



**RESOLUTION OF THE JEFFERSON HIGH SCHOOL  
PARENT, TEACHER, STUDENT ASSOCIATION (PTSA)**

Presented to  
City of Portland Mayor Tom Potter  
City of Portland Commissioners Sam Adams, Randy Leonard, Dan Saltzman, Eric Sten  
Portland Public Schools Superintendent Carole Smith  
Portland Public Schools Board of Education Directors Ruth Adkins, Sonya Henning,  
Bobbie Regan, Dan Ryan, Trudy Sargent, Dilafruz Williams, David Wynde  
Portland Public Schools Board of Education Student Representative Antoinette Myers

**PTSA Mission**

WHEREAS, the statewide mission for PTAs and PTSAs (Parent, Teacher, Student Associations) includes supporting and speaking on behalf of children and youth in the schools, in the community and before governmental bodies and other organizations that make decisions affecting children; and

**Overview of Issues**

WHEREAS, Portland Public Schools (PPS) policies have resulted in increased racial and socio-economic segregation in our city's public schools and discriminatory access to educational opportunities for Portland's children and youth, in direct conflict with PPS's *Student Achievement Policy 6.10.010-P* and *2005-2010 Strategic Plan*, the City of Portland's *Our Bill of Rights, Children and Youth, Vision PDX, the Schools, Families Housing Initiative*, the 1954 Supreme Court decision in *Brown vs. Board of Education*, the *1964 Civil Rights Act*, the *Fourteenth Amendment to the U.S. Constitution* et. al; and

WHEREAS, the PPS School Board is already aware of the increased racial and economic segregation in our city's public schools and discriminatory access to educational opportunities, and have so far chosen to support the existing PPS policies, along with inequitable distribution of finances and educational opportunities, reflecting the school District's priority of retaining white middle and upper income families who *might* consider private schools, over fairly educating all PPS students; and

WHEREAS, the Mayor and City Council need to be informed about how Portland Public School District policies and practices are inequitable and discriminatory for

children in the Jefferson community and throughout the school district, and how school district facility decisions impact our city's public infrastructure; and

**City of Portland Goals**

WHEREAS, On August 16, 2006, the Portland City Council adopted *Our Bill of Rights, Children and Youth*, which states that the Children and Youth of Portland:

1. Are entitled to a voice and opinion in decisions that will impact their lives, specifically including education
2. Are entitled to a quality public education that equips them with basic skills, covers a variety of subjects, and will help them succeed in the future
3. Have the right not to be discriminated against based on race, color, sex, age, or any other basis prohibited by applicable federal, state, and local laws; and

WHEREAS, The City of Portland's *Our Bill of Rights, Children and Youth*, further states that such discrimination poses a threat to the health, safety and general welfare of the citizens of Portland and Multnomah County and menaces the institutions and foundation of our community; and

WHEREAS, The *Vision PDX* report, unanimously accepted by the City Council members at their September 19, 2007 meeting, concluded that Portlanders:

1. Value children and young people and understand that they are the future of our society
2. Are committed that all young people be afforded high quality education
3. Recognize that education and learning are the foundation for achieving our individual and community goals
4. Value equity in public decision-making, and equal access to public services and amenities such as public education without physical, social or economic barriers
5. Value fostering respect for and promoting interaction among all individuals in our community, regardless of race, ethnicity, gender, socioeconomic status, geography and more; and

WHEREAS, The goal of the City's *Schools, Families, Housing Initiative* is to increase student retention and enrollment in, and family connections to, Portland's neighborhood schools with excess capacity; and

## **Portland Public Schools Goals**

WHEREAS, PPS *Board Policy 6.10.010-P* includes the following principles for student achievement and directs the Superintendent to develop detailed strategies and directives that align with and accomplish these principles:

1. Achievement shall be raised for all students
2. Equal access to educational opportunities shall be provided for all students in the District to adequately prepare them for future educational and career choices
3. The implementation of the student achievement policy shall include a focus on reducing and eventually eliminating inequitable achievement outcomes for students based on ethnicity, family income levels, and home language
4. All schools use curricula, instructional techniques, materials and assessment tools that are aligned with high, District-wide standards and are effective in raising student achievement
5. Resources shall be allocated in a manner that takes into consideration the unique needs and challenges facing schools and programs with high-need populations affected by poverty, limited English proficiency and disabilities
6. All schools shall create a welcoming, inclusive, safe and respectful environment where positive relationships among students, staff and parents are valued as important components in academic success and positive citizenship
7. All schools and programs shall engage in intensive and continuous school improvement planning and shall adopt improvement strategies that demonstrate success in raising student achievement
8. All schools and programs shall actively engage the communities they serve by providing opportunities to participate in the school improvement planning process and to support their schools; and

