

PROPOSED NEW INVESTMENTS
2019-2020 Budget

**Superintendent's top priorities: Music TOSA, Climate Justice Coordinator,
Successful Schools Survey, Middle grades redesign (1 admin.), Leadership
Professional Development (tier II and III)**

Priority: Correction to HR Budget
Submitted by: Claire Hertz

Reason/Rationale Narrative:

This is a correction to the proposed budget. The department submitted the positions, and it was not included in the proposed budget in error. This should not be prioritized. It should be added automatically by the budget team.

Line Items for Budget Priority

Description	FTE	Amount
Analysts	3.0	\$358,000
Total Amount:		\$358,000

Priority: Maintenance Carryover - Summer projects

Submitted by: Dan Jung

Reason/Rationale Narrative:

PPS’s facility conditions are well documented with well over \$1 billion in deferred maintenance alone. Annual resourcing for maintenance and custodial services are at the low end of the national scale. Approximately halfway through the fiscal year it was identified the maintenance and custodial budget was not likely to be fully spent, due to various factors including staff turnover and some budget savings. A plan was developed to spend the full amount by fiscal year end. Currently dozens of projects are in process ranging from bathroom tile resealing to gym floor replacements. As summer is the optimal time to complete facility projects, staff anticipates “rolling over” \$2M of the current fiscal years maintenance and custodial budget to complete projects underway.

Carryover projects include:

- Floor replacements and refinishing
- Emergency lighting improvements
- Replacement of roof ladders
- Pest management services
- Emergency repairs work
- Updates grounds keeping equipment
- Upgraded building controls systems
- Heating system upgrades
- Parking lot repairs
- Roof repairs
- Security system upgrades
- etc

Line Items for Budget Priority

Description	FTE	Amount
Building Systems	0	\$1,500,000
Grounds		\$150,000
Maintenance Services		\$350,000
Total Amount:		\$2,000,000

Priority: Maintenance, Grounds and Custodial

Submitted by: Dan Jung

Reason/Rationale Narrative:

Early in the budgeting process we had targeting adding as much as \$1.5 million to support maintenance and custodial staff. This request was reduced to \$750k, that is included in the current budget proposal. An additional \$750k would afford additional support to maintenance, grounds and custodial.

Line Items for Budget Priority

Description	FTE	Amount
Custodians, Maintenance and Grounds	10	\$735,199
Total Amount:		\$735,199

Priority: Successful Schools Surveys

Submitted by: Brenda Martinek

Reason/Rationale Narrative:

This is a correction to the proposed budget. The SPP department submitted its budget, and it was not included in the proposed budget in error. This should not be prioritized. It should be added automatically by the budget team.

The climate of a school affects everything that happens within it. Feedback from students, families and staff is critical to planning for improvement in our school settings. The purpose of the Successful Schools Survey is to gather feedback from students and families on how they experience school and measure school climate. In collecting this data, we will be able to identify how to serve all of our students and families more equitably. Panorama’s services also include online (dashboard) reporting functionality and the ability to compare district results against national data. Thanks to our baseline data collected this year with the help of Panorama, we have access to knowledge that will allow us to duplicate what is working in our district and know what needs to shift to meet the needs of our students, staff and families.

Panorama was initially chosen because it supports schools in using data to gather actionable feedback and address the needs of diverse families. They deliver a high quality, validated survey with a quick turnaround on results. All surveys are translated into 30 different languages and are delivered on multiple formats. Families and students will have access to the PPS supported languages (English, Spanish, Somali, Chinese, Russian, Vietnamese), and will be able to take the survey in the language that they feel most comfortable with.

Questions address how students experience their school environment. For example, students were questioned about teacher-student relationships, sense of belonging, school safety, school climate, engagement and bullying. For families the topics included school fit, school climate, barriers to engagement, and school safety. The SEL survey portion measured Grit, growth mindset, self-efficacy, self-management, social awareness and emotional regulation. The staff surveys aligned to topics in the student and family feedback surveys. All surveys include demographic questions (race/ethnicity, gender, sexual orientation, grade level, home language) so other survey results can be disaggregated. This is important so we can measure differences between student groups, and look for ways to address inequities in students’ experiences. These results can be displayed on Panorama’s dashboard.

As this year was a baseline, it is important to continue the relationship with Panorama to enable our district to strategically plan interventions and be able to measure them continuously. The service Panorama offers supports our priority to ensure that all students leave our school system ready to thrive. Next year we will be including additional equity questions around race, and will also include three additional grade levels; one for elementary, middle school and high school.

Line Items for Budget Priority

Description	FTE	Amount
Successful Schools Survey for students, families and staff		\$130,000
Total Amount:		\$130,000

Priority: Technology AV Support
Submitted by: Don Wolff

Reason/Rationale Narrative:

Through effective utilization of bond dollars to support the modernization efforts of schools in Portland Public Schools a large number of specialized sound systems, projection devices, and digital signage have been placed in schools. These devices require support and trouble-shooting which currently does not reside in any position in the District.

Additionally, there is a need to support AV setup and support for special events in the District. The regular District Leadership Meetings, Summer Leadership Institute, Visioning activities and other special events necessitate the request for FTE to support these events.

