Board of Education Informational Report

MEMORANDUM

Date: **May 8, 2017**

To: Portland Public Schools Board

From: Office of Teaching and Learning

Subject: Revisions to document: District Procedures for implementation of Building Consolidations/Mergers/Closures/Reconfigurations and Program Moves: Communication Plan

CC: Superintendent Bob McKean

After submission of material for the May 10, 2017 PPS Board work session, it was noted that more information would clarify some areas of particular interest. Edits to the booklet can be found below. Items highlighted in yellow are new text.

The definition of Site Council was added to page 3:**Site Council: is a group of teachers, parents, classified employees, that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers. For schools newly initiated, site council will be established in October of the year prior to the opening of the new school. Each school feeding the new school will select one certified and one classified employee of their school, and parent from the grade level of the new school to be on the site council. Membership on the site council does not assure an employee a position in the new school.**

The text in yellow was added on page 4 to: **Curriculum Committee**
Explore what a MS curriculum in the core subjects contains and suggest options for programs that meet CCSS. Vertically and horizontally aligned.

- Establish guidelines for exploratory classes including: number and subject matter offered, protocols for requesting a new exploratory
- Design a plan or process for having schools and Central Office select and implement curriculum options. Consider the barriers to implementation, including professional learning, timeline and costs. Include recommendations for processes for engaging teachers, parents and community partners
- Create rubrics and recommendations for prioritizing implementation

The text in yellow was added on page 5 to: **Communication Between PPS Departments and Communities Impacted by Reorganization**

A series of community engagement opportunities with members of MSIT will take place. Departments with first-hand knowledge of information being delivered will be present at meetings or author message content. The format of communication and engagement opportunities will vary. It will include but is not limited to: town hall style listening sessions, middle grades framework, and surveys. The MSIT will assist in the establishment of a site council for each new school. The site council will advise the principal in the development of the Comprehensive Achievement Plan (CAP), selection of exploratory classes, and optional programming.

Office of Teaching & Learning

Chris Russo, Assistant Superintendent

To: PPS Board of Directors
From: Bob McKean
Sponsor: Chris Russo
Date: May 10th, 2017
Subject: Middle School Plan

Background Info:

November 2014 - PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.

Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.

July 2016 - The Portland Public Schools' School Board passed Resolution 5308. The charge of the resolution is:

a. Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
b. Receive and accept school initiation reports for each new school, in accordance with Policy 6.10.030-P.

October 2016 - The PPS School board voted to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address facility, program, and a delivery model for middle grades education.

Following the Superintendent's directive, the administration initiated a Middle School Implementation Team, assigned a planning principal, researched best practices for middle grades program delivery, and developed a Middle Grades Framework.

November 2016 - April 2017 – The administration used the draft to solicit and include stakeholder feedback.

April 14th the board via resolution voted to adopt the Middle School Framework and allow implementation to begin.

Summary:

Attached are several documents for Board review:

- The board PowerPoint presentation on the Middle School Planning
- The Middle School Planning Document broken into six components
- A Coversheet to guide how to use the framework
- A timeline of key events between now and the start of school for the two new middle schools
- A preliminary budget breakdown
- Manual A: Merger Reconfiguration and Program Moves
- Manual B: Communications Plan
- Executive view of work flow in a Gantt Chart
- List of meetings convened with number and type of individual in attendance.
- The 4/14 resolution to adopt the Middle School Framework

Financial Implications

Outlined within the preliminary budget documents

Cost of Tubman Implementation

Item/Activity	Immediate
Roof Replacement	1,900,000
Exterior Upgrade Total	**1,900,000**
Conversion of 2 Existing Classroom into Science Labs (with original labs, total of 5)	330,000
New Acoustic Panelling in Cafeteria/Courtyard	
New Visual Film at Windows Looking into Cafeteria/Courtyard	
Walls and Doors to Close off Mezzanine from Rest of Library	
Annex Building Upgrades to Accommodate Dance/Aerobics	
Upgrade of Three Existing Science Rooms to Meet Current Standards	
Interior Upgrade Total	**330,000**
Construction Sub-Total	**2,230,000**
Architectural Design (10%)	223,000
Architectural/Engineering Services Sub-Total	**223,000**
Hazmat (Consultation & Abatement)	25,000
Permitting Fees	50,000
Special Testing & Inspection	10,000
FFE, Permitting, Miscellaneous Sub-Total	**85,000**
Project Subtotal	**2,538,000**
Project Contingency (20%)	547,600
PROJECT TOTAL	**3,085,600**

Near-Term	TOTAL
	1,900,000
	1,900,000
	330,000
22,500	22,500
25,000	25,000
12,500	12,500
75,000	75,000
300,000	300,000
435,000	**765,000**
435,000	**2,665,000**
43,500	266,500
43,500	**266,500**
	25,000
	50,000
	10,000
0	**85,000**
478,500	**3,016,500**
95,700	643,300
574,200	**3,659,800**

I. CURRICULUM: Standards, Course Offerings, Instructional Programs, & Materials

Base Program Elements & Optional Elements Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Middle Grade Standards, Course Offerings, Instructional Programs, and Materials**	**Materials, Practices and/or Resources Currently Available in District**
Language Arts	**Balanced Literacy:** An exemplary middle grades literacy program includes reading, writing, speaking, viewing and listening. The program focuses on literacy development across different content areas. Instruction and activities reflect the creative, scientific, persuasive, and expository nature of comprehensive literacy. The strongest elements of each are incorporated into a literacy program that aims to guide students toward proficient and lifelong interaction with written and spoken language. At the middle level, students pursue new information and develop their literacy skills as tools in all content areas. For young adolescents, literacy becomes an integral tool set across all content areas in which students read for meaning, conduct research, formulate questions, read independently and write for a variety of purposes. An exemplary balanced literacy program allows all children to excel in all aspects of literacy through the use of engaging, relevant materials combined with instructional practices that meet the needs of the individual students, challenges them to apply these skills in new and concrete ways, creates opportunities for collaborative discourse, and allows students and teachers to monitor growth toward proficiency. **Specifics to include but not limited to:** ● **LA instruction includes relevant materials related to balanced literacy: inquiry-based instruction framed materials, digital-based supports i.e., grade level content differentiated by Lexile level, digital access to primary sources,** ● **LA instruction explicitly teaching text features specific to content areas** ● **LA instruction includes: reading, writing, speaking, collaborative discourse/discussion, viewing, and listening** ● **LA instruction is a full year course offered at each grade level** ● **LA instruction includes inquiry-based pedagogical strategies**	**Language Arts Materials** ● NewselaPro (aligned to reading informational text standards) ● Inquiry by Design ● Once developed, rubric to be inserted here ● Novel sets
Mathematics	**Math:** An exemplary middle grades math program promotes an atmosphere where all students see themselves as capable mathematicians. The National Council of Teachers of Mathematics states all adolescents need to be ". . . mathematically literate, capable of extending their learning, have an equal opportunity to learn, and become informed citizens capable of understanding issues in a technological society" (NCTM, 1989). It extends the learning beyond the classroom via application of concepts and knowledge so that students envision themselves utilizing mathematical practices (make sense of problems and persevere in	**Math Materials** ● Connected Math Program 2 (CMP2) ● College Preparatory Math (CPM) ● Once developed, rubric to be inserted here ● Math Navigator

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	solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; look for and express regularity in repeated reasoning) and thinking to influence the world around them. **Specifics to include but not limited to:** ● **Mathematics instruction ensures that curriculum directly applies mathematical practices in real world application** ● **Mathematics instruction provides opportunities for a constructivist approach in solving problems** ● **Mathematics instruction allows for easy access to math leveled enrichment and math leveled intervention** ● **Mathematics instruction is a full year-course offered at each grade level**	● Digital Resources such as Engage New York, Khan Academy
Science	**Science:** An exemplary middle grades science program is aligned with the disciplinary core ideas, crosscutting concepts, and science and engineering practices. It nurtures curiosity, engages in science and engineering practices; develops a scientific mindset; and engages students in inquiry and multiple laboratory investigations. The National Science Teachers' Association recommends in its position paper: middle level science embrace three-dimensional learning as set forth in A Framework for K–12 Science Education and the Next Generation Science Standards (NGSS; NGSS Lead States 2013). NSTA recommends that the curriculum offer links to the real world by focusing instructional units on subject matter that is relevant to students' lives, interests, and experiences; applying content and skills learned in science class to explain phenomena. **Specifics to include but not limited to:** ● **Science instruction provides opportunities for scientific inquiry and specific opportunities for engineering design** ● **Science instruction incorporates science and engineering practices into application of knowledge** ● **Science instruction provides opportunities for place-based learning** ● **Science instruction offers multi-disciplinary approaches to solving complex issues/problems through scientific inquiry** ● **Science instruction is a full year course offered at each grade level**	**Science Materials** ● SEPUP ● Link to rubric to be inserted here ● Once developed, rubric to be inserted here

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World Language	**World Language Education:** An exemplary middle grades world language program allows students to learn the basic structures and vocabulary, providing readiness for more complex concepts introduced in high school classes. **Specifics to include but not limited to:** **Five goal areas for world language teaching: (The American Council on the Teaching of Foreign Languages)** ● **World language instruction includes communication through interpersonal (spontaneous oral and written communication), presentational (planned one-way oral and written communication), and interpretive (reading, listening, and viewing) modes** ● **World language instruction includes cultural competence and understanding through exploration of practices, perspectives and products of various cultures** ● **World language instruction includes accessing knowledge in other disciplines through the target language** ● **World language instruction develops insight into the nature of language and culture through critical compare-contrast investigations** ● **World language instruction promotes communication and interaction with other cultures at home and around the world.** ● **World language instruction teaches students to apply a global competence linguistically and culturally to future careers and experiences as they learn to see themselves as global citizens**	**World Languages** ● Spanish ● Chinese ● French ● Russian ● Japanese ● Arabic ● Once developed, rubric to be inserted here
Social Studies	**Social Studies:** An exemplary middle grades social studies program extends learning beyond the classroom via direct application of concepts and knowledge. Students will be able to apply knowledge of geographical, historical, socio principles to current events, so they envision themselves as global citizens able to apply knowledge of themselves and others to the world around them. (National Council for the Social Sciences Position Paper on Middle Level Learning, 2009). A social studies curriculum develops concern for the world with a global perspective that result in a respect for cultural diversity, knowledge of diverse cultures and intercultural competencies and understanding and appreciation for the delicate relationship	**Social Studies Materials** ● TCI History Alive ● Beyond the Oregon Trail ● A People's History ● Classroom Law Project ● Portland City Club Civic Ed. (high school only?) ● Once developed, rubric to be inserted here

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	between humans and the natural world. Knowledge of temporal and spatial relationships and of the world as a dynamic system. Students also develop concern with self and development of self-esteem with a strong sense of self-identity; concern of right and wrong and a development of ethics; concern for others and the development of group and other centeredness and global citizenship. **Specifics to include but not limited to:** ● **Social studies instruction cultivates respect and nuanced understanding for cultural diversity through direct application of knowledge in real world context** ● **Social studies instruction promotes Intercultural competencies across all cultures/religions/ethnicities/races** ● **Social studies instruction develops multiple perspectives/counter stories presented in each lesson/unit** ● **Social studies instruction provides opportunities for civics learning, engagement and direct application** ● **Social studies instruction is a full year course in history/social studies at grade levels 6, 7, 8** ● **Social studies instruction has specific civil engagement activities called out in its syllabi.**	
Physical Education	**Physical Education (PE):** An exemplary middle grades PE program has a focus on physical literacy, "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person." It emphasizes the application of foundational skills, knowledge, and values acquired in elementary school, with particular attention to developmental changes associated with puberty (e.g., enhanced capability for abstract thought, increasing importance of peer relationships with peers, and physical differences related to gender). The middle school outcomes take advantage of these changes by applying concepts, tactics, strategies, and responsible personal and social behaviors (as well as skills) in modified games and sports, fitness, and other physical activity groupings (outdoor pursuits, individual performance activities, dance and rhythms, and lifetime activities). Teachers maximize the number of practice opportunities that challenge and engage students by using modified and small-sided practice tasks/games; promote an understanding of healthy competition and positive citizenship; and scoring tasks/games based on success in the learning objectives. The Society for Health and Physical Educators position paper on physical literacy.	**Physical Education Materials:** **SPARK Physical Education Curriculum** **ODE PE Standards (2016)** **House Bill 3141** **SPARK/PE Standards Alignment and Recommendations: K-2, 3-5, 6-8** ● Once developed, rubric to be inserted here