WHEREAS, equity of access and opportunity is a core value of PPS's *2005-2010 Strategic Plan* adopted by the School Board; and

## **PPS Transfer Policy Fosters Segregation and Unequal Educational Opportunities**

WHEREAS, Auditors from Multnomah County and the City of Portland (Suzanne Flynn and Gary Blackmer) conducted an audit of the PPS student transfer system in June 2006 (as a requirement of the Multnomah County ITAX), entitled *Portland Public*

*Schools Student Transfer System District objectives not met, and concluded the following:*

1. The PPS student transfer system “competes with other Board policies such as maintaining strong neighborhood schools.”
2. The PPS student transfer system “competes with other Board policies such as investing in low-income performing schools.”
3. The PPS student transfer system does not “meet the Board’s diversity goals.”
4. The PPS student transfer system does not “meet the Board’s equity goals.”
5. “The District’s schools were less diverse in terms of low-income and minority representation than would be the case if all students attended their neighborhood schools.”
6. The PPS student “transfer system has not increased diversity in neighborhood schools, but actually reduced it.”
7. “Students who transfer out of low performing schools were more likely to see declines in achievement in the following year compared to their peers who stayed at their neighborhood schools.”
8. “The students who stayed at their neighborhood schools were less likely to regress” than students who transferred to other schools.
9. “Small Schools” at Jefferson, Marshall and Roosevelt are unpopular with PPS families; only 6% of their transfer capacity was filled through the 2005-06 school year.
10. “We expect to find aggregate declines in achievement among the three Portland schools most impacted by transfers out (Jefferson, Marshall and Roosevelt High Schools).”
11. “The Board did not review the impacts of transfers on student and school performance.”
12. “The Board did not consider or weigh the effects of the transfer system against competing goals.”
13. The PPS Board of Education needs to clarify the purpose of its school choice system. It “has not clarified what it is trying to accomplish with its transfer system.”

14. PPS “needs to redesign a better student transfer system, one that protects neighborhood schools.”
15. The PPS student transfer system should “be limited for the short-term or put on hold until changes are implemented” as outlined in the audit, a requirement of the ITAX.

WHEREAS, The PPS student transfer system compounds the inequities between white and nonwhite and lower-income and higher-income schools, resulting in high student transfers, failure, student disconnect and closure of schools with a high percentage of nonwhite and/or low-income students; and

WHEREAS, Driven by the PPS student transfer system, enrollment and neighborhood capture rates have been allowed to plummet in neighborhood schools serving higher nonwhite and/or low-income student populations; and

WHEREAS, Driven by the PPS student transfer system, monetary divestment has occurred in PPS communities/clusters whose neighborhood schools serve higher nonwhite and/or low-income student populations, with increased dollars flowing into communities/clusters whose neighborhood schools serve wealthier, whiter student populations:

1. Jefferson is the PPS cluster most negatively affected and harmed by monetary divestment; and

WHEREAS, Driven by the student transfer system, far fewer educational opportunities are provided in PPS neighborhood schools/clusters that serve higher nonwhite and/or low-income student populations than those provided to schools/clusters with wealthier, whiter student populations. These disparities exist in:

1. The number and range of academic course offerings
2. The number and range of elective course offerings
3. The number and range of elementary enrichments, such as music, art, PE, etc.
4. Advanced high school programs, such as Advanced Placement (AP) and International Baccalaureate (IB)
5. The number and range of articulated courses and other opportunities with institutes of higher education
6. The number and range of high school Career Pathways to fulfill the State of Oregon’s new student Career graduation requirements (Education Plan, Career-Related Learning Standards and Experiences)

7. Extracurricular programs and activities, etc; and

WHEREAS, Driven by the PPS student transfer system, a disproportionately higher number of PPS neighborhood schools have been closed in communities/clusters whose neighborhood schools serve higher nonwhite and/or low-income student populations.

