the *hope* that this increases access to programs in the new school. The proposal does not include any specifics on what PPS *will* do, just what is hoped. Moving Spanish Immersion to a single location puts up barriers to those who want to be included in that program - either they move or significantly impact their schedules to accommodate it. If PPS wants to create an equitable experience for students, this is a step backwards.		1		1		
This takes kids from a neighborhood school that they can walk to, and suddenly has them reliant on parents driving or public transportation. In addition, the proposed change will now require students to cross one of the busiest thoroughfares in East Portland, 82nd St. I don't know how this is beneficial, and my child is not even affected so it is an objective comment.			1			
From everything I've seen, it looks like there has been less regard for proximity of school to students' homes.			1			
Because they will be asked to go to schools farther away and won’t be able to go to the closest school.					1	

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
I chose students in SPED programs based mainly on recent public testimony at PPS Board meetings. While the effects of the SEGC Phase II recommendation haven't been called out specifically in that public testimony, I'm thinking about the proposed staffing cuts that will affect the SPED community in PPS as well as some uncertainty expressed by at least one SPED parent who participated in the last few SEGC Phase II guiding coalition meetings. It feels like the SPED community feels like they may not have a clear idea of what "home" in the school context will look like over the next couple of years. In that sense, it's hard for me to tease out clarity on that as well, so that's why I chose that community as the one that seems to benefit the least from the recommended plan on the surface.						1
They will not be attending school with their neighbors who happen to be older.					1	
Students will no longer be able to attend schools that they live close to, some within walking distance. Commuting to a school outside of ones neighborhood reduces a chance to foster community in that neighborhood, reduces opportunities for parents to get involved in the school. Families who do not have the time due to work or resources to travel to their children's distant schools will now have less ability to participate in their education.			1		1	
the students and their teachers will get moved around more and community will be destroyed.					1	
While some schools are being realigned with nearby families, some families are seeing a move to schools outside of their neighborhood					1	


Count of In your opinion, will these changes lead to improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?
Yes
7.3%
Maybe
32.9%
No
59.8%

	Themes & Counts					
	6	7	19	5	11	13
Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Don't Know/NA	Ask the community	Data (attendance, discipline, test scores)	Improved equity (racial, economic)	Other	We won't or can't or it won't
Ask every family to fill out a survey asking this exact question.		1				
Ask you community. The Woodstock community does not want these changes. Many of our families reside near Woodstock. Please don't push our kids to a different school far from our neighborhood. Please reconsider.		1				
Attendance numbers, family engagement, community involvement. No increase in suspensions or referrals for Black and Brown children.			1	1		
Better racial parity in student body AND attendance at all schools. Better socio-economic balancing of school populations and actual increases in MAPS and other performance based metrics of students within identified groups.			1	1		
Community response, long term outcomes		1	1			
Data gathered after years but I predict we will have to rebalance again,very soon.			1			
Data.			1			
Emerging bilingual students will probably drop from the program because it is so far away from current school. They will settle for neighborhood and won't advance as fast as if they were in DLI.					1	
good question	1					
Graduation rates, attendance rates			1			
I am not sure because it doesn't seem that they are being offered resources some are having to face a big change in location and community or being forced to start into an already on going Spanish program just because that is now closer to home	1					
I do not feel the evidence presented either way has been compelling enough to make a systemic change of this magnitude.					1	
I don't believe these programs will have an positive outcome. The data will be easy to compare. You can take a look at the academic outcome of Hosford Chinese DLI program, MT Tabors DLI program now which is impressive and compare it to the outcome in a few years after these programs are shifted to Harrison Park and Kellogg.			1			
I hope so but don't know... These are really complicated questions both short term and long term.	1					
Inner South east schools do have better resources, support and environment especially for Ethnic students.					1	
It not gonna do them good						1
It won't.						1

Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Don't Know/NA	Ask the community	Data (attendance, discipline, test scores)	Improved equity (racial, economic)	Other	We won't or can't or it won't
Please don’t rely on using test scores to measure out comes. Need to look at school culture, staff morale, student morale and well being. Mental health/wellness needs to be measured.						1
PPS has asked this question before. This is for educational experts to determine. I am not an education expert. Maybe most admin staff at PPS aren't either and that's why you keep asking this question?	1					
Same answer as above. It seems that finally historically underrepresented students were prioritized in this proposal. Even though many students will need to move, it seem this proposal would work for these groups.					1	
Seeing kids from more disadvantaged neighborhoods bussed to distant schools put a great deal of pressure on economically disadvantaged families. While kids from the most affluent neighborhoods are biking blocks to school. It is very sad to see.					1	
Shouldn't you tell us this answer?	1					
Statistics will show that they remain in school and obtain a high school degree; they become active members of their high school and MS school-based activities.			1			
Surveys, assessment results, TRULY LISTENING to their voices. All I’ve seen in meetings is they’re not feeling heard.		1	1			
Taking brown, bilingual students away from their elementary school community for a middle school will definitely not improve their student outcomes.						1
Target funding and resources into these schools, the schools that need it most. Smaller class sizes and targeted enrichment or STEM have been out of conversation. Increased enrollment is not only way to make changes in these schools. Stop allowing wealthy schools to fundraise for programming and staffing. That is the inequity. Change the rules so that programming and staffing can be targeted to schools that need it most. Smaller class sizes may also be important to help students achieve success. Look at shared services/options among schools that need the most help. Closing schools is another option as the enrollment numbers continue to decline. Seems there aren’t enough student to make the scenarios pencil out for all.				1	1	
Test scores but that only works if they come to school and take the test. Scores will always be low if PPS keeps promoting kids to the next grade even though they haven't learned the curriculum of the previous grade. Right now at my school we have a 5th grader that is learning at a 3rd grade level. Mostly attendance issues, but he keeps getting promoted so obviously he will always cuz the 5th grade test scores to be lower, while if he was tested as a 3rd grader, his test scores would be sufficient.			1			

Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Don't Know/NA	Ask the community	Data (attendance, discipline, test scores)	Improved equity (racial, economic)	Other	We won't or can't or it won't
test scores, parent and student morale and feedback, teacher input. I support higher teacher pay and funds for facility upgrades for schools serving higher percentages of minority and lower economic status student populations.		1	1			
That’s your job					1	
The reason I say no is because all the young families that have means will move away from the district that is allocated to low performing elementary and middle schools while further increasing the concentration of low socioeconomic families that does not have the means to move away from the neighborhood. In the end the school might see even lower enrollment than before Redistricting. Families with money will always move in the best interest of the children and anyone would do that if they have the means there is no hiding it.					1	
They are already telling you that these proposals do not center their needs and not to expect improved student outcomes. PPS is not listening.					1	1
Through Oregon test scores			1			
Uncertain until the change has taken effect for a few years.	1					
We can only truly measure outcomes if the kids in these communities are given the same programming, opportunities, and funding as kids in more affluent parts of town.				1	1	
We won't be able to determine that.						1
We won't be able to measure this.						1
We won't. PPS will tell us it's a success regardless.						1
We won't. This is but one small factor in their lives.						1
You tell me!!					1	
You won’t. This was never about kids of color						1
Enrollment and test scores			1			
I don't think these changes will lead to any improved outcomes in and of themselves. It's all about community involvement and the allocation of resources which historically favors higher SES schools. And of course, the highest SES schools were untouched in this process, perpetuating this fact. That in and of itself set this process up for failure and for the community to not support it.		1				1
You won't.						1

Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Don't Know/NA	Ask the community	Data (attendance, discipline, test scores)	Improved equity (racial, economic)	Other	We won't or can't or it won't
This proposal tracks exclusively equity of opportunity and does not include any measures of success to ensure equity of outcome. The closest is alluded to is from parents who don't want to have to continually advocate for their needs of their kids. That is a very reasonable thing to want addressed (rightfully so) and shouldn't be required in the first place. To know if there is an improvement in outcomes, there needs to be a clear set of metrics (assessments? college records?) and the money pre-attached to support the students to get there.			1			
How will this change benefit these BIPOC students when the vast majority of them will not have any change because of this proposal given the demographics of the neighborhood affected? It does not send BIPOC students to higher ranking or historically better funded schools. If diversity is the intention, this plan still does not seem to address that directly.				1		
Only through careful, thorough, long-term data collecting (including surveying the families and students, not just grades)			1			
Time and testing.			1			
I would look to a combination of test scores in the absolute, changes in educational growth rates year over year, and also I would survey both students and parents to get their direct feedback on the intangible aspects of their school experience.			1			
You won't. You will have some data points that you will be able to brag about, but there will be no real change. Not until you put money into actually changing the communities themselves. Placing higher income children in a different neighborhood school won't make the neighborhood better. You're just juking the stats.						1
It depends what your measure of improved student outcomes is, and perhaps asking those specific families and students what they want would be the most appropriate, although there are many sources of data you could use such as test scores, attendance, HS graduation,, ELD reclassificaiton (proficient) etc...		1	1			
Improved testing results and graduation rates for these groups			1			

	Themes & Counts								
	3	47	11	15	8	7	14	5	1
Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	**Don't Know/NA**	**Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings**	**Transportation**	**Don't make any changes**	**More support to schools**	**More support for students**	**More communication/ clarity/ information about the impacts of the changes**	**More support for families**	**Provide aftercare**
1. Keep current policies on transfers. If you must make changes, at least retain transfer policies for 3rd grade and up. 2. Allow kids to change schools to new school in boundaries a year early if desired. 3.Make sure the transportation piece is in place for students affected by these changes who would like to stay in their current school, for at least a year or two. For example, I live in the Lewis/Sellwood boundary, and many of the kids slotted for moving to Lane are disadvantaged compared to the rest of the school. Retain bus routes at the edge of the boundary (in this case, 52nd, which is walkable for those students) and allow students who would like to finish at Sellwood to stay with easy bus access. Privileged families can drive their kids but these parents likely cannot, and having a child move in 7th or 8th grade from everyone they have grown up with is rather cruel and very disruptive at a sensitive age. 4. For Focus option schools moving, please provide some basic bus routes. They can have common stops, at say a grade school, to keep it simple for PPS/Bus system. Speaking of, why does Richmond, the most privileged school in the district have so much bussing but less privileged schools do not? This is ridiculous.			1						
Adopt a gradual phase-in. Be generous with hardship transfers for kids who want or need to attend schools close to home.		1						1	
Again, I think you need to look at other systems before adding 200 more students. If this change does not happen until the 2023-24 year, then PPS should step intensively into Lane. Host a listening session with teachers. Hire administrators with experience, not just move people up the line. Make Lane a desirable school from the inside out.				1	1				
Allow grandfathering. Or don’t do anything at all. Don’t make kids leave their support system and communities they are currently thriving in. Especially children who not not deal well with change.		1		1		1			
Allow local children, such as those who attend Atkinson Elementary, to attend their original middle school - Mt. Tabor or Kellogg. Your current plan is untenable and puts our children at risk!		1							
Allow MIP program to remain in place and allow children already on a track to follow their older siblings schools to remain on that track.		1							
allow students that are about to finish (1 year) to stay in the current schools		1							

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Allow students to attend their neighborhood school. If this isn't possible, reliable and consistent transportation needs to be available to assist families who have students unable to walk to school. Counselors need to be available to help students through this transition as well.		1	1			1			
Allow students to finish the highest grade at they school they are currently in, give preference to siblings. There will be families with students in two different middle schools.		1							
Allow students who want to stay in their previously assigned schools to finish out their time in them. Even better allow younger siblings to do the same thing since otherwise transportation becomes a bigger nightmare.		1	1						
Be aware that many families have not been tracking this process and are hearing about the changes for the first time after the decisions have been made. They may rightfully be angry or disappointed in the changes for their students and communities. Please make Harrison Park equivalent to a comprehensive middle school.								1	
Better transportation, more staffing and more resources/activities/classes for students.			1		1	1			
By not implemented drastic changes to students after a 3 year pandemic. Choose the well being of your students over constructing favorable data.				1		1			
By NOT moving forward with this plan. By co-location immersion and neighborhood programs so that everyone benefits from the school's rich and diverse community.				1					
Clarity on high school feeder patterns and how they are affected.							1		
Clarity on when and how the changes take effect, include transition plan when releasing final decision to the public. Include information about students who will already be in middle school during transition and whether they will finish at current school and whether they will go to different high school than in previous plan. Address questions of high school zones and placement immediately and with announcements of middle and elementary zone changes.							1		
Don't do it after a global pandemic.				1					
Don't make the proposed change. Move the DLI programs instead as those students predominantly already travel from outside the neighborhood. That cohort could remain intact while avoid making neighborhood kids travel and splitting apart groups that have been together for 6 years and live in the same neighborhood.				1					
Don't move forward with it				1					
Ensure stable staffing at schools affected - maintain at least two neighborhood strands at colocated schools, ensure middle school staffing at HP that is comparable to Kellogg's middle school offerings.					1				

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Explain why Duniway isn't part of any of the sweeping changes.							1		
Families are so upset and angry, I'm not sure how to help or if PPS can succeed here. Has become too emotional and political. Networking, welcome activities, orientations, fun activities to engage students and parents.take care of school grounds, invest in new schools and building/facility improvements.					1	1	1	1	
Give transfer priority to other PPS schools for kids displaced by "equity" decisions		1							
Given the recent schooling disruptions brought by the pandemic, I hope that students will be given the opportunity to compete middle school where they start, rather than experiencing one more upheaval during these tumultuous years.		1							
Having open communication and trust from families. The program will continue to be successful if we work together. We can have sub committees to address all needs and help everyone buy into the positive outcomes. By having us unite we can make the program even stronger.							1		
I don't know.	1								
I don't see any easy transition.	1								
I will find another school for my kids				1					
I'm concerned that the proposed shifts will move students who are currently enrolled in a middle school, to a different middle school. The middle school years are tough and forcing one group of students to move away from their school and peers in the middle of a short, three-year school experience, would negatively impact them. Although the proposed changes seem ok, a phased transition could help this be less negatively impactful on students.		1							
It would be really great if students can finish out the school they are at and then move to a new place. I am concerned that my student who will be in 8th grade has to move to a new middle school their last year of middle school. If they can stay and finish out their middle school experience, that would be ideal. And I believe that for all 8th graders/5th graders. My child is an immersion student, so I know that makes it even more difficult, but it would be nice to finish where they started.		1							
Keep staff together with kids!!		1							
keep students who are already attending a school "grandfathered" in, as well as to follow their class to the school's designated middle school.		1							
Let displaced students have first option for alternative school choices. Lottery is not enough. Displaced students should get priority, regardless.		1							
Let kids stay at the school they have been going to IF THEY WANT TO		1							

Transition - Qual

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Let legacy kids stay in their schools		1							
Let's families with kids that are grandfathered in with kids already in their present school districts stay in those districts. When the older siblings are already in a school, the younger siblings should be allowed to follow them.		1							
Maintaining the legacy policy and sibling preferences for families. Enrollment is going WAY down. There is no reason not to keep this. NO schools will be underenrolled - even the "emergency" high schools. BTW would be nice to see projections of 5-7 years as required by your AD on boundary change proposals. Data is only to 2025 which is 2 years after implementation. 2 years of projection doesn't really seem like a good way to make these decisions that effect so many.		1							
Make options for staying in current school boundaries.		1							
Maybe consider a phase in approach with middle school first.		1							
Modify option F -3 so that Atkinson neighbor hood students can attend my tabor instead of Harrison Park.		1							
No boundary changes				1					
Offer more reliable transportation every day and not have it cancelled one hour before pick up, offer gas cards to families having to commute further from home and there is no way to fix the sense of community that is being broken and torn apart.			1						
Offer regular communication updates in different formats and forums. Have welcoming events before the schools open.							1		
Phase it in for volunteering or new students only. Pls allow currently enrolled students to complete their elementary years at their current school.		1							
Please allow kids to finish the highest grade at their current school. Asking kids to change schools after Covid is just too much.		1							
Please allow students to be grandfathered in either because of sibling already at a school OR by allowing ease of transfer for students who are truly closer to the school they are moved away from		1							
Please don't abruptly pull our students from their current schools. This transition should happen smoothly over the course of the next few years as kids finish to the top grade in their current schools.		1							
Please support the Creston integration into Kellogg. Give Atkinson back to Mt. Tabor where they were happily enrolled.		1							

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
provide a cost estimate for the proposals (which you should have been doing all along for every proposal that was introduced in SEGC). Let parents know who is affected so you need to decide in the implementation plan before you expect parents to comment. You should be prioritizing (VIA PPS Climate Justice Policy) walking to students nearest school instead of keeping with the 'feeder school' idea and bussing kids to farther away schools. This proposal does not promote community within neighborhoods and further exasperates our climate issues by putting more busses on the streets, which costs PPS more, which then deteriorates the budget and takes away from funds that could go directly to the students in the schools for learning.				1			1		
Provide transportation to all DLI students affected. This seems difficult since there already is a shortage of bus drivers			1						
Retain legacy policy.		1							
Siblings/ students should be able to follow out the path. Changes should impact incoming students									
Stability in the decision will be helpful, there have a been a lot of delays, changed deadlines, changed plans in order to try to make the best plan, but once decisions are made there should be no additional changes. Would be helpful to know if staff is moving with students.							1		
Students must get school provided transportation to schools. PPS needs to provide extended care programs 6:00am to 6:00pm to address the lack of care options and provide equitable tiered pricing and living wages for staff.			1		1				
The funnel to middle school for Atkinson Neighborhood students should be immediately reconsidered and updated to one of the THREE closer middle schools. It is unbelievable that PPS would choose to send neighborhood students miles away from their actual neighborhood and not send them to the three closer schools. Please reconsider, this creates terrible outcomes for all Atkinson neighborhood programs without any notable benefit to the underrepresented communities.		1		1					
The transition plan should be equitable. I have heard that while neighborhood students will be able to age out of the school they are currently attending, DLI programs (mainly minority students) will have to be disrupted and change immediately.		1							
There will be no good way to ease the transition. Transportation, community, proximity to siblings' elementary school, etc. will all be destroyed if Woodstock elementary students are diverted away from Hosford Middle school.		1	1						

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Transition is always hard, but will be easier if students are allowed to complete their time at their current school before transitioning. Additionally, I hope the district will very clearly share details with all impacted schools/families about alternative options, such as charter and magnet schools and lottery expectations, process and timeline for those families who feel very strongly that proposed changes will negatively impact their child/children. This information is on the PPS site(s) but it is not safe to assume that all families know how to search for and access the details.		1					1		
You can allow for grandfathering. Not allowing for grandfathering causes tremendous, tremendous harm and disruption for families who have often invested significant time, resources, and even love into their school community only to have it stripped away for reasons that are often unclear.		1							
You can't unless you let kids finish elementary school at their current school. That would be the right thing to do instead of kicking a bunch of kids out of their neighborhood schools.		1							
You can't. You are traumatizing a community. They have no voice. They can't access the info. I can't believe how transparent PPS has been in systematic racism and the harm done to schools that house the most fragile students.				1					
You have no chance. You can't even bus kids on a daily basis. This was a joke and you know it.			1	1					
You must give current students and families Legacy Status. Some will want it, others won't, but at least give them the power to make the choice to stay or go. Many parents buy houses based on the neighborhood schools and the housing market doesn't allow for adjustments to that. Empower families via Legacy Status if they want it.		1							
You should grandfather in the immersion programs in the schools they were originally projected to and start with kindergarten.		1							
Guarantee slots for aftercare with aftercare providers in schools where there are incoming new students who were impacted by school boundary changes. We love our aftercare program and are afraid that if we had to switch schools, we will be last in line and not be able to cover childcare after school ends, which is a problem for full time working parents. Also, allow siblings of students currently attending their school to be allowed to follow the legacy policy, so that families can stay together. As a household, we do not want to have 2 kids attending different elementary schools.		1							1
I feel there should be more input from the affected groups before any decision or transition is made or begins.				1					
Give the option to stay where they were supposed to go		1							

Transition - Qual

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Letting all kids, including DLI, finish out their program at existing locations		1							
Lots of email communications + phone and text							1		
You could grandfather in students who have already started school elsewhere so that they can continue in their current school districts all the way through to high school.		1							
There is no way to help these children who or just now getting back to their established communities and known support systems after a traumatic pandemic experience by ripping them out and putting them in a whole new environment.	1					1			
Allow students to remain at their current middle school instead of changing during the middle.		1							
Tours of schools - for current & future students District Administration available on-site School Board - get out of the office and see the neighborhoods you're affecting Visit local outdoor events and make yourself available					1	1	1	1	
Provide student transportation if this is implemented. Reconsider if this proposed change is truly beneficial for all of the students affected, including those already zoned for their current respective middle schools.		1	1						
Provide clear communication in advance to all who could be impacted--the ripple effect of enrollment and balancing in one quadrant on neighboring quadrants has not been communicated to families, so many of us feel like we've been caught unaware and are two years behind a done deal. Communicating to families that it is NOT a done deal and what our options are, what the recourse is, how families can lottery into their (TRUE) neighborhood school might be valuable. Most people don't want the default option for their children to be that their children have to get on a bus and go to school miles away from where they live.		1	1				1		
Listening sessions with affected communities once decisions are final, to get their input on this question.							1		
Gratuitous application of hardship transfers and extra support for underenrolled schools.		1			1				

Transition - Qual

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
1a) Develop a change/transition script for each major transition path (or journey)--maybe in actual narrative form almost like a story of how the change will work, what the transition process and path will be like, etc. 1b) also consider shooting video of the process if possible to make it more easily accessible and engaging for kids, 2) TRANSLATE MATERIALS FOR THE AFFECTED COMMUNITIES, 3) Also work up a kind of onboarding/welcome path/welcome event for families at their new schools---this might be a good thing to work with school PTAs to help out with, 4) collect more feedback from affected families about the kinds of services and supports that have helped the most, the ones their most afraid of losing, and then look for ways to transfer or replicate those services/supports at their new school.							1	1	
Make it optional. Then you won't have as many angry and upset families.		1							
Reducing the number of changes is the best way to lessen any issues that may come out of the transition. Also allowing families that are not in the PPS system but have kids that are almost school age to be grandfathered into the original schools they were zoned in.		1		1					
Staff all classrooms with full time teaching assistants and cap class sizes,					1				
Offer appeals so those right on a border can request to stay at their nearest school. Offer siblings to stay together. Offer transportation.		1							

Please select which school you a	Count
	0
Atkinson	9
Bridger	11
Community member- No-Specific sc	3
Creative Science	1
Creston	6
Glencoe	18
Harrison Park	1
Hosford	10
Kellogg	7
Lane	1
Lent	7
Lewis	4
Mt.Tabor	7
Sellwood	3
Woodstock	7
Grand Total	**97**

Programs	Count
Mt. Tabor Neighborhood	15
Bridger Spanish	10
Atkinson Neighborhood	10
Hosford Chinese	8
Woodstock Neighborhood	7
Lent Neighborhood	5
Kellogg Spanish	5
Woodstock Chinese	3
Mt.Tabor Spanish	2
Lent Spanish	2
Kellogg Neighborhood	2
Harrison Park Chinese	1
Bridger Neighborhood	1
	0
Grand Total	**71**