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	Specifics to include but not limited to: ● **PE instruction facilitates a positive attitude toward physical activity due to frequent, daily participation** ● **PE instruction creates motivation, confidence, and self-knowledge to continue active participation in physical activity such as school sponsored sports/clubs/activities** ● **PE instruction develops physical coordination and aptitude across multiple activities/sports** ● **PE instruction develops an understanding of the nature of movement and of the importance and value of physical activity as contributing to a physically active lifestyle and sustained health** ● **PE instruction is provided to align to House Bill 3141**	
Arts Education	**Arts Education Overview:** An exemplary arts education program develops creative thinking, one of the top five skills employers prize for the 21st century as reported by the national Arts Education Partnership in their summary, *Preparing Students for the Next America: The Benefits of Arts Education* (2013). Students benefitting from arts education show greater flexibility and adaptability in thinking and reasoning skills that prepares them to solve problems. For example, students who study the arts score higher on tests measuring the ability to analyze information and solve complex problems, and are more likely to approach problems with patience and persistence. Daily arts engagement allows students to build collaboration and communication skills and fosters their ability to articulate their intentions, receive and offer constructive criticism, and listen actively to others' ideas. The art making process allows students to experience what it feels like to be active members of a community and to work as a team to determine and achieve common goals. In this pursuit, arts learning helps prepare students for life in an increasingly global and culturally diverse world by strengthening a student's cross-cultural understanding. Therefore, in the domain of the arts & culturally responsive teaching, the most impactful channel of arts learning mirrors culture through collectivist versions of learning and engagement/interaction. Hammond (2016) states that students from collectivist cultures achieve learning through storytelling, music, motion and art	The Intrinsic Benefits of Arts Education ● Once developed, rubric to be inserted here

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	making. Hammond writes, "These elements help build neural pathways and activate myelination. They help neurons fire and wire together in a way that makes learning 'sticky'" (2016). **Specifics to include but not limited to:** ● **Arts instruction increases the understanding of multiple perspectives via various mediums of art expression** ● **Arts instruction addresses/introduces multiple avenues to problem solving/learning** ● **Art instruction fosters critical thinking and analysis in conveying the intent of one's work** ● **Art instruction provides multiple avenues to display comprehension through performances, shows, presentations** ● **Art instruction in each school has at least one form of arts enrichment (visual or performing) for every student**	
School Counseling Services	**School Counselors:** The exemplary school counseling services provide a comprehensive program of support to address academic, career and personal/social development needs of all students as well as individual intervention for students and families in need. School counseling programs are efficient, effective and timely in their response to the unique needs of the young adolescent. The school counseling program goals are decided upon collaboratively by the school administrator and licensed school counselor in alignment with the school CAP. A licensed school counselor provides direct and indirect services to students and their families. School counselors connect students with the right supports whether those are inside or outside of the school system. **Specifics to include but not limited to:** ● **A counseling program that addresses academic, career, and personal/social development of all students** ● **A counseling program that provides interventions to students and families in need** ● **A counseling program that promotes a customer service component where the counseling program has systems allowing for counselors to respond to student/family needs in an efficient and timely manner** ● **A counseling program that staffs commensurate with the National Counseling Association's recommended levels**	● Once developed, rubric to be inserted here
Advisory	**Middle Grade Advisory:** An exemplary advisory program supports students' social and emotional development through ongoing	**Advisory Materials:**

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	opportunities to meet with an adult; creates smaller learning communities for students to feel connected; facilitates positive interactions between students and school faculty; and fosters a positive school climate. AMLE states in its position paper, *This We Believe*, that an education for young adolescents should be developmentally responsive, challenging, empowering, and equitable. Advisories provide students with a more personal educational experience and with opportunities to examine their power to positively impact their life within and beyond the school community as they take on their role as citizens of the 21st century. **Specifics to include but not limited to:** ● **Advisory establishes ongoing relationships with an adult at the school** ● **Advisory specifically supports the social, emotional, and academic development of middle grades students** ● **Advisory supports executive functioning (e.g. student organization and self-advocacy)** ● **Advisory in each school offers an advisory support opportunity at each grade level for each child**	● PBIS ● Second Step ● Mind Up ● AVID School-wide ● Once developed, rubric to be inserted here
Career and Technical Education	**Career and Technical Education (CTE):** An exemplary middle grades CTE program is exploratory in nature, focused on assisting students in making a connection to career possibilities and self, while experiencing an all-encompassing inquiry of career cluster exposure. By engaging in career development activities, students participate in the process of thinking, learning and wondering about their futures, encouraging them to set their own goals, and standards for achievement and success. Students should explore careers organized by clusters. **Specifics to include but not limited to:** ● **CTE programs explore relevant and current college and career possibilities** ● **CTE programs provide hands-on and/or place-based opportunities and direct application for thinking, learning, and wondering about their futures** ● **CTE classes/programs offer at least 1 enrichment and/or a Maker experience at each grade level.**	**Career and Technical Exploration Materials** 7th Grade Career Technical Exploration (formerly known as 7th Grade Maker Experience) ● Pathways? ● Naviance? ● www.careertech.org ● Once developed, rubric to be inserted here
Library/Technology	**Library/Technology Education and Programming**: An exemplary middle grades library media/technology program as described by the American Association of School Library's position paper for an Effective School Library Program provides instruction in and	**Library/Technology Materials:** Oregon School Library Standards

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	access to resources and technology that supports and connects classroom learning to real-world events, developing critical thinking skills middle grade students will need high school. Planning and instruction focus on information literacy and technology standards, which support standards in all other content areas, and is best facilitated in collaboration between the teacher-librarian and classroom teachers. **Specifics to include but not limited to:** ● **A library services program that articulates instruction in library skills, information and media literacy, seamless integration of technology and reading appreciation** ● **A LS program that ensures equitable access for all students and staff to library resources;** ● **A LS program that develops and maintains a current and age-appropriate library collection of print and electronic resources;** ● **A LS program that supports diverse learning needs/languages/abilities;** ● **A LS program that allows for a schedule that includes regular opportunities for student/classroom time in the library for student-choice reading selection and engagement, an open or flexible schedule for collaborative lessons/units that call for ongoing information, literacy instruction and facilitation, and opportunities for individual just-in-time research or independent reading guidance.** ● **A LS program that staffs the library with at least 1 library sciences FTE** ● **A LS program that provides access to at least a quarter of library sciences/technology per grade level**	ISTE Student Standards Destiny - Library Catalog Print/Digital OSLIS - Database Access World Book Online More: Library Services Dept Site Once developed, rubric to be inserted here
Electives / Exploratories	**Middle Grades Elective/Exploratory:** An NMSA position paper (1995, pp. 23-24) states that there are three earmarks of an exploratory program. First, an exploratory program enables students to discover their particular abilities, talents, interests, values, and preferences. This self-knowledge helps students to prepare for adult life, not only in terms of vocation, but also as family members and citizens. Second, courses and activities are taught so as to reveal opportunities for making contributions to society. Finally, exploratory experiences acquaint students with enriching, healthy leisure-time pursuits, such as lifetime physical activities, involvement in the arts, and social service. **Themes for exploratory program might include but not limited to:**	● Once developed, rubric to be inserted here

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	• **Exploratory program of Visual/Performing Arts** • **Exploratory program of Journalism/Communication** • **Exploratory program of Civics and Social Engagement/Leadership development** • **Exploratory program of Community involvement** • **Exploratory program of Physical activities** • **Exploratory program of Family and Consumer Sciences** • **Exploratory program of Technology** • **Exploratory program of Industrial arts**	
English as a Second Language (ESL)	**English Language Development:** An exemplary ELD program provides English language instruction for heritage language students to reach a functional level to fully access course content. **Specifics to include but not limited to:** • **An ESL program that sustains academic rigor by having classes offered at the appropriate ELD level** • **An ESL program that holds high expectations for all students including access to core/advanced class instruction by subject area** • **An ESL program that Infuses meta-processes for students to understand their own language development** • **An ESL program that sustains and utilizes explicit language development** • **An ESL program that uses quality, relevant curricula** • **An ESL program that engages students in frequent interactions around listening and speaking** • **Any ESL program that does not replace core instruction** • **An ESL program that ensures a child participating in ELD having access to at least one enrichment over the course of the year.**	**ELD Materials** • **Quality Teaching for English Learners QTEL** • Once developed, rubric to be inserted here
Special Education	**Special Education**: An exemplary special education program gives identified students access to the core program in mainstream	**Special Education Materials**

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	classrooms, unless core replacement is indicated on their IEP (i.e., placement in a special class or special school). Exemplary inclusionary practices give teachers common planning time and have well-established roles in the classroom. The classroom environment fosters an atmosphere where all students belong and have opportunities to develop relationships with one another. Teachers have high expectations for students with typical and atypical social emotional and academic development. In addition, students should have access to specially designed instruction (SDI) as directed by their IEP. **Specifics to include but not limited to:** **PPS supports three special education instructional methods:** **1. Special education teacher pushes into general education classroom** **2. Traditional pull-out academic support classes in addition to core classes** **3. Specially Designed Instruction in collaboration with another certified teacher, in a co-teaching model, prioritizing co-planning time for the general education and special education teacher** **Click on this link for a full description service delivery models** ● **SPED instruction and planning is done collaboratively by general and special educators** ● **SPED instruction provides support to all learners** ● **SPED instruction success is demonstrated through multiple pathways** ● **SPED programming will include a full continuum of support to include: ISC, behavior classroom and Learning Center support. Each school will primarily serve their catchment area.**	● Adopted core instructional materials, supports and extensions, and intensive supports and extensions ● Instructional strategies to support learning ● *Unique Learning Systems* (standards aligned modified curriculum for ISC students) ● *Goal Book* (Universal Design for Learning resource to identify tools/strategies to promote student access to core content) ● SWIFT- School Wide Integrated Framework for Transformation ● Once developed, rubric to be inserted here
International Baccalaureate	**International Baccalaureate:** An exemplary middle grades IB program is a challenging framework that encourages students to make practical connections between their studies and the real world. The IB Middle Years Program curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. IB embodies a global framework of best practices and culturally-responsive teaching and learning. IB is a core value that guides and enhances curriculum, instruction, philosophy, school climate and identity.	International Baccalaureate® (IB) Middle Years Programme (MYP) ● Once developed, rubric to be inserted here

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	Specifics to include but not limited to: ● **An IB program uses the IB Middle Years Program curriculum framework (MYP)** ● **An IB program allows for equitable access across all schools and all populations** ● **An IB program at the middle level is part of an articulated pathway to the high school IB program**	
Dual Language Immersion	**Dual Language Immersion:** An exemplary Dual Language Immersion (DLI) program supports second language development through effective instructional methodologies and classroom practices. The Dual Immersion Program must have a cohesive, shared vision and set of goals that provide commitment to and instructional focus on bilingualism, bi-literacy, and multiculturalism. It has well-articulated, high expectations for academic achievement. The dual immersion program ensures ample support and resources to students and staff. It develops additive bilingualism for all students. DLI programs promote an awareness of the diverse needs of students of different linguistic and cultural backgrounds. It includes professional development for educators that includes developing an atmosphere of staff cohesion and collegiality. The Center for Applied Linguistics provides guiding principles. **Specifics to include but not limited to:** ● **A DLI program that promotes additive bilingualism and is specifically designed to serve our most underserved children** ● **A DLI program that targets specific languages relevant to populations in attendance** ● **A DLI program that fosters an atmosphere of respect for diverse linguistic and cultural backgrounds with specific examples called out in the curriculum** ● **A DLI at the middle level is part of an articulated pathway from elementary, middle to high school**	● Once developed, rubric to be inserted here
Native Language Literacy (Heritage Language)	**Native Language Literacy:** An exemplary native language literacy program exposes Heritage Language Students (HLS) to high-level discourse and register, as well as to advanced vocabulary and sentence structure. HLS language development often lags behind their cognitive development. Classes assist HLS in acquiring greater cultural literacy. HLS will gain knowledge of sociolinguistic rules and discourse. Depending on the language in question, issues that may be covered include register, politeness markers,	● Once developed, rubric to be inserted here