1. The Jefferson cluster has had more neighborhood schools closed than any other PPS cluster
2. Just months after receiving a 5.2 million dollar grant from the United States Department of Education for Ockley Green Middle School and Applegate and Kenton elementary schools, the District closed all three grantee schools, Ockley Green Middle, Applegate and Kenton, and replaced Ockley Green with a K-8 districtwide focus option school. Applegate and Kenton elementary schools had scored "Excellent" on state test scores immediately prior to being closed. According to the United States Department of Education, closing Kenton and Applegate Elementary schools resulted in increased racial isolation
3. PPS granted a long-term lease of Kenton Elementary to a competing private religious school over strenuous community objections
4. PPS purposefully diverted programs, enrollment, and resources away from successful Tubman Middle School:
  - a) *The PPS 2002 Long Range Facilities Plan states: This [Tubman] facility needs more space to appropriately handle the needs of the programs it houses. However, there is no additional space on the site or in the area... Recruiting students from Tubman to other programs that would also be able to suit their needs is one way that pressure on this building could be relieved*
  - b) Tubman Middle School's successful dance program was relocated to Da Vinci Middle School in the Grant cluster
  - c) The Tubman Middle School dance program had been so successful that Tubman students auditioning for the Jefferson Dancers program were competitive with other dancers from wealthier neighborhoods who had had formal dance training from an early age
  - d) There were 517 6-8th grade students enrolled at Tubman Middle School in the 2001-02 school year when the *Long Range Facilities Plan* recommended recruiting Tubman students to other schools

- e) Three years later, 6-8 grade enrollment at Tubman Middle School had decreased to 294 students, and two years after that PPS closed Tubman after gradually removing grades from the school; and

WHEREAS, Driven by the PPS student transfer system, a disproportionately higher number of competing charter, alternative and private schools are located in PPS communities/clusters whose neighborhood schools serve higher nonwhite and/or low-income student populations compared to wealthier, whiter communities/clusters, further draining enrollment, reducing neighborhood capture rates and resulting in fewer educational opportunities

1. The vast majority of recent, current and proposed competing charter schools are located in the Roosevelt and Jefferson clusters, with Jefferson having far more charter schools than any other PPS cluster; and

WHEREAS, The PPS Student Transfer System allows priority transfers out of “small” high schools located in communities/clusters serving higher nonwhite and/or low-income student populations (Jefferson, Madison, Marshall and Roosevelt), further draining enrollment, reducing neighborhood capture rates and resulting in fewer educational opportunities; and

WHEREAS, PPS is the only Portland-Metro area school district that allows neighborhood-school to neighborhood-school transfers, which have resulted in the aforementioned, far-reaching educational inequities among Portland’s public school children; and

### **Jefferson and Small High School Academies**

WHEREAS, PPS currently operates Jefferson High School as a campus of “small schools”, though unlike Marshall and Roosevelt, Jefferson High School is one single school with the State Department of Education, with a single state ID number; and

WHEREAS, reorganizing Jefferson into multiple small narrowly focused high school academies was not recommended by the Jefferson Design Team, but was predetermined by former Superintendent Vicki Phillips and the Portland Schools Foundation, as outlined in the PPS/Portland Schools Foundation grant application to the Gates Foundation in Fall 2005; and

WHEREAS, Small high schools with limited educational opportunities are implemented in PPS communities/clusters whose neighborhood schools serve higher nonwhite and/or low-income student populations, while comprehensive high schools with far greater educational opportunities are retained in communities/clusters whose neighborhood schools serve wealthier, whiter student populations; and

WHEREAS, The small academy high school structure has the following limitations:

1. Curriculum is narrowly focused and course offerings are limited
2. There are limited transfers spaces at the comprehensive high schools
3. If students change their area of interest, there is a great likelihood the small academies cannot accommodate their educational plan, in direct conflict with the State of Oregon's new career graduation requirements
4. Small high school academies have a tendency to become segregated by race (e.g. Roosevelt)
5. When students are assigned to a small school to balance racial enrollment, students are unable to select their "focused" area of study based upon their interest, as required by the State of Oregon's new career graduation requirements
6. Students often get assigned to academies based upon space availability rather than student interest, in direct conflict with the State of Oregon's new career graduation requirements
7. Small high schools are more susceptible to closure
8. A small high school academy structure has higher administrative costs than a comprehensive high school; and

WHEREAS, Reorganizing into small academies does not address many documented reasons why high schools in lower-income neighborhoods are not as "successful" as high schools in higher-income neighborhoods, such as:

1. Students entering high school already below grade level
2. Barriers to parent involvement
3. PPS has traditionally done little to support or facilitate parent involvement in low-income schools
4. Ineffective school/family/community communications, partially due to the constant administrative turnover
5. The "achievement gap" exists district-wide, not just in low-income neighborhoods, and it needs a district-wide solution