What is your race/ethnicity?	Count of race/ethnicity	
A	1	
Asian	6	
Black	1	1.1%
Brazilian	1	1.1%
Hispanic - Latin/x/a/o	11	12.4%
I'm white but my kids are mixed race Asian/White	1	1.1%
Multi-Racial	11	12.4%
Native American or Alaska Native	1	1.1%
Native Hawaiian or Other Pacific Islander	1	1.1%
White, non Hispanic - Latin/x/a/o	54	60.7%
Why?	1	1.1%
(blank)		
Grand Total	89	
Other	4	4.5%

Asian	6	6.7%
Black	1	1.1%
Hispanic - Latin/x/a/o	11	12.2%
Multi-Racial	11	12.2%
Native American or Alaska Native	1	1.1%
Native Hawaiian or Other Pacific Islander	1	1.1%
White, non Hispanic - Latin/x/a/o	54	60.0%
Other	4	4.4%
	90	100.0%

Additional Feedback- Qual

	Themes & Counts										
	1	13	25	3	42	26	28	11	1	5	21
Do you have additional feedback for PPS about this proposal or the process?	**Don't know/NA**	**Income inequality**	**Better outreach to families, community, more transparency**	**Slow transition**	**Please reconsider, frustration**	**Breaking up neighborhoods, longer commute to school**	**Equity concerns**	**Other**	**Concerned that DLI programs are being impacted**	**Supportive**	**Process concerns**
As you have heard, the exclusion of high SES schools is problematic. There just aren't enough students. The Elem are barely at target enrollment in outer SE with these changes. The changes at MS have created 3 wealthy, white MS and 3 diverse low income MS. The way that MTMS is left is completely counter to the goals of this process. High income, white, under-enrolled (keeping room for Laurelhurst?) GROSS! It's not a school I wish my kids attended. The section of Glencoe/MTMS boundary that is being moved to Vestal/HP is the lowest /most diverse families at Glencoe/MTMS. And, there has been zero outreach to those families about the changes. Not only that, MTMS will be 60% JDLI. The largest, whitest, DLI program in the city. Their ELL population is smaller than the neighborhood population at MTMS that gets zero special treatment like the wealthy JDLI community gets. Richmond JDLI should be shrunk in size to boost enrollment at neighborhood schools. It does not meet the goals of PPS DLI programs and of course was left untouched. CSS should have been moved to a K-5. I'd love for someone to explain the rational of keeping that program in tact. Their curriculum is the same that is now being taught at all elementary schools and pulls a huge amount of kids from Vestal (a very under-enrolled Elem). And, finally... follow your policies. 5-7 years of projected enrollment is required BEFORE a board vote. Transportation impact and plans BEFORE a board vote. Targeted community outreach BEFORE a board vote. Public comment BEFORE a board vote. If you want families to support this and be partners in the change, you must include them and you must		1	1		1		1				1
Change has to happen but it should be slow based on many factors. Legacy families is the				1							
Creston was doomed from the beginning, and it is hard to tell why. Board members were hostile and quoted as saying "we would get what we deserved." Now kids in the Foster-Powell neighborhood are bussing out of their neighborhood and never meeting kids blocks behind them. The neighborhood is bound by two major thoroughfares meeting at a diagonal, and the bottom half is completely severed from the kids and businesses nearby, and bussing miles to Hosford. It makes no sense, and hurts these kids as well as hurts a small					1	1					
Do not your gonna mess up the bi racial student my kids are in immersion but I feel if you move the English kids out that my kids won't have interaction with diversity group of kids					1		1				
Don't disrupt neighborhood communities by moving students outside of their neighborhoods. Incorporate diversity by having multicultural and DLI programs at all schools.						1	1				
Frustration					1						

Additional Feedback- Qual

Have you pillows the general public that don't have kids in PPS? You should allow them into the process. They may be planning to start a family and be living in a specific boundary on purpose. They may be ready to sell their home and retire but their hoMe value can be affected if they can no longer attend the closest school. Both, won't get this survey but pay property taxes and have an interest in school boundaries. PPS has attempted to reimagine			1			1					1
I am a seventh grader at Kellogg middle school and for me having Kellogg at 89% capacity doesn't feel super full, it's definitely a step up from elementary but it doesn't feel over								1			
I am at 62nd and Davis and will be forced into three totally different schools. I came from a broken family and moved schools frequently. I didn't want that for my kids. They need familiar and predictable structure. Especially after a once in a lifetime pandemic. This couldn't be more poorly timed. My son is in therapy for anxiety presenting since pandemic. We have a friend with a daughter so anxious she hasn't left her home for 45 days straight, another who is presenting anorexia nervosa symptoms. The kids are not OK right now. More						1					
I dislike if you overlay the changes with economic income the poorest people in each district are the most affected. My kid will change from a middle school within 4 blocks to one 3 miles away. How does that make sense?		1				1	1				
I feel like PPS has not been transparent or fair in this proposed changed.			1								
I feel like this whole process has done nothing other than pay try to give the impression that the community was involved in the process. I think all of the work of the coalition is not really changing anything. How can you endorse a proposal that so many members did not even			1		1						1
I hope the kids social/emotional well being is being considered in this transition.								1			
I know you will never protect kids of color or poor kids. But keep pretending you care. I'm sure all the Richmond and dunaway parents are happy. Those are the people you care					1		1				
I learned about this proposal only recently and I wish there were more community			1								1
I think instead of moving things around where communities and bonds have been formed, resources and fixing some of these schools that are suffering should be the answer. Not creating hardships for families that are already in the lower income section of the city. The people in the higher income areas that can afford transportation and are able to cut out of		1			1						
I think moving Creative Science, while heart-rending for some, absolutely makes the most sense to help with the shifting of Harrison Park to a comprehensive Middle school and is the right choice. I'm concerned that high school feeder patterns aren't being addresses. Creston, for instance, being shifted to Hosford might make sense, but students living on the north and east corner of the Creston catchment attending Cleveland instead of Franklin makes zero sense. Will			1					1			

Additional Feedback- Qual

I think the building utilization at Kellogg (89%) in this proposal is too high and you are going to have an issue with neighborhood programs not fitting in the building when population grows in the lower cost areas of Portland (Arleta, Marysville, Lent). I think the building utilization is too low at all the other middle schools so this proposal is not balancing anything. Its simply moving kids around to accommodate your DLI programs, instead of really looking at good cost measures. Opening Harrison Park at 66%, having Lane/Sellwood at 77/78%, (and Mt. Tabor/Roseway at 66/68% without a NE Balancing date or plan to fill those schools) is wreckless. I also never agreed with opening Harrison Park as a middle school. You should have looked at Arleta and left the low income students alone instead of giving HP all of this to have on their backs. Those kids shouldn't have been taken out of their school (k-5), the middle students should have fed to Kellogg, and Arleta should have fed to Lane to fill it with boundaries redrawn so Arleta students by Powell went to Creston. This is not a good plan, and it is rushed, and you are not doing anyone justice by forgetting that Phase 1 was a stepping stone, and not meant to be permanant. You backed the community and SEGC into a corner by rushing into opening Kellogg during a pandemic. Nows the time to step back, slow down, and correct the mistakes, instead of steamrolling		1	1		1	1	1				
I worry about overcrowding at Kellogg Middle School, which is at 89% utilization compared to other schools. I also worry about Harrison Park getting stuck with a smaller student population and less school funding for its primary BIPOC and low-income students. That will be exacerbated if Woodstock parents decide not to drive their kids all the way East to HP. At the least, I hope PPS can revisit the proposal if it looks like Harrison Park is not getting		1			1		1				
I would have liked to have Atkinson immersion program join us as well. Not sure why the proposal did not include them. Why do the upper class families have so much pull that they get to stay untouched from the changes. Hispanic students will benefit much more in an all immersion school. Was the decision made for the families that live in the area or the Hispanic families that live out of the area? Are Hispanic families not as vocal and are forced to push the upper class families agenda? Not sure if our Hispanic families were taken into account at Atkinson. If some of those families are not documented do they fear speaking up due to their status? For the immersion program to function for everyone we need as many native Spanish speakers. This will insure a richer experience for everyone. I wish we could have a zoom meeting specifically for the Spanish speaking families in the 3 immersion		1	1		1		1				
Inner SE schools should also be disrupted. It is unfair that lower SES and historically underserved communities are bearing the brunt of these changes while inner SE		1					1				
It is clear that PPS students mental health is very challenged now coming out of a pandemic. Please pause these proposals while you consider the social and emotional well-being of our kids. Unfortunately these disruptions to community will most negatively effect those children who do not have the most support and privilege. This will also dismantle the nationally recognized and incredibly successful MIP that has been in place at Woodstock, Hosford, and Cleveland for decades. Every family in the MIP that i have spoken to will pull their children out of the MIP if Harrison Park is chosen. For the sake of our children’s mental health and to					1	1	1				

Additional Feedback- Qual

It isn't fair to strip Bridger of it's DLI and not Atkinson that's less than a mile away. You take all or nothing. It's obvious from the vote it wasn't a clear majority and the SEGC members had great reservations about the process and the inequity of it all. I've never received any email back from the Bridger reps about my concerns and that of other families nor were any of the alternate proposals of native DLI parents put forth to discuss, further confirming the		1	1			1	1				1
It sounds like the SEGC process was a disaster. The final policy had lots of votes of "No Pref" and abstentions. I could be wrong, but it seems like PPS Administration and Board had policies they wanted, they knew that the neighborhoods wouldn't like it, so they positioned			1		1						1
It would be great to see some options for families who are directly impacted by a mid-school experience change as the proposal is finalized.			1								
It's not healthy for our vulnerable community.					1						
Its a bit ridiculous that you did not include the inner SE schools in this process. Just rip off the bandaid and do it all at once. Our local grade school Lewis has gone from 400 to 300 and is now losing more kids, and Duniway is crowded. Move the Lewis/Duniway line already to balance these schools before beloved teachers get cut. I'm sure there are similar numbers at Llewelyn and Abernathy. Its a very bad look to only be changing the schools that you are					1		1	1			
Listen to the smaller voices. Allocate more funding to sports/facilities and extra curricular programs especially for schools with larger minority populations.			1				1	1			
My student attended Woodstock Dual Immersion and continued with Middle school at Hosford and graduated high school at Cleveland in 2021, still in the DLI program. We loved the cultural and language diversity the program brought to Hosford and Cleveland. Why						1					
Need more feedback from public before any changes are passed. Many families bought their houses in a district where they wanted their kids to be able to attend the schools there. Now after they have built relationships and nurtured these schools where their kids are enrolled, you won't to disrupt that fellowship among their friends and peers. It doesn't seem fair. Seems like more incremental change could be sought mixed in with better teacher dispersement. School bonds should be on lottery system with no preferential treatment			1								
No	1										
Not the time to do this. Feels like some of these changes are very unnecessary.					1						
Please consider the environment and the burden on families who thought they'd be able to						1					
Please do not divide NE and SE in this process, it makes no sense and is utterly arbitrary, please take economics into account.					1	1					
Please do not move the chinese immersion to Harrison park.					1						
Please do not vote in the boundary changes in the ne quandrant of the Tabor neighborhood. Almost all impacted families are against this change.					1						
Please don't be rash in these decisions					1						
Please provide regular updates. Parents don't like surprises!			1								
Please reconsider the boundary change for Glencoe and Mt. Tabor.					1						

Additional Feedback- Qual

Please review this survey conducted by several families in the Woodstock MIP - https://docs.google.com/forms/d/1ElmHtOWouApWQtZAi7tPb7hoO0eYVwBrarbB-hG0wX8/viewanalytics Over 60 responses - the clear answer is our community resides near Woodstock and we		1	1		1	1	1	1			
Process has been flawed from start. Largely under the radar and difficult to follow or know how to engage. You have a very small group of very loud voices and rest of us feel hopeless. Kids can't take it, causing so much additional stress and anxiety for families. They are already struggling. Not well thought out to target outer southeast (lowest ses) and keep wealthy southeast communities thriving with no changes, no hard transitions and disruption for the children in those neighborhoods. It's infuriating. You will have even more attrition from		1	1								1
So, so disappointed with PPS and this whole process.					1						1

rebuilding and reopening Kellogg, it never in a million years occurred to me the neighborhood program of Atkinson would not end up there. We are in the SE corner of the neighborhood so the situation is more glaring for us than some, but we are a handful of blocks down a quiet side street from Kellogg. To deprive kids in our part of South Tabor the ability to walk to school is not right, especially when Lane is under-enrolled and "neighborhood" kids are traveling north from as far south as Woodstock to attend the school we can see from our driveways that is left without room for us. I know that space is limited, but there has to be a better way. I implore you to consider a split feeder for Atkinson. The section of the Atkinson neighborhood south of Woodward should go to Kellogg, or at least have the option to go there; particularly the chunk between 62nd and 67th. A split feeder is a sacrifice, but I would prefer it 100% of the time to the transportation barriers posed by bypassing a walkable school. Walkability is so clearly an important RESJ issue. The burden of transportation is extreme especially on lower SES families, families who do not own cars, and families with two working parents. Bussing is an imperfect substitute for walkability. If there is one thing this year has shown us, it is that bussing cannot be relied upon. There is a bus at Mt. Tabor middle school that has been cancelled every single morning for the last two weeks. How are those kids getting to school? I guarantee some of them are missing part or all of the day due to transportation barriers. Even when bussing is working as designed, it's not optimal. Kids who miss their bus are left to scramble for alternate transportation and kids who rely on busses to get home are not able to participate in after school activities or even brief socializing after school with peers. Bussing is expensive, inconvenient, bad for the environment, and has frankly been devastating for our family this year. I have watched every minute of every SEGC meeting for the last two years so I know the RESJ priorities and the massive trade-offs involved in this process. I was terribly discouraged by the disingenuous switch PPS pulled on the SEGC when they very, very clearly stated that any assignments made in Phase 1 could be revised in Phase 2 if needed (in response to SEGC member's valid points that dividing Kellogg/HP into separate phases would have unforeseen consequences to the process of filling HP) and then not only					1	1	1	1			
The board needs to fin a win-win solution and modify option f-3 to ensure neighborhood students are able to attend nearby schools. In particular Atkinson students should be allowed					1	1					
The creators of this proposal, the SEGC, do not stand behind it and have said it is not good or equitable. They have said the process was bad. Loud voices drove decisions instead of what was best for students. That the exclusion of the most affluent, white, and overcrowded schools made equity unattainable. How can anyone be expected to support a proposal when			1		1		1				1
The whole process of putting parents against parents, neighborhoods against neighborhoods, and minorities against minorities to see who gets the scraps has been terribly demoralizing. Why haven't been affluent SE schools not been part of these re-arrangement process? The changes, uncertainties, threat of broken promises have completely eroded PPS credibility. Us Hispanic families have faced the brunt of PPS neglet		1	1		1		1	1			1

Additional Feedback- Qual

There has been no our reach to the Glencoe Community about the changes to boundaries and how the out lying neighborhoods will be most effective. I feel like this process was more about increasing enrollment in outer SE schools then looking at the outer SE schools and asking why neighborhood students don’t go to their neighborhood school. It should be about making schools better with resources then moving students to schools that aren’t in their neighborhood. Example: our MS is changing, so instead of walking to school with kids in the neighborhood they will be bussed 3.5 miles away to a new neighborhood. They will not			1		1	1	1				1
This all should have been done together -- at the same time that Kellogg was assigned. And should have included the entire SE area of schools.								1			
This is a difficult effort and you have put in tremendous thought into the process. I don't like the decision to move successful immersion programs... I don't think you will get the results you want. That said, I respect whatever decision you come to and hope it works out for the city and pps. Thanks to all who have worked on this!							1	1		1	
This process has been long and it doesn't feel as though the community was actually heard. There was great consensus that the Atkinson neighborhood program should not route to Harrison Park, but one of the THREE closer middle schools instead. This should be reconsidered immediately as it has such negative impacts on the community with no tangible			1				1				1
This process should not move forward when nearly half of team abstained, and the winning proposal is only the choice of a small portion of SEGC.					1						1

flawed and problematic attempt to resolve issues in one area, the proposal being advanced will result in substantial harm in other areas by breaking up community relationships and trust that have taken decades to build. Promises made by PPS to be intentional with community building and for culturally specific resources to continue and follow students to new schools are hollow and can not possibly be fulfilled. The Woodstock, Hosford, Cleveland Mandarin Immersion Program has a long history of success in student outcomes and has been a strong incentive for families placing their students in Portland Public Schools. The proposal to break apart the community at Woodstock Elementary after 5th grade is heartbreaking and devastating. To then remove the Hosford Middle school MIP students out further east and away from their established resources and community connections shows an incredible lack of forward thinking to the program or consideration for what this program means to these schools and students. The proposals have not given adequate time to investigate the ramifications of changes to the MIP specifically and have deliberately ignored the concerns raised by these communities. It is even more concerning that these immense changes are being made to a DLI program without a Director of Dual Language Immersion Programs to oversee the equity, fairness, or academic foresight behind the decisions. The students at Woodstock Elementary and Hosford Middle School do not have a clear voice of advocacy for their interests and I have seen no evidence to show a benefit to the Mandarin academic program or the communities being impacted. Woodstock and Hosford MIP students are collateral damage in an inadequate solution to problems unrelated to their program. We can see that Cleveland is next, and there is absolutely no discussion or consideration of what that is going to mean for students who have spent their entire academic career dedicated to this Mandarin Immersion Program. I personally do not believe PPS has given any reflection whatsoever to how invested these students are to their DLI program and the communities it exists in. With the focus on enrollment numbers and data points, and the centering of attention on other community groups that rightfully deserve the attention, the impacts on the Mandarin Immersion program and students has been all but ignored entirely, treating these students' as data points in the enrollment numbers and "scraps of meat" to be vied for as one SEGC member put it. The diligent and hard working members of the SE Guiding Coalition have voiced their					1		1				1
This proposal I understand is meant to increase enrollment in under surf schools and bring in more diversity to these underserved schools. However again as I have said people with money will move to better neighborhoods further concentrating wealthy neighborhoods higher Roman schools and leaving behind these low enrollment schools. The current USA public school system gets funding from local taxation is very flawed resulting in poor neighborhood getting even worse schools and richer neighborhoods with better schools. The fundamental problem is that school funding should come from centrally and divided equally		1			1	1	1				
We are a BIPOC family located at 64th and Glisan. I am frustrated by feeding into a much further middle school (Harrison Park: 2.7 mi). I would like to know if this will be a set rule, or will there be consideration for my kids to attend Mt. Tabor MS given how close we are located to Mt. Tabor MS (0.5 mi). I work full time away from home. I am concerned about timely pick ups/drop offs once my oldest goes to a further middle school. I also feel displaced			1			1	1				

Additional Feedback- Qual

Yes I am 4 blocks from Mnt tabor middle school - my kids a walk to school. Sending them on						1					
Yes. I fail to understand how you can estimate that losing 50+ students at Lewis will result in a change of only -5 in enrollment. Explain that.					1						
I am upset that Glencoe boundary changes affect only families that live in the most racially, income, renter diverse part of the neighborhood. It feels like Glencoe will become more white, more affluent with these boundary changes since it closes the northern boundary that currently includes North Tabor, especially North of Glisan street where we live. To me it doesn't feel inclusive or aligned with the greater equity goals of this project. I also don't understand the middle school switch outside of Mt Tabor. The proposed new middle school is super far away (2 miles!). Doesn't make sense to me why we'd be forced to go there given					1	1	1				
The dual language program have been incredibly successful for the students who have been involved in them. These programs already have equitable access. Why punish and destroy these DLI programs when they have proven to be successful in many ways over the years									1		
If you are concerned about enrollment and budgets it simply doesn't make sense to make these changes. Many people will not enroll at pps schools in the proposed plans and will either move or change to private schools. Why are we separating students from the same high school feeder for middle school? Why are we increasing bus usage when there is a					1	1					
I am in STRONG support of the proposed Spanish Immersion @Lent school-wide program. I have been a homeowner in Lents for the last ~7 years and this program is something to be proud of in our neighborhood, especially as we work to overcome the challenges of the last										1	
This would benefit all students. Learning a second language gives students a valuable skill										1	
It would be wonderful to give more students the opportunity to enroll in a dual enrollment										1	
I'm very upset and troubled by the news of this transition. Yet another bad decision that contributes to the state of Oregon ranking near the bottom of schools in national rankings.					1						
Please consider the mental health of these children before taking them out of the communities and support systems they know. It is clear that children right now are truly suffering negative mental health effects since the pandemic and such a major change right now as they struggle to return to normal would be horrible for them. Those most negatively effected would be those very kids with the least support or privilege at home. Please pause this process while you consider the massive effect the pandemic has had on the student population and consider how this may need to pause major changes at the district level while				1	1		1				
The process was extremely complicated and hard to follow. I don't think high school placement should be based only on the middle school attended. I can see Franklin High School from my house, but according to the current model, will be zoned for Cleveland.					1	1					1

Additional Feedback- Qual

Process: This process was designed to ensure the smallest group of people was included in the planning. The description of "why" is vague and lacks significant data to support the expected impact. While it might be based on a hypothesis, there appears to be no metrics that will be followed up on nor when they'll be looked at. Proposal: I will only speak to my directly affected student as other parents will speak for theirs. One of the reasons we live where we do is to ensure our child went to Glencoe. We couldn't afford to live close enough to be unaffected by this change, however. Our student is negatively impacted by this change - there will be less access to programs and PPS did not include a plan to address that problem. This change will impact the cost of living here in North Tabor and necessitate more transportation to support our student. The impact to neighborhoods near us (namely Mt. Tabor) is nothing but good, however - better immersion			1		1	1	1				1
Yes. I really want my children to go to the schools closest to our house. I have never understood why the "neighborhood school" isn't defined as the one a child could walk to/from. It seems to rend students from their communities. What do you propose to families who have limited transportation? I don't mean in terms of providing a bus for students to get to or from school (which we know has been unreliable with bus driver staffing shortages), but when a student becomes ill and needs to be picked up in the middle of the day? or a family emergency necessitates that they be picked up in the middle of the day? If the family doesn't have access to a car and the school to which they've been re-routed is much farther from the					1	1					
Maybe better communication to Lent about why it was selected for all-school SDLI - it seems like there is resistance there and maybe it would be helpful if the rationale that SEGC went through including the deep analysis on lent's strengths and weaknesses.			1		1						1
PPS knows this was not a public process. Ultimately the SEGC was a bunch of mostly white, mostly affluent people that pontificated to no end. Staff railroaded their consensus and still fell well short. Follow public meeting laws to the letter and realize that school boundaries affect more than students. They affect communities and tax payers that were fully unaware of this process until now- after all the deliberation. I am beside myself how staff can not be embarrassed by the outcome and how they can represent that the recommendation was to the Deputy Superintendent, therefore exempt from meeting law. Really- the Board set the			1								1