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	honorifics, and the vocabulary and expressions used by educated native speakers. HLS bring the language they acquired from their family and community into the classroom. Reinforcing family and community is both a goal and vehicle of HL instruction. Instruction is content-based and includes the following: interests and needs of the learner and incorporates the uses the learner will make of the target language. It builds on students' previous learning experiences and offers learners the necessary conditions for second language learning by exposing them to meaningful language and higher level thinking skills. Curriculum guidelines National Heritage Language Resource Center, University of California, (2016). **Specifics to include but not limited to:** ● **Native language literacy exposes students to high-level, cognitively demanding discourse through their heritage language** ● **Native language literacy focuses on higher-level thinking skills** ● **Native language literacy uses content-based instruction as a vehicle for language acquisition**	
Focus Option Schools	**Focus Option Schools:** An exemplary focus option school provide students with a unique environment that affords in-depth, thematic instruction and learning. Specific curriculum, such as environmental field studies, and/or art-infused projects foster creativity and analysis that help students make new connections to themselves, their community, and the world. The curriculum of each focus option school has been developed and refined. Focus option schools provide students with all elements of the base program, however, this may occur through alternative activities and classes developed in collaboration with the Office of Teaching and Learning. Community experts often work with teachers and students on “place-based” research or special units of study that expand student content understanding. Public exhibitions of student learning regularly occur to showcase student work. Focus option school norms and values reflect their unique culture, mission and vision. Embraced by stakeholders (parents, students and staff), supportive and lasting relationships are built and nurtured with community partners that enhance learning for all students. Each Focus Option community is open to students district-wide, and the learning environment is enhanced by the resulting diversity, inclusion, and empowerment of all students. Fostered by creative and critical thinking, each community develops a strong sense of ownership and purpose. Positive self-concept and student voice are encouraged and nurtured as students explore	● Once developed, rubric to be inserted here

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I. CURRICULUM: Standards, Course Offerings, Instructional Programs, & Materials

Base Program Elements & Optional Elements Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Middle Grade Standards, Course Offerings, Instructional Programs, and Materials**	**Materials, Practices and/or Resources Currently Available in District**
	content in their unique school setting. **Specifics to include but not limited to:** ● **A focus option school creates a unique environment that provides in-depth thematic instruction via its course offerings and instruction** ● **A focus option school fosters a school environment where students make new connections to themselves, their community and world** ● **A focus option provides opportunity for place-based learning**	

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II. CURRICULUM: INSTRUCTIONAL PRACTICES

Base Program Elements & Optional elements	Instruction	Instructional Practice Currently Used in District
Educators	**Educators:** Exemplary educators at the middle grades possess deep knowledge of the social and cultural, developmental and emotional needs of the young adolescent. Educators at the middle grades must have deep content and pedagogical content knowledge. The exemplary teacher understands the typical developmental characteristics of the young adolescent including the impact of race and culture and exceptions to the general patterns. The exemplary teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students; possesses information about the needs of the whole child. Instructional activities are designed to engage students in high level cognitive activity and are differentiated. Plans and practice reflect familiarity with a wide range of effective pedagogical approaches specific to young adolescents in the subject matter. The exemplary educator recognizes the educational impact of race, culture, language, economic situation, social and emotional needs. **Specifics to include but not limited to:** ● **Middle grades educators promote and balance academic, intellectual, and social emotional growth by applying developmentally appropriate strategies** ● **Middle grades educators recognize the typical development of the young adolescent involves the impact of race, culture, language, economic situation, social and emotional needs** ● **Middle grades educators use a wide range of culturally responsive pedagogical practices specific to the young adolescents in their classrooms**	AVID - Culturally Relevant Teaching Sheltered Instruction PPS Professional Educator Evaluation Framework and Rubric

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II. CURRICULUM: INSTRUCTIONAL PRACTICES

Base Program Elements & Optional elements	Instruction	Instructional Practice Currently Used in District
Instructional Practices	**Instructional Practices:** Exemplary instructional practices put the work of learning into the hands of students. Students co-construct meaning/knowledge through collaborative and individual opportunities that promote depth and complexity for understanding content. All students have entry points into the lesson. For example, students read and listen to texts, discuss, create graphics and images, and write about texts in collaboration with partners and small groups. The learner is prepared to interact with complex text and critical content. Teachers facilitate and support learning by incorporating activities for students to explore new ways of thinking and pursue real-world applications of their knowledge, understandings, and skills. Students work together on projects that accept and encourage diverse ideas and multiple modes of learning. Instruction includes heterogeneous grouping, though flexible short-term grouping may be used to provide specific instructional support during individual work time (e.g. through individual conferencing, student or teacher choice in material selection and task assignments). Instruction includes structures routinely, allowing most of the time for the strengthening of skills and deepening of thought and questioning. **Specifics to include but not confined to:** ● **Middle grades instructional practices include an Inquiry-based, learner centered approach** ● **Middle grades instruction has teachers modeling independent learning** ● **Middle grades instruction develops students as facilitators of learning and teaches them to co-construct meaning/knowledge** ● **Middle grades instruction includes intentional differentiation for all learners**	
Literacy Across Content	**Literacy Across Content:** The exemplary program teaches students to employ critical analytical reading comprehension and interdisciplinary writing skills to each subject area. Essential literacy competencies support personal growth and world citizenship. "For young adolescents these literacy competencies serve as the bridge for self-reflection, communication, collaboration, presentation, and content area knowledge" (Encyclopedia of Middle Grades Education, 2016 (p 239). It provides students with necessary skills to attain content knowledge and will allow them to access, synthesize, and apply knowledge to current world issues deepening their understanding and ability to impact outcomes. **Specifics to include but not confined to:** ● **Literacy across the content in middle schools employs universal and content specific literacy strategies** ● **Literacy across the content strategies are concretely articulated between grade levels defined by an increasing level of complexity** ● **Literacy across the content in middle schools utilizes literacy competencies that reflect intra/interpersonal relevance** ● **Literacy across the content uses the subject matter of other disciplines to reinforce higher order expression**	● Once developed, rubric to be inserted here

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II. CURRICULUM: INSTRUCTIONAL PRACTICES

Base Program Elements & Optional elements	Instruction	Instructional Practice Currently Used in District
Multi-Tier System of Supports (MTSS) Response to Intervention and Positive Behavior Interventions & Supports	**Exemplary MTSS:** The exemplary equity-driven three-Tier system is designed to provide all students with the supports necessary to fully engage in their learning and promote their academic and social success and interrupt predictable outcomes for students. It is aligned with school improvement and strategic planning at both the school and district level. Core curriculum and materials are research based and used by every teacher. A clear, coherent and aligned reading curriculum, based on CCSS, is available, understood and followed by everyone. Weaknesses in core curriculum materials are identified and addressed by instructional teams based on review of student data. Core instruction is delivered in a systematic, scaffolded and focused manner with well-defined learning targets. Instruction is differentiated in order to meet the needs of all students and there is a clear process for supporting students in the classroom who have difficulty meeting the learning targets or acceleration needs. All teachers are proficient at utilizing a range of interventions and there is a systematic plan for insuring that all identified students receive appropriate interventions in a timely manner. Students not making satisfactory progress receive more intensive levels or types of intervention. There is shared responsibility for student learning between general education, at-risk, and special education staff. Teacher teams collaborate to achieve common learning goals, share effective practices, and problem-solve learning challenges identified by student-response data. Active administrative involvement and leadership guide the group, contributing different pieces of information, each of which is equally important. **Specifics to include but not limited to:** ● **MTSS at the middle grades includes core Instruction that is delivered systemically** ● **MTSS at the middle grades includes both the behavioral and academic side of the work and is tiered by core, strategic and intensive levels** ● **MTSS at the middle grades involves PBIS and collaborative problem solving which utilizes data and qualitative teacher input to inform decision making** ● **MTSS employs the use of meaningful interventions at tiers 2 & 3 that are tracked and modified**	● Once developed, rubric to be inserted here
Sheltered Instruction	**Sheltered instruction (SI):** Exemplary sheltered instruction is delivered in the general education classroom using a set of strategies in a consistent, thoughtful manner that allows all students to access grade-level content despite their language proficiency level. Lesson design includes: lesson preparations, building background knowledge, comprehensible input, strategies, interaction, practice/application, lesson delivery, and assessment. The exemplary implementation includes teachers across disciplines using achievement team time to reflect on formative assessment data and agree on common next steps for language goals. **Specifics to include but not limited to:** ● **Sheltered instruction at the middle grades includes practices that focus on lesson preparation, building background knowledge, comprehensible input, strategies, interaction, practice/application, lesson delivery, and assessment** ● **Sheltering practices at the middle grades are used systematically school-wide and promote common, high level instructional practices and vocabulary development for underserved children** ● **Sheltered instruction at the middle grades supports content instruction via a focus on language and its constructs**	Sheltered Instruction Strategies (SI) QTEL ● Once developed, rubric to be inserted here

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II. CURRICULUM: INSTRUCTIONAL PRACTICES

Base Program Elements & Optional elements	Instruction	Instructional Practice Currently Used in District
Talented and Gifted (TAG)	**Talented and Gifted (TAG) Practices:** Exemplary TAG instructional practices foster rigor and relevance in order to challenge high-achieving learners. They are delivered in classrooms using a variety of research-based best practices or subject or grade acceleration. Students should be intentionally placed in classrooms that provide some clustering. Student isolation should be avoided. Teachers will modify, adapt, and accelerate the curriculum when needed. Teachers provide high expectations and plenty of support as students are encouraged to meet their potential. Teachers and students are in an intimate relationship with the curriculum, meaning students are delving into deep and complex ideas, thoughts, relationships, and problems. There should be a certain degree of autonomy and students required to inquire about their interests and passion while the teacher facilitates. Similar to other special populations, highly gifted students often need specific social and emotional support in order to feel engaged and supported. **Specifics to include but not limited to:** ● **TAG instruction at the middle grades modify, adapt, and accelerate curriculum as needed utilizing the TAG program "Scholars" model** ● **TAG instruction at the middle grades fosters an atmosphere of self-directed inquiry** ● **TAG instruction at the middle grades provides direct social and emotional support to students** ● **TAG at the middle grades is delivered in class or via a pull out, self-contained model of instruction **Tag is currently under a redesign. See redesign to note delivery model.***	http://www.pps.net/tag ● Once developed, rubric to be inserted here

II. CURRICULUM: INSTRUCTIONAL PRACTICES

Base Program Elements & Optional elements	Instruction	Instructional Practice Currently Used in District
Blended Learning	**Blended Learning:** Exemplary blended learning addresses gaps in the traditional classroom, provides opportunities for differentiated instruction and formative assessment while giving students access to content at any time of day or night. Blended learning adds digital content while delivering high-quality direct instruction. It considers what technology is needed and assures that all students have equitable access to the content. Exemplary implementation includes mechanisms to assure that all students have access to hardware, software, and internet services at no cost to them. **Specifics to include but not limited to** ● **Blended learning at the middle grades addresses gaps in the traditional classroom by providing equitable access to instructional content through the use of technology.** ● **Blended learning at the middle grades includes mechanisms to assure all students have access to hardware, software, and internet services regardless of economic circumstance or living situation.** ● **Blended learning at the middle grades includes instruction on socially appropriate and healthy technology use.**	https://www.edutopia.org/practice/blended-learning-making-it-work-your-classroom ● Once developed, rubric to be inserted here
Flexible Scheduling Flexible Student Grouping	**Flexible Scheduling:** The exemplary middle school schedule provides teachers with "extended time periods to work with cohorts of students in flexible creative ways to address the needs of young adolescent learners." It is in alignment with the PPS Mission Statement, "Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code." The flexible schedule allows all students access to all program offerings. The schedule is administered through the structural framework selected by the school. Exemplary implementation provides collaborative time for educators to meet, select learning goals, examine student progress, and determine who will need extended time and when. **Specifics to include but not limited to:** ● **Middle grades flexible scheduling allows for flexible student groupings to meet the individual needs of the young adolescent learner.** ● **Middle grades flexible scheduling provides teachers with extended periods of time to work with cohorts of students.** ● **Middle grades flexible scheduling allows students access to all program offerings, especially ELD and SPED students** ● **Middle grades flexible scheduling creates collaborative time for teachers within the instructional day** ● **Middle grades flexible scheduling allows for the grouping and regrouping of students based on specific academic or behavioral criteria, activities, and need**	**Insert sample schedules here as determined by the scheduling steering committee.** ● Once developed, rubric to be inserted here