Line Items for Budget Priority

Description	FTE	Amount
Technology/Audio Visual Support	1.0	\$93,000
Total Amount:		\$93,000

Priority Area: Community Engagement & Strategic Partnerships
Submitted by: Jonathan Garcia, Chief Engagement Officer

Reason/Rationale Narrative:

In late-February 2019, Portland Public Schools consolidated student, family and community engagement with the Office of Strategic Partnerships under a new role--the chief engagement officer. By consolidating the efforts under one team, we hope to increase and broaden community engagement efforts across our stakeholder groups and ensure that families--and students in particular--are given immediate, consistent and easily accessible opportunities to share their voice--a central tenet in our decision-making processes here at PPS.

With the increase of scope of responsibilities under the newly formed Office of Strategic Partnerships and Engagement, we respectfully propose a \$150,000 budget increase that will support the Board of Education and the District's Senior Leadership effort to build relational trust through authentic engagement opportunities in partnership with students, families, the broader community--which includes the regional and national business and philanthropic community.

The \$150,000 additional investment will specifically:

1. **School Resources Associate I:** Add one (1) full time staff member reporting under the School Partnerships Manager who will increase our team's capacity to support school communities as they seek financial and other resources from the broader community, including fundraising through local school foundations. This support include critical customer service and capacity-building required for effective development functions, and partnerships with the business community. As part of establishing The Fund for Portland Public Schools, New Seasons Markets have agreed to support the nonprofit with an investment of about \$55,000. These dollars will help support the additional full time staff member, which will be outlined in an Operational Agreement that will be executed by the PPS Board of Education and The Fund for PPS Board of Directors. (\$80,000)
2. **Student Engagement and District's Student Advisory Council:** The Board of Education and Senior Leadership team is committed to strengthening the voice of students in decision-making processes impacting their school and educational experience. As such, the Board of Education, is currently reviewing and updating Board Policy 1.20.012-P: Student Representative Duties Policy. As stated in the Policy, the Superintendent will designate staff, in this case, the Office of Strategic Partnerships and Engagement, to budget "sufficient funds" to carry out the operations and events of the DSC. This includes but is not limited to at least one PPS Student Summit per school year. This will also include student professional development funds, operational expenses to conduct student gatherings (meetings, focus groups, etc.) and any other materials needed to be an effective advisory council for the student representative, Superintendent and the Board of Education. (\$20,000)
3. **Community Advisory Councils:** In the 2019-20 school year, the Director of Community Engagement will be tasked with understanding the historical context in which all of the District's active (and inactive) Community Advisory Councils (CACs) were created and

develop a proposal to strengthen the forum in which these CACs help shape the direction of the School System. We anticipate more regular and active CACs in the new school year, which therefore includes operational costs, including, but not limited to, child-care, translation, materials, food, etc. (\$5,000)

4. **Community Engagement Efforts:** The Board of Education and Senior Leadership are equally committed to cultivating and sustaining active and effective partnerships with families and the community at large to improve PPS and accelerate on student achievement. Given that commitment, we request an additional investment of \$30,000 to support our year long engagement efforts. This will increase the Community Engagement budget to \$60,000, dollars that will be used to execute a community engagement structure and plan that centers community-focused strategies to voice opinions and recommendations on districtwide decision-making opportunities. (\$30,000)

5. **General Office Budget:** We seek an additional \$10,000 investment for the Office’s General Budget. As part of the transition of Community Engagement under this new structure, we inherited two vacant positions (plus the proposed additional FTE here), which means we will need to purchase computer equipment, cell phones, additional consumable supplies, etc. (\$10,000)

Line Items for Budget Priority

Description	FTE	Amount
School Resources Associate I	1.0	\$80,000
Student Engagement and District’s Student Advisory Council		\$20,000
Community Advisory Councils		\$5,000
Community Engagement Efforts		\$30,000
General Office Budget		\$10,000
Total Amount:		\$150,000

Priority: Middle School Conversion Budget Roll Over (2019-2020)

Submitted by: Kregg Cuellar

Reason/Rationale Narrative:

The Board invested **\$1.27M** for 2018-19 to support the MS Conversion. This budget supported curriculum, resources, professional development for the two new middle schools, the conversion of eight K-8s to K-5s, the opening up of the new Rose City Park K-5 and the placement of ACCESS academy.

Currently, there is approximately **\$900,000** unspent. We have been very conservative in our approach in using these funds since I started in July of 2019. As I come to the end of my first school year in Portland, I now have a better understanding in how to strategically invest these dollars during the 2019-20 school year.

Proposal

This proposal to rollover this budget is based on the need to continue to support the conversion of Harriet Tubman and Roseway Heights who are nearing the end of their first year as new schools. Dollars are needed to support professional development, curriculum, and master scheduling for the MS Conversion schools. I hope to also use part of the money to more broadly support leadership development at the 33 CSI, TSI and Title schools, which include the three new middle schools and seven out of eight of the K-8s that converted to K-5s.

MS Conversion Professional Development

The eight K-5s (MLK Jr., Boise Eliot-Humboldt, Irvington, Sabin, Vestal, Lee, Rose City Park and Scott) that converted from K-8s for the 2018-19 school year are contractually required to have a day of professional development at the conclusion of the 2018-19 school year. The two new middle schools are contractually required to have two days. These were originally scheduled for June, but with the change to lengthen the 2018-19 school year, many principals are requesting that they have the ability to have this PD in August to help kick off the 2019-20 school year. This is not possible unless the money is rolled over. I believe having the PD in August is more beneficial than in June as many of the schools on this list have significant teacher turnover from year-to-year.