Additional Feedback- Qual

Please ensure that the Harrison Park building facilities are upgraded/repaired/refreshed. It's a great building and a great facility with huge potential that needs TLC after years of neglect. Also, it should probably have a historic designation like the Clark building has--HP is older, has more character, and has a number of spots with really cool acoustics: under the awning at the main entrance, the main courtyard, and most of all the auditorium has an awesome natural sound to it. On a related note, I know the PPS Board has been struggling with the decisions they face as well as the pressure to make trade-offs between cuts and tapping reserve funds. Having 15+ years in corporate finance and accounting I can say that I really do appreciate how hard the decisions are. Something to consider is that major companies like Intel typically invest in capacity and capability during downturns despite the risks so they are better positioned to compete when conditions improve. I've heard members of the PPS Board talk about needing to be responsible with public funds, which invariably leads them to focus on cost control. I would argue that making sound investments is being responsible with public funds because in the end what the public wants is to see better student performance, better student and family experiences. And I don't say that lightly because I know the types of cliffs and falls that can be avoided. At the same time, I keep wondering if the same type of risk management could be effectively engaged by making the necessary investments in schools, thereby making the PPS school district more attractive. If part of the reason for lower enrollment was due to families voting with the feet in search of "better" schools & school experiences, then it seems that the way to reverse that is by investing, not cutting. But even with that said I'll hold space for the likelihood that there are subtleties and nuances behind the scenes I'm not aware of. Lastly, I think that while the SEGC process wasn't to everyone's liking and in hindsight could have been better, I think that it was actually pretty good overall, especially under the								1		1	1

Additional Feedback- Qual

The only changes seem to be in middle income areas. Locations where the demographic is wealthy enough to buy into a good primary school but not enough to send their children to a private school once the boundaries are changed after the fact, i.e. Duniway, Abernethy, and Sunnyside have no changes. My husband and I bought a home with a specific school in mind and now you are telling me that because my children are ONE YEAR younger than our neighbors they will not be able to attend the same school as them. They will not be able to have access to the same quality of education all because YOU chose to deny them that. I'm confused why this change is even needed. You are looking to bring increased enrollment to Woodmere? Then put your time and money into making that neighborhood a better place to raise a family. As someone who works at a Title 1 school I'm not interested in my children being used to pad your data while being thrown into a large kindergarten class. Per YOUR website, "Woodstock is the most balanced of co-located neighborhood/DLI schools in the region". Why does that need to change? I don't see any data on how this new change will affect home prices. Was that not included in your projections? I can guarantee that we would not have paid as much for our home had Woodmere been the home school. This change will not better Woodmere, it will only negatively affect the lives of those who you've chosen to upend for the sake of this experiment. There are so many better changes you could make with taxpayer dollars than					1	1	1				

Additional Feedback- Qual

boundary. I have a daughter that is going to start school in Fall 2023 and a younger son. Before I get into my feedback on this proposal, I'd like to just share a little bit about myself. My parents and I came to this country as refugees with only our bags and zero prospects, my children are first generation Americans. My family and I recently bought our home specifically to be in the Glencoe school district. We wanted to decrease our commutes and really love what Glencoe has to offer. We worked really hard, saving our money to be able to buy our home, a true fixer upper in North Tabor. It was a big milestone because I am the first person in my family to own a home. If the home that we recently purchased was not in the Glencoe school district we would not have bought it. It is heartbreaking to have this decision taken away from us and our kids. We are not people that have means to turn around and move within the next year or send our children to private school. We currently live within walking distance to Mt. Tabor Middle School and within a mile of Glencoe. Our commute to both newly proposed schools would increase. For middle school instead of my kids being able to walk to school they would have to commute at least 2.5 miles across several major arteries (Burnside, Division and 82nd). I believe neighborhood schools are important, and being able to attend ones own neighborhood school not only provides for a healthier environment but it fosters community. Moving children out of neighborhood schools reduces opportunities for community involvement and relationship building. The closer a student lives to their school, the more access the parents have to the resources at that school. Families who do not have the time or resources to travel to their children's distant schools, will now have even less ability to participate in their education under this new proposal. I would also like to point out that I am one block away from the boundary cut off that is on 60th Ave. I live on 61st just north of Burnside. Our entire street, stretching from Burnside to Glisan is almost entirely apartments and multi-family units. The children living on our blocks are not from high income families. These are the children who will no longer have the opportunity to attend Glencoe. Our neighbors just across the new boundary zone in the wealthier part of Mount Tabor do get to remain in the Glencoe boundary. This seems to be directly in conflict with your goals of equity and inclusion.		1			1	1	1				1
All the SE schools should have been involved in this. It's not too late, the process should include all of them. One or two in-person facilitated meetings, or series of meetings, planned ahead with high quality translation services, planned in a reasonable amount of time (no "emergency meetings") with a staff that can really listen to families would be better than			1								1

Additional Feedback- Qual

With older kids, I am concerned about the impact on high schools from these changes. I am sad to see Creston kids leave Kellogg when the Creston parents contributed so much to the plans for that school, though I understand trying to keep nearby families there. Overall, this process does not seem to have gone very well (particularly with not including inner SE schools), so I don't have a lot of trust that wise plans will be made in the high school phase. For example, we live 5 blocks from Franklin (it is the closest PPS school of any level to our house), but with Creston's middle school being changed to Hosford I fear that will shift our kids to Cleveland for high school. This would have our kids travelling through areas I feel are unsafe due to open drug sales/ use, constant crime, and houselessness, rather than walking 5 minutes to Franklin. We may look outside of PPS if this change is made because we would no longer be attending the neighborhood school that we've been supporting, attending sports and performing arts events at, and looking forward to all of these years. I				1	1	1					

RESOLUTION NO. 6512

Budget Committee Approval of the 2022-23 Budget and the Imposition of Property Taxes

RECITALS

A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.426, requires the Budget Committee of Portland Public Schools (District) to hold one or more meetings to receive the budget message and the budget document and to provide members of the public with an opportunity to ask questions about and comment upon the budget document.

B. On April 26, 2022, the Board of Education (Board), acting as the Budget Committee, received the Superintendent's budget message and Proposed Budget document for the 2022-23 fiscal year.

C. On May 4, 2022, the Budget Committee held a Budget Community Engagement meeting to discuss and receive public comment on the Proposed Budget.

D. ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date.

E. The District requested, and the TSCC authorized, extending the submission date to no later than May 25, 2022.

F. The Board-appointed Community Budget Review Committee (CBRC) reviewed the Proposed Budget and current expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.

G. On May 17, 2022, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.

H. ORS 294.428 requires that each legal jurisdiction's Budget Committee approve a budget and specify the *ad valorem* property tax amount or rate for all funds.

I. It is noted that $0.5038 per $1,000 of the assessed value of the Permanent Rate Tax Levy (commonly known as the "Gap Tax") and, based on an analysis presented to the Board, the entirety of the Local Option Tax Rate Levy are excluded from State School Fund calculations.

J. ORS 457.445(6)(d) provides the opportunity for a school district with a statutory rate limit on July 1, 2003, that is greater than $4.50 per $1,000 of assessed value to be excluded from the urban renewal division of tax calculations. To the extent that the rate limit was increased under section 11 (5)(d), Article XI, of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.

K. Portland Public Schools has a statutory rate limit that is in excess of the $4.50 limitation that includes an increase under section 11 (5)(d), Article XI, of the Oregon Constitution.

RESOLUTION

1. The Budget Committee approves the budget as summarized in Attachment “A”.

2. The Budget Committee approves the budget for the 2022-23 fiscal year in the total amount of $1,887,316,000

3. The Budget Committee resolves that the District imposes the taxes provided for in the approved budget:

    a. At the rate of $5.2781 per $1,000 of assessed value for operations;
    b. At the rate of $1.9900 per $1,000 of assessed value for local option tax for operations;
    c. In the amount of $151,000,000 for exempt bonds

    Taxes are hereby imposed and categorized for the tax year 2022-23 upon the assessed value of all taxable property in the District, as follows:

Type	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	$5.2781/$1,000 of assessed valuation	
Local Option Rate tax Levy	$1.9900/$1,000 of assessed valuation	
Bonded Debt Levy		$151,000,000

4. The Budget Committee further resolves that $0.5038 per $1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d), Article XI, of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy).

5. The Budget Committee directs submission of the 2022-23 Approved Budget to the TSCC by May 26, 2022, in accordance with ORS 294.431, under the extension as granted by the TSCC.

Portland Public Schools
Adjustments to the 2022-23 Proposed Budget
May 24, 2022
(in thousands)

	Proposed Budget	Adjustment	Recommended Approved Budget
100 - General Funds			
Resources			
Beginning Fund Balance	90,500	9,478	99,978
Local Property and Other Taxes	314,424	-	314,424
Local Option Taxes	109,951	-	109,951
Other Local Sources	17,736	1,000	18,736
County and Intermediate Souces	12,101	-	12,101
State Sources	247,407	-	247,407
Federal Sources	15	-	15
Interfund Transfers	0	-	0
Other	2,450	(1,000)	1,450
Total	794,585	9,478	804,063
Requirements			
Instruction	399,183	7,154	406,337
Support Services	339,250	2,522	341,772
Enterprise and Community Svcs	3,100	-	3,100
Debt Service	783	-	783
Transfers of Funds	1,302	-	1,302
Contingency	50,967	(199)	50,768
Total	794,585	9,477	804,062
200 - Special Revenue Funds			
Resources			
Beginning Fund Balance	43,351	-	43,351
Property and Other Taxes	342	-	342
Other Revenue from Local Sources	17,929	-	17,929
Intermediate Sources	130	-	130
State Sources	97,185	5,800	102,985
Federal Sources	145,566	-	145,566
Interfund Transfers	75	-	75
All Other Resources	900	-	900
Total	305,478	5,800	311,278
Requirements			
Instruction	124,738	5,540	130,278
Support Services	116,062	260	116,322
Enterprise and Community Svcs	32,948	-	32,948
Facilities Acquisition and Construction	89	-	89
Transfers of Funds	199	-	199
Contingency	0	-	0
Unappropriated Ending Fund Balance	31,442	-	31,442
Total	305,478	5,800	311,278
300 - Debt Service Funds			

Resources			
Beginning Fund Balance	13,061	-	13,061
Property and Other Taxes	149,108	-	149,108
Other Revenue from Local Sources	82,477	575	83,052
Federal Sources	6	-	6
Bond Proceeds & Premiums	1,238	-	1,238
Total	245,890	575	246,465
Requirements			
Debt Service	226,741	575	227,316
Unappropriated Ending Fund Balance	19,149	-	19,149
Total	245,890	575	246,465
400 - Capital Projects Funds			
Resources			
Beginning Fund Balance	499,241	2,631	501,872
Other Revenue from Local Sources	7,441	-	7,441
Intermediate Sources	-	-	-
State Sources	6,941	-	6,941
Interfund Transfers	610	-	610
Total	514,233	2,631	516,864
Requirements			
Support Services	498	1,784	2,282
Facilities Acquisition and Construction	513,114	848	513,962
Transfers of Funds	621	-	621
Total	514,233	2,632	516,865
600 - Internal Service Funds			
Resources			
Beginning Fund Balance	5,066	-	5,066
Other Revenue from Local Sources	3,554	26	3,580
Total	8,620	26	8,646
Requirements			
Support Services	339	-	339
Contingency	8,281	26	8,307
Total	8,620	26	8,646
All Funds Total	1,868,806	18,510	1,887,316

Portland Public Schools
Adjustments to the 2022-23 Proposed Budget
May 24, 2022

(in thousands)

Proposed Resources:		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
		$ 794,585	**$ 305,478**	**$ 768,743**	**$ 1,868,806**
Adjustments:					
1. Increase in General Fund Beginning Fund Balance - based on 3rd Quarter financial projections through June 30, 2022.		9,478			9,478
Other Local Sources - move $1 mil revenue from 451300 to 415100 (how we are to report the new leases for GASB)		1,000			
Other - move $1 mil revenue from 451300 to 415100 (how we are to report the new leases for GASB)		-1,000			
2. Increase in Special Revenue Fund State Sources - HB 4030			5,800		5,800
3. Additional FTEs generated this internal transfer (Fund 308 PERS UAL)				575	575
4. Increase Beginning Fund Balance due to new forecast for Ending Fund Balances for FY22.				2,631	2631
5. Additional FTEs generated this internal transfer (Fund 601 Self Insurance)				26	26
Total Resource Changes		9,478	5,800	3,232	18,510
Recommended Approved Resource Budget		**$ 804,063**	**$ 311,278**	**$ 771,975**	**$ 1,887,316**

Proposed Requirements:		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
		$ 794,585	**$ 305,478**	**$ 768,743**	**$ 1,868,806**
Adjustments:	Function				
1. Increase in General Fund instructional support by providing additional SPED, paras/EAs, and staffing FTEs for schools affected by the SE enrollment balancing; increasing charter school pass through amounts and student activities; and adding paraeducator retention bonus.	1000	7,154			7,154
2. Increase in General Fund Support Services by increasing the number of mental health professionals and adding campus security associates to Title I middle schools.	2000	2,522			2,522
3. Overall reduction in General Fund Contingency. The increased beginning fund balance was offset by additional support and potential enrollment adjustment/needs.	6000	-199			-199
4. Increase in Special Revenue Fund Support Services to align with the new state funding associated with House Bill (HB) 4030 for educational staff retention.	1000		5,540		5,540
5. Increase in Special Revenue Fund Support Services to align with the new state funding associated with HB 4030 for educational staff retention for administrative costs in supporting the grant	2000		260		260
6. Increase in Debt Services for PERS UAL	6000			575	575
7. Increase in Capital Projects for Support Services to align with planned expenditures for 2022-23.	2000			1,784	1,784
8. Increase in Capital Projects for Facilities Aquisition and Construction to align with planned expenditures for 2022-23.	4000			848	848
9. Additional FTEs generated this internal transfer (Fund 601 Self Insurance)	4000			26	26
Total Requirement Changes		9,477	5,800	3,233	18,510
Recommended Approved Requirement Budget		**$ 804,062**	**$ 311,278**	**$ 771,976**	**$ 1,887,316**

PORTLAND PUBLIC SCHOOLS
Chief Financial Officer
Nolberto Delgadillo
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3115
Mailing Address: P. O. Box 3107 / 97208-3107

To: Members of the Board of Education

From: Nolberto Delgadillo, Chief Financial Officer

Subject: Budget Committee Approval of the 2022-23 Budget

BACKGROUND

On May 24, 2022, the Board (acting as the Budget Committee) is scheduled to vote to approve a budget for Portland Public Schools for the 2022-23 fiscal year. The recommended resolution is attached.

This staff report is to summarize any significant changes from the proposed budget document which the Board of Education received on April 26, 2022.

RELATED POLICIES/BEST PRACTICES

Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.426, requires the Budget Committee of Portland Public Schools (District) to hold one or more meetings to receive the budget message and the budget document and to provide members of the public with an opportunity to ask questions about and comment upon the budget document.

On April 26, 2022, the Board of Education (Board), acting as the Budget Committee, received the Superintendent's budget message and Proposed Budget document for the 2022-23 fiscal year.

ANALYSIS OF SITUATION

Changes from the Proposed Budget

General Fund
Since the Proposed Budget was submitted, staff has been engaged in a number of technical activities that resulted in the below changes that will be reflected in the Approved Budget:

- Adjustments to align the budget more closely with the 3rd Quarter Financial projections. This includes an increase in the Beginning Fund Balance by a little over $9 million from $90.50 million to $99.98 million. This is primarily attributed to the net result from the May State School Fund annual reconciliation adjustment which was offset by an increase in anticipated expenditures in 2021-22.
- Decrease Contingency from 7% to 6% and prioritize funding to schools for the following (pending board approval):
    - *Increase learning opportunities for every student* (approximately $3.9 million) - additional special education staff (18 estimated FTEs); additional paraprofessionals and/or educational assistants high-need or high-leverage classrooms, such as in Title I, CSI and TSI elementary schools and K-8s (25 estimated FTEs); and additional licensed staff to reduce class sizes (5 estimated FTEs).
    - *Provide high quality emotional, mental health, and wraparound supports* (approximately $2.8 million) - additional staff support to schools impacted by the SE Enrollment and Program Balancing (10 estimated FTEs); additional mental health professionals, focused on middle schools and K8s (12 estimated FTEs); and a Campus Safety Associate at all Title I middle schools (4 estimated FTEs).
    - *Make meaningful progress on the community's top priorities* (approximately $2.3 million) - increase the pass-through rate to charter schools, support student activities, and provide all paraeducators a retention bonus to address this hard-to-fill role, similar to the paraeducator bonus we offered this year.

Special Revenue Funds

Additional appropriation was added for HB 4030 from the State for recruiting and retention of educators and support personnel. The $5.8 million in additional funding will be for Instruction Services (approximately $5.5 million) and Support Services (approximately $0.3 million) as placeholders until plans are finalized.

All Other Funds

Appropriation of about $2.6 million was added to the Capital Projects beginning fund balance. Changes for the Capital Funds included adjusting appropriation allocation amounts between functions and objects to reflect support services activity within the departments including insurance payments and the Long Range Facility Plan.

Budget Committee Action

The Board acting as the Budget Committee is asked to consider and approve the attached 2022-2023 Approved Budget resolution.

FISCAL IMPACT

No further impacts beyond those identified in section: "Analysis of Situation".

COMMUNITY ENGAGEMENT (IF APPLICABLE)

On May 4, 2022, the Budget Committee held a Budget Community Engagement meeting to discuss and receive public comment on the Proposed Budget.

The Board-appointed Community Budget Review Committee (CBRC) reviewed the Proposed Budget and current expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board. On May 17, 2022, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If approved, the Board of Education will have the opportunity to formally adopt the budget on June 14, 2022. Upon adoption appropriations will be uploaded into the District's financial system on or before July 1, 2022.

BOARD OPTIONS WITH ANALYSIS

No further analysis beyond the section: "Analysis of Situation".

CONNECTION TO BOARD GOALS

This 2022-23 budget braids all of our available resources at the local, state and federal level to ensure core operations continue to support PPS students and also to identify targeted investments and additional supports that align with the district's vision, board goals and strategic plan.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to approve the 2022-23 Budget, make appropriations, and impose taxes as presented in the attached resolution. This will allow the Board of Education to formally consider the budget for adoption on June 14, 2022.

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

___*CH*_____ *(Initials)*

ATTACHMENTS

A. Resolution to Impose Taxes and Adoption of the 2021-22 Budget.
B. Attachment “A” to the Resolution to Impose Taxes and Adoption of the 2021-22 Budget.

Memorandum

Date: May 19, 2022
To: Board Directors
From: Renard Adams, Ed.D., Chief of Research, Assessment and Accountability
RE: Updated Staffing Information for the Board Budget vote on May 24, 2022

This memorandum includes updated staffing information requested for the upcoming Board of Education Budget approval vote scheduled for May 24, 2022. Attached to this memo is an appendix, Appendix A. **All data are as of May 18, 2022**. Outlined below is the information included in the appendix:

Appendix A. Year to Year Staffing Changes with Projected Class Sizes 05182022.

This document lists schools alphabetically within grade span (elementary, middle, high). It displays:

- A school's status as Title I, Target School Improvement (TSI), or Comprehensive School Improvement (CSI)
- Student projection counts for staffing for 2019-2020, 2020-2021, and 2022-2023
- Percentages of students qualifying for free and reduced meal via direct certification.
- Percentages of historically underserved students, which include students by race, special education and English Learner status, and Direct Certification status
- Year to Year projected enrollment changes, school-based FTE changes, and Teacher FTE changes
- **Updated** projected average class sizes for 2022-2023 by grade level with **100% of K-5 sections projected to be below class size maximums.**

Note: Staff recently uncovered a previous error in the weighting of ESL educational assistants included in the May 2, 2022 memo. The corrected ESL EA weighing is included in this Appendix.