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II. CURRICULUM: INSTRUCTIONAL PRACTICES

Base Program Elements & Optional elements	Instruction	Instructional Practice Currently Used in District
Professional Learning Communities (PLCs)	**Professional Learning Communities (PLCs):** The exemplary PLC engages teachers in ongoing conversations about teaching and learning that are directly related to their daily work with students. PLCs have a clear structure and an identified purpose. The PLC model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools. "Educators engage in an ongoing exploration of the following questions: 1. What do we want each student to learn? 2. How will we know when each student has learned it? 3. How will we respond when a student experiences difficulty in learning? **Specifics to include but not limited to:** ● **PLCs at the middle grades meet as a collaborative structure** ● **PLCs at the middle grades involve a data teaming element that includes performance and behavioral data as well as qualitative input to inform student supports** ● **PLCs at the middle grades involve protocols and structures to ensure all problems of practice are addressed** ● **PLCs at the middle grades allow teachers to share content and collaborate on lesson/unit/course design**	Dufour PLC structures ABEO PLC structures and protocols. ● Once developed, rubric to be inserted here
Instructional Coaching & Mentoring	**Instructional Coaching:** Supporting teachers as they continue to develop increasingly effective instructional strategies and skills has a significant impact on student learning. Research confirms that teachers who have been coached are more "likely than non-coached peers to transfer newly acquired teaching practices into classroom use" (Cornett and Knight, "Research on Coaching," p. 198). Several studies demonstrate coaching's potential for increasing student achievement (Norton, 2001; Blachowicz, Obrochta & Fogelberg, 2005; Schwarz & McCarthy, 2003; Lyons & Pinnell, 2001). Coaching serves to provide teachers with the job-embedded, context-specific support that can advance both school and systemic improvement. Professional development provided through the coaching model is most effective when it is targeted and specific (differentiated to support teacher learning and practice) and guided by school and district goals and standards (Annenberg Institute for School Reform, 2010). Coaching that evolves from "learning conversations where both parties use data as a point of departure for dialogue" (p. 46, "Instructional Coaching," Jim Knight) and proceeds through the collaborative process of goal-setting and purposeful planning can enhance reflection and collegiality and foster a shared understanding and refinement of best instructional practices. The instructional coaching model is grounded in the seven principles of 'partnership philosophy' as delineated by Jim Knight: **Specifics to include but not limited to:** ● **Instructional coaching at the middle grades and mentoring provide direct instructional support to classroom teachers** ● **Instructional coaching at the middle grades is tied to instructional school and district initiatives** ● **Instructional coaching at the middle grades has a focus on professional development.** ● **Instructional coaching at the middle grades empowers and respects the voices of teachers in decision making** ● **Instructional coaching at the middle grades includes reflection on practice as an integral part of professional learning**	PPS Mentoring program Balanced Literacy Adoption model of instructional coaching. ● Once developed, rubric to be inserted here

II. CURRICULUM: INSTRUCTIONAL PRACTICES

Base Program Elements & Optional elements	Instruction	Instructional Practice Currently Used in District
	• **Instructional coaching at the middle level is non-evaluative**	
Administrator Professional Development	**Administrator Professional Development (PD):** Exemplary professional development for administrators includes self-assessment done in collaboration with senior directors to create a plan for professional development that is differentiated to meet the needs of the administrators and the school he/she serves. A clear plan for a year-long professional development framework is communicated in advance of the new school year. A system of two-way communication exists to identify expectations, build common vision, establish objectives for the year and identify methods to measure success. Administrator PLCs will be used to promote further professional development regarding implementation of the middle grade framework. PLCs will include both site and central office administrators. **Specifics to include but not limited to:** • **Administrator professional development is differentiated to meet the needs of the administrator and his/her school** • **Administrator professional development will use a PLC structure and middle grades implementation rubrics to prioritize topics and to differentiate content** • **Administrator professional development focuses on results**	Instructional Leadership Model 2015-present • Once developed, rubric to be inserted here
Centrally-supported targeted Professional Development/workshops	**Centrally Supported Professional Development (PD):** Exemplary professional development provided by the district is relevant. timely, ongoing, includes specific strategies for culturally relevant practices, and is well-articulated. It is scheduled in advance after the completion of needs assistance. Schools needs are at the forefront of planning and opportunities for differentiation exist. PD for a specified area is delivered through on-going opportunities for collaboration. **Specifics to include but not limited to:** • **Central office supported PD for themed level provides timely, relevant, ongoing opportunities for educators to engage in differentiated learning** • **Central office supported PD focuses on middle grade initiatives and programs** • **Central office supported PD Includes a system of self-assessment and differentiation for where educators enter the discussion**	• Once developed, rubric to be inserted here

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II. CURRICULUM: INSTRUCTIONAL PRACTICES

Base Program Elements & Optional elements	Instruction	Instructional Practice Currently Used in District
Mentoring	**Mentoring:** The exemplary teacher mentoring program supports excellence in teaching through assisting teachers in developing their pedagogical practice. It increases the retention rate of new teacher by building early career success. The exemplary mentoring model releases mentor teachers from classroom responsibilities and places them in a school with mentees. The mentor teacher will perform tasks such as orienting new teachers into the school climate, assisting with planning, conducting cycles of observation and reflection, establishing goals with the mentee teacher, assisting with classroom management, suggesting instructional strategies, and finding opportunities for new teachers to observe master teachers. The mentor is not an evaluator; the primary role of the mentor is one of support. **Specifics to include but not limited to:** ● **Mentoring supports excellence in middle grades teaching by providing highly-skilled, master teachers to guide, teach, and coach colleagues** ● **Mentoring supports excellence in middle grades teaching guidance on goal setting, instructional practice, planning, and classroom management** ● **Mentoring supports excellence in middle grades teaching by creating opportunities for new teachers to grow through cycles of inquiry and opportunities to observe and reflect on other teachers.**	● Once developed, rubric to be inserted here
Service Learning	**Service Learning:** Service learning is a pedagogical approach which combines community service with academic learning. Service learning has been defined as "an educational experience involving an organized service activity with structured reflection to guide students' learning." It affords students the opportunity to use academic knowledge to address genuine community needs. The exemplary program provides students with opportunities to participate in projects that positively impact the common good by applying skills learned across disciplines to effect positive change in their community. **Specifics to include but not limited to:** ● **Service learning supports needs of local school communities through authentic place-based opportunities for learning** ● **Service learning occurs across disciplines and provides students with opportunities for real life application in and around their communities** ● **Service learning empowers students to use knowledge to effect positive change in the local and/or global community outside of the classroom via capstone projects**	Collage of Service Learning example surveyed from across the district ● Once developed, rubric to be inserted here

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II. CURRICULUM: INSTRUCTIONAL PRACTICES

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III. CURRICULUM: ASSESSMENT AND EVALUATION

Form of Middle Grades Program **Base Program Elements & Optional elements** Exemplary Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Assessment and Evaluation**	**Assessments and Practices Currently Available in District**
Formative Assessment	Formative Assessment: Black and Wiliam's (1998) review of research on the impact of formative assessment within the classroom illuminated highly effective, daily classroom assessment practices lead to considerable gains in achievement. Effective use of classroom assessments support and promote individualized learning by engaging the key user - the student - in conversations about where they are going, where they currently are, and how to close the gap. An exemplary, developmentally responsive approach to classroom assessment in middle school focuses on individual student growth, rather than comparison to peers. This focus on progress, developing a strong sense of academic self-efficacy, and taking academic risks allows middle school students to be actively involved in every aspect of their own learning. Chappuis, Commodore, and Stiggins (2010) assert that when "students become involved in the assessment process during their learning and the opportunity to watch themselves improve over time, their confidence, motivation and achievement also improve". **Specifics to include but not limited to:** ● **Formative assessment for middle grades students promotes specific feedback from teachers and peers** ● **Formative assessment for middle grades shares the onus of academic/intellectual growth between teacher and student** ● **Formative assessment for middle grades provides students with opportunities to see and track their own improvement over time** ● **Formative assessment for middle grades should take on many forms/modalities providing students opportunity to demonstrate achievement through multiple paths to demonstrate achievement** ● **Formative assessment for middle grades are often teacher generated and local to the classroom/subject matter**	● Once developed, rubric to be inserted here
Diagnostic Assessment	**Diagnostic Assessments:** are given before instruction. Teachers use diagnostic tests to see what students need to work on, what they have already mastered, and what curriculum or teaching strategies might work best for a student. **Specifics to include but not limited to:** ● **Diagnostic assessments for middle grades provide teachers and students with data on individual student's level of mastery and targets growth areas** ● **Diagnostic assessments for the middle grades provide students with opportunity to concretely track mastery and celebrate academic progress**	● Once developed, rubric to be inserted here

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III. CURRICULUM: ASSESSMENT AND EVALUATION

Form of Middle Grades Program **Base Program Elements & Optional elements** Exemplary Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Assessment and Evaluation**	**Assessments and Practices Currently Available in District**
	• **Diagnostic assessment for the middle grades encourages differentiation via individualized feedback**	
Classroom Summative Assessment	**Classroom Summative Assessments** evaluate student learning, skill acquisition and achievement at the end of a unit. These assessments are used by teachers, administrators and schools to gauge student's mastery of a given topic or skill. **Specifics to include but not limited to:** • **Summative assessments at the middle grades are used to evaluate student learning at the end of a unit/lesson grouping/year** • **Summative assessments at the middle grades provide information on skill acquisition and achievement against educational standards** • **Summative assessments at the middle grades provide information on school-wide learning trends to inform comprehensive achievement plans (CAPs)**	• Once developed, rubric to be inserted here
Interim/Benchmark Assessment	**Interim/Benchmark Assessment:** is used by teachers to track students' progress toward mastering skills and knowledge. Teachers can use this information to adjust their teaching to meet each child's needs. Parents can use this information to see the progress their child is making during the year. Benchmark assessments are given periodically- typically in the classroom as part of instruction. **Specifics to include but not limited to:** • **Interim/Benchmark assessments at the middle grades provide concrete information on student achievement in reference to specific skills and knowledge at each grade level** • **Interim/Benchmark assessments at the middle grades inform key shifts in instruction** • **Interim/Benchmark assessments at the middle grades give parents and students concrete information related to progress throughout the school year.**	• Once developed, rubric to be inserted here
Student Feedback	**Responsive Student Feedback:** "Feedback is among the most powerful influences on achievement…. Feedback is most powerful when it is from the student to the teacher." (Hattie, 2009). Academic feedback, or the procedures a teacher uses to provide students with information about the progress toward academic goals, is a deeply researched area within education and has been strongly related to student achievement (Brophy & Good, 1986). An emerging area of research is identifying how educators provide culturally responsive	Classroom-embedded performance tasks/work samples Benchmarks/classroom: easyCBM • Once developed, rubric to be inserted here

III. CURRICULUM: ASSESSMENT AND EVALUATION

Form of Middle Grades Program **Base Program Elements & Optional elements** Exemplary Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Assessment and Evaluation**	**Assessments and Practices Currently Available in District**
	academic feedback to culturally and linguistically diverse learners. Aceves and Orosco (2014) suggest supplying individualized support regarding performance in a manner sensitive to students' individual and cultural preferences. By incorporating students' responses, ideas, languages, and experiences into the feedback that is provided (Gersten & Geva, 2003) and inviting students to construct new understandings regarding what they are learning (McIntyre & Hulan, 2013), students and teachers can engage in a highly effective feedback exchange. These exchanges should be frequent, individualized, and responsive to student needs. Aceves and Orosco note that "students benefit from ongoing, specific feedback to increase their self-esteem, monitor their understanding, and challenge their thinking." **Specifics to include but not limited to:** ● **Responsive student feedback is timely, specific, racially, and culturally responsive** ● **Responsive student feedback provides support regarding performance that is sensitive to the social-emotional needs of young adolescents and specific needs of the individual child** ● **Responsive student feedback Incorporates student feedback**	
Proficiency-Based Grading	**Proficiency-Based Grading:** Proficiency-based grades are connected to clearly defined learning objectives and connected to clearly defined learning expectations, so educators, parents, and students know, with far more precision, what a student has actually learned or failed to learn. Proficiency-based grades separate academic achievement from behaviors. Proficiency-based grading systems report work habits, behaviors, and character traits separately from academic achievement, making it much easier for educators and parents to diagnose learning weaknesses and behavioral issues so that students can get the help they need to succeed. Proficiency-based grades are focused on learning progress. The exemplary system of proficiency grading does not penalize students for poor scores at the beginning of a term. It thus gives students who need it, motivation to work hard or overcome past failures and achieve more because progress and effort are recognized and rewarded. **Specifics to include but not limited to:** ● **Proficiency-based grading connects grades to clearly identified learning objectives promoting student self-assessment** ● **Proficiency-based grading separates academic achievement from student behavior at a time when young adolescents often struggle with executive functioning skills allowing them to demonstrate academic achievement despite struggles with**	● Once developed, rubric to be inserted here