Investment in Leadership Development CSI, TSI and Title Schools

My belief is that great leaders make great schools. I am proposing to utilize \$500,000 for leadership development for the leaders of these schools. All of the schools involved in the MS Conversion except for Rose City Park will also receive this resource. \$500,000 is critical to show that we are attempting to move the dial on developing our leaders. This budget also supports the leadership development of the OSP team, which is charged with school supervision, development, and evaluation of principals. We are currently making a competitive attempt for a \$5 million grant from the Wallace Foundation to transform how we do leadership development through their Principal Pipeline Initiative . This \$500,000 will go a long way to showing that we are dedicated to this work and transforming our practices throughout schools and central office to positively impact student achievement.

“After three or more years, schools with newly placed principals in PPI districts outperformed comparison schools with newly placed principals by 6.22 percentile points in reading and 2.87 percentile points in math. These statistically significant and meaningful effects imply that a

school that received a new principal and whose students would otherwise have been at the median in reading achievement would have scored above the 56th percentile as a result of the PPI. We refer to this as the main PPI effect on achievement outcomes.”

<https://www.wallacefoundation.org/knowledge-center/Documents/Principal-Pipelines-A-Feasible-Affordable-and-Effective-Way-for-Districts-to-Improve-Schools.pdf>

Line Items for Budget Priority

Description	FTE	Amount
Leadership Development CSI/TSI/Title Schools; this includes all of the schools involved in the MS conversion except Rose City Park. This also includes PD for the OSP team.		\$500,000
Professional Development for the 8 K-5s that converted from K-8s and the 3 new Middle schools		\$300,000
Curriculum Resources for the MS Conversion		\$100,000
Total Amount:		\$900,000

Priority: Master Arts Education Plan (Phase one)

Submitted by: Luis R. Valentino

Reason/Rationale Narrative:

In the April 2019 State of the Arts Report to the Board, the Visual & Performing Arts Department (VAPA) presented three key opportunities for increased equity and access in the arts based on the preliminary work done in Phase I of the Master Arts Education Plan (MAEP). The above budget articulates a correlation between two of the three key opportunities. The first of these opportunities is *how can we establish curricular and instructional supports for equitable student access?* As we look at the data and distribution of our arts programming, we identified that our music teachers, who make up the second largest group of arts educators, have a very specific set of needs, especially in terms of professional development around culturally responsive and relevant pedagogical practice. The most direct way to serve these teachers and students is to establish a music TOSA (Budget item 1) -- as evidenced in the benefit received for visual arts through the addition of a TOSA with that disciplinary expertise in 2018-2019. As we move into Phase II of the MAEP, having this content expertise and leadership in music will be crucial, especially as we build complete K-12 pathways in music.

As we look to extend the learning opportunities for students who have historically received fewer opportunities for arts learning, we identified the establishment of a PPS Summer Arts Academy (Budget item 2) as a strategy with the potential for long-term impact. This impact extends beyond the development of skills in a specific art form to deeper engagement with a given school community.

The second opportunity described in our State of the Arts report is *how can we ensure centrally defined K-12 pathways for all students?* Now that we have preliminary FTE data on the complete and fragmented pathways in our system, our Phase II teacher stakeholders will need to continue the necessary research to examine our systems and processes in search of feasible solutions to ensure sequential arts learning is possible for all students. This is the rationale for the sub/extended hours request (Budget item 3). To the same goal of building sequential arts learning, we've identified an immediate opportunity to see a major impact in the Cully neighborhood by offering music education at Rigler and Scott Schools. In this scenario, one FTE (Budget item 4) will be shared by the two school sites. This will fulfill the K-12 pathway to Beaumont/Grant and Roseway Heights/Madison.

Line Items for Budget Priority

Description	FTE	Amount
Master Arts Substitute Teacher Time		\$50,000
TOSA	1.0	\$132,000
Summer Arts Academy		\$154,000
Arts Teacher (Cully neighborhood)	1.0	\$100,000
Total Amount:		\$436,000

Priority: Dyslexia

Submitted by: Luis R. Valentino

Reason/Rationale Narrative:

Portland Public Schools believes every student deserves strong instruction on early literacy skill development and the appropriate interventions and tiered supports which helps students develop the essential building blocks of oral and written language, which allows learning and meaning making to happen in a way that develops deep conceptual understanding across disciplines. Our comprehensive literacy system is designed as a balanced approach to literacy which we believe provides expanded learning opportunities to students. The system consists of:

- **Core Curriculum (GVC):** literacy standards that articulate what students must know and be able to do. Addressed in this core curriculum are the necessary concepts, skills, and language necessary to access learning across the disciplines.
- **Instructional Practices:** a balanced literacy approach provide students with the opportunity to enter the learning wherever they are in their development, while support increased rigor that leads to mastery of grade level standards.
- **Assessment Strategies:** monitoring student progress and growth over time is a critical aspect of the literacy system; making sure that our students are learning

All students benefit from the integration of a balanced approach to literacy when in the early grades it provides a “systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.” (Baker et al., 2014; Gersten et al., 2008; Kamil et al., 2008; Vaughn et al., 2006).

As we refine our system, we must be more precise in addressing the needed foundational literacy skills, which, when not addressed, may lead to early literacy problems in many students; this is regardless of an actual disability such as dyslexia or from experiential factors such as a limited experience to literacy.