6. In general students living in poverty need additional supports to achieve at the same level as students from middle- or high-income families who receive extra supports at home
7. Research does not support the claim that reorganizing comprehensive high schools into small academies results in increased student achievement; and

WHEREAS, Former PPS Superintendent Vicki Phillips' reorganization of Jefferson into separate academies for *Arts and Technology* and *Science and Technology* violated numerous PPS board policies, PPS administrative directives, Oregon Administrative Rules, Oregon Revised Statutes, *Title I, II and V* of federal NCLB regulations, *Title VI of the 1964 Civil Rights Act*, and the *Equal Protection Clause of the 14th Amendment to the U.S. Constitution*; and

WHEREAS, Former PPS Superintendent Vicki Phillips' reorganization of Jefferson into separate academies for *Arts and Technology* and *Science and Technology* disrupted programs, systems and structures that were working at Jefferson – which, according to the Oregon Department of Education, were producing:

1. Above average increases in test scores
2. Student “connectedness”
3. Engagement
4. “Sense of family”; and
5. The 9<sup>th</sup> grade teams at Jefferson High School in place prior to former Superintendent Phillips’ reorganization into small academics greatly increased individual support for student and improved teacher/parent communications
6. Test scores prior to former Superintendent Phillips’ reorganizations into small academies showed above average increases at Jefferson High School compared to the rest of the District; and

WHEREAS, The District has not addressed its systemic deficiencies in serving schools with higher nonwhite and/or lower-income student populations:

1. Racism and discriminatory policies
2. Misuse of public and private funds
3. Sub-standard curriculum and educational opportunities
4. Barriers to parent involvement
5. Increased segregation

6. Poor school communications
7. Instability and inconsistency of the learning environment
8. Lack of coordination in student support services
9. Low enrollment; and

WHEREAS, The small academies at Jefferson High School, with decreased educational opportunities, have never been supported by the Jefferson community, as evidenced by community petitions and surveys, alternative recommendations, written and oral testimony from Design Team members, PTSA officers, parents, students and community members to the Board and at community meetings, etc; and

WHEREAS, Jefferson parents and community members submitted to the school board in January 2006 and August 2006 a community-based alternative to former Superintendent Phillips' plan to divide the school into separate small academies for *Arts and Technology* and *Science and Technology*, and the community-based alternative proposal included recommendations that would:

1. Bring stability and continuity to Jefferson
2. Increase enrollment at Jefferson
3. Build upon Jefferson's existing strengths
4. Improve educational and student learning opportunities
5. Increase representation of Jefferson families in school decision making for their school
6. Improve communications
7. Offer community services for students and families
8. Provide accountability; and

WHEREAS, In the future students participating in the internationally-recognized *Jefferson Dancers* magnet program will be required to attend Jefferson High School, a corrective District decision resulting from a previous inequity; however

1. The future of the *Jefferson Dancers* program is in serious jeopardy unless:
  - a) Jefferson High School's educational opportunities are dramatically improved and

- b) A strong K-8 dance magnet program is returned to the Jefferson cluster; and

WHEREAS, In 2005-2006 former PPS Superintendent Phillips promised Jefferson High School advanced coursework and an IB program after the reorganization into small academies; and

WHEREAS, The *Oregonian* reported on 12/31/07 that many PPS high school (including all of those in whiter, wealthier neighborhoods) have between 10 and 30 offerings in advanced coursework, IB or AP, and that Jefferson has zero; and

WHEREAS, According to District data, Jefferson has a larger number of high school students living within its attendance boundaries than any other PPS high school, and that there are more than enough K-12<sup>th</sup> grade PPS students living in the Jefferson cluster to support full academic programs at Jefferson and its feeder schools; and

### **K-8 and Middle School Issues**

WHEREAS, K-8 schools are implemented in PPS communities/clusters whose neighborhood schools serve higher nonwhite and/or low-income student populations, while middle schools are retained in communities/clusters whose neighborhood schools serve wealthier, whiter student populations

1. Most of Jefferson's 6-8 grade students do not have access to adequate middle-grade enrichments, such as art, music, PE, computers and foreign language
2. Many Jefferson students in grades 6-8 are being offered fewer enrichments than those offered to K-5 students in wealthier, whiter neighborhood schools; and