Appendix A: Year to Year Staffing Change with Projected Class Size

FTE shown in Licensed Equivalent, includes Gen. Fund, SIA, ESSER, ESL; does not include SPED, Foundation, PPS Parent Fund, Nutrition, Custodial. **As of 5-18-2022**

Title I	ESSA	Grade Span	School / Program	Student Count for Staffing 2019-20	Student Count for Staffing 2021-22	Free by Direct Certification 2022-23	Historically Underserved 2022-23	Student Count for Staffing 2022-23	Y2Y % Enrollment Change	FTE Change based on Enrollment	Y2Y % FTE Change due to Enrollment	Y2Y % FTE TEACHER Change due to Enrollment	Total FTE Change (Enrollment and Improved Class Size)	% FTE Change with Enrollment and Class Size	Y2Y % FTE TEACHER Change
		K-5	Abernethy	517	470	8%	30%	364	-23%	-5.25	-21%	-22%	-3.00	-12%	-11%
		K-5	Ainsworth	637	628	5%	37%	541	-14%	-1.97	-6%	-1%	-0.47	-1%	-1%
			Ainsworth												
		K-5	Alameda	721	667	2%	23%	522	-22%	-7.15	-22%	-22%	-4.95	-15%	-13%
		K-5	Atkinson	410	396	12%	45%	342	-14%	-3.20	-12%	-16%	-1.00	-4%	-5%
			Atkinson												
		K-5	Arleta	496	343	28%	53%	276	-20%	-2.00	-9%	-7%	-1.00	-5%	-7%
		K-5	Beach	431	410	22%	51%	345	-16%	-2.44	-9%	-10%	-1.44	-5%	-5%
			Beach												
Title I	CSI	K-5	Boise-Eliot/Humboldt	310	362	55%	83%	325	-10%	-0.25	-1%	-2%	-0.25	-1%	-2%
	TSI	K-5	Bridger	509	378	27%	63%	335	-11%	-0.50	-2%	-3%	-0.50	-2%	-3%
			Bridger												
		K-5	Bridlemile	521	465	9%	35%	430	-8%	-1.00	-4%	-5%		0%	0%
		K-5	Buckman	443	448	19%	46%	401	-10%	-2.70	-10%	-16%	-1.70	-6%	-11%
		K-5	Capitol Hill	441	380	9%	29%	318	-16%	-3.95	-18%	-21%	-1.25	-6%	-8%
Title I	TSI	K-5	Chapman	461	437	33%	54%	351	-20%	-2.70	-10%	-17%	-0.50	-2%	-6%
	TSI	K-5	Chief Joseph	347	317	17%	40%	271	-15%	-1.70	-8%	-7%	-1.70	-8%	-7%
		K-5	Creston	352	265	26%	48%	254	-4%		0%	0%		0%	0%
		K-5	Duniway	500	489	5%	28%	433	-11%	-2.13	-9%	-11%	-2.13	-9%	-11%
		K-5	Forest Park	415	371	1%	27%	318	-14%	-1.00	-5%	-3%	-0.50	-2%	-3%
		K-5	Hayhurst	655	396	18%	37%	341	-14%	-2.70	-12%	-13%	-1.70	-7%	-13%
		K-5	Glencoe	441	419	10%	38%	381	-9%	-4.20	-17%	-16%	-3.00	-12%	-11%
Title I		K-5	Grout	375	363	33%	54%	331	-9%	-2.92	-11%	-15%	-1.92	-8%	-15%
	TSI	K-5	Irvington	339	315	16%	45%	242	-23%	-1.30	-6%	-8%	-0.10	0%	0%
Title I	TSI	K-5	James John	333	347	38%	71%	338	-3%	1.22	4%	4%	2.22	7%	9%
			James John												
Title I	TSI	K-5	Kelly	476	457	45%	88%	361	-21%	-4.67	-12%	-14%	-3.47	-9%	-10%
			Kelly												
Title I	TSI	K-5	Lee	271	266	33%	72%	232	-13%	-1.20	-5%	-8%	0.50	2%	0%
Title I	CSI	K-5	Lent	500	301	50%	82%	275	-9%	-0.48	-2%	-2%	0.02	0%	-2%
			Lent												
		K-5	Lewis	391	401	15%	39%	335	-16%	-2.20	-10%	-13%	-1.20	-5%	-7%
		K-5	Llewellyn	494	491	8%	34%	408	-17%	-2.30	-9%	-11%	-2.30	-9%	-11%
	TSI	K-5	Maplewood	399	359	11%	28%	274	-24%	-1.70	-8%	-8%	-1.70	-8%	-8%
		K-5	Markham	451	428	28%	54%	431	1%	-2.02	-7%	-8%	-0.32	-1%	-3%
Title I		K-5	Marysville	393	271	49%	69%	259	-4%	0.50	2%	0%	0.50	2%	0%
Title I	TSI	K-5	MLK Jr	307	346	44%	69%	288	-17%	-1.00	-4%	0%	0.70	2%	6%
			MLK Jr												
	TSI	K-5	Peninsula	260	276	26%	63%	218	-21%	-2.45	-11%	-18%	-1.25	-6%	-10%
		K-5	Richmond	627	609	3%	26%	581	-5%	-0.85	-3%	-2%	0.15	0%	2%
		K-5	Rieke	370	366	7%	27%	304	-17%	-2.70	-13%	-14%	-2.20	-11%	-14%
Title I	CSI	K-5	Rigler	303	276	40%	79%	234	-15%	-1.81	-7%	-7%	-0.81	-3%	0%
Title I	CSI	K-5	Rosa Parks	268	273	71%	98%	205	-25%	-0.72	-3%	-2%	-0.22	-1%	-2%
		K-5	Rose City Park	543	566	16%	48%	470	-17%	-1.72	-5%	1%	-0.72	-2%	1%
			Rose City Park												
	TSI	K-5	Sabin	460	368	17%	37%	340	-8%	-3.20	-13%	-14%	-1.70	-7%	-7%
Title I	CSI	K-5	Scott	447	477	48%	72%	435	-9%	-2.56	-6%	-9%	-0.56	-1%	-2%
			Scott												
Title I	CSI	K-5	Sitton	369	357	53%	83%	318	-11%	-0.26	-1%	-3%	-0.26	-1%	-3%

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Neighborhood	19	25	26	20	25	24				
Focus Option	23	25	21	25	22	22				
Neighborhood	21	19	23	23	24	26				
Neighborhood	26	28	22	24	23	30				
Focus Option	20	23	21	21	22	22				
Neighborhood	15	16	21	17	30	18				
Neighborhood	24	18	25	25	26	19				
Focus Option	21	22	20	17	18	31				
Neighborhood	16	16	10	16	27	20				
Neighborhood	18	18	20	27	21	24				
Focus Option	19	19	20	17	26	19				
Neighborhood	20	23	21	19	26	12				
Neighborhood	21	25	21	24	24	24				
Focus Option	22	21	24	22	22	23				
Neighborhood	19	29	26	21	26	19				
Neighborhood	20	23	26	20	24	21				
Neighborhood	27	25	19	28	18	21				
Neighborhood	22	16	21	24	32	21				
Neighborhood	24	26	31	22	27	24				
Neighborhood	21	21	28	22	32	25				
Neighborhood	26	27	23	22	29	31				
Neighborhood	21	22	22	30	21	32				
Neighborhood	27	27	26	27	23	30				
Neighborhood	22	20	19	23	17	20				
Focus Option	21	23	24	22	13	19				
Neighborhood	17	17	17	17	17	18				
Focus Option	25	22	20	21	16	11				
Neighborhood	21	22	17	20	20	18				
Neighborhood	23	20	22	18	15	17				
Focus Option	19	21	15	14	20	22				
Neighborhood	13	15	19	26	26	24				
Neighborhood	20	21	23	21	30	28				
Neighborhood	22	26	27	25	24	28				
Neighborhood	24	19	22	24	27	22				
Neighborhood	24	26	25	22	22	22				
Neighborhood	18	20	25	21	19	23				
Focus Option	16	26	19	16	20	20				
Neighborhood	27	10	21	15	25	19				
Neighborhood	20	18	17	15	18	29				
Focus Option	26	26	24	32	28	25				
Neighborhood	25	23	27	25	24	29				
Focus Option	23	20	15	24	18	18				
Neighborhood	16	15	19	16	18	20				
Focus Option	17	17	18	16	18	21				
Neighborhood	21	16	21	28	28	27				
Neighborhood	19	29	22	28	31	25				
Focus Option	20	18	16	19	18	15				
Neighborhood	20	19	15	23	17	16				
Focus Option	22	20	16	18	18	11				

Data as of 5/18/22

Appendix A: Year to Year Staffing Change with Projected Class Size

FTE shown in Licensed Equivalent, includes Gen. Fund, SIA, ESSER, ESL; does not include SPED, Foundation, PPS Parent Fund, Nutrition, Custodial. **As of 5-18-2022**

Title I	ESSA	Grade Span	School / Program	Student Count for Staffing 2019-20	Student Count for Staffing 2021-22	Free by Direct Certification 2022-23	Historically Underserved 2022-23	Student Count for Staffing 2022-23	Y2Y % Enrollment Change	FTE Change based on Enrollment	Y2Y % FTE Change due to Enrollment	Y2Y % FTE TEACHER Change due to Enrollment	Total FTE Change (Enrollment and Improved Class Size)	% FTE Change with Enrollment and Class Size	Y2Y % FTE TEACHER Change
			Sitton												
		K-5	Stephenson	362	367	7%	30%	325	**-11%**	-3.70	-17%	**-20%**	-2.20	-10%	**-13%**
Title I	TSI	K-5	Vestal	259	236	44%	69%	208	**-12%**	-1.20	-6%	**-9%**	-1.20	-6%	**-9%**
Title I		K-5	Whitman	238	210	41%	75%	154	**-27%**	-5.87	-29%	**-42%**	-2.42	-12%	**-15%**
Title I		K-5	Woodlawn	338	332	31%	72%	289	**-13%**	-3.95	-15%	**-17%**	-3.45	-13%	**-17%**
Title I	TSI	K-5	Woodmere	298	268	45%	74%	238	**-11%**	-1.70	-7%	**-7%**	-0.70	-3%	**0%**
		K-5	Woodstock	556	562	13%	36%	488	**-13%**	-1.00	-3%	**4%**	-0.25	-1%	**4%**
			Woodstock												
			K-5 Subtotal	**19034**	**17529**			**15129**	**-14%**	**-96.60**	**-8%**	**-9%**	**-49.95**	**-4%**	**-5%**

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Neighborhood	20	24	12	17	18	24				
Neighborhood	26	24	25	27	22	26				
Neighborhood	19	17	13	17	18	27				
Neighborhood	13	11	12	26	26	30				
Neighborhood	26	26	23	19	25	22				
Neighborhood	21	20	16	21	18	17				
Focus Option	25	23	20	23	24	19				
Neighborhood	20	18	18	18	20	18				

Data as of 5/18/22

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		1-8	Access	311	314	5%	28%	307	-2%	-5.20	-22%	-7%	-4.00	-17%	0%
	TSI	K-8	Astor	422	401	20%	49%	375	-6%	-1.50	-5%	-5%	-0.50	-2%	0%
		K-8	Beverly Cleary	742	678	4%	27%	617	-9%	-2.75	-8%	-7%	-2.75	-8%	-7%
Title I	CSI	K-8	César Chávez	551	543	45%	87%	459	-15%	-0.30	-1%	5%	0.20	0%	5%
			César Chávez												
		K-8	Creative Science	458	453	12%	41%	441	-3%	0.37	1%	0%	0.50	2%	0%
Title I	TSI	K-8	Faubion	710	721	44%	80%	631	-12%	-2.50	-5%	-6%	0.33	1%	-3%
		K-8	Laurelhurst	693	698	6%	23%	628	-10%	-3.05	-8%	-10%	-3.00	-8%	-10%
Title I		K-8	Harrison Park	660	649	47%	81%	505	-22%	-1.50	-3%	-3%	-1.00	-2%	-3%
			Harrison Park												
		K-8	Odyssey		244	12%	30%	243	0%	0.50	3%	0%	0.50	3%	0%
		K-8	Skyline	274	212	8%	30%	201	-5%		0%	0%		0%	0%
		K-8	Sunnyside Environmental	560	522	14%	42%	465	-11%	-2.45	-8%	-5%	-1.45	-5%	0%
		K-8	Vernon	558	611	23%	49%	525	-14%	-4.95	-13%	-16%	-3.95	-10%	-13%
		K-8	Winterhaven	310	292	7%	21%	298	2%	0.25	1%	-2%	0.25	1%	-2%
		K-12	Metro. Learning Center	408	391	9%	46%	361	-8%	0.50	2%	6%	0.50	2%	6%
		K-12	Online Learning Academy			30%	66%	458		-10.05	-24%	-39%	-7.03	-17%	-39%
			K-8 Subtotal	**6657**	**6729**			**6514**	**-3%**	**-32.63**	**-7%**	**-8%**	**-21.39**	**-4%**	**-6%**
			ELEMENTARY SUBTOTAL	**25691**	**24258**			**21643**	**-11%**	**-129.23**	**-8%**	**-9%**	**-71.34**	**-4%**	**-5%**
	TSI	6-8	Beaumont	582	528	19%	46%	428	-19%	-5.25	-14%	-13%	-5.25	-14%	-13%
			Beaumont												
		6-8	da Vinci	455	452	15%	45%	448	-1%	0.50	2%	0%	2.50	10%	11%
Title I	TSI	6-8	George	414	435	54%	85%	373	-14%	-4.40	-12%	-13%	-1.40	-4%	-6%
			George												
		6-8	Gray	560	548	8%	31%	484	-12%	-4.75	-16%	-18%	-2.75	-9%	-13%
Title I		6-8	Harriet Tubman	495	437	34%	64%	374	-14%	-2.00	-6%	-11%	-1.50	-4%	-11%
			Harriet Tubman												
		6-8	Hosford	624	681	18%	38%	574	-16%	-7.75	-19%	-19%	-6.75	-17%	-19%
			Hosford												
		6-8	Jackson	809	830	15%	38%	790	-5%	-2.00	-5%	-3%		0%	0%
Title I		6-8	Kellogg	755	755	31%	65%	657	-13%	-6.50	-13%	-14%	-4.50	-9%	-10%
			Kellogg												
Title I	TSI	6-8	Lane	434	406	42%	73%	339	-17%	-2.50	-7%	-5%	-1.00	-3%	-5%
			Lane												
	TSI	6-8	Mt Tabor	734	687	9%	34%	601	-13%	-5.00	-13%	-17%	-2.00	-5%	-7%
			Mt Tabor												
	TSI	6-8	Ockley Green	461	498	30%	67%	470	-6%	-3.00	-9%	-9%	1.00	3%	2%
			Ockley Green												
Title I	TSI	6-8	Roseway Heights	672	627	33%	58%	584	-7%	0.75	2%	5%	2.25	5%	9%
			Roseway Heights												
		6-8	Sellwood	597	569	7%	30%	550	-3%	-2.00	-7%	-7%	-0.50	-2%	0%
		6-8	West Sylvan	824	821	9%	32%	713	-13%	-4.25	-10%	-8%	-4.25	-10%	-8%
			West Sylvan												
			MIDDLE SCHOOL SUBTOTAL	**7661**	**8274**			**7385**	**-11%**	**-48.15**	**-9%**	**-10%**	**-24.15**	**-5%**	**-5%**

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Focus Option		25		22	17	26	28	26	24	26
Neighborhood	22	26	20	17	18	30	32	19	19	23
Neighborhood	22	26	29	28	27	29	30	32	28	30
Neighborhood	14	13	19	12	21	16	22	23	29	25
Focus Option	15	14	17	17	20	19	31	18	22	22
Focus Option	24	27	25	25	23	25	26	24	24	24
Neighborhood	21	22	19	25	26	29	23	30	25	26
Neighborhood	28	30	26	24	25	26	26	24	33	27
Neighborhood	21	18	24	22	23	19	23	29	25	25
Focus Option	11	7	7	12	16	13	9			
Focus Option	23	26	23	29	26	26	29	29	32	30
Neighborhood	21	25	27	19	22	22	24	24	17	22
Focus Option	22	19	17	18	22	27	23	31	34	28
Neighborhood	19	21	24	20	29	30	29	24	26	26
Focus Option	23	25	23	25	21	28	26	25	26	26
Focus Option	22	23	21	23	23	25	27	24	26	25
Neighborhood	24	26	26	27	27	28	20	20	20	20
Focus Option							23	19	25	22
Neighborhood							30	33	27	29
Neighborhood							30	31	29	30
Neighborhood							29	30	31	30
Focus Option							19	17	32	21
Neighborhood							33	32	32	32
Neighborhood							27	32	28	28
Focus Option							15	9	10	11
Focus Option							30	24	21	24
Neighborhood							33	32	31	32
Neighborhood							32	32	30	32
Focus Option							23	30	26	26
Neighborhood							32	30	28	30
Focus Option							12	10	16	13
Neighborhood							27	26	30	27
Focus Option							26	33	32	30
Neighborhood							30	27	27	27
Focus Option							34	18	30	25
Neighborhood							28	32	33	31
Focus Option							21	20	18	19
Neighborhood							29	28	31	29
Neighborhood							30	33	29	31
Focus Option							21	20	21	21
Neighborhood							31	32	30	31

Data as of 5/18/22

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Title I	ESSA	Grade Span	School / Program	Student Count for Staffing 2019-20	Student Count for Staffing 2021-22	Free by Direct Certification 2022-23	Historically Underserved 2022-23	Student Count for Staffing 2022-23	Y2Y % Enrollment Change	FTE Change based on Enrollment	Y2Y % FTE Change due to Enrollment	Y2Y % FTE TEACHER Change due to Enrollment	Total FTE Change (Enrollment and Improved Class Size)	% FTE Change with Enrollment and Class Size	Y2Y % FTE TEACHER Change
	TSI	9-12	Jefferson	677	612	39%	79%	607	-1%	-0.12	0%	-1%	0.38	1%	-1%
	TSI	9-12	Roosevelt	1068	1366	34%	73%	1448	6%	5.39	5%	7%	6.39	6%	7%
	CSI	9-12	Alliance	275	275	34%	67%	275	0%	0.00	0%	0%	0.00	0%	0%
		9-12	Benson	1038	975	23%	64%	944	-3%	-2.68	-4%	-3%	-2.68	-4%	-3%
		9-12	McDaniel	1170	1280	29%	64%	1407	10%	6.77	7%	12%	7.05	8%	12%
		9-12	Franklin	1923	2060	21%	48%	2015	-2%	-3.09	-3%	-1%	-2.09	-2%	-1%
		9-12	Cleveland	1618	1590	11%	31%	1605	1%	-0.53	-1%	1%	-0.53	-1%	1%
		9-12	Ida B. Wells-Barnett	1569	1640	9%	29%	1603	-2%	-1.23	-1%	-2%	-1.23	-1%	-2%
		9-12	Grant	1740	2057	8%	27%	2178	6%	3.50	3%	3%	5.00	5%	5%
		9-12	Lincoln	1635	1511	5%	24%	1463	-3%	-2.07	-2%	-3%	-2.07	-2%	-3%
		K-12	Other MPG Programs							-1.77	0%	0%	-1.77	0%	0%
			HIGH SCHOOL TOTAL	**12713**	**13366**			**13545**	**1%**	**4.17**	**0%**	**2%**	**8.46**	**1%**	**2%**
			DISTRICT TOTAL	**46065**	**45898**			**42573**	**-7%**	**-173.20**	**-6%**	**-6%**	**-87.04**	**-3%**	**-3%**
			CBOs, Charters and Special Programs	2891	2751			2200	-20%	CBOs, Charters and Special Programs are not staffed as part of the School Staffing, so no FTE is shown.					
			Overall District Total	**48956**	**48649**			**44773**	**-8%**	**-173.20**	**-6%**	**-6%**	**-87.04**	**-3%**	**-3%**

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg

Data as of 5/18/22

Out of Challenging Times, We Move Forward—Together

Recommended Budget for Approval

May 24, 2022

Objectives For This Evening

Review highlights of the Superintendent's recommended budget for approval

Review changes from the proposed (4/26) to the recommended budget for approval (5/24)

Discuss proposed uses of additional carryover from 2021-22 end General Fund balance

Consider and vote to approve the 2022-2023 budget and tax rates

Guiding Principles

Narrow learning gaps for students of color, especially Black and Native American students

Address students' unfinished learning and mental health needs

Provide students new learning opportunities

Be fiscally responsible

Ensure effective operation of core functions

Top Priorities for 2022-2023

Address unfinished learning as a result of the pandemic

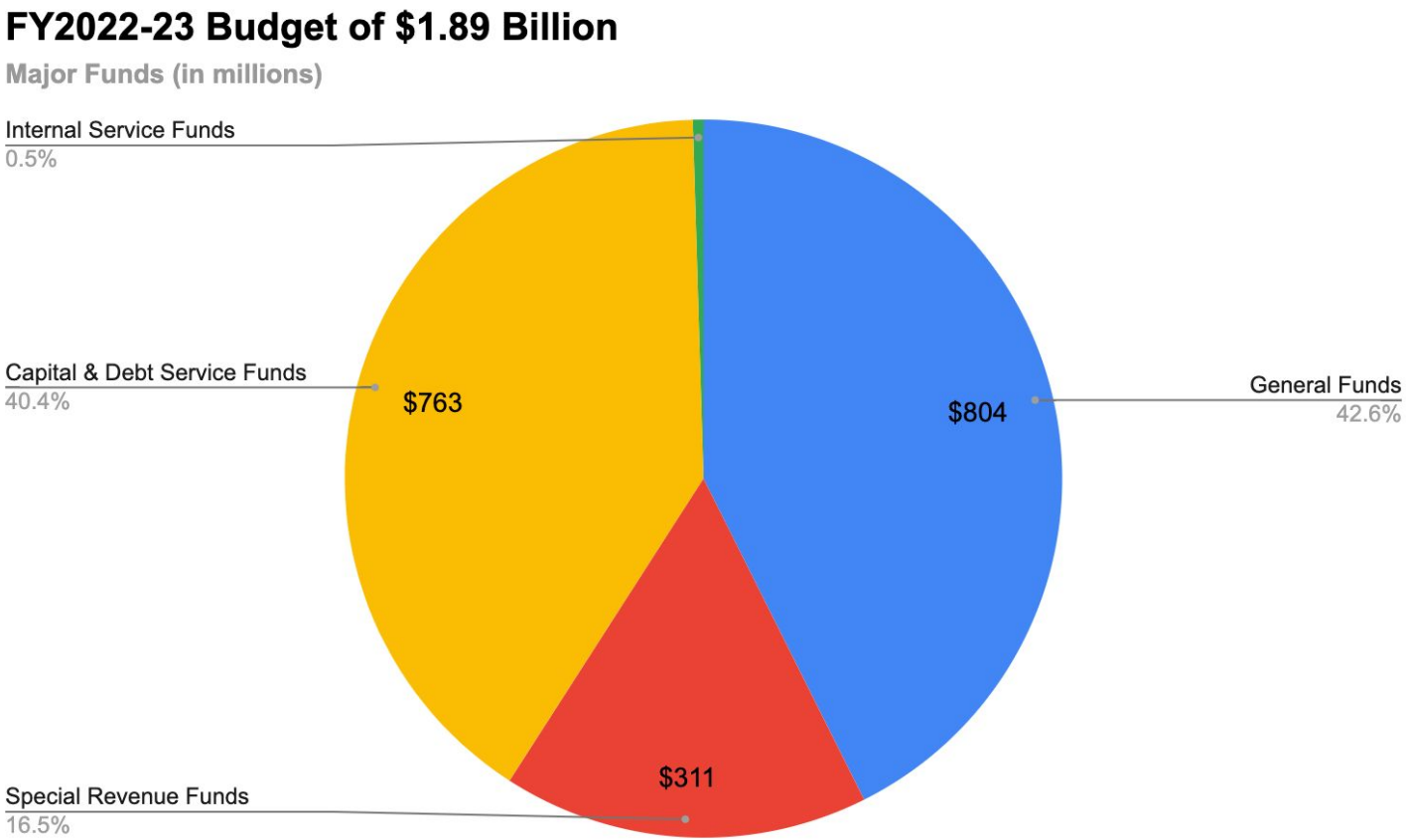
Increase learning opportunities for every student

Provide high-quality emotional, mental health, and wraparound supports

Create more time for professional educators to plan, collaborate and prepare

Make meaningful progress on our community's top priorities

Recommended Budget for Approval - All Funds



General Fund Balance

	Proposed Budget 4/26/22	Recommended Budget for Approval 5/24/22
Beginning Fund Balance	$91	$100
	11%	**12%**
Revenue	$704	$704
Expenses	$744	$753
Use of Fund Balance	-$40	-$49
Estimated Ending Fund Balance	$51	$51
	6%	**6%**

May State School Adjustment	+ $12 Million
Adjusted Quarter Expenditure Rate	- $3 Million
Increase in Ending Fund Balance	+ $9 Million

$9 Million Dollars to be carried over to 2022-23

On May 17, 2022, the PPS School Board shared a collective interest to use $9 million of carryover from the 2021-2022 end general fund balance to support schools.

General Funds provide for **core operational** expenses of the school district.

Our Student Investment Account (SIA) and our one-time ESSER dollars help address the **learning, social and emotional needs of our PPS students**.

The recommended budget for approval prioritizes more than **$133 million dollars** to make next year a more powerful learning experience for every PPS student, educator and staff.