To address dyslexia in PPS, 2019-20 will be the 2nd year of a 3-year, multi-pronged, approach that will

- Introduce research and data on the precursors to dyslexia which will help inform the work of the Dyslexia Task Force and the P - 3 Initiative Committee
- Engage the Dyslexia Task Force and P – 3 Initiative Committee in conducting a gap analysis of foundational skills for early learners, and students in grades K, 1, and 2 in PPS
- Provide ongoing training and site support to teachers and administrators within our literacy core curriculum and MTSS in applying strategies and interventions that address foundational skills in the early grades
- Continue implementation of *Phonemic Awareness* and *Conciencia Fonémica*, by Michael Heggerty, Ed.D., with regular professional development
- Establish a review committee to identify, evaluate, and consider the possible adoption of a K-2 language arts program
- Pilot adopted language arts program, by January 2020

- Engage with parents and community stakeholders in addressing Dyslexia in the early grades

Line Items for Budget Priority

Description	FTE	Amount
Dyslexia Coordinator	1.0	\$125,000
Professional Development		\$275,000
Task Force/Committee Work		\$25,000
Stakeholder Engagement		\$5,000
Research and Data Analysis		\$5,000
Total Amount:		\$435,000

Priority: Middle School Equitable Offerings (Transition Year: 2019-2020)

Submitted by: Luis R. Valentino / Brenda Martinek

Reason/Rationale Narrative:

As we transition to a reimagined middle school, support for our middle-schools and grades 6-8 at our K-8 schools continues to be a concerted effort to ensure that we continue to provide students with access to the various courses and programs offered in grades 6 - 8.

The Office of Student Support Services will work with the SUN program to add enrichments to our existing SUN offerings, and provide more enrichment for students at 18 of our K-8s and Middle Schools where they operate. These schools are Arleta K-8, Beaumont MS, Bridger K-8, Chavez K-8, Creston K-8, Faubion K-8, George MS, Harriet Tubman MS, Harrison Park K-8, Jackson MS, Lane MS, Lent K-8, Marysville K-8, Mt. Tabor MS, Ockley Green MS, Robert Gray MS, Roseway Heights MS, and Vernon K-8.

Some of the programming could include coding, STEAM, music, arts, etc.

Multi-level modeling of longitudinal data from six low-income primarily Latino schools in Redwood City, CA found that youth who participated in the extended learning programs (which included enrichment activities such as art and sports, along with leadership activities such as student council) exhibited higher attendance and achievement in math and English Language Arts than their peers did. <http://nepc.colorado.edu/publication/equitable-community-schools>

Line Items for Budget Priority

Description	Description	Amount
\$3000 per 1 hour class for 15 students. This provides each of the 17 schools with on average 5-6 high quality enrichment courses for their middle school participants in their SUN programs. Examples of these classes are STEAM, coding, visual arts, music, performing arts, etc.	\$3,000 per 1 hour 15 minute class for 15 students after school through SUN programming	\$300,000
Total Amount:		\$300,000

Priority: MTSS Tier 2 and Tier 3 literacy intervention
Submitted by: Brenda Martinek

Reason/Rationale Narrative:

- MTSS: Structures, Process, Data, Systems
- OTL: Content, Curriculum, Intervention programs, Assessment

Portland Public Schools has developed a comprehensive literacy system that serves as a building block for accessing higher level thinking and doing. Our system helps students develop the essential building blocks of oral and written language, which allows learning and meaning-making to happen in a way that develops deep conceptual understanding across disciplines.

As we continue to train on the essential elements that make up a comprehensive literacy system, we need to ensure that administration and staff also understand the structures and processes of a multi-tiered system of support. Each element within the literacy components have essential features that are designed to address the needs of diverse learners. These features provide a continuum of student supports and interventions in a multi-tiered system of support.

Our emerging tiered supports for our schools K-12 will be developed through a phased approach, and includes a comprehensive set of instructional interventions with training, structures put into place, and PLCs functioning with fidelity.

TOSA / PD Needs:

- In order to begin the roll out of instructional intervention supports for literacy in tiers 2 and 3, we will provide (5) additional days with TOSAs in the Humanities and MTSS departments to support the implementation of the core, instructional interventions and PLC fidelity.
- We need an additional (1.0) MTSS TOSA and a (1.0) Literacy TOSA to support implementation of instructional interventions, coaching, FIT assessment and trainings.

Tier 2 Literacy Interventions:

- **2019-2020 school year:**
 - **Read Well (K-2)** - *Read Well*® is a comprehensive research-based, K-3 reading and language arts solution that helps students build the critical skills needed to be successful readers and learners.
- **2020-2021 school year:**
 - **Read Naturally (3-8)** - Individualized, online reading intervention program using web-based software. Curriculum included: Sequenced (core intervention), Phonics series, and Idioms series.
 - **6-minute Fluency (3-8)** - Actively engages and motivates students with peer-to-peer interaction. Increases fluency, time on task, and work completion in all content areas. Can be used in classrooms and groups of all sizes with no special materials required. Research-based and field tested, incorporating proven

partnering and repeated-reading techniques. Professional development is embedded, requiring no teacher training. Effective with all students, including English language learners and students with special needs

Tier 3 Literacy Interventions:

- **2019-2020 school year:**
 - **Kendore Kingdom (K-2)** - The Kendore Kingdom is a complete, Orton-Gillingham based, K-2 language arts curriculum. The Kendore Kingdom takes students systematically through reading concepts, beginning with fundamentals and progressing all the way through to advanced comprehension.
 - **Kendore KeyStone (3-12)** - Kendore Keystone provides an intensive remediation program for struggling readers in grades 3 – 12. Based on the Kendore Kingdom curriculum, Kendore Keystone is a multisensory, Orton-Gillingham based program that can be provided to students in as little as two hours per week.