WHEREAS, The District closed all of Jefferson cluster middle schools after:

1. Purposefully undermining Tubman Middle School's popular and successful programs
2. Neglecting to address problems with the Whitaker Middle School facility
3. Failing to build the new Whitaker Middle School facility as promised by the District for years
4. Replacing Ockley Green Middle School with a district-wide K-8 magnet school
5. Attempting to close Humboldt Elementary School and temporarily assign Humboldt students to Ockley Green K-8 Magnet School to boost its K-5 grade start-up enrollment; and

## **School Facilities, City Planning, and Public Infrastructure**

WHEREAS, PPS is currently engaged in a community process to create a District long-range facilities plan for the future of our public school buildings

WHEREAS, The City's Public Facilities Policies indicate that "*The city's role in Portland School District 1 planning is historically established. Portland's original planners used the location of grade schools as a starting point in determining the appropriate arrangement of parks and residential uses. The result of this planning is obvious in the existing pattern of neighborhood land use today. The school building and its relationship to adjacent land uses remains a significant ingredient in how Portland looks and how it "feels" to live here*"

WHEREAS, The Portland Public School District has recently closed some of our best school facilities, which have been or will be leased to private schools and other uses, left empty, or sold for redevelopment; while concentrating public school students into some facilities that are in worse physical condition, require trailers to accommodate increased student enrollment, and/or don't meet current fire safety standards

1. The District closed Jefferson cluster's Applegate Elementary, even though it is one of only a handful of PPS schools with an "Excellent" facilities rating, according to the PPS *Best Use of Facilities Study*
2. The District closed Kenton Elementary, even though it ranks fifth highest of all PPS facilities in "remaining years of life", according to the PPS *Best Use of Facilities Study*

WHEREAS, Public schools are an integral part of our City's public infrastructure and are directly connected to housing, community development, transportation and neighborhood livability; and

WHEREAS, Child obesity and disease have become national epidemics, and walking or biking to school promotes student health; and

WHEREAS, Research confirms that most students achieve at much higher academic levels when they attend schools close to home; and

WHEREAS, Some PPS neighborhood school boundaries are gerrymandered; and

## **Portland Schools Foundation**

WHEREAS, Policies of the Portland Schools Foundation have exacerbated inequalities in educational opportunities among PPS students by allowing wealthier, whiter schools to raise unlimited amounts of money which can be used to offer additional course offerings through the purchase of teachers (FTE), while all lower-income schools together must compete for a portion of those funds through a grant process which disallows the purchase of FTE for additional course offerings in those schools; and

### **RECOMMENDATIONS**

Therefore be it

RESOLVED, That the Jefferson High School PTSA recommends that **the City of Portland Mayor and City of Portland Commissioners** continue to reach out to Portland's youth, listening to their needs, opinions and recommendations, and implementing initiatives such as the City's *Our Bill of Right, Children and Youth, City Council Kids*, visits with the City's public school students, and other programs that support children and youth; and be it further

RESOLVED, That the Jefferson High School PTSA makes the following recommendations to **the City of Portland Mayor, City of Portland Commissioners, PPS Superintendent and PPS Board of Education Directors**, for implementation beginning with the 2008-2009 school year:

1. Ensure that PPS District policies and practices which are resulting in public schools that are more racially and economically segregated than Portland's neighborhoods are changed
2. Ensure that PPS District policies and practices which are providing unequal and discriminatory educational opportunities to Portland's students, are changed
3. Ensure that the issues raised in the June 2006 City of Portland and Multnomah County audit of the PPS student transfer system are adequately addressed and remedied
4. Ensure that PPS adopts a school facilities plan that:
  - a. Is consistent with good city and neighborhood planning principles
  - b. Recognizes the connections between the City's school facilities, housing, community development and transportation system
  - c. Provides for the inevitable stabilization and upswing in school-aged population in many of Portland's neighborhoods