Investing in Powerful Learning and Student Supports

	General Fund $	FY23 Student Investment Account $	FY23 & FY24 ESSER $	FY23 Summer State $	Total $
Address unfinished learning as a result of the pandemic		$5,570,305	$24,063,519	$7,877,254	$37,511,078
Increase learning opportunities for every student	$5,186,066	$14,668,650	$15,015,024		$34,869,740
Create more time for professional educators to plan, collaborate and prepare		$2,725,791	$13,752,000		$16,477,791
Provide high-quality emotional, mental health, and wraparound supports	$2,930,000	$12,957,336	$1,996,196		$17,883,532
Make meaningful progress on our community's top district priorities	$5,570,000	$1,780,811	$5,707,000		$13,057,811
COVID-19 Response and FEMA			$14,085,035		$14,085,035
Grand Total	**$13,686,066***	**$37,702,893**	**$74,618,773**	**$7,877,254**	$133,884,986

* Update includes expenditure of $9M carryover

$9 Million General Fund Carryover To Support Priorities We Heard

- Support the increasing number of students slated to receive special education services next year
- Further improve adult-to-student ratios:
  - Educational assistants in high-need or high-leverage classrooms, such as in Title I, CSI and TSI elementary schools and K-8s
  - Mental health, campus safety, restorative practices professionals, focused on middle schools
  - Elementary teaching positions to reduce class sizes at maximum
- Support SE Portland schools impacted by changes resulting from enrollment and program balancing
- Establish a centralized student activities fund to support student trip experiences more equitably
- Prioritize the retention of support staff
- Increase the charter school pass-through rate to 85%
- Ensure the PPS Board Room is accessible and ADA compliant
- Provide additional supports to schools with high rates of staff absences
- Grow capacity to support workforce diversity and recruitment

$9 Million General Fund Carryover To Support Priorities We Heard

Priority	Grades Impacted	FTE**	Total
Increase Learning Opportunities for Every Student			
Special Education Staff	K-12	18.0	$1,800,000
Educational Assistants	Elem. and K-8	25.0	$1,500,000
Reduce Class Sizes	Elem. Schools	5.0	$570,000
Provide High Quality Emotional, Mental Health and Wraparound Supports			
SE Schools Supports*	Elem., MS and K-8s	10.0	$1,200,000
Mental Health Professionals	MS & K-8s	12.0	$1,400,000
Campus Safety Associates	MS and HS	4.0	$230,000
Make meaningful progress on our community's top priorities			
Charter School Pass-Through	K-8 Charter Schools		$600,000
Student Activities & Travel Fund	K-12 Schools		$500,000
Paraeducator Retention Bonus			$1,200,000
Total		**74.0**	**$9,000,000**

* This category also includes providing increase learning opportunities for student in SE Schools experiencing transitions as a result of Southeast Enrollment and Program Balancing.
** Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Increase learning opportunities for every student

Add 18.0 FTE to Special Education*

We expect an increase of students receiving special education services next year based on new Individual Education Plans (IEPs) data. To meet the growing demand, we'll allocate $1.8 million of carryover to special education.

Add 25.0 FTE Educational Assistants

We will invest $1.5 million to further improve student to adult ratio in high-need or high-leverage classrooms, such as in Title I, CSI and TSI elementary schools and K-8s.

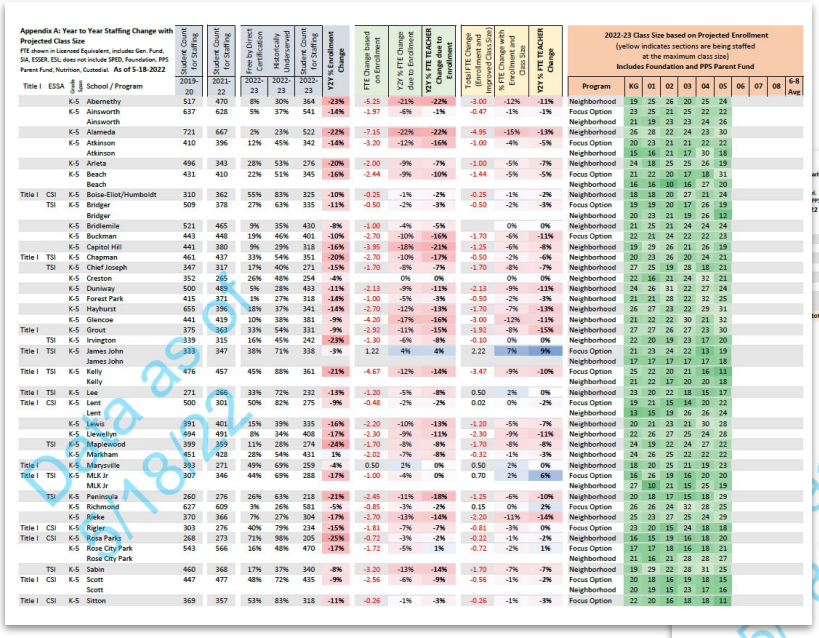
* Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Increase learning opportunities for every student

Add 5.0 FTE to Support Class Size Reductions

100% of all K-5 homerooms are now projected to be below class size maximums.



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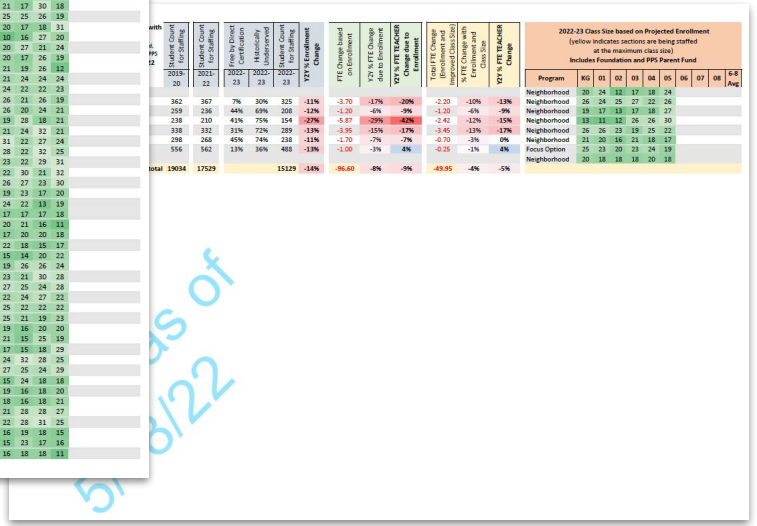
		K-5	Abernethy	517	470	8%	30%	364	-23%	-5.25	-21%	-22%	-3.00	-12%	-11%
		K-5	Ainsworth	637	628	5%	37%	541	-14%	-1.97	-6%	-1%	-0.47	-1%	-1%
			Ainsworth												
		K-5	Alameda	721	667	2%	23%	522	-22%	-7.15	-22%	-22%	-4.95	-15%	-13%
		K-5	Atkinson	410	396	12%	45%	342	-14%	-3.20	-12%	-16%	-1.00	-4%	-5%
			Atkinson												
		K-5	Arleta	496	343	28%	53%	276	-20%	-2.00	-9%	-7%	-1.00	-5%	-7%
		K-5	Beach	431	410	22%	51%	345	-16%	-2.44	-9%	-10%	-1.44	-5%	-5%
			Beach												
Title I	CSI	K-5	Boise-Eliot/Humboldt	310	362	55%	83%	325	-10%	-0.25	-1%	-2%	-0.25	-1%	-2%
	TSI	K-5	Bridger	509	378	27%	63%	335	-11%	-0.50	-2%	-3%	-0.50	-2%	-3%
			Bridger												
		K-5	Bridlemile	521	465	9%	35%	430	-8%	-1.00	-4%	-5%		0%	0%
		K-5	Buckman	443	448	19%	46%	401	-10%	-2.70	-10%	-16%	-1.70	-6%	-11%
		K-5	Capitol Hill	441	380	9%	29%	318	-16%	-3.95	-18%	-21%	-1.25	-6%	-8%
Title I	TSI	K-5	Chapman	461	437	33%	54%	351	-20%	-2.70	-10%	-17%	-0.50	-2%	-6%
	TSI	K-5	Chief Joseph	347	317	17%	40%	271	-15%	-1.70	-8%	-7%	-1.70	-8%	-7%
		K-5	Creston	352	265	26%	48%	254	-4%		0%	0%		0%	0%
		K-5	Duniway	500	489	5%	28%	433	-11%	-2.13	-9%	-11%	-2.13	-9%	-11%
		K-5	Forest Park	415	371	1%	27%	318	-14%	-1.00	-5%	-3%	-0.50	-2%	-3%
		K-5	Hayhurst	655	396	18%	37%	341	-14%	-2.70	-12%	-13%	-1.70	-7%	-13%
		K-5	Glencoe	441	419	10%	38%	381	-9%	-4.20	-17%	-16%	-3.00	-12%	-11%
Title I		K-5	Grout	375	362	33%	54%	331	-9%	-2.92	-11%	-15%	-1.92	-8%	-15%
	TSI	K-5	Irvington	339	315	16%	45%	242	-23%	-1.30	-6%	-8%	-0.10	0%	0%
Title I	TSI	K-5	James John	333	347	38%	71%	338	-3%	1.22	4%	4%	2.22	7%	9%
			James John												
Title I	TSI	K-5	Kelly	476	457	45%	88%	361	-21%	-4.67	-12%	-14%	-3.47	-9%	-10%
			Kelly												
Title I	TSI	K-5	Lee	271	266	33%	72%	232	-13%	-1.20	-5%	-8%	0.50	2%	0%
Title I	CSI	K-5	Lent	500	301	50%	82%	275	-9%	-0.48	-2%	-2%	0.02	0%	-2%
			Lent												
		K-5	Lewis	391	401	15%	39%	335	-16%	-2.20	-10%	-13%	-1.20	-5%	-7%
		K-5	Llewellyn	494	491	8%	34%	408	-17%	-2.30	-9%	-11%	-2.30	-9%	-11%
	TSI	K-5	Maplewood	399	359	11%	28%	274	-24%	-1.70	-8%	-8%	-1.70	-8%	-8%
		K-5	Markham	451	428	28%	54%	431	1%	-2.02	-7%	-8%	-0.32	-1%	-3%
Title I		K-5	Marysville	333	271	49%	69%	259	-4%	0.50	2%	0%	0.50	2%	0%
Title I	TSI	K-5	MLK Jr	307	346	44%	69%	288	-17%	-1.00	-4%	0%	0.70	2%	6%
			MLK Jr												
	TSI	K-5	Peninsula	260	276	26%	63%	218	-21%	-2.45	-11%	-18%	-1.25	-6%	-10%
		K-5	Richmond	627	609	3%	26%	581	-5%	-0.85	-3%	-2%	0.15	0%	2%
		K-5	Rieke	370	366	7%	27%	304	-17%	-2.70	-13%	-14%	-2.20	-11%	-14%
Title I	CSI	K-5	Rigler	303	276	40%	79%	234	-15%	-1.81	-7%	-7%	-0.81	-3%	0%
Title I	CSI	K-5	Rosa Parks	268	273	71%	98%	205	-25%	-0.72	-3%	-2%	-0.22	-1%	-2%
		K-5	Rose City Park	543	566	16%	48%	470	-17%	-1.72	-5%	1%	-0.72	-2%	1%
			Rose City Park												
	TSI	K-5	Sabin	460	368	17%	37%	340	-8%	-3.20	-13%	-14%	-1.70	-7%	-7%
Title I	CSI	K-5	Scott	447	477	48%	72%	435	-9%	-2.56	-6%	-9%	-0.56	-1%	-2%
			Scott												
Title I	CSI	K-5	Sitton	369	357	53%	83%	318	-11%	-0.26	-1%	-3%	-0.26	-1%	-3%

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Neighborhood	19	25	26	20	25	24				
Focus Option	23	25	21	25	22	22				
Neighborhood	21	19	23	23	24	26				
Neighborhood	26	28	22	24	23	30				
Focus Option	20	23	21	21	22	23				
Neighborhood	15	16	21	17	30	18				
Neighborhood	24	18	25	25	26	19				
Focus Option	21	22	20	17	18	31				
Neighborhood	16	16	10	16	27	20				
Neighborhood	18	18	20	27	21	24				
Focus Option	19	19	20	17	26	19				
Neighborhood	20	23	21	19	26	12				
Neighborhood	21	25	21	24	24	24				
Focus Option	22	21	24	22	22	23				
Neighborhood	19	29	26	21	26	19				
Neighborhood	20	23	26	20	24	21				
Neighborhood	27	25	19	28	18	21				
Neighborhood	22	16	21	24	32	21				
Neighborhood	24	26	31	22	27	24				
Neighborhood	21	21	28	22	32	25				
Neighborhood	26	27	23	22	29	31				
Neighborhood	21	22	22	30	21	32				
Neighborhood	27	27	26	27	23	30				
Neighborhood	22	20	19	23	17	20				
Focus Option	21	23	24	22	13	19				
Neighborhood	17	17	17	17	17	18				
Focus Option	25	22	20	21	16	11				
Neighborhood	21	22	17	20	20	18				
Neighborhood	23	20	22	18	15	17				
Focus Option	19	21	15	14	20	22				
Neighborhood	13	15	19	26	26	24				
Neighborhood	20	21	23	21	30	28				
Neighborhood	22	26	27	25	24	28				
Neighborhood	24	19	22	24	27	22				
Neighborhood	24	26	25	22	22	22				
Neighborhood	18	20	25	21	19	23				
Focus Option	16	26	19	16	20	20				
Neighborhood	27	10	21	15	25	19				
Neighborhood	20	18	17	15	18	29				
Focus Option	26	26	24	32	28	25				
Neighborhood	25	23	27	25	24	29				
Focus Option	23	20	15	24	18	18				
Neighborhood	16	15	19	16	18	20				
Neighborhood	17	17	18	16	18	21				
Neighborhood	21	16	21	28	28	27				
Neighborhood	19	29	22	28	31	25				
Focus Option	20	18	16	19	18	15				
Neighborhood	20	19	15	23	17	16				
Focus Option	22	20	16	18	18	11				



Student Count for Staffing 2019-20	Student Count for Staffing 2021-22	Free by Direct Certification 2022-23	Historically Underserved 2022-23	Student Count for Staffing 2022-23	Y2Y % Enrollment Change	FTE Change based on Enrollment	Y2Y % FTE Change due to Enrollment	Y2Y % FTE TEACHER Change due to Enrollment	Total FTE Change (Enrollment and Improved Class Size)	% FTE Change with Enrollment and Class Size	Y2Y % FTE TEACHER Change
362	367	7%	30%	325	-11%	-3.70	-17%	-20%	-2.20	-10%	-13%
259	236	44%	69%	208	-12%	-1.20	-6%	-9%	-1.20	-6%	-9%
238	210	41%	75%	154	-27%	-5.67	-29%	-42%	-2.42	-12%	-15%
338	332	31%	72%	289	-13%	-3.95	-15%	-17%	-3.45	-13%	-17%
298	268	45%	74%	238	-11%	-1.70	-7%	-7%	-0.70	-3%	0%
556	562	13%	34%	488	-13%	-1.00	-3%	4%	-0.25	-1%	4%
Total 19034	17529			15129	-14%	-96.60	-8%	-9%	-49.95	-4%	-5%

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Neighborhood	20	24	12	17	18	24				
Neighborhood	26	24	25	27	22	26				
Neighborhood	19	17	13	17	18	27				
Neighborhood	13	11	12	26	26	30				
Neighborhood	26	26	23	19	25	22				
Neighborhood	21	20	16	21	18	17				
Focus Option	25	23	20	23	24	19				
Neighborhood	20	18	18	18	20	18				

$9 Million General Fund Carryover To Support Priorities We Heard

High Quality Emotional, Mental Health and Wraparound Supports

Add 10.0 FTE to Support SE Schools - Enrollment & Program Balancing*

In February 2020, we launched an enrollment and program balancing process. To support Southeast Portland schools prepare for possible transitions, we've set aside $1.2 million to equitably distribute up to 10.0 FTE to Southeast schools.

Add 12.0 FTE in Mental Health Professional for Middle Schools*

Allocate 1.4 million dollars to invest in additional school-based mental health professionals to ensure every Title I, CSI and TSI Middle School and K-8 School student has access to this support.

Add 4.0 FTE in Campus Safety Associates

With an increase of 4 additional campus safety associates, all Title 1 Middle Schools will have an assigned campus safety associate.

* Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Make meaningful progress on our community's top priorities

Allocate $500,000 towards a Student Travel Equity Fund

To support student activities like athletic competitions, music/performances, clubs, field trips.
A model for distributing these funds will be designed in collaboration with principals this summer.

Increase Pass-Through Rate to Charter Schools by $600,000

On May 10, 2022, the PPS Board of Education approved Res. 6499 to increase the pass-through rate of State School Funds from 80% to 85% for K-8 charter schools.

$1.2 Million Towards Retention Bonus for All Paraeducators

This investment will fund a retention bonus for all paraeducators, who play a vital role in supporting the district's most vulnerable students. It provides an additional incentive to attract new candidates to the paraeducator role. *Pending discussions with PFSP.

Updates to the Recommended Budget for Approval

Make meaningful progress on our community's top priorities

Reallocated $575,000 to add 5.0 FTE of School Support Instructors

Designate an additional 5.0 FTE (increasing to a total of 20.0 FTE) to provide identified schools with additional licensed teacher to cover staff absences that are often unfilled by substitute teachers.

** Reallocation of $575,000 from Substitute Office*

***Must be negotiated with PAT*

Earmarked $200,000 of Capital Budget towards ensuring the School Board Room is Accessible

Priorities Included in Recommended Budget for Approval

Make meaningful progress on our community's top priorities

Allocated $750,000 to Support Middle School Site-Specific Plans*

Proposed budget targets $750,000 of ESSER to augment middle schools supports. Principals, with their teams, are developing site-specific plans to address social-emotional learning and school climate needs.

Workforce Recruitment

We have 4 staff supporting the district's recruitment efforts. In addition, we continue to grow our professional pipeline programs (i.e. Coach to Classroom, Paraeducator/EA to Teacher, Aspiring Leaders). Lastly, we are leveraging our 5-year $8.2 million dollar grant from the Wallace Foundation to accelerate towards our vision of a strong principal pipeline.

* Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Priority	Grades Impacted	FTE	Total
Increase Learning Opportunities for Every Student			
Special Education Staff	K-12	18.0	$1,800,000
Educational Assistants	Elem. and K-8	25.0	$1,500,000
Reduce Class Sizes	Elem. Schools	5.0	$570,000
Provide High Quality Emotional, Mental Health and Wraparound Supports			
SE Schools Supports*	Elem., MS and K-8s	10.0	$1,200,000
Mental Health Professionals	MS & K-8s	12.0	$1,400,000
Campus Safety Associates	MS, and HS	4.0	$230,000
Make meaningful progress on our community's top priorities			
Charter School Pass-Through	K-8 Charter Schools		$600,000
Student Activities & Travel Fund	K-12 Schools		$500,000
Paraeducator Retention Bonus			$1,200,000
Total		**74.0**	**$9,000,000**

* This category also includes providing increase learning opportunities for student in SE Schools experiencing transitions as a result of Southeast Enrollment and Program Balancing.
** Estimated

Investing in Powerful Learning and Student Supports

	General Fund $	FY23 Student Investment Account $	FY23 & FY24 ESSER $	FY23 Summer State $	Total $
Address unfinished learning as a result of the pandemic		$5,570,305	$24,063,519	$7,877,254	$37,511,078
Increase learning opportunities for every student	$5,186,066	$14,668,650	$15,015,024		$34,869,740
Create more time for professional educators to plan, collaborate and prepare		$2,725,791	$13,752,000		$16,477,791
Provide high-quality emotional, mental health, and wraparound supports	$2,930,000	$12,957,336	$1,996,196		$17,883,532
Make meaningful progress on our community's top district priorities	$5,570,000	$1,780,811	$5,707,000		$13,057,811
COVID-19 Response and FEMA			$14,085,035		$14,085,035
Grand Total	**$13,686,066***	**$37,702,893**	**$74,618,773**	**$7,877,254**	$133,884,986

* Update includes expenditure of $9M carryover

Out of Challenging Times, We Move Forward—Together

Address unfinished learning as a result of the pandemic

Increase learning opportunities for every student

Provide high-quality emotional, mental health, and wraparound supports

Create more time for professional educators to plan, collaborate and prepare

Make meaningful progress on our community's top priorities

Short Term Benefits & Long Term Considerations

- We are making deep investments to directly support students and school communities **now**, as we emerge from the pandemic and address immediate needs
- We believe our balanced use of dollars will directly support student learning **and** strengthen capacity across our school system
- We must keep in mind that more than $100 million dollars (ESSER and Fund Balance) are being used now; these one-time dollars will **not** be available in subsequent years
- **Next year we'll have to make difficult budget decisions**
  - This includes reconciling this year's added staff, increasing the likelihood of layoffs and staff disruptions next year
- We will continue to advocate for full funding of Oregon public schools, renew our Local Option Levy, and work to identify substantial cost savings early next year

Final Steps

Tonight

School Board considers and votes to **APPROVE** the 2022-2023 budget and tax rates

June 14

TSCC Hearing and School Board considers and votes to **ADOPT** the 2022-2023 budget, make appropriations and impose taxes

PORTLAND PUBLIC SCHOOLS
PPS

Out of Challenging Times, We Move Forward—Together

Recommended Budget for Approval

May 24, 2022

Objectives For This Evening

Review highlights of the Superintendent's recommended budget for approval

Review changes from the proposed (4/26) to the recommended budget for approval (5/24)

Discuss proposed uses of additional carryover from 2021-22 end General Fund balance

Consider and vote to approve the 2022-2023 budget and tax rates

Guiding Principles

Narrow learning gaps for students of color, especially Black and Native American students

Address students' unfinished learning and mental health needs

Provide students new learning opportunities

Be fiscally responsible

Ensure effective operation of core functions

Top Priorities for 2022-2023

Address unfinished learning as a result of the pandemic

Increase learning opportunities for every student

Provide high-quality emotional, mental health, and wraparound supports

Create more time for professional educators to plan, collaborate and prepare

Make meaningful progress on our community's top priorities

Placeholder Slide for Recommended Approved Budget

General Fund Balance

	Proposed Budget 4/26/22	Recommended Budget for Approval 5/24/22
Beginning Fund Balance	$91	$100
	11%	**12%**
Revenue	$704	$704
Expenses	$744	$753
Use of Fund Balance	-$40	-$49
Estimated Ending Fund Balance	$51	$51
	6%	**6%**

May State School Adjustment	+ $12 Million
Adjusted Quarter Expenditure Rate	- $3 Million
Increase in Ending Fund Balance	+ $9 Million

$9 Million Dollars to be carried over to 2022-23

On May 17, 2022, the PPS School Board shared a collective interest to use $9 million of carryover from the 2021-2022 end general fund balance to support schools.

General Funds provide for **core operational** expenses of the school district.

Our Student Investment Account (SIA) and our one-time ESSER dollars help address the **learning, social and emotional needs of our PPS students**.

The recommended budget for approval prioritizes more than **$133 million dollars** to make next year a more powerful learning experience for every PPS student, educator and staff.