III. CURRICULUM: ASSESSMENT AND EVALUATION

Form of Middle Grades Program Base Program Elements & Optional elements Exemplary Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	Assessment and Evaluation	Assessments and Practices Currently Available in District
	timeliness, behavior, or organization ● **Proficiency-based grading creates a system for educators, students, and/or families to identify areas of need** ● **Proficiency-based grading is part of an articulated k-12 grading system**	

IV. DECISION MAKING

Form of Middle Grades Program **Base Program Elements & Optional elements** Exemplary Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Decision Making**	**Decision Making Practices Currently Available in District**
Distributed Leadership	**Distributed Leadership:** It is more important than ever to address and close the opportunity gap and predictable outcomes for historically underserved students. Through distributed leadership, the school administration and teacher leaders have the opportunity to influence school climate and promote equity through culturally relevant classroom practices. Teachers are empowered to be leaders among their peers. Leading a school cannot be done in isolation and it is the role of an administrator to facilitate the development of lead teachers' skills, knowledge, and capacity. Through this facilitation of teacher leaders, a leadership team can take an active role in school improvement. At the foundation of the move towards improvement should be analysis of equitable learning opportunities for all students. One of the many roles taken on by teacher leaders is to facilitate PLCs/Achievement teams/Data teams to examine this data in a non-evaluative setting. Engaging in the data cycle can be powerful when led by empowered, knowledgeable teacher leaders. Distributing leadership is not a task to be taken lightly. Rather a process of mindfully selecting teachers who show potential for growth and have influence among their peers. This is a process that takes time to facilitate. This hybrid role of teacher-leader takes time to adopt and realize the full potential. Schools/students can thrive when teachers openly and honestly examine their practices among their peers to address learning opportunities for all students. **Specifics to include but not limited to:** ● **Distributed leadership teams guide school leaders in creating a shared vision** ● **Distributed leadership teams provide opportunities to influence school climate and promote equity through culturally relevant classroom practices** ● **Distributed leadership teams facilitate the development of teacher leaders**	Distributed Leadership Practices ● Once developed, rubric to be inserted here
Courageous Conversations About Race Protocols	**Courageous Conversations About Race (CCAR):** Focuses discussions and decision making. It is used to bring a racial lens to all decision making. The CCAR protocol is comprised of four agreements and six conditions. The Four Agreements 1. Stay engaged 2. Speak your truth 3. Experience discomfort	CCAR Protocol ● Once developed, rubric to be inserted here

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IV. DECISION MAKING

Form of Middle Grades Program **Base Program Elements & Optional elements** Exemplary Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Decision Making**	**Decision Making Practices Currently Available in District**
	4. Expect/accept non-closure Six Conditions 1. Focus on personal, local, immediate 2. Isolate race 3. Normalize social construction and multiple perspectives 4. Monitor agreements conditions, and establish parameters 5. Use a "working definition" of race 6. Examine the presence and role of "whiteness"	
Equity Teams	**Equity Teams (E-teams):** E-teams truly are the mechanisms for moving Courageous Conversations from theory to practice, with the school-site principals or central-office managers being the facilitators. The exemplary program includes representation from each level of the organization, classified through administrative, and works to develop relevant professional development targeted towards shifting practice in relationship to each employee's racial equity journey. Additionally, the E-team promotes and coaches fellow colleagues in the reflection on their own implicit bias and how that impacts their interactions with students and families. **Specifics to include but not limited to:** ● **Equity teams move Courageous Conversations from theory to practice** ● **Equity teams develop relevant professional development related to CC** ● **Equity teams coach colleagues in the reflection of their own implicit bias to change practice** ● **Equity teams are in every middle school**	Equity Teams ● Once developed, rubric to be inserted here
School Leadership Teams	School Leadership Teams: School Leadership Teams: improve practices via a site level team that will structure and lead processes designed to transform teaching and learning. According to Fullan (2001), "the litmus test of all leadership is whether it mobilizes people's commitment to putting their energy into actions designed	● Once developed, rubric to be inserted here

IV. DECISION MAKING

Form of Middle Grades Program **Base Program Elements & Optional elements** Exemplary Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Decision Making**	**Decision Making Practices Currently Available in District**
	to improve things" (p. 9). Further, Friend and Cook (2007) observe that "teaming is the most frequently advocated structure for implementing school reform initiatives" (p. 58), and the National Institute for Urban School Improvement (NIUSI, 2005) notes that "team leadership helps to facilitate rapid and sustained change" (p. 2). The team approach ensures leadership tasks in a successful middle grades school are executed efficiently and effectively, including: Keeping abreast of research-based practices in curriculum, instruction, and assessment; serving as a change agent; and evaluating the effectiveness of practices in the school. Since "it would be rare, indeed, to find a single individual who has the capacity or will to master such a complex array of skills" (Marzano et al., 2005, p. 99). Creating and guiding a leadership team helps to successfully distribute leadership tasks and responsibilities. Such teams can provide leadership in the areas of problem-solving, communication with colleagues, motivation, professional development, and coaching. The National Institute for Urban School Improvement (NIUSI, 2005) describes the school leadership team as "a school-based group of individuals who work to provide strong organizational process for school renewal and improvements" (p. 2). It is important that everyone in the school understands what the leadership team is doing. A focus is placed on "learning from moments of excellence" (Mohr & Watkins, 2002, p. 2) rather than focusing on what the organization is lacking. **Specifics to include but not limited to:** ● **School leadership teams mobilize commitment and energy into actions for school improvement** ● **School leadership teams build upon moments of excellence and seek out opportunity to replicate success.** ● **School leadership provides leadership in areas of problem-solving, communication, professional development, and evaluation** ● **School leadership teams are in place at every middle school**	

IV. DECISION MAKING

Form of Middle Grades Program **Base Program Elements & Optional elements** Exemplary Middle Schools will offer a base program with optional programming to be decided collaboratively with impacted communities	**Decision Making**	**Decision Making Practices Currently Available in District**
Site Council	**Site Councils:** The school site council has a clear, articulated mission. It is comprised of a group of teachers, parents, classified employees, and students that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are elected by their peers. Site councils advise the principal on the school budget, and Comprehensive Achievement Plan (CAP), parent engagement, safety, racial achievement gaps and discipline. Over the course of a year, the council considers the goals of the school and district and determines ways to assess progress toward those goals. Exemplary school site councils have members who see beyond their own self-interests and examine thoughtful and challenging questions in order to assure that all stakeholders have voice and that the needs of every child is considered. Site councils have an obligation to make decisions that will best serve the whole school community. **Specifics to include but not limited to:** ● **Site councils are comprised of teachers, classified employees, community members** ● **Site Councils evaluate school improvement programs, professional development, and budgets** ● **Site Councils advise principals on a variety of school issues i.e., school budget, CAP, and parent engagement, and racial equity** ● **Site Councils are present at every middle school site**	Oregon Department of Education Site Council Resources ● Once developed, rubric to be inserted here

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V. Health, Wellness, and Safety

Base Program Elements & Optional elements	Health, Wellness, and Safety	Health, Wellness, and Safety Supports available in PPS
School Climate (PBIS, RJ)	**School Climate:** Using a racial equity and trauma informed lens, schools use the PBIS MTSS Framework to implement Restorative Justice practices. **PBIS:** PBIS is a MTSS framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social outcomes for all students. At Tier 1, schools form a high functioning Climate Leadership Team, which uses data-based decision making. In Tier 1, PBIS schools desire to identify and teach expected student behaviors. They find ways to reinforce and acknowledge those behaviors. PBIS schools enforce consistent, meaningful consequences when violations occur, which teaches skills and strengthens relationships. Tier 1 explicitly includes strategies and programs to address bullying and harassment. Exemplary PBIS systems co-construct common expectations with students, families, and community partners. All decisions on designation and implementation of strategies are research based and have been vetted by a racially diverse group of stakeholders. At Tier 2, students are identified who need intervention in learning social skills, self-regulation and executive functioning skills. At Tier 3, students are identified needing individualized intervention plans. Individualized plans are developed using a root cause analysis, wrap-around, function and strengths based approach. **Specifics to include but not confined to:** ● **Middle grades school climate co-constructs its expectations with all stakeholders** ● **Middle grades school climate communicates schoolwide expectations for conduct** ● **Middle grades school climate provides direct, support strategies to students in need of additional interventions.** ● **Middle grades school climate has site based teams** ● **Middle grades school climate actively utilizes RJ and PBIS strategies** **Restorative Justice (RJ)**: RJ is a powerful approach to discipline inspired by the philosophy that puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment through inclusive processes that engage all stakeholders. Implemented well, RJ shifts the focus of discipline from punishment to learning and from the individual to the community. When implemented in an exemplary form, the program is broken down in the PBIS MTSS. In Tier 1, classrooms come together in community-building circles to create caring relationships, solve problems, and voice concerns. They use high rates of affective statements with a focus on peer-to-peer, staff-to-staff and peer-to-staff respect to ensure strong and caring relationships. In Tier 2, for specific conflicts, a highly trained conflict mediator brings individuals and small groups together of those harmed and the offenders. Tier 3, is reserved for student reintegration following suspension. RJ programs strengthen school communities, prevent bullying, and reduce student conflicts. Exemplary programs reduce suspension and expulsion rates, and students say they are happier and feel safer. **Specifics to include but not confined to:** ● **Middle grades RJ shifts focus of discipline from punishment to learning** ● **Middle grades RJ engages classrooms in relationship and community building circles** ● **Middle RJ employs specific strategies via small group discussions to resolve conflict** ● **Middle level RJ actively works to reintegrate students following a suspension**	PPS Restorative Justice practice and protocols ● Once developed, rubric to be inserted here
Student Support Services	**Student Support Services (SSS):** SSS is the collaborative efforts of teachers, administrators, parents, students, and other community organizations to provide a comprehensive program support to address academic, career and personal/social development of all students as well as individual intervention for students and families in	TBD inventory of existing partnerships and support programs.