- **2020-2021 school year:**
 - **Read 180 (9-12)** -With its blended learning approach, *READ 180* gives everyone in the classroom the unique tools they need to thrive anytime, anywhere. Students and teachers can customize the learning experience using informative assessments and a flexible rotation model that combines traditional and online instruction. Students engage with their choice of content and apply newly acquired vocabulary and comprehension skills.

Line Items for Budget Priority

Description	FTE	Amount
MTSS TOSA and Literacy TOSA	2.0	\$290,000
Academic Tier 2 and Tier 3 professional development		72,000
Literacy interventions and evidence based materials		488,000
Total Amount:	2.0	850,000

Priority: Title IX / SIRC staff training and certification

Submitted by: Brenda Martinek / Stephanie Soden

Reason/Rationale Narrative:

On May 10, 2018, the Board accepted a report and recommended action steps to be taken as a result of the external investigation into former PPS employee Mitch Whitehurst and related incidences of sexual misconduct. The report included sixteen concrete recommendations that would, in the investigatory team’s expert opinion, reduce incidences of and ensure prompt response to reported incidences of sexual harassment and/or sexual misconduct in a school or district setting.

Now that we have hired a Title IX Director and SIRC coordinator, we need to continue our work to provide ongoing training for staff, students, volunteers, etc.. Our new Director will require proper K-12 certification and will require a budget for things such as mileage, cell phone, and professional development.

Here are a few examples from the report that need funding in order to continue:

- Use a specialized, trained investigator who has expertise in employee/student sexual conduct and can investigate each complaint thoroughly and fairly
- Improve the sexual conduct prevention and identification training provided to PPS employees
- Hire permanent Director of Title IX Policy, Training and Compliance

Line Items for Budget Priority

Description	FTE	Amount
Ongoing Professional Development for PPS employees (release time, subs, extra hours)		\$30,000
Mileage, cell phone, training, supplies, certification		\$15,900
Software and training for community partners (documentation of SAFE school trainings and others)		\$35,000
Computer, hardware, etc.		\$2,000
Total Amount:		\$82,900

Priority: Section 504 Educational Assistants (3.0 FTE)

Submitted by: Brenda Martinek

Reason/Rationale Narrative:

Section 504 of the U.S. Rehabilitation Act of 1973 is designed to help students with physical or mental impairments in public schools, or publicly funded private schools, receive needed accommodation to level the playing field and access curricula at the same level as their classmates. 504 plans legally require public educators to make the accommodations as specified in the plans, as well as monitor and participate in plan reviews. Often students with 504's, especially those with complex medical protocols, require adult assistance in the form of an Educational Assistant to ensure delivery of accommodation. For example, in order to ensure a student with diabetes is medically safe, an EA may provide a wide range of supports such as:

- Check blood glucose levels and administer insulin and glucagon.
- Recognize high and low blood glucose levels and respond appropriately.
- Support full participation in all sports, extracurricular activities, and field trips, with the necessary diabetes care assistance and/or supervision provided.
- Provide alternate academic support for classroom time missed for medical appointments, because of periods of high or low blood glucose, or illness related to diabetes.

Through our annual process of reviewing incoming students with 504 plans and accompanying medical protocols with school teams, we have determined the need for an additional 4.0 FTE to meet the needs of students with newly identified accommodation needs. Specific information about these students and the required accommodation is confidential and not part of the budget document.

Line Items for Budget Priority

Description	FTE	Amount
504 Educational Assistants (.875 FTE each)	3.0	\$135,400
Total Amount:	3.0	\$135,400

Priority: Peace in Schools - Tier two intervention for high school
Submitted by: Brenda Martinek

Reason/Rationale Narrative:

In 2014, Portland Public Schools and Peace in Schools partnered to launch Mindful Studies: the nation’s first for-credit, semester long mindfulness class in a public high school. Peace in School mindfulness programs are grounded in an evidence-based, equitable, and trauma-informed approach to social-emotional education. Research shows that the Peace In Schools mindfulness classes are serving as a practical, accessible, effective, and critical resource for all youth — and have particular benefit for youth who are underserved and youth with high levels of trauma. Five years later, Peace In Schools is serving thousands of students in ten Portland Public High Schools. Researchers and experts in the field, including at John Hopkins University, recognize Mindful Studies as the most comprehensive, in-depth, high school mindfulness class and curricula in the country.

Peace in Schools’ evidence-based mindfulness education is founded in a model of expert mindfulness facilitators, the innovative Peace in Schools curriculum, and their highly relational, student-centered pedagogical model. Their curricula and pedagogy is continually refined through trauma-informed, equity, mental health, and contemplative science lenses.

Last year all of the schools were using their M98 monies to help support this, but with the cuts and the one-time uses from M98, we are now short approximately \$50,000 to continue with this tier two intervention program as it was last year.

Mindful Studies Student Key Mid-Year Outcomes and Impacts 2018-19:

- Peace in Schools expanded programming to 10 PPS high schools.
- 437 students completed a semester of Mindful Studies, the most in-depth, mindfulness-based social-emotional course in high schools in the nation.
- 1,400 incoming 9th graders learned tools for wellbeing and emotional self-care in a series of workshops at four high schools.
- 438 students received introductory mindfulness workshops during the school day.
- A total of 2,275 students in the fall semester received Peace in Schools programs that support emotional and mental health.
- Peace in Schools implemented findings from their 2018 racial equity curriculum review to ensure inclusive and equitable programming for marginalized youth district-wide.