Investing in Powerful Learning and Student Supports

	General Fund $	FY23 Student Investment Account $	FY23 & FY24 ESSER $	FY23 Summer State $	Total $
Address unfinished learning as a result of the pandemic		$5,570,305	$24,063,519	$7,877,254	$37,511,078
Increase learning opportunities for every student	$5,186,066	$14,668,650	$15,015,024		$34,869,740
Create more time for professional educators to plan, collaborate and prepare		$2,725,791	$13,752,000		$16,477,791
Provide high-quality emotional, mental health, and wraparound supports	$2,930,000	$12,957,336	$1,996,196		$17,883,532
Make meaningful progress on our community's top district priorities	$5,570,000	$1,780,811	$5,707,000		$13,057,811
COVID-19 Response and FEMA			$14,085,035		$14,085,035
Grand Total	**$13,686,066***	**$37,702,893**	**$74,618,773**	**$7,877,254**	$133,884,986

* Update includes expenditure of $9M carryover

$9 Million General Fund Carryover To Support Priorities We Heard

- Support the increasing number of students slated to receive special education services next year
- Further improve adult-to-student ratios:
  - Educational assistants in high-need or high-leverage classrooms, such as in Title I, CSI and TSI elementary schools and K-8s
  - Mental health, campus safety, restorative practices professionals, focused on middle schools
  - Elementary teaching positions to reduce class sizes at maximum
- Support SE Portland schools impacted by changes resulting from enrollment and program balancing
- Establish a centralized student activities fund to support student trip experiences more equitably
- Prioritize the retention of support staff
- Increase the charter school pass-through rate to 85%
- Ensure the PPS Board Room is accessible and ADA compliant
- Provide additional supports to schools with high rates of staff absences
- Grow capacity to support workforce diversity and recruitment

$9 Million General Fund Carryover To Support Priorities We Heard

Priority	Grades Impacted	FTE**	Total
Increase Learning Opportunities for Every Student			
Special Education Staff	K-12	18.0	$1,800,000
Educational Assistants	Elem. and K-8	25.0	$1,500,000
Reduce Class Sizes	Elem. Schools	5.0	$570,000
Provide High Quality Emotional, Mental Health and Wraparound Supports			
SE Schools Supports*	Elem., MS and K-8s	10.0	$1,200,000
Mental Health Professionals	MS & K-8s	12.0	$1,400,000
Campus Safety Associates	MS and HS	4.0	$230,000
Make meaningful progress on our community's top priorities			
Charter School Pass-Through	K-8 Charter Schools		$600,000
Student Activities & Travel Fund	K-12 Schools		$500,000
Paraeducator Retention Bonus			$1,200,000
Total		**74.0**	**$9,000,000**

* This category also includes providing increase learning opportunities for student in SE Schools experiencing transitions as a result of Southeast Enrollment and Program Balancing.
** Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Increase learning opportunities for every student

Add 18.0 FTE to Special Education*

We expect an increase of students receiving special education services next year based on new Individual Education Plans (IEPs) data. To meet the growing demand, we'll allocate $1.8 million of carryover to special education.

Add 25.0 FTE Educational Assistants

We will invest $1.5 million to further improve student to adult ratio in high-need or high-leverage classrooms, such as in Title I, CSI and TSI elementary schools and K-8s.

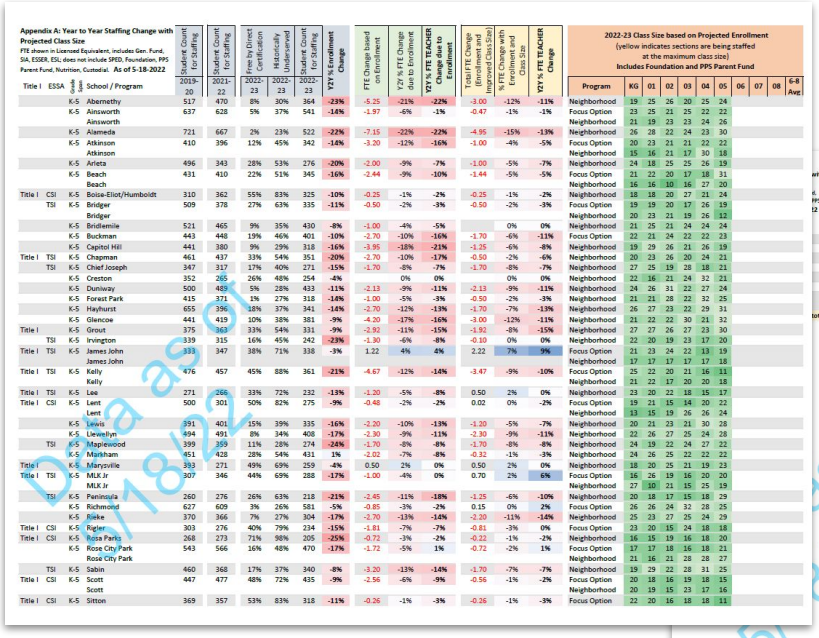
* Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Increase learning opportunities for every student

Add 5.0 FTE to Support Class Size Reductions

100% of all K-5 homerooms are now projected to be below class size maximums.



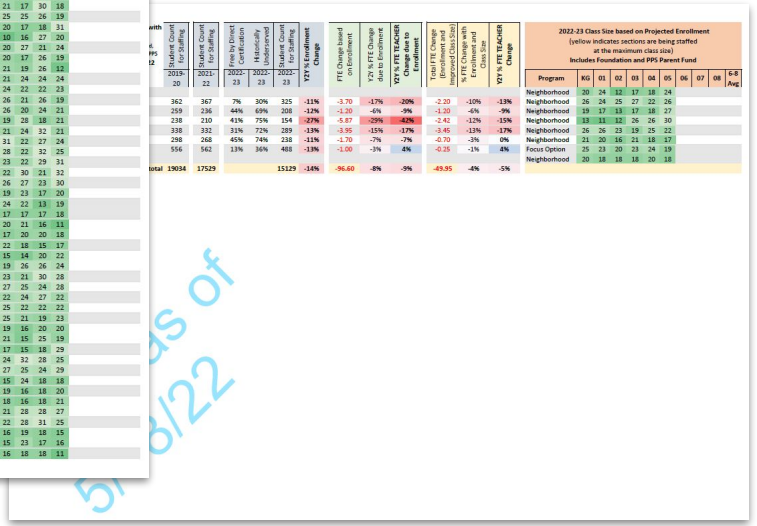
Appendix A: Year to Year Staffing Change with Projected Class Size

FTE shown in Licensed Equivalent, includes Gen. Fund, SIA, ESSER, ESS; does not include SPED, Foundation, PPS Parent Fund, Nutrition, Custodial. As of 5-18-2022

Title I	ESSA	Grade	School / Program	Student Count for Staffing 2019-20	Student Count for Staffing 2021-22	Free by Direct Certification 2022-23	Historically Underserved 2022-23	Student Count for Staffing 2022-23	Y2Y % Enrollment Change	FTE Change based on Enrollment	Y2Y % FTE Change due to Enrollment	Y2Y % FTE TEACHER Change due to Enrollment	Total FTE Change (Enrollment and Improved Class Size)	% FTE Change with Enrollment and Class Size	Y2Y % FTE TEACHER Change
		K-5	Abernethy	517	470	8%	30%	364	-23%	-5.25	-21%	-22%	-3.00	-12%	-11%
		K-5	Ainsworth	637	628	5%	37%	541	-14%	-1.97	-6%	-1%	-0.47	-1%	-1%
			Ainsworth												
		K-5	Alameda	721	667	2%	23%	522	-22%	-7.15	-22%	-22%	-4.95	-15%	-13%
		K-5	Atkinson	410	396	12%	45%	342	-14%	-3.20	-12%	-16%	-1.00	-4%	-5%
			Atkinson												
		K-5	Arleta	496	343	28%	53%	276	-20%	-2.00	-9%	-7%	-1.00	-5%	-7%
		K-5	Beach	431	410	22%	51%	345	-16%	-2.44	-9%	-10%	-1.44	-5%	-5%
			Beach												
Title I	CSI	K-5	Boise-Eliot/Humboldt	310	362	55%	83%	325	-10%	-0.25	-1%	-2%	-0.25	-1%	-2%
	TSI	K-5	Bridger	509	378	27%	63%	335	-11%	-0.50	-2%	-3%	-0.50	-2%	-3%
			Bridger												
		K-5	Bridlemile	521	465	9%	35%	430	-8%	-1.00	-4%	-5%		0%	0%
		K-5	Buckman	443	448	19%	46%	401	-10%	-2.70	-10%	-16%	-1.70	-6%	-11%
		K-5	Capitol Hill	441	380	9%	29%	318	-16%	-3.95	-18%	-21%	-1.25	-6%	-8%
Title I	TSI	K-5	Chapman	461	437	33%	54%	351	-20%	-2.70	-10%	-17%	-0.50	-2%	-6%
	TSI	K-5	Chief Joseph	347	317	17%	40%	271	-15%	-1.70	-8%	-7%	-1.70	-8%	-7%
		K-5	Creston	352	265	26%	48%	254	-4%		0%	0%		0%	0%
		K-5	Duniway	500	489	5%	28%	433	-11%	-2.13	-9%	-11%	-2.13	-9%	-11%
		K-5	Forest Park	415	371	1%	27%	318	-14%	-1.00	-5%	-3%	-0.50	-2%	-3%
		K-5	Hayhurst	655	396	18%	37%	341	-14%	-2.70	-12%	-13%	-1.70	-7%	-13%
		K-5	Glencoe	441	419	10%	38%	381	-9%	-4.20	-17%	-16%	-3.00	-12%	-11%
Title I		K-5	Grout	375	362	33%	54%	331	-9%	-2.92	-11%	-15%	-1.92	-8%	-15%
	TSI	K-5	Irvington	339	315	16%	45%	242	-23%	-1.30	-6%	-8%	-0.10	0%	0%
Title I	TSI	K-5	James John	333	347	38%	71%	338	-3%	1.22	4%	4%	2.22	7%	9%
			James John												
Title I	TSI	K-5	Kelly	476	457	45%	88%	361	-21%	-4.67	-12%	-14%	-3.47	-9%	-10%
			Kelly												
Title I	TSI	K-5	Lee	271	266	33%	72%	232	-13%	-1.20	-5%	-8%	0.50	2%	0%
Title I	CSI	K-5	Lent	500	301	50%	82%	275	-9%	-0.48	-2%	-2%	0.02	0%	-2%
			Lent												
		K-5	Lewis	391	401	15%	39%	335	-16%	-2.20	-10%	-13%	-1.20	-5%	-7%
		K-5	Llewellyn	494	491	8%	34%	408	-17%	-2.30	-9%	-11%	-2.30	-9%	-11%
	TSI	K-5	Maplewood	399	359	11%	28%	274	-24%	-1.70	-8%	-8%	-1.70	-8%	-8%
		K-5	Markham	451	428	28%	54%	431	1%	-2.02	-7%	-8%	-0.32	-1%	-3%
Title I		K-5	Marysville	333	271	49%	69%	259	-4%	0.50	2%	0%	0.50	2%	0%
Title I	TSI	K-5	MLK Jr	307	346	44%	69%	288	-17%	-1.00	-4%	0%	0.70	2%	6%
			MLK Jr												
	TSI	K-5	Peninsula	260	276	26%	63%	218	-21%	-2.45	-11%	-18%	-1.25	-6%	-10%
		K-5	Richmond	627	609	3%	26%	581	-5%	-0.85	-3%	-2%	0.15	0%	2%
		K-5	Rieke	370	366	7%	27%	304	-17%	-2.70	-13%	-14%	-2.20	-11%	-14%
Title I	CSI	K-5	Rigler	303	276	40%	79%	234	-15%	-1.81	-7%	-7%	-0.81	-3%	0%
Title I	CSI	K-5	Rosa Parks	268	273	71%	98%	205	-25%	-0.72	-3%	-2%	-0.22	-1%	-2%
		K-5	Rose City Park	543	566	16%	48%	470	-17%	-1.72	-5%	1%	-0.72	-2%	1%
			Rose City Park												
	TSI	K-5	Sabin	460	368	17%	37%	340	-8%	-3.20	-13%	-14%	-1.70	-7%	-7%
Title I	CSI	K-5	Scott	447	477	48%	72%	435	-9%	-2.56	-6%	-9%	-0.56	-1%	-2%
			Scott												
Title I	CSI	K-5	Sitton	369	357	53%	83%	318	-11%	-0.26	-1%	-3%	-0.26	-1%	-3%

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Neighborhood	19	25	26	20	25	24				
Focus Option	23	25	21	25	22	22				
Neighborhood	21	19	23	23	24	26				
Neighborhood	26	28	22	24	23	30				
Focus Option	20	23	21	21	22	23				
Neighborhood	15	16	21	17	30	18				
Neighborhood	24	18	25	25	26	19				
Focus Option	21	22	20	17	18	31				
Neighborhood	16	16	10	16	27	20				
Neighborhood	18	18	20	27	21	24				
Focus Option	19	19	20	17	26	19				
Neighborhood	20	23	21	19	26	12				
Neighborhood	21	25	21	24	24	24				
Focus Option	22	21	24	22	22	23				
Neighborhood	19	29	26	21	26	19				
Neighborhood	20	23	26	20	24	21				
Neighborhood	27	25	19	28	18	21				
Neighborhood	22	16	21	24	32	21				
Neighborhood	24	26	31	22	27	24				
Neighborhood	21	21	28	22	32	25				
Neighborhood	26	27	23	22	29	31				
Neighborhood	21	22	22	30	21	32				
Neighborhood	27	27	26	27	23	30				
Neighborhood	22	20	19	23	17	20				
Focus Option	21	23	24	22	13	19				
Neighborhood	17	17	17	17	17	18				
Focus Option	25	22	20	21	16	11				
Neighborhood	21	22	17	20	20	18				
Neighborhood	23	20	22	18	15	17				
Focus Option	19	21	15	14	20	22				
Neighborhood	13	15	19	26	26	24				
Neighborhood	20	21	23	21	30	28				
Neighborhood	22	26	27	25	24	28				
Neighborhood	24	19	22	24	27	22				
Neighborhood	24	26	25	22	22	22				
Neighborhood	18	20	25	21	19	23				
Focus Option	16	26	19	16	20	20				
Neighborhood	27	10	21	15	25	19				
Neighborhood	20	18	17	15	18	29				
Focus Option	26	26	24	32	28	25				
Neighborhood	25	23	27	25	24	29				
Focus Option	23	20	15	24	18	18				
Neighborhood	16	15	19	16	18	20				
Neighborhood	17	17	18	16	18	21				
Neighborhood	21	16	21	28	28	27				
Neighborhood	19	29	22	28	31	25				
Focus Option	20	18	16	19	18	15				
Neighborhood	20	19	15	23	17	16				
Focus Option	22	20	16	18	18	11				



Student Count for Staffing 2019-20	Student Count for Staffing 2021-22	Free by Direct Certification 2022-23	Historically Underserved 2022-23	Student Count for Staffing 2022-23	Y2Y % Enrollment Change	FTE Change based on Enrollment	Y2Y % FTE Change due to Enrollment	Y2Y % FTE TEACHER Change due to Enrollment	Total FTE Change (Enrollment and Improved Class Size)	% FTE Change with Enrollment and Class Size	Y2Y % FTE TEACHER Change
362	367	7%	30%	325	-11%	-3.70	-17%	-20%	-2.20	-10%	-13%
259	236	44%	69%	208	-12%	-1.20	-6%	-9%	-1.20	-6%	-9%
238	210	41%	75%	154	-27%	-5.67	-29%	-42%	-2.42	-12%	-15%
338	332	31%	72%	289	-13%	-3.95	-15%	-17%	-3.45	-13%	-17%
298	268	45%	74%	238	-11%	-1.70	-7%	-7%	-0.70	-3%	0%
556	562	13%	34%	488	-13%	-1.00	-3%	4%	-0.25	-1%	4%
Total 19034	17529			15129	-14%	-96.60	-8%	-9%	-49.95	-4%	-5%

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Neighborhood	20	24	12	17	18	24				
Neighborhood	26	24	25	27	22	26				
Neighborhood	19	17	13	17	18	27				
Neighborhood	13	11	12	26	26	30				
Neighborhood	26	26	23	19	25	22				
Neighborhood	21	20	16	21	18	17				
Focus Option	25	23	20	23	24	19				
Neighborhood	20	18	18	18	20	18				

$9 Million General Fund Carryover To Support Priorities We Heard

High Quality Emotional, Mental Health and Wraparound Supports

Add 10.0 FTE to Support SE Schools - Enrollment & Program Balancing*

In February 2020, we launched an enrollment and program balancing process. To support Southeast Portland schools prepare for possible transitions, we've set aside $1.2 million to equitably distribute up to 10.0 FTE to Southeast schools.

Add 12.0 FTE in Mental Health Professional for Middle Schools*

Allocate 1.4 million dollars to invest in additional school-based mental health professionals to ensure every Title I, CSI and TSI Middle School and K-8 School student has access to this support.

Add 4.0 FTE in Campus Safety Associates

With an increase of 4 additional campus safety associates, all Title 1 Middle Schools will have an assigned campus safety associate.

* Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Make meaningful progress on our community's top priorities

Allocate $500,000 towards a Student Travel Equity Fund

To support student activities like athletic competitions, music/performances, clubs, field trips.
A model for distributing these funds will be designed in collaboration with principals this summer.

Increase Pass-Through Rate to Charter Schools by $600,000

On May 10, 2022, the PPS Board of Education approved Res. 6499 to increase the pass-through rate of State School Funds from 80% to 85% for K-8 charter schools.

$1.2 Million Towards Retention Bonus for All Paraeducators

This investment will fund a retention bonus for all paraeducators, who play a vital role in supporting the district's most vulnerable students. It provides an additional incentive to attract new candidates to the paraeducator role. *Pending discussions with PFSP.

Updates to the Recommended Budget for Approval

Make meaningful progress on our community's top priorities

Reallocated $575,000 to add 5.0 FTE of School Support Instructors

Designate an additional 5.0 FTE (increasing to a total of 20.0 FTE) to provide identified schools with additional licensed teacher to cover staff absences that are often unfilled by substitute teachers.

** Reallocation of $575,000 from Substitute Office*

***Must be negotiated with PAT*

Earmarked $200,000 of Capital Budget towards ensuring the School Board Room is Accessible

Priorities Included in Recommended Budget for Approval

Make meaningful progress on our community's top priorities

Allocated $750,000 to Support Middle School Site-Specific Plans*

Proposed budget targets $750,000 of ESSER to augment middle schools supports. Principals, with their teams, are developing site-specific plans to address social-emotional learning and school climate needs.

Workforce Recruitment

We have 4 staff supporting the district's recruitment efforts. In addition, we continue to grow our professional pipeline programs (i.e. Coach to Classroom, Paraeducator/EA to Teacher, Aspiring Leaders). Lastly, we are leveraging our 5-year $8.2 million dollar grant from the Wallace Foundation to accelerate towards our vision of a strong principal pipeline.

* Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Priority	Grades Impacted	FTE	Total
Increase Learning Opportunities for Every Student			
Special Education Staff	K-12	18.0	$1,800,000
Educational Assistants	Elem. and K-8	25.0	$1,500,000
Reduce Class Sizes	Elem. Schools	5.0	$570,000
Provide High Quality Emotional, Mental Health and Wraparound Supports			
SE Schools Supports*	Elem., MS and K-8s	10.0	$1,200,000
Mental Health Professionals	MS & K-8s	12.0	$1,400,000
Campus Safety Associates	MS, and HS	4.0	$230,000
Make meaningful progress on our community's top priorities			
Charter School Pass-Through	K-8 Charter Schools		$600,000
Student Activities & Travel Fund	K-12 Schools		$500,000
Paraeducator Retention Bonus			$1,200,000
Total		**74.0**	**$9,000,000**

* This category also includes providing increase learning opportunities for student in SE Schools experiencing transitions as a result of Southeast Enrollment and Program Balancing.
** Estimated

Investing in Powerful Learning and Student Supports

	General Fund $	FY23 Student Investment Account $	FY23 & FY24 ESSER $	FY23 Summer State $	Total $
Address unfinished learning as a result of the pandemic		$5,570,305	$24,063,519	$7,877,254	$37,511,078
Increase learning opportunities for every student	$5,186,066	$14,668,650	$15,015,024		$34,869,740
Create more time for professional educators to plan, collaborate and prepare		$2,725,791	$13,752,000		$16,477,791
Provide high-quality emotional, mental health, and wraparound supports	$2,930,000	$12,957,336	$1,996,196		$17,883,532
Make meaningful progress on our community's top district priorities	$5,570,000	$1,780,811	$5,707,000		$13,057,811
COVID-19 Response and FEMA			$14,085,035		$14,085,035
Grand Total	**$13,686,066***	**$37,702,893**	**$74,618,773**	**$7,877,254**	$133,884,986

* Update includes expenditure of $9M carryover

Out of Challenging Times, We Move Forward—Together

Address unfinished learning as a result of the pandemic

Increase learning opportunities for every student

Provide high-quality emotional, mental health, and wraparound supports

Create more time for professional educators to plan, collaborate and prepare

Make meaningful progress on our community's top priorities

Short Term Benefits & Long Term Considerations

- We are making deep investments to directly support students and school communities **now**, as we emerge from the pandemic and address immediate needs
- We believe our balanced use of dollars will directly support student learning **and** strengthen capacity across our school system
- We must keep in mind that more than $100 million dollars (ESSER and Fund Balance) are being used now; these one-time dollars will **not** be available in subsequent years
- **Next year we'll have to make difficult budget decisions**
  - This includes reconciling this year's added staff, increasing the likelihood of layoffs and staff disruptions next year
- We will continue to advocate for full funding of Oregon public schools, renew our Local Option Levy, and work to identify substantial cost savings early next year

Final Steps

Tonight

School Board considers and votes to **APPROVE** the 2022-2023 budget and tax rates

June 14

TSCC Hearing and School Board considers and votes to **ADOPT** the 2022-2023 budget, make appropriations and impose taxes

PORTLAND PUBLIC SCHOOLS
PPS

Question and Answers on 2022-2023 PPS Budget from PPS School Board
Version 3.0 - May 20, 2022

Version 3.0 Submitted to the Board May 20, 2022

From Follow-up Communications May 7 - May 20, 2022:

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
1	Hollands	Adams	Nine classes at capacity-what to bring it down?	5 FTE at a cost of $575,000
2	Brim-Edwards	Adams	What would need to meet contractual class sizes by FTE at each level?	It would require 150 FTE and equal $17.25 million to meet the PAT contractual class sizes. ES would be 100 FTE @ $11.5 million and MS would be 50 FTE @ $5.75 million.
q		Delgadillo	How much is contingency for the general fund?	In our proposed budget, the general fund is estimated to have approximately $51 million in the operating contingency.
4	Kohnstamm	Delgadillo	What is total contingency?	Total Contingency across all major funds in the FY23 Proposed Budget is approximately $59M (approximately $51 in the general fund and the remainder in our self-insurance fund: internal service fund 600). Similar to prior years, as we work through the budget process, from Proposed to Approved and to Adopted these numbers will be refined. For additional information regarding the distinction between contingency and fund balance please see page 69 & 70 of Oregon Department of Education's accounting guide.
5	Kohnstamm	Omogbehin	Uncertainty in SE due to boundary changes, and some families may choose to move their students next year. What support can be given to support their schools?	PPS is committed to ensuring students receive academic supports aligned to the programs at the schools they attend. The Community Engagement Office and the Office of School Performance plan to work with school leaders at impacted schools to create opportunities for staff, students and families to come together before combining schools and programs. These meetings/ get togethers will be collaboratively planned with school leaders and community members for the newly formed school/program, and will take a variety of forms. Our goal is to create forums that will promote collaboration, a sense of belonging and mutual respect in all our schools.
6	Greene	Buno	Are we increasing SPED positions? Are we cutting or not cutting? How many FTE 1.5 million dollars add back.	Student forecasting in February for the 22-23 school in preparation for the budget identified that the number students needing special education services had declined and required 18.2 FTE less than was forecasted for the 21-22 school year. The 18.2 FTE is composed of 13 FTE of Special education teachers and specialists and 5.2 FTE of paraeducators. Throughout the spring we have continually monitored and updated

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
				forecasted numbers and our data indicates that the numbers of students with IEPs forecasted for the 22-23 school year has increased beyond our original projections. This is due to new identifications, transfer students, and students returning to the district from specialized programming. Based on current forecasted numbers we have seen an increase in need of 13 FTE. Overall, based on student numbers, we continue to forecast the need for 5.5 FTE less in the upcoming year than this school year. We will continue to monitor our needs and respond accordingly to ensure students with disabilities are provided special education support.
7				
8	Kohnstamm	Hertz	13 custodial positions cut? Were they unfilled?	Yes, they were unfilled. We had added 30 custodians in a previous year's budget, and they have never been filled. We believe there are several strategies that would help fill our open positions: 1. Through negotiations process with our labor partners - increasing wages 2. Current Civil Service Board laws/rules require new and returning hires to be placed a step 1 regardless of prior experience. Changing Civil Service Board laws/rules to allow for salary placement based on experience.
9	Brim-Edwards	Adams	What would it take to get all K-5 classrooms under 30?	Applying the PAT thresholds across K-5 will achieve this. That would require 100 FTE at a cost of $11.5 million dollars.
10	Brim-Edwards	Adams	Middle schools-what would it take to lower class size and what additional supports are planned?	Lowering class size at middle schools to meet that PAT thresholds would be 50 FTE @ $5.75 million. Staff are proposing to support Title I, CSI and TSI middle schools with Qualified Mental Health Experts (Social Workers, Counselors, etc.) and to support Title I middle schools with campus safety associates.
11	Brim-Edwards	Hertz	How much to make board room ADA accessible?	Up to $200,000 depending on whether a lift is needed or not.
12	Greene	Adams	How much would it cost to add EAs to middle schools where an additional teacher cannot be added to lower class size (due to space)?	We modeled two scenarios–adding 1 EA to every middle school and adding two EAs to every middle school. Adding 1 EA to each = $764,540 (14 FTE), adding 2 EAs to each = $1.53 million (28 FTE)
13	Kohnstamm	Adams	How many schools are losing APs? How many schools are close to the threshold for having one?	7 schools are losing 1.0 APs and 1 school is losing a 0.5 AP. Only 1 school is close to the threshold (15 students away). This school received the 0.5 AP allocation and used it for a non-AP position.