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V. Health, Wellness, and Safety

Base Program Elements & Optional elements	Health, Wellness, and Safety	Health, Wellness, and Safety Supports available in PPS
	need. Exemplary programs are efficient, effective and timely in their response to the unique needs of the young adolescent. Exemplary SSS are able to connect students with the right supports whether those are inside or outside of the school system. **Specifics to include but not confined to:** ● **Middle level SSS directly addresses the academic, career, and personal/social development of all students** ● **Middle level SSS fosters many relationships with outside partners** ● **Middle level SSS offers culturally specifics supports** ● **Middle level SSS supports are informed by student, parents and teacher stakeholders**	● Once developed, rubric to be inserted here
Trauma Informed Care **(eliminate and embed in other elements)**	**Trauma Informed Practices:** The exemplary program provides emotional, behavior, attendance, academic supports that are selective in implementation. Specific strategies and practices are identified using a trauma informed lens identical to the process used for implementation using our racial equity lens. It requires all staff to be trained and possess the capacity on the impact of trauma in our students and their families live as well as educators own life. Practice includes a focus on culture and climate in the school and community. Encourages and sustains open and regular communication for all. Develops a strengths based approach in working with students and peers. Complements RJ work ensuring discipline policies are both compassionate and effective. Weaves compassionate strategies into school improvement planning. Provide tiered support for all students based on individual need. Creates flexible accommodations for diverse learners. Provides access, voice, and ownership for staff, students and community. **Specifics to include but not confined to:** ● **Middle level TIP Includes specific strategies, practices, and data to support students who have experienced life traumas** ● **Middle level TIP complements all MTSS practices (RtI, PBIS with RJ)** ● **Middle level TIP employs specific and flexible accommodations for impacted learners** ● **Middle level TIP take into account a child/student/family ACE score when determining level of support**	Trauma Informed Care ● Once developed, rubric to be inserted here
Sports Programs	**Sports Programs:** District-sponsored sports clubs and activities aligning to already articulated sports pathways. Athletics utilizes experiences that are inherently educational to foster lifelong lessons such as teamwork and self-discipline, while facilitating the physical and emotional development of our student athletes. The exemplary program provides a wide array of choice and allows opportunities for all students to participate regardless of their athletic abilities. It is organized into leagues so that students are not competing against peers whose physical development is far beyond their competitors. Exemplary programs are provided without cost to parents and supervision and transportation are provided. **Specifics to include but not confined to:** ● **Middle level sports programs use experiences that foster lifelong skills such as team building and self-discipline** ● **Middle level sports programs provides students opportunities to participate regardless of athletic ability** ● **Middle level sports programs are accessible to all students free of cost** ● **Middle level sports programs provide supervision and transportation to all students**	PPS Title IX Resources ● Once developed, rubric to be inserted here

V. Health, Wellness, and Safety

Base Program Elements & Optional elements	Health, Wellness, and Safety	Health, Wellness, and Safety Supports available in PPS
	• **Middle level sports programs provide a relevant selection of sports options that represent the athletic interests of our diverse poputations** • **Middle level sports programs articulate into high school programs**	
Physical Wellness Services School Based Health Clinics	**MESD School Health Services - School Nurse School Health Assistant (Base Program):** **Specifics to include but not confined to:** • **School based health services provide direct health services to ill and injured students, management of acute and chronic illnesses, and surveillance and follow up of communicable disease.** • **School based health services have nurses are a liaison between home, school and community health care providers; promote safety, assess growth and development; and contribute to mental, emotional and physical well-being.** • **School based health services have health assistants that provide injury and illness assistance to students under the direction and supervision of the RN and RN supervisor.** **School Based Health Clinics (Optional):** School based health clinics are student centered. They provide young adolescents with access to healthcare to meet both physical and mental health needs. In addition to health care services, health clinics provide education to middle grade students on healthy decision making, sexuality, and self-advocacy.	MESD school health services program • Once developed, rubric to be inserted here
Security Services	**Security Services:** Security services supports classroom teaching and learning by providing secure learning environments for our students, staff and community. Security Services program goals focus on the physical building security(alarm code management, access control, camera's), campus security agents exemplary model being 1 dedicated campus security agent for every middle school program, emergency management planning to include: **Specifics to include but not confined to:** • **Security services directly supports the school in emergency planning and threat mitigation** • **Security services provides emergency preparedness training for all staff and students** • **Security services organizes and prepares the school emergency response team** • **Security services provides emergency drills and exercises with students and staff** • **Security services participates and collaborates on school climate planning** • **Security Services provides consultation services to building staff on safety concerns related to students, staff and the community.** • **Security Services works closely law enforcement and other community partners to provide the efficient, effective and necessary safety support to schools.**	PPS security services practice, protocols and programs • Once developed, rubric to be inserted here
School Resource Officers (Portland Police)	**SRO:** The School Resource Officer (SRO) works closely with school staff, students and parents and are included in discussions related to school safety. The primary activities of the SRO are problem solving, education, mentorship, and crime prevention. The SRO is a part of the threat screening team at the school site. **Specifics to include but not confined to**: • **Each school would have access to a school resource officer**	SRO agreement and charter with PPS • Once developed, rubric to be inserted here

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V. Health, Wellness, and Safety

Base Program Elements & Optional elements	Health, Wellness, and Safety	Health, Wellness, and Safety Supports available in PPS
Social Emotional Learning	**SEL:** Social emotional learning is cultivating a culture of care and compassion by fostering resilience and wellness for the whole child and school community relies on an emphasis on SEL as an integral element of school climate work which means dedicated resources to the school-wide development and implementation of SEL which includes curriculum, instruction, staffing, and time. SEL facilitates students' intrapersonal, interpersonal, and cognitive skills and prepares them to meet the challenges they will inevitably face in today's world. As a result of the expanding research base, SEL should now be considered a scientifically established, practical method that can improve the social, emotional, and academic performance of middle and high school students throughout the country. It deserves a prominent place in the education of all children. These competencies need to be taught and developed in our students and modeled by adults in classrooms and schools and throughout our system. Social Emotional Learning is not separate from academic learning but, in fact, is critical to the transition to and effectiveness of developing the conditions to engaging instructional practices needed to teach academic content through the Common Core State Standards. **Specifics to include but not confined to:** ● **Social emotional learning at the middle grades includes direct instruction related to trauma and resilience** ● **Social emotional learning at the middle grades includes concrete components related to supporting employee wellness** ● **Social emotional learning at the middle grades includes direct training/instruction related to emotional self-regulation** ● **Social emotional Learning at the middle grades has a called out curriculum** ● **Social emotional learning at the middle grades provides professional development to teachers on Social and Emotional Learning (SEL) on a regular basis.** ● **Social emotional learning at the middle grades Ensure social and emotional skills are integrated in classrooms lessons in all subject areas.** ● **Social emotional learning highlights social and emotional skills used during transitions and brain breaks.** ● **Social emotional learning Establish campus steering committee for Social and Emotional Learning (SEL) development and oversight.**	Oakland Standards Cleveland Grade Level Standards SEL ● Once developed, rubric to be inserted here
Employee Wellness	School employee wellness includes support for the physical, emotional and professional wellbeing of all school employees, from teachers and administrators to food service and maintenance staff. Supporting the wellbeing of school employees will foster a culture of health among all staff in which healthy behaviors are supported and encouraged both at school and at home. Support for employees at your school can range from wellness programs and activities to creating school-wide policies and environmental changes. Successful approaches often incorporate both. Effective comprehensive wellness programs can help employees take better care of themselves through improved physical fitness, nutrition and foster resilience to buffer the negative effects of stress. Doing so helps lower absenteeism and worker compensation claims and improves morale and energy levels. **Specifics to include but not confined to:** ● **Employee wellness at the middle grades has a site based wellness team** ● **Employee wellness at the middle grades sets staff goals along mutually agreed upon staff wellness goals** ● **Employee wellness at the middle grades encourages and provides support for activities/actions to reduce stress: (yoga, meditation, massage as examples)**	TBD Inventory of existing practices in the district ● Once developed, rubric to be inserted here

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V. Health, Wellness, and Safety

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VI. School and Family Partnerships

Base Program Elements & Optional elements	School and Family Partnerships	Partnerships Currently Established in PPS
Extended-Day Programming	**Extended-Day Programming:** Extended-day programs keep children safe, help working families and provide both enrichment and venues for academic improvement. The exemplary program includes academic tutoring/support to boost academic performance, explicitly facilitates conversations about prosocial behavior to minimize risky behaviors and promotes physical health. It provides a structured environment where students feel safe and develop clear connections with adults and peers. The exemplary program promotes student choice in activities and provides them with structures to assist with overarching decision making for the program. **Specifics to include but not confined to:** ● **Extended day programming provides young adolescents with a safe and predictable environment for after school** ● **Extended day programming offers both enrichment and support classes developmentally appropriate for middle level students** ● **Extended day programming offers supports for community and parents** ● **Extended day programming integrates/takes into consideration district sponsored initiatives/programs into its after school program selection**	Multnomah County SUN Community Schools ● Once developed, rubric to be inserted here
Community Agents	**Community Agents Model:** Community Agents provide a significant resource for children and families by helping them connect/navigate social, emotional and educational needs with the necessary support services. The exemplary model includes a feedback pathway where families, partners, and community members provide input on how the system can be modified to more specifically address student and family needs. **Specifics to include but not confined to:** ● **Community agents connect families to schools by helping them navigate social, emotional, and academic needs of their adolescent child.** ● **Community agents provide feedback pathways for families to advocate for their children.** ● **Community agents assist families in accessing programs and academic opportunities for their middle grades students.**	Community Agents ● Once developed, rubric to be inserted here
Affinity Groups structures	**Affinity Group Structure:** An affinity group is a small group of people who come together to prepare for and take direct action. Affinity groups are organized in a non-hierarchical and autonomous way, there are no leaders and everyone has an equal voice and responsibility. The exemplary model includes communication structures to facilitate the development of affinity groups that address group-specific needs through a partnership with schools that minimizes the traditional power structure that has historically created inequity of voice. **Specifics to include but not confined to:** ● **Affinity groups prepare young adolescents of like interests to take direct action in addressing common concerns.** ● **Affinity groups engages students in a system to impact change that is nonhierarchical and autonomous.** ● **Affinity groups minimize traditional power structures that have historically created voices of inequity.**	GSA affinity groups ● Once developed, rubric to be inserted here
Student Leadership and Government	**Student Government:** Student Government leads to a healthier institution and a better experience for all students by actively engaging student voice in school-based decision making. The exemplary Student Government includes the following: a clear collaboration structure with school leadership, multiple perspectives, and authentic opportunities for students to positively impact their school community. Selection for service is based on student desire and willingness to develop positive leadership skills. **Specifics to include but not confined to:** ● **Student government engages student voice in school-based decision making**	Student Government ● Once developed, rubric to be inserted here

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VI. School and Family Partnerships

Base Program Elements & Optional elements	School and Family Partnerships	Partnerships Currently Established in PPS
	• **Student government creates a collaborative structure between students and school leadership** • **Student government promotes opportunities for students to positively impact their school community**	
Parent Organizations	**Parent Groups:** Parent groups such as PTA leverage volunteer power, improve communication, help schools discover more dollars, boost children's well-being, and fulfill ESSA. The group has a clearly articulated structure and includes opportunities for all parents to participate regardless of work schedule, home circumstance, race or language. Materials disseminated by the group are done so in multiple languages and meetings have high quality, intentional interpretation services. Exemplary parent groups seek to partner with multiple perspectives in the school community to identify clear outcomes and relevant action steps that address collaboratively defined areas of need. They create meaningful opportunities for all stakeholders to authentically engage in the school community via two-way communication. When implementation is exemplary, the school system interacts respectfully with the parent groups and invites them to partner in decision making on specific school policies and practices. **Specifics to include but not confined to:** • **Parent groups leverage volunteer power to positively impact their schools** • **Parent groups provide parents with the opportunity to participate regardless of work schedule, home circumstance, or language** • **Parent groups partner with parents to establish two-way communication**	Parent Organizations PTA/PTO Self Enhancement, Inc. All Hands Raised Neighborhood House Latino Network APANO IRCO Site Councils Neighborhood Associations Colleges and Universities 3 to Ph.D. Chamber of Commerce City Club Campfire Business Associations Once developed, rubric to be inserted here
Climate Teams	**Climate Teams:** Exemplary School Climate Teams: are responsible for the quality and character of school life. They foster children's positive development, learning and achievement. School climate is based on the patterns of people's experiences of school life; it reflects the norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures that comprise school life. Exemplary school climate teams positively impact schools and foster a climate that prepares students to address the myriad of challenges they face as 21st century citizens. A growing body of empirical research shows that a sustainable, positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society. All learners want and need to be safe and happy: to be supported, cared for, valued, appropriately challenged and engaged in ways that touch their hearts as well as their minds. Empirical research has also shown that when school members feel safe, valued, cared for, engaged and respected, learning measurably increases, and staff satisfaction and retention are enhanced. The National School Climate Council stresses that a sustainable, positive school climate is one that fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. **Specifics to include but not confined to:** • **Climate teams foster an environment where everyone can learn focusing on building specific concerns and issues** • **Climate teams plan for and assist in the implementation of activities to create an environment where all feel supported and cared for** • **Climate teams take into consideration culturally specific perspectives when strategizing on improving school climate**	Self Enhancement, Inc. All Hands Raised Neighborhood House Latino Network APANO IRCO PTA/PTO Site Councils Neighborhood Associations Colleges and Universities 3 to Ph.D. Chamber of Commerce City Club Campfire Business Associations • Once developed, rubric to be inserted here

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VI. School and Family Partnerships

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GUIDANCE and TIMELINE FOR USING THE MIDDLE Grades FRAMEWORK

1. **The document is dynamic, not static in design. Changes can be made the conceptual pieces every step of the way.**

2. **The document provides a synthesis and synopsis of current and past research.**

3. **Each section opens with a conceptual statement or paragraph.**

4. **Each section concludes with bulleted items of specifics/considerations.**

5. **Each section will be developed by committee work, which convenes in the fall.**

6. **Each committee will be charged to develop each section to its exemplary state in the form of a rubric by late fall.**

7. **Each rubric will be used to assess where a school is in reference to the exemplary state of each component.**

8. **Implementation plans will be adjusted according to rubric analysis.**

Key Next Steps for 2017-2018

1. **Naming feeder schools for each middle school (Summer 2017)**

2. **Putting together a comprehensive budget for both facilities and academic implementation to include feeders (Summer 2017)**

3. **Hiring each school's planning principal to project manage work at each respective site. (No later than July 2017)**

4. **Solicit and form committee membership for each task/component and assign lead. (No later than Sept 1st 2017)**

5. **Gather community input (through 2017-2018)**

6. **Create evaluation rubrics for program elements (Commence Sept. 2017)**

7. **Complete HR analysis of FTE moves and align next steps (Dec 2017)**

8. **Complete human Resources merger process (Spring 2018)**

9. **Initiate facilities work to bring schools online (summer 2017)**

Portland Public Schools

District Procedures for Implementation of Building Consolidations/Mergers/Closures/ Reconfiguration and Program Moves

Communication Plan School Year 2017-2018

SAMPLE

Reconfiguring School Q as a Middle School
Schools Involved: K-8 A, K-8 B, K-8 C, K-8 D

THIS DOCUMENT IS INTENDED FOR SCHOOL PRINCIPALS, SECRETARIES, AND DISTRICT DEPARTMENTS.

