

RESOLUTION No. 605

Enrollment and Program Balancing Process Scope of Work

RECITALS

- A. In June of 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, PPS reimagined, co-constructed by a broad coalition of students, staff and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.
- B. 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 will launch an enrollment and program balancing process.
- C. The Enrollment and Program Balancing Scope of Work provides overarching guidance for the project, including district-wide rationale, core values, outcome goals, and approach and sequence of work.
- D. The PPS Board of Directors reviewed and suggested revisions to scope of work drafts during work sessions on February 4 and February 18.

RESOLUTION

The Board of Directors accepts the Enrollment and Program Balancing Process Scope of Work, and directs the Superintendent to begin the first phase of the process.

February 19, 2020

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Staff enrollment and program balancing in Portland Public Schools based on identified

outcome goals (see below) and to support the access of historically underserved students to high quality learning environments. Enrollment and program balancing work will commence in spring 2020, beginning with southeast schools. The process will continue to the north/northeast areas to address over- and under-enrolled schools in the second year. In the third year, the process will continue in the west/southwest to address over enrollment of several schools. As defined in Board policy, proposals and recommendations will be considered by the Board on an annual basis. The district create inequities

Under-enrolled schools often have difficulty providing a robust array of programming; students and educators in single-strand program pathways are isolated from their peers

Having programs co-located in a building often leads to isolation and programmatic inequities

The ACCESS program was relocated and divided into two separate campuses and needs to be reunited and resituated.

A new middle school is opening in 2021; we need to identify its feeder pattern and engage the school communities that may be potentially reconfigured from K-8's to K-5's, ~~as well as prepare for the opening of an additional middle school in Southeast.~~, as well as prepare for the opening of an additional middle school in Southeast. ~~Grade reconfigurations may also be needed in other areas.~~ Grade reconfigurations may also be needed in other areas.

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A ~~full~~ continuum of special education services does not currently exist within ~~each all-all~~ regional clusters ~~ss based on the specific needs of students on IEPs for special focus classrooms, and with complete pathways and based on the specific needs of students on IEPs for special focus classrooms, and~~ related supports.

Because we are inefficiently using facilities, we are addressing these problems by using scarce resources that would otherwise be available for direct student services.

Enrollment imbalances have been recognized as problematic in PPS for many years, with multiple community processes over the last decade. While some adjustments were accomplished, problem areas still exist. The immediate impetus for re-starting this work is the opening of Kellogg Middle School in August 2021. In order to have a smooth transition for students, families, and educators, we will need to determine Kellogg's feeder pattern by January 2021. More broadly, we are committed to addressing the problems identified above to better serve our students.

This process is grounded in our core values--ethical principles established in the development of our community-informed vision for the future of PPS:

Students at the Center

Racial Equity and Social
Justice
Honesty and Integrity
Excellence
Respect
Relationships
Creativity and Innovation

Partnerships and
Collaboration
Grounded in the Spirit of
Portland
Joyful Learning and
Leadership

The District's enrollment and program balancing goals

_____ As a learning organization, PPS is committed to processes that reinforce learning cycles. We intend to use a phased approach, learning from initial findings and strategies and making adjustments as the work progresses. This approach allows us to resolve problems as quickly as possible for maximum positive student impact.