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
14	Kohnstamm	Martinek	Where are we with school psychs? What teams are supporting them?	Our school psychologists are part of special education and are allocated the same way as all SPED staffing, according to numbers of students eligible by location. Within our SIA dollars, we added approximately 4.0 MTSS school psychs as part of a more comprehensive school psychology team to serve our CSI schools. This FTE has remained in the budget.
15	Kohnstamm	Adams	What supports are planned for middle schools? Is it enrollment based?	Staff are proposing to support Title I, CSI and TSI middle schools with Qualified Mental Health Experts (Social Workers, Counselors, etc.) and to support Title I middle schools with campus safety associates.
16	Hollands	Adams	What would it take to have an EA in every classroom (K-5 and CSI, TSI and Title)?	The EA costs for this are as followed: K-5 homerooms = $33.2 million K-8 (Title/CSI/TSI) = $4.9 million MS (Title/CSI/TSI) = $11.0 million
17	Hollands	Reese	What would we need to increase resources for recruitment and retention of teachers of color?	More FTE dedicated to recruitment. We currently have 4 staff supporting the district's recruitment efforts. In addition, we continue to grow our professional pipeline programs (i.e. Coach to Classroom, Paraeducator/EA to Teacher, PTP, Aspiring Leaders), and we have the Equity Centered Pipeline Initiative work leveraging our 5-year $8.2 million dollar grant from the Wallace Foundation to accelerate a strong principal pipeline.
18	Hollands	Proctor	What would it take to add additional CTE strands across the district to make it more balanced?	Across the district high schools here are the number of CTE programs of study: Alliance 6, Benson 10, Cleveland 5, Lincoln 8, Leodis McDaniel 10, Franklin 7, Grant 8, Ida B. Wells 10, Roosevelt 7, Jefferson 2 (starting next year and many other offerings through PCC), MLC 2. We are adding 2 programs of study at Jefferson, 2 at Lincoln, 1 at McDaniel, 1 at Ida B. Wells, 1 at Roosevelt this coming year (these numbers are included in the totals above). This expansion is part of a multi-year plan and is reviewed every year. We are also working to expand CTE at our CBOs. The start-up period for CTE programs is 3 years to develop then apply to become fully approved programs -this requires sustained investment in funds and FTE beyond year one. We also need our central office team to support the 100+ programs of study. A very rough estimate for start up costs are $20,000 for equipment and $120,000 per 1.0 FTE. These do not include the costs for facilities improvements

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
				which can be substantial nor the consumable supplies needed for the programs.
19	Brim-Edwards	Hertz	Is the additional support for schools impacted by the SE Enrollment Balancing Plan already included in the proposed budget?	No, they are included in the $9 million list of additions recommended for the Approved Budget.
20	Brim-Edwards	Hertz	What was considered when deciding central office cuts?	Central departments were given a % target to reduce in their area. Senior leadership brought their departments together and found the targeted amounts in a collaborative process amongst their teams. Many items were considered line by line, and teams were student focused with their priorities and areas of the strategic plan being implemented in 2022-23 as they made their decisions.
21	Brim-Edwards	Adams	The PAT-PPS Contract establishes class size thresholds. How many additional FTE would be needed, and at what cost, to staff our K-8 classrooms (in whatever configurations exist) at those thresholds?	It would require 150 FTE and equal $17.25 million to meet the PAT contractual class sizes. ES would be 100 FTE @ $11.5 million and MS would be 50 FTE @ $5.75 million.
22	Brim-Edwards	Adams	The PAT-PPS Contract establishes class size thresholds. How many additional FTE would be needed, and at what cost, to staff our K-5 classrooms in CSI, TSI and Title schools at those threshold and same question for all the schools that are not CSI, TSI, or Title at Threshold number plus one? How many FTE would it take in our middle grades to get to core classes at a maximum of 28 for CSI, TSI and Title schools and 29 for all other schools?	Additional time is needed to perform this analysis across the district.
23	Brim-Edwards	Adams	How many FTE would it take to hold harmless for a transition year from staffing cuts impacted SEGC schools who are being reconfigured or having boundaries changed that result in lower enrollment?	Staff have proposed using 10 FTE for a total cost of $1.2 million dollars to support these transitions.
24	Brim-Edwards	Hertz	Please provide $10-14 million in detailed savings from non-school budgets with a focus on non-school based professional services contracts, travel, dues and fees, central admin positions or other	This will be an excellent discussion when we have the analysis completed by Education Resource Strategies and staff work in the fall to set priorities for balancing the 2023-24 budget.

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
			expenditures using the racial equity lens and tool that PPS described to the state auditors.	
25	Brim-Edwards	Hertz	What is the amount that the SSA contributes to the state school fund for this year?	ODE reports: For the current biennium, AY23, $722.3 million is scheduled from the SSA for the SSF and the approximate $9.3 billion. We typically use the SSA contribution in the May payment each year due to the timing of receipts from the CAT. If all goes to plan we should use approximately $360 million each year.
26	Brim-Edwards	Hertz	How much does the GAP Bond generate in operating funds for PPS in FY23 (p. 12). Who benefits from this. Only PPS?	PPS is the only district in the state that benefits from this, and we are budgeted to receive $30 million in 2022-23.
27	Brim-Edwards	Delgadillo	On page 21, it appears that – excluding federal funds – PPS has an increase in revenues year over year of $94M. Is that an accurate interpretation?	When assessing across the revenue categories from state sources (such as the state school fund grant, SIA, M98), property taxes, local option levy and county/city revenue *(these revenue sources are formally categorized under the 1000, 2000 and 3000 categories according to the state department of education and excludes bond proceeds and federal revenues)*, the year over year change has fluctuated from a low of $10 million, from FY2019-20 to FY2020-21, to a high of $72M, between FY2020-21 to FY2021-22. An average year over year change between FY2018-19 and the proposed FY2022-23 budget for these funding sources is approximately $38M per year.
28	Brim-Edwards	Buno	Is there enough special education staff in each school to meet the IEP minutes required of support for all students in a school? I ask because if we assign special education staff based on number of students versus the IEP requirements, it seems the variability of whether students receive required services will likely vary with not all students receiving required IEP supports.	Staffing is assigned directly related to students' special education programs. A student's special education placement (the amount of time outside of general education and amount of specially designed instruction) is directly proportional to a special education teacher's caseload. Caseload ratios are determined by the level of need outlined within each student's IEP. Adult to student ratios for learning centers (1:28 or 1:30) are for students that spend 80+% of their school day engaged in core instruction. This includes some students that require 1:1 support that have 1:1 assistance throughout their instructional day. Adult to student ratios for focused classrooms (4:13) reflect the level of support for students that typically spend 79% to 0% of their instructional day in core instruction. Overall, the more need a student's IEP includes the lower the adult to student ratio as determined by caseload which enables special education staff

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
				to meet students instructional needs and IEP minutes. Students with disabilities that receive special education services are first general education students. All instructional and support services allocated to PPS schools are also allocated and directed to serve students with disabilities in addition to supplemental special education services. Special Education staff are allocated to buildings and can only be used to provide special education, related and supplementary aids and services, specifically written into a student individualized education plan, for students determined eligible for special education. Special Education resources are supplemental to the core and intervention instructional program and are not allocated to supplant the core instructional or intervention resources.
29	Brim-Edwards	Delgadillo	Were the "elections" dollars in the board office budget for fy22 spent?	As of March 31, 2022, the election dollars in the board office budget have not been spent.
30	Brim-Edwards	Proctor	Please confirm that this is a new formula for FY23 which may be why there are community questions? Will it lead to materially different allocations to schools to support ELD students?	The formula has resulted in a gain of 10 FTE for ELD students, which represents a $1.2 million dollar investment.
31	Brim-Edwards	Jung	In the scheduled/budgeted bond projects, how many elevators are projected to be installed – or in flight know they are multi-year projects -- to continue moving PPS towards ADA compliance?	The Proposed FY2022/23 budget includes the necessary funding to support the continued work towards achieving main-level accessibility district-wide, as outlined in the 2020 Bond. New elevators will not be necessary to achieve main-level accessibility. The only elevator work planned for FY2022/23 is related to the modernization projects.
32	Brim-Edwards	Adams	In terms of the Strategic Plan summary in the budget documents: there are many goals and indicators. Are there baseline numbers for each of the goals, a specific target for FY23, and a dashboard where the community can see that information and assess progress at end of FY23?	As we shared previously with Board Directors at a Board Work Session, staff are working on implementation of the strategic plan. This work includes beginning focused work on a prioritized set of strategic outcomes, identifying metrics and milestones, as well as building a dashboard that will be publicly available. The next public update to Board Directors (with a release of the public strategic plan dashboard) is tentatively scheduled for fall of 2022.

Question and Answers on 2022-2023 PPS Budget from PPS School Board
Version 4.0 - May 23, 2022

Version 4.0 Submitted to the Board May 23, 2022

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
1	Brim-Edwards	Garcia Adams	At the last Board meeting, it seemed given the relatively high class sizes in middle schools there was support for more middle school teachers in core content areas in Title 1 schools so students could have smaller classes in their core content areas. It appears that the adds are for mental health professionals and campus safety staff (which are great), but there are not any teachers added to Title Schools to lower class sizes in the core content areas, especially math and language arts. Is there a reason there wasn't an investment proposed in this category?	Stakeholders have continued to speak to the behavioral and social-emotional needs of students, especially at our middle schools. In considering potential investments and seeing projected class sizes below our current class size maximums in our middle schools, the recommendation is to meet the student's need for social, emotional, and behavioral support by allocating FTE for qualified mental health professionals who can support students at this critical juncture in their education.
2	Brim-Edwards	Hertz	On slide 9 the reference to the "restorative justice professionals" but do not see a corresponding FTE allocation in the other slides. I do see FTE for the other positions referenced below. What schools will receive these supports and will they be PPS staff to best support and integrate with school teams? Can you provide more detail?	On slide 16, there is $750,000 of ESSER funding allocated to support middle school site-specific plans. Principals, with their teams, are developing site-specific plans to address social-emotional learning and school climate needs and this includes the option of restorative practices professionals.
3	Brim-Edwards	Delgadillo	The GAP tax legislation was created decades ago when it was adopted by the Legislature in the aftermath of Measure 5. How does the GAP Tax work? Where does the revenue come from and where is it in our budget?	This levy was used to pay off Gap Bonds until 2004-05. Once the bonds were paid off in 2005-06, the state legislature allowed that $.5038 of the permanent tax rate for property taxes could be exempt from the offset in the State School Fund calculation. These revenues are included in General Fund revenue.
4	Brim-Edwards	Adams	Can you share the criteria for the FTE added for each/all of the 5 schools that received another one of the 5 allocated FTE?	These 5 elementary schools were schools with a total of 9 sections that were projected to be at the class size maximums. 5.0 FTE were used to reduce class sizes in those schools. The schools are: Atkinson, Bridlemile, Capitol Hill, Lewis, and Sabin.
5	Kohnstamm	Delgadillo	Since 2017, 67% more central office positions. Is	No, the chart from PAT on staffing has multiple errors. For instance, when they

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
			there any factual basis for this? Where does this number come from? Does it come from when we had 50+ central office vacancies?	listed licensed administrators as central administrators, 70% of licensed administrators are student-facing Principals, Vice Principals, and Assistant Principals. When they listed non-represented positions, these included positions in athletics, Indian Education, counseling, student guidance, vocational education, and multimedia services. These are not central and are student-facing positions. Our presentation on Tuesday night will include both General Fund and Special Revenue funds including growth in College & Career Readiness (M98), SIA, ESSER, and Summer School funding.
6	Kohnstamm	Delgadillo	It has been said by PAT "Since 2017 Central office budget has grown twice as fast as that of frontline educators and support staff who directly support students". What is the real number here, also taking into account educator raises, etc? Does this likely include transportation costs and technology costs? What would it be if it were just a direct comparison of labor costs?	Our presentation on Tuesday night will show FTE growth from 2017-18 through 2022-23 including both general fund and special revenue funds.
7	Kohnstamm	Adams	Are classroom teacher reductions driven by significant enrollment declines, meaning, fewer kids in those classrooms to serve, hence fewer adults to serve them?	Yes. We are projecting an 8% drop in student enrollment (since the onset of the pandemic) and have proposed a 3% reduction in student-facing staff positions.
8	Kohnstamm	Delgadillo	How much are we proposing to take from reserves and what would that likely mean in terms of next year's budget, both in terms of $ and sustainability of delaying staff reductions down the road?	In the proposed budget, the amount was $40 million. With the additional $9 million beginning fund balance identified for 2022-23, the Board asked staff to add an additional $9 million in spending for the Board to approve. The recommended Approved Budget would now use $49 million. Fund balance is one-time funds and is not a sustainable resource.
9	Scott	Delgadillo	What is the amount of funding that PPS will receive in 2022-23 from the State School Fund? What would it have been without enrollment declines?	We are projected to receive State School Fund formula revenue of $508 Million for 2022-23 (without transportation reimbursement). If we didn't have an 8% enrollment decline, it could have been an additional 8% of SSF or $42 Million.
10	Scott	Delgadillo	Will using additional one-time resources deplete our reserves to dangerously low levels and could it result in significant layoffs in 2023-24?	The recommendation for the Approved Budget would reduce our General Fund Balance to 6%, down from an 11% balance from the prior year. We will need to make reductions in future years, because we would spend at a rate thaat would become a deficit budget. Eventually staffing will need to be reduced to align to the money coming in for the number of students we have enrolled. It is best to reduce staff each year to align to current enrollment. This stair stepping down would avoid lay offs and allow for reductions to be made through attrition.

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
11	Kohnstaamm	Adams	With all of our recent addbacks, what is our total number of teachers and our total projected student enrollment in this year's budget? And what was it last year? What is our total number of FTE in schools this year, and last year?	**Teaching FTE*:** 2022 = 2942 2023 = 2878 *Teaching FTE does not include PAT members not in direct instruction positions. FTE includes Pre-Kindergarten staff. This does not include charter staff as dollars are passed through to charter schools and FTE decisions are not known at this time. **Districtwide projected enrollment by Year*:** 2022 = 48,649 2023 = 44,813 *excludes Pre-Kindergarten students, as those are not forecasted. Districtwide includes students enrolled in district-sponsored charter schools. **Student facing FTE in Schools*:** 2022 = 4,791 2023 = 4,694 *Student Facing FTE does not include Custodians, Nutrition Services, or staff in the central office. 1.0 FTE = 40 hours per week. FTE includes Pre-Kindergarten staff. This does not include charter staff as dollars are passed through to charter schools and FTE decisions are not known at this time.
12	Kirchner	Cogan	How is PPS is funding ELD for FY 22-23 and why?	ELD Staffing is explained below and on page 41 of Volume 1 of the Proposed Budget: Beginning with the 2022-23 staffing, PPS has increased investments in English Language Development (ELD) services. ELD licensed and classified FTE is allocated based on weighting students based on proficiency levels. This change was made to allocate FTE to students based on the need for ELD services. For example, PISA students are high school newcomers to the United States; Emerging students have lower levels of proficiency and require more support in comparison to a student who is identified as progressing. In the past, calculations were based on the number of students, and kindergarten students at Immersion schools were not included in those counts. All

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
				ELD students are now included in the weighting and calculations. Over 10 additional FTE have been allocated to ELD staff as compared to the 2021-22 school year. School FTE allocations are based on the most current English Language Proficiency Assessment (ELPA) or the ELPA Screener scores, if no ELPA test has been taken, for each student slated to attend the school in the next year. Due to a statewide change in the ELPA Screener in 2019-20, more students were identified as English Language Learners across the state. Additionally, due to the COVID pandemic, students did not take the ELPA test in 2020-21 and 2021-22. School FTE allocations will be reviewed and adjusted, as needed, after the ELPA scores are received in late spring 2022. The weighting provides FTE for ELD staff as well as additional FTE to support ELD students across the day.

Out of Challenging Times, We Move Forward—Together

Recommended Budget for Approval

May 24, 2022

Objectives For This Evening

Review highlights of the Superintendent's recommended 2022-23 budget for approval

- Opportunity to clarify, and focus on what our 2022-23 budget accomplishes.

Review changes from the proposed (4/26) to the recommended budget for approval (5/24)

- Discuss proposed uses of additional carryover from 2021-22 end General Fund balance

Consider and vote to approve the 2022-2023 budget and tax rates

Our Guiding Priorities for 2022-2023

Address unfinished learning as a result of the pandemic

Increase learning opportunities for every student

Provide high-quality emotional, mental health, and wraparound supports

Create more time for professional educators to plan, collaborate and prepare

Make meaningful progress on our community's top priorities

An Opportunity to Clarify

Despite an expected 8% (3,400 students) decline in student enrollment, we are minimizing staffing adjustments to 3%.

Our expenses continue to grow, driven primarily by increased labor costs (salary and benefits)

We are also focused on distributing staffing resources equitably. **This ensures better class size ratios and adult to student ratios in schools where the need is greatest.**

We expect to use more than our one-time federal dollars to:

- Minimize reduction of staff in schools
- Add direct services to students
- Add additional learning opportunities, including summer school and tutoring
- Supporting the mental health of students

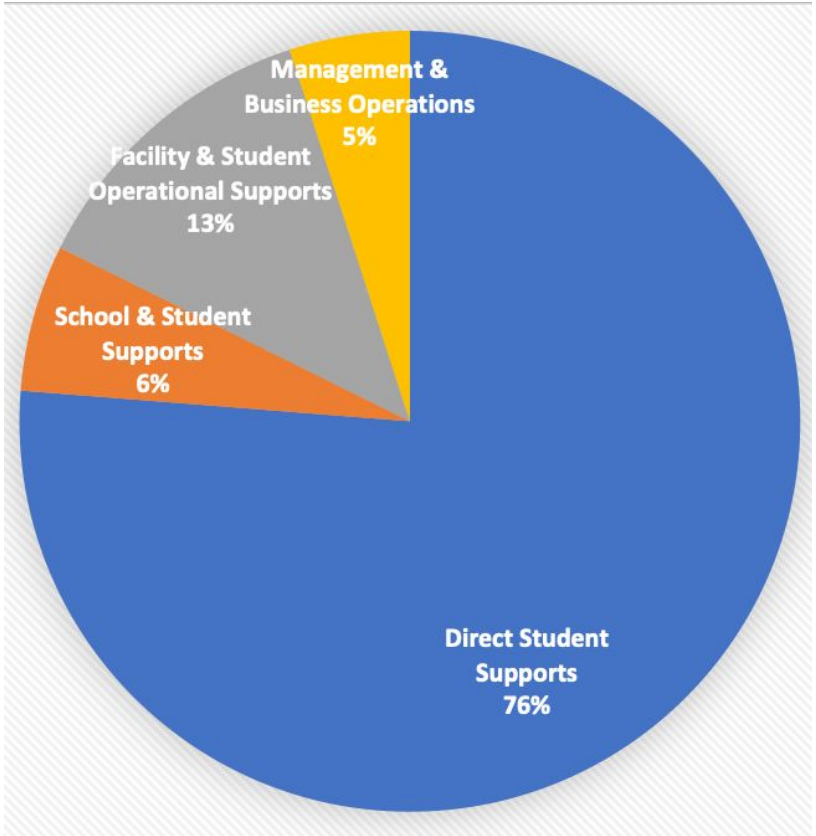
Recommended Budget for Approval - All Funds

Major Funds* (in millions)	Proposed Budget 4/26	Adjustments	Recommended Budget for Approval 5/24
General Fund	$795	$9	$804
Special Revenue Fund	$305	$6	$311
Debt	$246	$0	$246
Capital	$514	$3	$517
Internal Service Fund	$9	$0	$9
All Funds Total =	**$1,869**	**$18**	**$1,887**

**Numbers are rounded and include all revenue*

An Opportunity for Clarity…

General Fund and Special Revenue staff FTE by service



76%

Student Direct Supports

Teachers, counselors, assistant principals, principals, media specialists/librarians, social workers, speech & psychological services

6%

Support & Enhance Instruction

Curriculum & professional development design roles, planning program evaluation, and assessment roles

13%

Facility & Student Operational Supports

Custodians, maintenance personnel, nutrition services & bus drivers

5%

Management & Business Operations

Accounting, payroll, procurement, legal, HR, IT, Executive Administration

General Fund Balance

	Proposed Budget 4/26/22	Recommended Budget for Approval 5/24/22
Beginning Fund Balance	$91	$100
	11%	**12%**
Revenue	$704	$704
Expenses	$744	$753
Use of Fund Balance	-$40	-$49
Estimated Ending Fund Balance	$51	$51
	6%	**6%**

May State School Adjustment	+ $12 Million
Adjusted Quarter Expenditure Rate	- $3 Million
Increase in Ending Fund Balance	+ $9 Million

$9 Million Dollars to be carried over to 2022-23

On May 17, 2022, the PPS School Board shared a collective interest to use $9 million of carryover from the 2021-2022 end general fund balance to support schools.