Line Items for Budget Priority

Description	FTE	Amount
Peace In Schools Contract offset from M98 funds		\$52,000
Total Amount:		\$52,000

Priority: Early Childhood Special Education (ECSE) and Registered Nurse (RN) for feeding team

Submitted by: Brenda Martinek

Reason/Rationale Narrative:

- Early Childhood Evaluations are up 14% with 2,997 referrals to date this year. It has become increasingly difficult to manage the increase of students without a full time administrator to oversee the ECSE evaluation team, entering kinder transition meetings, eligibilities and IEP meetings. We are beginning to experience compliance issues due to multiple referrals, evaluations and transitions. An additional FTE will help with ease of transition of incoming kinders on IEPs.
- We are in need of a registered nurse (RN) contract for the feeding team to accommodate increased number of students presenting with significant medical issues (G-tubes, catheterization, and intubation), feeding and swallowing issues which must be evaluated by a registered nurse with nursing protocols written and training provided for delegated tasks, when appropriate.

Line Items for Budget Priority

Description	FTE	Amount
ECSE administrator	1.0	\$157,200
RN for feeding team	1.0	\$115,000
Total Amount:	2.0	\$272,200

**Priority: Increase of secretarial support for OSSS / Community Partnership Dept.
(.5 to 1.0 FTE)**

Submitted by: Brenda Martinek

Reason/Rationale Narrative:

A few months ago we moved the High School Student Engagement coaches from OTL into OSSS / Community Partnerships Department in order to align attendance work district-wide. With the addition of (11.0) staff to this director supervision, we need to increase the secretary to a 1.0 FTE in order to provide supports, answer calls from families and schools, and help with daily duties on a full time basis. Currently this position is only funded at a .5 FTE.

Line Items for Budget Priority

Description	FTE	Amount
Increase Department secretary from .5 FTE to 1.0 FTE	.5	\$45,500
Total Amount:		\$45,500

Priority: HR Employee & Labor Relations

Submitted by: Sharon Reese

Reason/Rationale Narrative: Employee & Labor Relations team is staffed with only 4 senior managers to serve the employee and labor relations needs of Portland Public School’s 8,400 employees and six unions.

This small team is responsible (led by the Senior Director) for labor contract administration, grievances, performance management/performance evaluations, investigations/discipline, contract negotiations and relations with our union partners, as well as policy development and strategic planning for personnel matters. The ratio of one senior manager per every 2,100 employees results in significant delays in addressing even urgent personnel matters, including allegations of misconduct that require placing individuals on administrative leave pending investigation.

Delays in resolving urgent issues result in:

- Extended use of substitute educators,
- Disruption to students and the learning environment,
- Unnecessarily extended conflict, as well as
- Negative employee experience and team impact and
- Reduced capacity to implement preventative strategies.

Employees, district leaders, parents, and union partners regularly identify these delays as a source of frustration and harm. Retention of labor and employee relations personnel is also compromised by the workload.

While Human Resources has made significant improvements this year to the quality of the services offered by the Employee & Labor Relations team, the quantity of the workload significantly outpaces our capacity.

Line Items for Budget Priority

Description	FTE	Amount
Experienced labor and employee relations staff	2.0	\$279,266
Total Amount:		\$279,266

Priority: Climate Justice

Submitted by: Luis Valentino

Reason/Rationale Narrative:

The STEAM Department will facilitate the coordination of the PPS Climate Justice Resolution. During the 2019-20 school year the Climate Justice Coordinator and STEAM staff will work with Climate Justice Committee members to establish community (including frontline communities), student, and educator engagement; support collaboration and the inclusion of student voice in the creation of climate change and climate justice curricular units for science and social studies; organize, identify; lead and manage the design, support and alignment of K-12 educational content and resource materials associated with and aligned to the district's vision for climate change and climate justice; facilitate or lead professional learning opportunities for PPS educators; and serve as a K-12 content specialist and resource for District staff, stakeholders, and on district committees including the GVC development teams.

The STEAM Department will provide assistance in staff development, program implementation and coordination of district-wide instructional activities focused on climate change and climate justice and academic excellence for all; serve to improve and support curriculum and instruction at the district, cluster and school levels. It will sponsor monthly meetings with community partners to invite multiple perspectives to inform the climate change and climate justice work and serve as a liaison creating a line of communication between these community partners , student workgroups, and central office departments. It will facilitate meetings with student workgroups to incorporate students voice in unit and elective development.

Line Items for Budget Priority

Description	FTE	Amount
Student Success Program Manager	1.0	\$130,000
Teacher extended hours (monthly meetings)		\$11,000
Sub costs for CJC Teachers (design teams)		\$7,000
Material costs		\$7,000
Teacher Professional Development		\$40,000
Total Amount:		\$200,000

Priority: Middle School Redesign

Submitted by: Luis Valentino

Reason/Rationale Narrative:

Portland Public Schools is embarking on an aspirational journey to reimagine our students’ middle school experience. how we are educating our middle school students. When we looked at the inequities they experience both in their academic performance, program options, and social emotional wellness, it became clear that we needed to affect change in ways that will have a positive and powerful impact in their middle school career, and prepares them for a successful high school experience.

For the next year, the district will set out to study and learn from the work of other school districts across the country, engage with our PPS students, teachers, administrators, and school communities, and begin to articulate a middle school vision that will serve as a throughline from the early learner to the high school student graduate profiles.