- d. Recognizes the importance of quality neighborhood schools to all Portland families, especially lower income families for which transportation to distant schools and after-school programs can be logistically difficult and can also create a barrier to parent involvement in the schools
  - e. Minimizes the number of students who must cross heavy traffic arterials or dangerous traffic intersections to attend their assigned neighborhood school, and supports walking and biking to school to foster student health and wellness as well as neighborhood livability
  - f. Takes action to minimize risks at potentially dangerous intersections throughout the city, including a remedy for the intersection of N. Williams and N. Page, currently putting students attending the *Harriet Tubman Leadership Academy for Young Women* at risk
  - g. Meets Oregon's State School Acreage Standards
  - h. Recognizes that the school properties owned by Portland Public Schools were purchased by its citizens for K-12 public school use and as such are a perpetual legacy that preserves the integrity of our communities and provides the backbone of our students' education
  - i. Retains full ownership of the current Jefferson High School land and property as PPS holdings to continue to serve the citizens of the Jefferson cluster
  - j. Prioritizes closing trailers, portable classrooms, and other temporary structures over closing neighborhood schools
  - k. Remedies increased racial segregation and the disproportionate number of school closures in some neighborhoods, and reduces pedestrian traffic hazards for students in areas throughout the school district by reopening neighborhood schools whenever feasible (e.g. Applegate and Kenton)
5. Ensure the policies of the Portland Schools Foundation do not foster inequitable educational opportunities among our city's public school children; and be it further

RESOLVED, That the Jefferson High School PTSA makes the following recommendations to the **PPS Superintendent and PPS Board of Education Directors**, beginning with the 2008-2009 school year; and be it further

RESOLVED, That these recommendations are made to reverse the negative impacts of the PPS student transfer system on student and school performance and to eliminate conflict between the District's student transfer system and its goals of maintaining strong neighborhood schools, investing in low-performing schools, student achievement, diversity and equity.

1. Redesign school attendance boundaries across the District to:
  - a) Correct gerrymandered boundaries that have resulted in racial and economic segregation
  - b) Maximize the number of PPS students who are assigned to neighborhood schools closest to their homes
  - c) Minimize the number of students who must cross major arterials and/or dangerous traffic intersections to attend their assigned neighborhood school
  - d) Balance student enrollment among District neighborhood schools, elementary through high school
  - e) Balance class sizes among District neighborhood schools at every grade level, elementary through high school
  - f) Return *Boise-Eliot Elementary*, which is physically located in the Jefferson neighborhood, to the Jefferson attendance area
  - g) Return the Harriet Tubman site to its historic home, to physically reside within the Jefferson cluster
  
2. Offer equitable educational opportunities at all PPS neighborhood schools, at every grade level (regardless of the grade configuration of the school), to include:
  - a) A comparable number and range of academic course offerings
  - b) A comparable number and range of elective course offerings
  - c) A comparable number and range of elementary enrichments, such as music, art, PE, library services, etc.
  - d) Advanced high school programs, such as Advanced Placement (AP) and International Baccalaureate (IB); utilize funds provided by the Oregon Department of Education for low-income student populations
  - e) A comparable number and range of high school Career Pathways to fulfill the State of Oregon's new student graduation requirements (Education Plan, Career-Related Learning Standards and Experiences)
  - f) A comparable number and range of articulated courses and other opportunities with institutes of higher education

- g) Extracurricular programs and activities, etc.
3. Retain school choice for magnet schools and focus-option programs, but
    - a) Phase out neighborhood-to-neighborhood transfers for elementary schools, starting immediately with new enrollment, but allowing students with existing transfers to remain at their school through the highest grade level at that school, and providing for an administrative process for exceptions, AND
    - b) Equalize budgets, educational opportunities, FTE, class sizes etc. among all District neighborhood schools at all levels, elementary through high school (whether or not students stay at their neighborhood school or transfer out), with correlating FTE increases based upon the percentage of students who qualify for Free and Reduced Lunch and
    - c) Avoid co-locating neighborhood schools and magnet schools in the future
  4. Distribute K-8 neighborhood schools throughout the District, or eliminate them
  5. Distribute traditional neighborhood middle schools throughout the District
  6. Continue to move away from the former superintendent's efforts to marginalize PPS parents, and instead encourage and facilitate parent involvement in the schools and value parent, student, and teacher input in decision making for their schools
  7. Reject the former PPS administration's tendency to use school District communications to control public input and opinion to further personal goals and professional advancement; and instead adopt a new approach of prioritizing sincere, effective and efficient two-way communications with school stakeholders by nurturing positive relationships between PPS families and staff, and creating systems to sustain effective communications between the District, schools and the students/parents/communities they serve
  8. Place a moratorium on school closures, new charter and new alternative schools in the Jefferson cluster and others who have suffered low enrollment as a result of the PPS student transfer system, school closures and competing charter and/or alternative schools
  9. After merging the academy of *Arts and Technology*, and academy of *Science and Technology* into a comprehensive high school program, eliminate priority transfers from Jefferson High School