General Funds provide for core operational expenses of the school district.

Our Student Investment Account (SIA) and our one-time ESSER dollars help address the learning, social and emotional needs of our PPS students.

The recommended budget for approval prioritizes more than $133 million dollars to make next year a more powerful learning experience for every PPS student, educator and staff.

This includes $9 million dollars in carryover.

$9 Million General Fund Carryover To Support Priorities We Heard

- Support the increasing number of students slated to receive special education services next year
- Further improve adult-to-student ratios:
  - Educational assistants in high-need or high-leverage classrooms, such as in Title I, CSI and TSI elementary schools and K-8s
  - Mental health, campus safety, restorative practices professionals, focused on middle schools
  - Elementary teaching positions to reduce class sizes at maximum
- Support SE Portland schools impacted by changes resulting from enrollment and program balancing
- Establish a centralized student activities fund to support student trip experiences more equitably
- Prioritize the retention of support staff
- Increase the charter school pass-through rate to 85%
- Ensure the PPS Board Room is accessible and ADA compliant
- Provide additional supports to schools with high rates of staff absences
- Grow capacity to support workforce diversity and recruitment

$9 Million General Fund Carryover To Support Priorities We Heard

Priority	Grades Impacted	FTE**	Total
Increase Learning Opportunities for Every Student			
Special Education Staff	K-12	18.0	$1,800,000
Educational Assistants	Elem. and K-8	25.0	$1,500,000
Reduce Class Sizes	Elem. Schools	5.0	$570,000
Provide High Quality Emotional, Mental Health and Wraparound Supports			
SE Schools Supports*	Elem., MS and K-8s	10.0	$1,200,000
Mental Health Professionals	MS & K-8s	12.0	$1,400,000
Campus Safety Associates	MS and HS	4.0	$230,000
Make meaningful progress on our community's top priorities			
Charter School Pass-Through	K-8 Charter Schools		$600,000
Student Activities & Travel Fund	K-12 Schools		$500,000
Paraeducator Retention Bonus			$1,200,000
Total		**74.0**	**$9,000,000**

* This category also includes providing increase learning opportunities for student in SE Schools experiencing transitions as a result of Southeast Enrollment and Program Balancing.
** Estimated

Investing in Powerful Learning and Student Supports

	General Fund $	FY23 Student Investment Account $	FY23 & FY24 ESSER $	FY23 Summer State $	Total $
Address unfinished learning as a result of the pandemic		$5,570,305	$24,063,519	$7,877,254	$37,511,078
Increase learning opportunities for every student	$5,186,066	$14,668,650	$15,015,024		$34,869,740
Create more time for professional educators to plan, collaborate and prepare		$2,725,791	$13,752,000		$16,477,791
Provide high-quality emotional, mental health, and wraparound supports	$2,930,000	$12,957,336	$1,996,196		$17,883,532
Make meaningful progress on our community's top district priorities	$5,570,000	$1,780,811	$5,707,000		$13,057,811
COVID-19 Response and FEMA			$14,085,035		$14,085,035
Grand Total	**$13,686,066***	**$37,702,893**	**$74,618,773**	**$7,877,254**	$133,884,986

* Update includes expenditure of $9M carryover

Out of Challenging Times, We Move Forward—Together

Address unfinished learning as a result of the pandemic

Increase learning opportunities for every student

Provide high-quality emotional, mental health, and wraparound supports

Create more time for professional educators to plan, collaborate and prepare

Make meaningful progress on our community's top priorities

Short Term Benefits & Long Term Considerations

- We are making deep investments to directly support students and school communities **now**, as we emerge from the pandemic and address immediate needs
- We believe our balanced use of dollars will directly support student learning **and** strengthen capacity across our school system
- We must keep in mind that more than $105 million dollars (ESSER and Fund Balance) are being used now; these one-time dollars will **not** be available in subsequent years
- **Next year we'll have to make difficult budget decisions**
  - This includes reconciling this year's added staff, increasing the likelihood of layoffs and staff disruptions next year
- We will continue to advocate for full funding of Oregon public schools, renew our Local Option Levy, and work to identify substantial cost savings early next year

PORTLAND PUBLIC SCHOOLS
PPS

Appendix

$9 Million General Fund Carryover To Support Priorities We Heard

Priority	Grades Impacted	FTE**	Total
Increase Learning Opportunities for Every Student			
Special Education Staff	K-12	18.0	$1,800,000
Educational Assistants	Elem. and K-8	25.0	$1,500,000
Reduce Class Sizes	Elem. Schools	5.0	$570,000
Provide High Quality Emotional, Mental Health and Wraparound Supports			
SE Schools Supports*	Elem., MS and K-8s	10.0	$1,200,000
Mental Health Professionals	MS & K-8s	12.0	$1,400,000
Campus Safety Associates	MS and HS	4.0	$230,000
Make meaningful progress on our community's top priorities			
Charter School Pass-Through	K-8 Charter Schools		$600,000
Student Activities & Travel Fund	K-12 Schools		$500,000
Paraeducator Retention Bonus			$1,200,000
Total		**74.0**	**$9,000,000**

* This category also includes providing increase learning opportunities for student in SE Schools experiencing transitions as a result of Southeast Enrollment and Program Balancing.
** Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Increase learning opportunities for every student

Add 18.0 FTE to Special Education*

We expect an increase of students receiving special education services next year based on new Individual Education Plans (IEPs) data. To meet the growing demand, we'll allocate $1.8 million of carryover to special education.

Add 25.0 FTE Educational Assistants

We will invest $1.5 million to further improve student to adult ratio in high-need or high-leverage classrooms, such as in Title I, CSI and TSI elementary schools and K-8s.

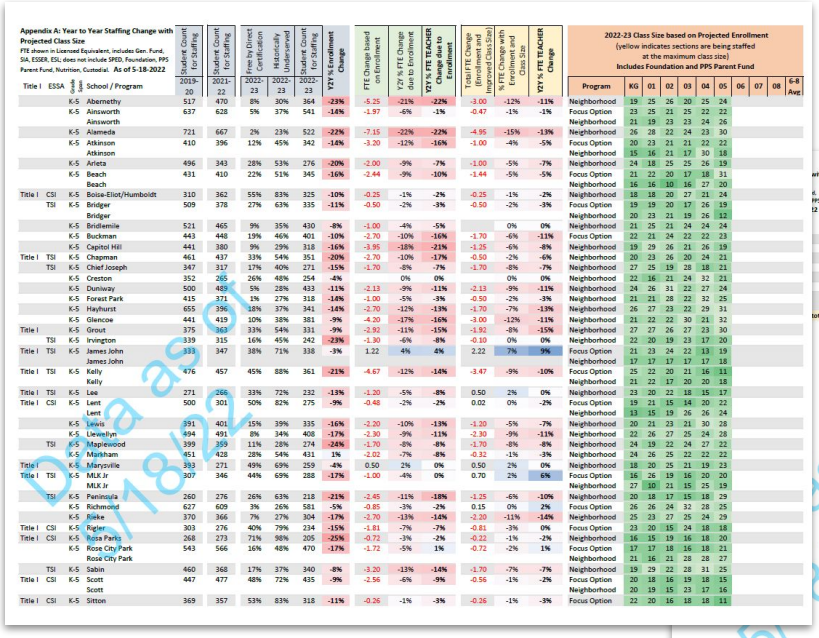
* Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Increase learning opportunities for every student

Add 5.0 FTE to Support Class Size Reductions

100% of all K-5 homerooms are now projected to be below class size maximums.



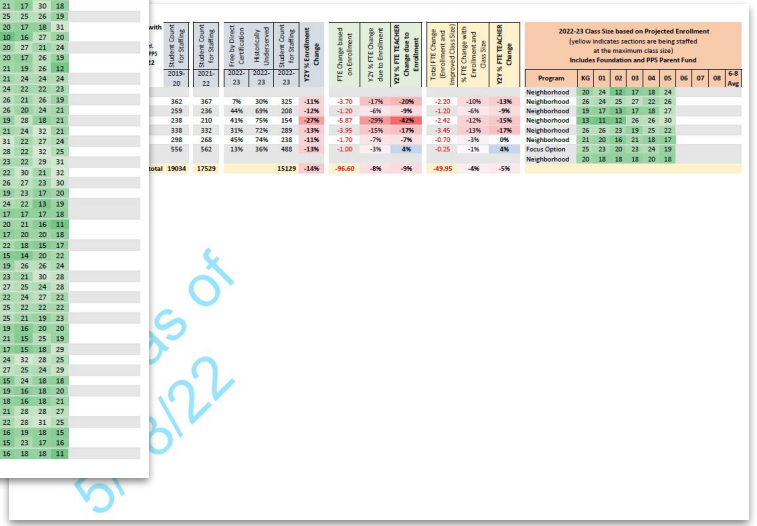
Appendix A: Year to Year Staffing Change with Projected Class Size

FTE shown in Licensed Equivalent, includes Gen. Fund, SIA, ESSER, ESS; does not include SPED, Foundation, PPS Parent Fund, Nutrition, Custodial. As of 5-18-2022

Title I	ESSA	Grade	School / Program	Student Count for Staffing 2019-20	Student Count for Staffing 2021-22	Free by Direct Certification 2022-23	Historically Underserved 2022-23	Student Count for Staffing 2022-23	Y2Y % Enrollment Change	FTE Change based on Enrollment	Y2Y % FTE Change due to Enrollment	Y2Y % FTE TEACHER Change due to Enrollment	Total FTE Change (Enrollment and Improved Class Size)	% FTE Change with Enrollment and Class Size	Y2Y % FTE TEACHER Change
		K-5	Abernethy	517	470	8%	30%	364	-23%	-5.25	-21%	-22%	-3.00	-12%	-11%
		K-5	Ainsworth	637	628	5%	37%	541	-14%	-1.97	-6%	-1%	-0.47	-1%	-1%
			Ainsworth												
		K-5	Alameda	721	667	2%	23%	522	-22%	-7.15	-22%	-22%	-4.95	-15%	-13%
		K-5	Atkinson	410	396	12%	45%	342	-14%	-3.20	-12%	-16%	-1.00	-4%	-5%
			Atkinson												
		K-5	Arleta	496	343	28%	53%	276	-20%	-2.00	-9%	-7%	-1.00	-5%	-7%
		K-5	Beach	431	410	22%	51%	345	-16%	-2.44	-9%	-10%	-1.44	-5%	-5%
			Beach												
Title I	CSI	K-5	Boise-Eliot/Humboldt	310	362	55%	83%	325	-10%	-0.25	-1%	-2%	-0.25	-1%	-2%
	TSI	K-5	Bridger	509	378	27%	63%	335	-11%	-0.50	-2%	-3%	-0.50	-2%	-3%
			Bridger												
		K-5	Bridlemile	521	465	9%	35%	430	-8%	-1.00	-4%	-5%		0%	0%
		K-5	Buckman	443	448	19%	46%	401	-10%	-2.70	-10%	-16%	-1.70	-6%	-11%
		K-5	Capitol Hill	441	380	9%	29%	318	-16%	-3.95	-18%	-21%	-1.25	-6%	-8%
Title I	TSI	K-5	Chapman	461	437	33%	54%	351	-20%	-2.70	-10%	-17%	-0.50	-2%	-6%
	TSI	K-5	Chief Joseph	347	317	17%	40%	271	-15%	-1.70	-8%	-7%	-1.70	-8%	-7%
		K-5	Creston	352	265	26%	48%	254	-4%		0%	0%		0%	0%
		K-5	Duniway	500	489	5%	28%	433	-11%	-2.13	-9%	-11%	-2.13	-9%	-11%
		K-5	Forest Park	415	371	1%	27%	318	-14%	-1.00	-5%	-3%	-0.50	-2%	-3%
		K-5	Hayhurst	655	396	18%	37%	341	-14%	-2.70	-12%	-13%	-1.70	-7%	-13%
		K-5	Glencoe	441	419	10%	38%	381	-9%	-4.20	-17%	-16%	-3.00	-12%	-11%
Title I		K-5	Grout	375	362	33%	54%	331	-9%	-2.92	-11%	-15%	-1.92	-8%	-15%
	TSI	K-5	Irvington	339	315	16%	45%	242	-23%	-1.30	-6%	-8%	-0.10	0%	0%
Title I	TSI	K-5	James John	333	347	38%	71%	338	-3%	1.22	4%	4%	2.22	7%	9%
			James John												
Title I	TSI	K-5	Kelly	476	457	45%	88%	361	-21%	-4.67	-12%	-14%	-3.47	-9%	-10%
			Kelly												
Title I	TSI	K-5	Lee	271	266	33%	72%	232	-13%	-1.20	-5%	-8%	0.50	2%	0%
Title I	CSI	K-5	Lent	500	301	50%	82%	275	-9%	-0.48	-2%	-2%	0.02	0%	-2%
			Lent												
		K-5	Lewis	391	401	15%	39%	335	-16%	-2.20	-10%	-13%	-1.20	-5%	-7%
		K-5	Llewellyn	494	491	8%	34%	408	-17%	-2.30	-9%	-11%	-2.30	-9%	-11%
	TSI	K-5	Maplewood	399	359	11%	28%	274	-24%	-1.70	-8%	-8%	-1.70	-8%	-8%
		K-5	Markham	451	428	28%	54%	431	1%	-2.02	-7%	-8%	-0.32	-1%	-3%
Title I		K-5	Marysville	333	271	49%	69%	259	-4%	0.50	2%	0%	0.50	2%	0%
Title I	TSI	K-5	MLK Jr	307	346	44%	69%	288	-17%	-1.00	-4%	0%	0.70	2%	6%
			MLK Jr												
	TSI	K-5	Peninsula	260	276	26%	63%	218	-21%	-2.45	-11%	-18%	-1.25	-6%	-10%
		K-5	Richmond	627	609	3%	26%	581	-5%	-0.85	-3%	-2%	0.15	0%	2%
		K-5	Rieke	370	366	7%	27%	304	-17%	-2.70	-13%	-14%	-2.20	-11%	-14%
Title I	CSI	K-5	Rigler	303	276	40%	79%	234	-15%	-1.81	-7%	-7%	-0.81	-3%	0%
Title I	CSI	K-5	Rosa Parks	268	273	71%	98%	205	-25%	-0.72	-3%	-2%	-0.22	-1%	-2%
		K-5	Rose City Park	543	566	16%	48%	470	-17%	-1.72	-5%	1%	-0.72	-2%	1%
			Rose City Park												
	TSI	K-5	Sabin	460	368	17%	37%	340	-8%	-3.20	-13%	-14%	-1.70	-7%	-7%
Title I	CSI	K-5	Scott	447	477	48%	72%	435	-9%	-2.56	-6%	-9%	-0.56	-1%	-2%
			Scott												
Title I	CSI	K-5	Sitton	369	357	53%	83%	318	-11%	-0.26	-1%	-3%	-0.26	-1%	-3%

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Neighborhood	19	25	26	20	25	24				
Focus Option	23	25	21	25	22	22				
Neighborhood	21	19	23	23	24	26				
Neighborhood	26	28	22	24	23	30				
Focus Option	20	23	21	21	22	23				
Neighborhood	15	16	21	17	30	18				
Neighborhood	24	18	25	25	26	19				
Focus Option	21	22	20	17	18	31				
Neighborhood	16	16	10	16	27	20				
Neighborhood	18	18	20	27	21	24				
Focus Option	19	19	20	17	26	19				
Neighborhood	20	23	21	19	26	12				
Neighborhood	21	25	21	24	24	24				
Focus Option	22	21	24	22	22	23				
Neighborhood	19	29	26	21	26	19				
Neighborhood	20	23	26	20	24	21				
Neighborhood	27	25	19	28	18	21				
Neighborhood	22	16	21	24	32	21				
Neighborhood	24	26	31	22	27	24				
Neighborhood	21	21	28	22	32	25				
Neighborhood	26	27	23	22	29	31				
Neighborhood	21	22	22	30	21	32				
Neighborhood	27	27	26	27	23	30				
Neighborhood	22	20	19	23	17	20				
Focus Option	21	23	24	22	13	19				
Neighborhood	17	17	17	17	17	18				
Focus Option	25	22	20	21	16	11				
Neighborhood	21	22	17	20	20	18				
Neighborhood	23	20	22	18	15	17				
Focus Option	19	21	15	14	20	22				
Neighborhood	13	15	19	26	26	24				
Neighborhood	20	21	23	21	30	28				
Neighborhood	22	26	27	25	24	28				
Neighborhood	24	19	22	24	27	22				
Neighborhood	24	26	25	22	22	22				
Neighborhood	18	20	25	21	19	23				
Focus Option	16	26	19	16	20	20				
Neighborhood	27	10	21	15	25	19				
Neighborhood	20	18	17	15	18	29				
Focus Option	26	26	24	32	28	25				
Neighborhood	25	23	27	25	24	29				
Neighborhood	23	20	15	24	18	18				
Focus Option	16	15	19	16	18	20				
Neighborhood	17	17	18	16	18	21				
Neighborhood	21	16	21	28	28	27				
Neighborhood	19	29	22	28	31	25				
Focus Option	20	18	16	19	18	15				
Neighborhood	20	19	15	23	17	16				
Focus Option	22	20	16	18	18	11				



Student Count for Staffing 2019-20	Student Count for Staffing 2021-22	Free by Direct Certification 2022-23	Historically Underserved 2022-23	Student Count for Staffing 2022-23	Y2Y % Enrollment Change	FTE Change based on Enrollment	Y2Y % FTE Change due to Enrollment	Y2Y % FTE TEACHER Change due to Enrollment	Total FTE Change (Enrollment and Improved Class Size)	% FTE Change with Enrollment and Class Size	Y2Y % FTE TEACHER Change
362	367	7%	30%	325	-11%	-3.70	-17%	-20%	-2.20	-10%	-13%
259	236	44%	69%	208	-12%	-1.20	-6%	-9%	-1.20	-6%	-9%
238	210	41%	75%	154	-27%	-5.67	-29%	-42%	-2.42	-12%	-15%
338	332	31%	72%	289	-13%	-3.95	-15%	-17%	-3.45	-13%	-17%
298	268	45%	74%	238	-11%	-1.70	-7%	-7%	-0.70	-3%	0%
556	562	13%	34%	488	-13%	-1.00	-3%	4%	-0.25	-1%	4%
Total 19034	17529			15129	-14%	-96.60	-8%	-9%	-49.95	-4%	-5%

2022-23 Class Size based on Projected Enrollment
(yellow indicates sections are being staffed at the maximum class size)
Includes Foundation and PPS Parent Fund

Program	KG	01	02	03	04	05	06	07	08	6-8 Avg
Neighborhood	20	24	12	17	18	24				
Neighborhood	26	24	25	27	22	26				
Neighborhood	19	17	13	17	18	27				
Neighborhood	13	11	12	26	26	30				
Neighborhood	26	26	23	19	25	22				
Neighborhood	21	20	16	21	18	17				
Focus Option	25	23	20	23	24	19				
Neighborhood	20	18	18	18	20	18				

$9 Million General Fund Carryover To Support Priorities We Heard

High Quality Emotional, Mental Health and Wraparound Supports

Add 10.0 FTE to Support SE Schools - Enrollment & Program Balancing*

In February 2020, we launched an enrollment and program balancing process. To support Southeast Portland schools prepare for possible transitions, we've set aside $1.2 million to equitably distribute up to 10.0 FTE to Southeast schools.

Add 12.0 FTE in Mental Health Professionals for Middle Schools*

Allocate 1.4 million dollars to invest in additional school-based mental health professionals to ensure every Title I, CSI and TSI Middle School and K-8 School student has access to this support.

Add 4.0 FTE in Campus Safety Associates

With an increase of 4 additional campus safety associates, all Title 1 Middle Schools will have an assigned campus safety associate.

* Estimated

$9 Million General Fund Carryover To Support Priorities We Heard

Make meaningful progress on our community's top priorities

Allocate $500,000 towards a Student Travel Equity Fund

To support student activities like athletic competitions, music/performances, clubs, field trips.
A model for distributing these funds will be designed in collaboration with principals this summer.

Increase Pass-Through Rate to Charter Schools by $600,000

On May 10, 2022, the PPS Board of Education approved Res. 6499 to increase the pass-through rate of State School Funds from 80% to 85% for K-8 charter schools.

$1.2 Million Towards Retention Bonus for All Paraeducators

This investment will fund a retention bonus for all paraeducators, who play a vital role in supporting the district's most vulnerable students. It provides an additional incentive to attract new candidates to the paraeducator role. *Pending discussions with PFSP.

Updates to the Recommended Budget for Approval

Make meaningful progress on our community's top priorities

Reallocated $575,000 to add 5.0 FTE of School Support Instructors

Designate an additional 5.0 FTE (increasing to a total of 20.0 FTE) to provide identified schools with additional licensed teacher to cover staff absences that are often unfilled by substitute teachers.

** Reallocation of $575,000 from Substitute Office*

***Must be negotiated with PAT*

Earmarked $200,000 of Capital Budget towards ensuring the School Board Room is Accessible

Priorities Included in Recommended Budget for Approval

Make meaningful progress on our community's top priorities

Allocated $750,000 to Support Middle School Site-Specific Plans*

Proposed budget targets $750,000 of ESSER to augment middle schools supports. Principals, with their teams, are developing site-specific plans to address social-emotional learning and school climate needs.

Workforce Recruitment

We have 4 staff supporting the district's recruitment efforts. In addition, we continue to grow our professional pipeline programs (i.e. Coach to Classroom, Paraeducator/EA to Teacher, Aspiring Leaders). Lastly, we are leveraging our 5-year $8.2 million dollar grant from the Wallace Foundation to accelerate towards our vision of a strong principal pipeline.

* Estimated

Final Steps

Tonight

School Board considers and votes to **APPROVE** the 2022-2023 budget and tax rates

June 14

TSCC Hearing and School Board considers and votes to **ADOPT** the 2022-2023 budget, make appropriations and impose taxes