Applying the concepts of Design Thinking, we will focus on a set of principles that will inform our efforts at creating successful middle schools in which all of our students will thrive. These principles will

During the 2019-20 school year, a Principal on Special Assignment will serve as project manager who will ensure that a preliminary blueprint of the middle school redesign is developed by December, 2019. During this time, learning visits will be conducted to learn from schools who have successfully journeyed through a middle school redesign (e.g. Miami-Dade, San Francisco, Kyrene, etc.). Research and data will be reflected on as part of the learning, with Stanford’s Design Lab lending expert support. PPS will work closely with stakeholder groups at all levels, collaborating on identifying the best design and practices.

A final draft plan to be presented for approval by February, 2020. Initial launch of the first phase of the plan will be Fall, 2020.

Line Items for Budget Priority

Description	FTE	Amount
Principal Coordinator	1.0	\$135,000
Learning Visits		\$15,000
Design Lab (contract)		\$50,000
Community Engagement		\$15,000
Planning		\$50,000
Total Amount:		\$265,000

Priority: Interpreters for Board Meeting

Submitted by: Stephanie Soden

Reason/Rationale Narrative:

When developing the 2019-20 Board of Education budget, it was anticipated that with the purchase new closed captioning software (which is required by ADA), digital translation and interpretation would be available during Board meetings. We have been informed that the software in fact does not have this capability, therefore, we will need to continue the practice of providing live interpretation staff at all Board meetings (not Board work sessions).

Line Items for Budget Priority

Description	FTE	Amount
Interpretation services for all Board of Education meetings		\$5,000
Total Amount:		\$5,000

Priority: Origami annual license fee for employee incident tracking and legal claims
Submitted by: Liz Large

Reason/Rationale Narrative: Inadvertently omitted from Legal Dept budget; implementation part of Whitehurst budget within Superintendent's budget

Line Items for Budget Priority

Description	FTE	Amount
Origami annual license fee for employee incident tracking and legal claims (budget correction)		\$25,000
Total Amount:		\$25,000

Priority: Network and Data Security Firewalls

Submitted by: Don Wolff

Reason/Rationale Narrative:

PPS currently leverages legacy network firewall technology to protect the district from Internet and network-based threats. This technology was deployed at the district in the year 2013 and is nearing the product end-of-life for both hardware and software. Advancements in this technology, known as Intrusion Prevention Systems (IPS), have the ability to detect, prevent, and alert on attempts to infiltrate the district’s network assets, including applications, data center servers, and end user devices. Multiple external security assessments have recommended that the district procure and deploy IPS technology to further protect the district’s network assets from threats.

Project Proposal:

Procure next-generation IPS devices to refresh and replace the legacy firewall technology in use at the district. The devices should be suitably sized to support bandwidth consumption estimates until the year 2025 for both data center and Internet traffic. Following industry best practices, deploy highly-available and redundant technology that does not have a single point of failure. Prioritize current staff projects and workloads to support the deployment, or leverage contractors to meet project timelines and milestones.

Funding Request:

\$1,000,000.00 leased over five fiscal years at 0.0% APR with \$1 buy-out option at term expiration. This request includes all hardware and software for five years of maintenance, service, support, as well as professional services for configuration, documentation, deployment, and acceptance testing.

Proposed Timeline:

Summer 2019 - leasing/purchasing process.

Summer/Fall 2019 - configuration, deployment, and testing phase.

Fall/Winter 2019 - system in production with active alerting supported by the Information Security team.

Line Items for Budget Priority

Description	FTE	Amount
Redundant pair of internal Internal Prevention Systems (IPS) with logging server, maintenance, and support to cover the next 5 years of operation.	0	\$1,000,000 (5 year lease of \$200K per year)

<p>Technical Support Representative II Hire an additional Technical Support Representative II to deliver specialized high school technology support for expansion of Career and Technical Education curriculum programs, new modernized classroom technology, and AP testing requirements across the comprehensive high schools</p>	1	Grade 20, Step 4 = \$62,815 + 26.07% fringe + \$16,585 health = \$95,776
Total Amount:		\$1,000,000

Priority: Digitizing records

Submitted by: Don Wolff

Reason/Rationale Narrative:

PPS has embarked on a project of Digital Transformation of District Records. Project started in school year 2017-18 with Student Cumulative Records as the priority. By end of June 2019, all official PPS schools will be digitized moving all 85 schools to on-line and on-demand access to Student Records, with security based access, retention policy and document backups all in place.

This project eliminated the needs for all hard copies and cabinets in schools and eliminated duplication, potential loss or damage to originals. It also enabled staff to view their Student’s documents without the need to go to main office and search through file cabinets. Transfer of records between schools is no longer needed as all transfer processes are handled automatically through the system. We also have all school’s office staff, teachers and counselors trained on how to use the Documents Management System.

However, due to budget reductions for the 2019-2020 school year, we are unable to continue with this project to Digitize special programs (Dart, Headstart, Columbia Regional, Charter schools) nor can we Digitize Departments who have urgent needs to be Digitized (Human Resources, Risk Management, ESL,). Human Resources alone have over 900 boxes of Documents in an unsecured and unprotected area in the warehouse which runs the risk potential loss or damage (fire, water, earthquake, etc.)

We are requesting \$250,000.00 to be allocated to Record Management for year 2019-2020 to continue this project and enable these programs and departments to be Digitized. These funds would be utilized to secure contract labor to complete the digitize these remaining records.