The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

District Title VI & Title IX Contact: Greg Wolleck, HS Regional Administrator (503-916-3963)
District 504 Contact: Tammy Jackson, Director, Student Services (503-916-5460)
American Disabilities Act Contact: Human Resources (503-916-3544)

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Introduction

PPS is embarking on a plan to reorganize Harriet Tubman and Roseway Heights schools into 6-8 middle schools. This action, requested by former Superintendent Carole Smith in 2016, was given the go-ahead by the PPS Board of Education in April. PPS staff is working to determine the necessary programming, facilities work, leadership, timeline, budget and other logistics needed to open the schools in fall 2018.

Section 1 - Descriptions of Groups and Individuals in the Communication Plan

Coordinating Planning Principal (CPP): Oversees all aspects of the implementation of the Middle Grades Framework, Project Manager initiating new middle schools

Harriet Tubman Planning Principal: Plans for the re-opening of Harriet Tubman Middle School in 2018-19 with support from the Coordinating Planning Principal: academic offerings, school climate, family engagement, scheduling, staffing

Roseway Heights Planning Principal: Plans for the opening of Roseway Heights Middle School in 2018-19 with support from the Coordinating Planning Principal: academic offerings, school climate, family engagement, scheduling, staffing

DBRAC (District Boundary Realignment Advisory Committee): Will consider data to make recommendations regarding middle school boundaries and boundaries of their feeder schools.

CIPA (Community Involvement and Public Affairs, formerly Communications Dept): Will write and distribute a variety of communications to keep district staff, students, parents, and community members informed regarding the progress of the middle school implementation plan and specifics regarding schools proposed to open. They will develop a middle school website that includes various information documents and announcements. They will arrange for all translations and interpretation needs.

JDIT (Just Do It Team): This group is made up of approximately 25 district departments involved in the actual movement of materials, any necessary construction, accounting work, transportation, etc. to make the transition of staff and students from one school to the other happen as smoothly as possible.

MSIT (Middle School Implementation Team): Lead for this committee is the CPP. MSIT will serve as a steering committee. Duties will include: monitoring the quality of the middle grades project (opening of new middle schools and implementation of the middle grades framework) as it develops; Providing advice (and sometimes making decisions) about changes to the project as it develops. The steering committee provides support, guidance and oversight of progress, and initiates action items for district personnel to consider. The steering committee will take information provided to them by four sub-committees: Scheduling, Curriculum, Advisory/CTE/STEAM, Health/Wellness/Safety. The committee will meet twice monthly with additional meetings scheduled as needed.

Scheduling Committee

- Identify priorities/constraints that are important to individual subject areas/site specifics
- Identify ideal and minimum for success within required components
- Identify opportunities for interdisciplinary instruction

- Create a few model middle school schedules
- Consider IB, Immersion, Focus Option, AVID, school size variance
- Deep understanding of required components
- Keeping in mind characteristics of early adolescent
- Common planning/PLC time
- How to provide training to administrators
- How do we remove items in tiers depending on funding – most essential, desired, least essential
- Communication plan
- Create rubrics and recommendations for prioritizing implementation
- Will meet monthly

Curriculum Committee

- Explore what a MS curriculum in the core subjects contains and suggest options for programs that meet CCSS. Vertically and horizontally aligned.
- Design a plan or process for having schools and Central Office select and implement curriculum options. Consider the barriers to implementation, including professional learning, timeline and costs. Include recommendations for processes for engaging teachers, parents and community partners
- Create rubrics and recommendations for prioritizing implementation
- Will meet monthly

Advisory/CTE/STEAM Committee

- Research philosophy and implementation of best practices
- Determine recommendations around relevant decision (i.e. if Pathways, here is what a Pathway would look like)
- Create rubrics and recommendations for prioritizing implementation
- Will meet monthly

Health, Wellness, and Safety Committee

- Research philosophy and implementation of best practices, i.e. SEL, PBIS
- School climate and discipline
- Review the role of community-based partnerships
- Create rubrics and recommendations for prioritizing implementation
- Will meet monthly

Section 2 - Communications with Stakeholder Groups by MSIT

Goal: Ensure all stakeholders are informed, have opportunity to provide meaningful input and feel a sense of ownership in the reorganization of Harriet Tubman and Roseway Heights.
Goal: Ensure representation from stakeholders are involved in the design and implementation plan and all

stakeholders are informed and up-to-date about progress of the Middle Grades Framework.

Communication Between CIPA, CPP, DBRAC, Asst Superintendents and Superintendent
A twice monthly meeting will occur to update the superintendent on the progress of the opening of Harriet Tubman and Roseway Heights Middle Schools. In addition, the superintendent will be informed of current committee work. A list of decisions to be made by the superintendent and those to be made by stakeholders will be generated and reviewed by this committee. An update from department representatives will be given as is relevant.

Communication Between MSIT and PPS School Board
Regular updates of middle grades implementation will be provided to the school board. Information regarding middle grades committee work, community/staff engagement, facilities, and budget will be shared. Frequency of reports will be decided by the school board.

Communication Between PPS Departments and Communities Impacted by Reorganization
A series of community engagement opportunities with members of MSIT will take place. Departments with first-hand knowledge of information being delivered will be present at meetings or author message content. The format of communication and engagement opportunities will vary. It will include but is not limited to: town hall style listening sessions, middle grades framework, surveys,

Communication Between CIPA and CPP
Currently, the CIPA contact for the MS Implementation is Harry Esteve. A weekly meeting will be set up with the CPP to discuss items for the website, upcoming meetings of other groups, project status, potential items for further discussion.

Communication Between CIPA and MSIT
A member of CIPA will serve on the MSIT. CIPA representative will take responsibility for communicating the steering committee's work to district departments and the community.

Communication Between DBRAC and MSIT
Monthly meetings between DBRAC and a representative of MSIT will occur. The purpose of the meetings will be to inform one another of each committee's most current information and conclusions. The results of the combined work will assist the superintendent and school board in making informed decisions.

Communication Between JDIT and Assistant Superintendents, CFO, CEO, CHRO, COO
Meet at the beginning of transition year (in this case 2017-18) to hear what are the greatest concerns facing these departments regarding the 2018-19 openings. An update meeting will also take place three months later.

Section 3 - Communications with Schools by Specific Departments

This section contains a departmental list detailing communication between departments involved in the restructuring and the schools that are transitioning.

ACCOUNTING (example)
Contact: Cheryl Anselone, Assistant Director of Accounting, 503-916-3754, canselone@pps.net

Accounting Department's Responsibilities:
Year-end close, School Checking Account (Student Body Funds), PCard:

- By **May 25**, meet with the principals and the secretaries to review account balances in the Student Body Funds to ensure that they are correctly re-assigned and transferred to the appropriate schools and used for the purposes as originally intended. After this meeting, additional information may be sent to the schools to help guide the transition.
- During **July**, Treasury manager will notify Wells Fargo Bank to open or rename checking accounts as needed.

Current Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:

School Checking Account (Student Body Funds):

- By **May 25**, meet with the secretary and Accounting Department to review account balances in the Student Body Funds to ensure that they are correctly re-assigned to the appropriate schools and used for the purposes as originally intended. Be prepared to provide documentation pertaining to funds remaining in the SBF account that were obtained through donation or fundraiser. Examples of documents needed: letters/flyers/memos showing how money is to be spent, and amount of any unspent balance.
  - Checked with the secretary to make sure the June 14 wire transfer has been posted to EPES.

NOTE to Newly Assigned Principal and Secretaries at School Q:

- In **July**, arrange with SBF coordinator to pick up Student Body Funds manual, banking supplies and update signature card with at least 2 authorized signers. Three authorized signers are preferred, as two signatures are required on any check issued and this provides a backup in the case of one signer's absence.
- In **August**, arrange with Accounting Department for new principal and secretary to receive orientation/training for Student Body Funds if not already familiar with policies and procedures.

Current Secretaries' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:

School Checking Account (Student Body Funds)

- By **May 25**, meet with the principal and Accounting Department to review account balances in the Student Body Funds to ensure that they are correctly re-assigned to the appropriate schools and used for the purposes as originally intended. Be prepared to provide documentation pertaining to funds remaining in the SBF account that were obtained through donation or fundraiser. Examples of documents needed: letters/flyers/memos showing how money is to be spent, and amount of any unspent balance.
  - Notified the SBF accountant of the last receipt number issued and number of last check paid.
  - Provided the SBF accountant with any supporting documentation and the posting references for known credits and expenses that will occur on the August wire transfer.

BUDGET (example)

Contact: Angel Almendarez, Budget Analyst 503-916-3196 aalmendarez@pps.net

Contact: Ryan Lee, Budget Analyst 503-916-3328 rlee@pps.net (Back Up)

Budget Department's Responsibilities Regarding Schools:

- Work with the principals of the reconfigured schools to ensure that if there is any carryover consolidated budget, an appropriate amount will follow the students and is transferred to the receiving school. This will be determined by calculating the percentage of student distribution to the new location.
- Assist in managing the required SMT activity changes from the old location to the new location. This

work will be done in conjunction with the Human Resources Department.

CONSTRUCTION AT RECEIVING SCHOOLS (example)
Facilities and Asset Management Department (FAM)
Contact: Dennis Wright, Director of Project Management, 503 916-3471, dwright1@pps.net
Contact: TBD,

Responsibilities for Facilities Department Project Manager (PM) at School Q:

- Facilities Project Manager to meet with the principal as soon as possible after the move of the program is announced to familiarize the facilities representatives with the building and begin a working relationship.
- Project Managers are encouraged to schedule a pre-submittal meeting with the Portland Bureau of Development Services early in the project to determine the required review and permitting process for the proposed changes. Changes to school programs or occupant loads or the addition of certain outside programs can trigger a requirement for a Design Review, traffic engineering study, ADA upgrades, site improvements, etc.
- All proposed changes to the physical plant must be approved by the principal and the department within Portland Public Schools responsible for the operation or maintenance of the area or equipment. The PM is responsible for tracking all decisions, including a description of the change, approval by the responsible parties (signatures) and the date of the decision.
- If internal moves are deemed necessary, project managers and IT meet with the principal to discuss the physical plant changes also necessary to accommodate the classroom layouts desired by the schools.
- Meet with IT to determine necessary infrastructure changes because of possible classroom moves and increased computer needs.
- Work with the principal in locating all K-2 classes on the 1st floor of their buildings, as well as possible classroom/program changes necessary to accommodate additional classrooms.

COORDINATION OF PACKING, MOVING AND SURPLUS (example)
FAM Contact: TBD

FAM's Responsibilities detailed:

- Principals to work with Project Manager on "Moves" spreadsheet
- Provide packing instructions to staff.
- Coordinate moving with other school users and custodians.

CONSTRUCTION CHANGES AT DEPARTURE SCHOOLS (example)
Facilities and Asset Management Department (FAM)
Contact: Dennis Wright, Director of Project Management, 503 916-3471, dwright1@pps.net
Contact: TBD

Responsibilities for Facilities Department Project Manager (PM) at K-8 A, K-8 B, K-8 C, and K-8 D:

- Facilities Project Manager to meet with the principal as soon as possible after the move of the program is announced to familiarize the facilities representatives with the building and begin a working relationship.