Line Items for Budget Priority

Description	FTE	Amount
Contracted staff to complete records digitizing process		\$250,000
Total Amount:		\$250,000

Priority: Dedicated support 1.0 FTE for High Schools - OTIS

Submitted by: Don Wolff

Reason/Rationale Narrative:

The district used to maintain a dedicated position within each of the eight comprehensive high schools to support the technology needs of our largest campuses in the district. Budget reductions forced the reduction of those positions 2 years ago.

In the midst of these reductions expansion of programs, curriculum and testing have continued to grow and expand. CTE programs had added devices and technologies that require additional support, schools have purchased additional computers for student education, school modernization efforts have expanded the installation of audio and visual equipment, display technologies and in some schools wireless access points.

The centralized support desk struggles to keep up with the needs of these schools and high schools are consistently request additional dedicated support to keep their programs running. While this position will not fully solve the issues at hand, it will help to expedite the support our largest buildings are able to expect and to help focus the schools efforts on teaching and learning rather than resolving issues with their staff.

Line Items for Budget Priority

Description	FTE	Amount
Dedicated technical support position for 8 comprehensive HS	1	\$95,760
Total Amount:		\$95,760

Priority: Network and Telecommunications 1.0 FTE
Submitted by: Don Wolff

Reason/Rationale Narrative:

As the district has continued to add network connected infrastructure to support school modernization, security efforts, and CTE classrooms, the number of network end-points to maintain has grown well beyond what the current telecommunications team can proactively support. This essential team is now in the mode of responding to new installations and break-fix support tickets and has little to no ability to proactively support and manage the infrastructure. This has resulted in an average backlog of nine months for essential upgrades, security fixes, and maintenance effort other than beyond life-safety dependent operational functions. And any new installation requests other than those in the security bond or the modernization efforts have been put on hold until July 1 of 2020.

Network connected devices, which include with access control devices for doors, security camera recording hardware, wireless access points, telephones, fire alarms, elevator alarms and monitors, and basic telecommunications, are essential to the operations and safety of the students and staff in the Portland Public Schools. Timely maintenance, upgrades, patches, and repairs are critical to overall operations of every department and school within the district.

This position will help to offset the growth over the last three years and move us towards a position where we can be proactively maintaining and managing the network end-points and shorten the backlog of support requests. This will stabilize and ensure the health of the network for which so much of the critical business operations of the district are reliant upon.

Line Items for Budget Priority

Description	FTE	Amount
Network and Telecommunication Engineer	1	\$110,718
Total Amount:		\$110,718

Priority: Wireless/Network additions for High Schools CHS, JHS, WHS

Submitted by: Don Wolff

Reason/Rationale Narrative:

Three high schools are not scheduled to be modernized within the next three years creating large inequities of service and capabilities to access and utilize available technology. This budget addition would upgrade or add the wireless network cabling and equipment within these schools not receiving modernization bond funding within the next three years.

The wireless networks in unmodernized high schools are not sufficient to support a dense deployment of student mobile devices (e.g. 5:1 Chromebooks or a lower ratio). The existing network equipment is over ten years old, limited in capabilities and not capable of meeting the demands of a comprehensive high school delivering relevant educational experiences and opportunities. The existing equipment is already far beyond end of useful life.

Line Items for Budget Priority

Description	FTE	Amount
Replace and add needed wireless and network infrastructure at 3 High Schools not scheduled for modernization within the next 3 years.		\$1,500,000
Total Amount:		\$1,500,000

Priority: Racial Equity and Social Justice - Increase investment in Culturally Specific Services at CSI/TSI/Title Schools

Submitted by: Dani Ledezma

Reason/Rationale Narrative:

Since 2011, PPS has invested in partnerships with Culturally Specific Services to support increasing student outcomes for underserved students. Services include culturally specific family engagement, High School Graduation, Student Success, and Extended Day/Extended Year and the SUN Service System. Currently, these services are delivered at several schools throughout the district.

This additional investment would provide for a competitive process amongst contractors to expand their scope of work to deliver services at CSI/TSI/Title schools creating increased alignment with community engagement, racial equity and social justice and school improvement.

Line Items for Budget Priority

Description	FTE	Amount
Funding for RFP to expand services for Culturally Specific Services at CSI/TSI/Title Schools	N /A	\$400,000
Total Amount:		\$400,000

Priority: Racial Equity and Social Justice - Professional Development and Leadership
Submitted by: Dani Ledezma

Reason/Rationale Narrative:

Since 2011, when PPS adopted its Racial Educational Equity Policy, the district has provided some professional development. In 2019, PPS developed the Racial Equity and Social Justice Professional Development framework which details a core set of RESJ competencies every PPS employee will be expected to engage with and attain. The framework also sets up a scope and sequence for professional and leadership development so that learning and development is supported and sustained throughout every employee and partner’s tenure with the district.

This funding will support implementation of the framework by providing resources to support curriculum development and refinement. Funding will also support a competitive solicitation process for trainers/educators in the market place already providing curriculum and learning opportunities that align with the competencies established in the framework.

Funding also supports modest efforts to learn from other districts/organizations with similar professional development goals. This funding also supports potential membership in GARE (Government Alliance on Race and Equity) which will provide the district to participate in a learning community of similarly sized public entities working on racial equity and social justice.

Funding also support modest community engagement efforts. This resource will be used to conduct focus groups and support community sourced information to develop culturally relevant service and engagement strategies to be reinforced by training and practice.

Line Items for Budget Priority

Description	FTE	Amount
Curriculum Development - Contracted Services		\$70,000
Curriculum Implementation - Contracted Services with Trainers		\$150,000
Learning Visits		\$15,000
Community Engagement		\$15,000
Total Amount:		\$250,000