Coordination of Packing, Moving and Surplus
FAM Contact: TBD

FAM's Responsibilities detailed:

- Principals to work with Project Manager on "Moves" spreadsheet
- Provide packing instructions to staff.
- Coordinate moving with other school users and custodians.

Incoming Principal's Responsibilities at School Q: (if the same person will not be there)

- Create a **building program plan** showing who/what function is in each room at both sites.
- Confirm moves with Project Manager
- Supervise school staff as they execute their move responsibilities
- Distribute and collect room keys as appropriate

Current Principals' Responsibilities at School Q:

- Work with Project Manager on staff/furniture moves.
- Supervise staff as they execute their move responsibilities.
- Collect room keys.

NOTE - K-8 A, K-8 B, K-8 C, and K-8 D Principals' Notification to Teachers of Their Responsibilities:

- Box and take their personal things home by June 17.
- Dispose of garbage and recycling in the usual way.
- Staff will work with the IRC to label district curriculum.
- Staff will create a classroom sketch, if needed of their new space.

CURRICULUM MATERIALS AND INSTRUCTIONAL RESOURCES (IRC) (example)
Contact: Adrienne Howard, IRC Program Manager, 503-916-3228, ahoward@pps.net

Instructional Resource Center/Textbook Services' Responsibilities: (Dependent on additional personnel for this department)

- **Building Walk-thru** – Within the next several weeks, Textbook Services personnel will schedule a walk-thru with each of the feeder school principals, where they should identify all places (outside of classrooms) in their buildings where mid-level curriculum materials are stored. Within one week of each walk-thru, Textbook Services will follow up with the principal to confirm specifics and provide a detailed distribution plan for grades 6th, 7th and 8th curriculum related materials.
- **Curriculum Boxes** – Email textbooks@pps.net with the quantity needed once you are ready to pack materials.

Current Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:

- **Materials Checked-out to Teachers** - Textbook Services will provide a statement of materials for each teacher detailing any library books or textbook materials that are checked out to them. Principals need to deliver these notices to teachers with instructions to reconcile this statement with their school's library staff; returning items to the library and/or indicating items of which they are no longer in possession. Teachers will be not charged for lost or missing items. The school's library staff will make the appropriate item status changes in Destiny, the Integrated Library System (ILS).
- **Teacher Curriculum Materials** – Teachers who are moving to School Q are welcome to keep their teacher guides and materials, and should have the feeder school library staff complete those transfers in Destiny.
- **Textbook Material Packing** – After the last day of school, all of the following materials should be

gathered from classrooms and closets and taken to a central location at your school, such as the library. These materials should be sorted as listed, packed into a box and then carefully marked with a readable label that will instruct the movers where to transport each box

HEALTH AND SAFETY (example)
Contact: TBD, Senior Manager, 503-916-3409

FAM's Health and Safety Department's Responsibilities:
- Health & Safety will dispose of used, outdated and unwanted chemicals and lab products.
- Health & Safety personnel will arrange to move all items not suitable for trash.

Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:
- Inform all K-8 A, K-8 B, K-8 C, and K-8 D staff members who are going to move to School Q to accumulate all items not suitable for the trash in a central area (Custodial Storage Area) 15 days prior to their last day in the building. Examples: oils, solvents, cleaners, paints, and unidentified liquids or other materials.
- Inform leaving staff members to turn in to the lead custodian prior to their last day, all custodial cleaning products and materials present in classrooms.
- Contact Health & Safety when hazardous materials can be removed.
- Head Custodian will obtain dumpsters for trash and recycling if needed. Head Custodian will contact Facilities seven days prior to delivery date.

INFORMATION TECHNOLOGY (IT) (example)
Contact: Candi Malone, Sr. Project Manager, IT 503-916-3145, cmalone@pps.net
Contact: James Stankis, IT 503-916-2000, x74158, jstankis@pps.net

NOTE: A separate Q&A is provided in this document for teacher IT concerns. The separate IT Guidelines document is being provided to all school staff and has more detailed information.

IT Department's Responsibilities:
- Partner with Facilities to move identified technology.
- Work with sending and receiving principals to update each school's website regarding the grade levels and pointing families to ETC to help identify what school their child should attend.

Current Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D Schools:
- Ensure staff leave all district hardware and technology (including phones) in the classroom and take home any personal equipment. Principals at the 2015-16 school may allow a teacher to take home their Chromebook for PD for the summer - both the teacher and principal must sign a check-out form.
- Ensure to inform IT regarding any summer programs occurring in their building.
- If you want to allow teachers access to the building longer than normal, indicate the need for extended building access in June.

Incoming Principal's Responsibilities at School Q:
- Ensure designated building employee (usually the school secretary) updates the Phone Change Manager as changes occur to staff room assignments. This will ensure names/voicemail is updated correctly and quickly. Assist in setting expectations with staff that every classroom/teaching space

will be equipped with a working phone by school start but may not have the correct name/voicemail immediately - all changes should run through the designated building employee.

The Appendix contains a handout that is given at staff meetings where IT explains their responsibilities and answers questions regarding this reconfiguration.

LIBRARIES - SEE UPDATED BELOW THIS PORTION (example)
Contact: Susan Stone, Library Services TOSA, 503-916-3406, sstone@pps.net
Contact: Adriene Garrison, Library Systems Coordinator, 503-916-3267, agarrison@pps.net

Library Services Support:
The order and detail of activities below may alter with each closure/consolidation/move, and the following activities may or may not involve the assigned library staff, depending upon skill level and hours staffed. Each closure/consolidation/move site will have unique details to consider, including whether a budget has been provided for work outside the scope of existing library staff.*

Library Services staff will work with the closing/receiving/merging school library staff to help devise a work flow plan regarding the following:

- Walk through of new location to help assess collection, equipment and furniture needs)

If the library closure/merge is to occur at the end of the year, consider arranging for an existing library space and checkout of materials to close a week earlier than usual in order to manage the extra duties involved. If activities are to occur at the beginning of a contract year, consider opening the library for instruction and circulation a week later in September than usual to allow time for materials integration, or offer library staff extra hours in advance of their 202 work year to manage new materials.

Library School Staff Activities for removing materials from one site to be added to another location:

- Facilitate the usual collection of all materials and fines from all patrons to have records of departing students as clean as possible.
- Create a textfile for identified items to be moved, scan item barcodes into textfile.
- Email file to Library Services, ppslibraries@pps.net

MAIL SERVICES (example)
Wendy Mich, Mail Clerk, 503-916-3783, wmich@pps.net

K-8 A Current Principal, Secretary, and Staff Responsibilities

- Notify mailers of address change for K-8 A staff relocating to the School Q site.
- Beginning July 1, 2016, sort and forward any mail for K-8 A staff relocating to the School Q site.

K-8 B Current Principal, Secretary, and Staff Responsibilities

- Notify mailers of address change for K-8 B staff relocating to the School Q site.
- Beginning July 1, 2016, sort and forward any mail for K-8 B staff relocating to the School Q site.

K-8 C Current Principal, Secretary, and Staff Responsibilities

- Notify mailers of address change for K-8 C staff relocating to the School Q site.

- Beginning July 1, 2016, sort and forward any mail for K-8 C staff relocating to the School Q site.

K-8 D Current Principal, Secretary, and Staff Responsibilities
- Notify mailers of address change for K-8 D staff relocating to the School Q site.
- Beginning July 1, 2016, sort and forward any mail for K-8 D staff relocating to the School Q site.

NUTRITION SERVICES (example)
Contact: Ben Dandeneau, Program Manager, 503-916-3275, bdandene@pps.net

Nutrition Services Department Responsibilities:
- Communicate with building administrators, other departments, families, and staff to address concerns and logistics related to the enrollment changes.
- Coordinate NS trucks and drivers to move necessary food, supplies, and equipment.
- Work with Facilities to ensure gas/electricity is turned on and all appliances and water heaters/boosters are operational. Check all refrigeration to be sure it is functioning and holding proper temperatures.

Current Principal's Responsibilities at School Q:
If students will be visiting the receiving school for lunch, notify Nutrition Services at least two weeks prior to the event.

Incoming Principal's Responsibilities at School Q:
Notify Nutrition Services as early as possible of lunch schedules for the upcoming school year.

RECORDS MANAGEMENT (example)
Contact: Jessica Gorton (Manager, Records & Information Management), 503-916-3860 ext. 9, records@pps.net
NOTE: IF THE SCHOOLS HAVE GONE DIGITAL BEFORE THE MOVE, THESE DIRECTIONS WOULD CHANGE

1. If you have inactive records (students that have withdrawn), please contact Records & Information Management by email (records@pps.net) for special instructions on their preparation and shipment. Inactive student records are stored at the PPS Records Center at the BESC until they meet their required retention.
2. Prior to shipping, notify the school principal and let that person know that all records are ready for inspection. The principal will review your completed MMR form.

Principals of K-8 A, K-8 B, K-8 C, and K-8 D:
1. Confirm cartons containing records are prepared to satisfaction, listed on the MMR form, and staged in a secure location ready for pickup.
2. Contact the Records & Information Management (RIM) department. RIM will coordinate the pickup, transport, and delivery of your records with the Facilities department.

SCHOOLS WITH CONTRACTED BEFORE AND AFTER SCHOOL AGE CHILDCARE PROVIDERS (example)
Contact: Nancy Hauth, 916-3230, nhauth@pps.net

This section will be written depending on what is currently in the buildings. Here is an example of what it could say.

Central Office's Responsibilities:

- Contact the childcare provider and notify them.
- Be responsive to parent and partner questions or concerns regarding reconfiguration and lack of on-site child care. Remind families that SUN is an after school option on most school days.
- Work with the current principal to disseminate child care information to families.

Childcare's Responsibilities:

- Inform families of change.
- Inform families of summer child care options.
- Contact Nancy Hauth for questions or additional support.

Current Principals' Responsibilities at School Q:

- Current principal will work with Nancy Hauth to inform families of off-site child care options.
- Contact Nancy Hauth for questions or additional support.

Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:

- If the current principal prefers to change the provider, that principal should contact Nancy Hauth by May 1, who will schedule a child care fair.
- Sign CUBs for child care space for the coming year once the provider is confirmed.
- Meet with the child care provider to plan for the coming year using the Principal-Provider agreement.

SUN COMMUNITY SCHOOLS AND OTHER EDUCATIONAL PARTNERSHIPS (example)
Contact: Dunya Minoo, Senior Program Manager, 503-916-3186, dminoo1@pps.net

Central Office Responsibilities:

- Contact SUN CS lead agency and Multnomah County and/or the City of Portland, or other educational partner and notify them of the transition.
- Be responsive to questions or concerns from the staff and parents of reconfigured buildings, SUN Community School lead agency and Multnomah County and/or City of Portland, and other educational partners.

TITLE I DEPARTMENT (example)
Contact: TBD, Director of School Improvement, Funded Programs

Title I Department's Responsibilities:

- Remind K-8 C Principal and K-8 D Principal that no materials or equipment purchased with Title I dollars should be sent to School Q.

Principal's Responsibilities at K-8 C and K-8 D:

- Title I compliance folders, 2010-11 school year to present, with inventory should be given to the new principal or kept with the existing principal. Records should include family involvement documentation, evidence of plan implementation, compacts, etc.

SECTION 4
CONTACT LIST
Project Manager – TBD

ACCOUNTING
Cheryl Anselone, Assistant Director of Accounting, 503-916-3754, canselone@pps.net

BUDGET
Angel Almendarez, Budget Analyst 503-916-3196 aalmendarez@pps.net
Ryan Lee, Budget Analyst 503-916-3328 rlee@pps.net (Back Up)

CONSTRUCTION AT RECEIVING SCHOOLS (Facilities and Asset Management Department)
Dennis Wright, Director of Project Management, 503 916-3471, dwright1@pps.net

COORDINATION OF PACKING AND MOVING (FAM)
TBD, (contact Dennis Wright), 503-916-3471, dwright1@pps.net

CURRICULUM MATERIALS AND INSTRUCTIONAL RESOURCES
Adrienne Howard, IRC Program Manager, 503-916-3228, ahoward@pps.net

HEALTH AND SAFETY
TBD, Senior Manager, 503-916-3409

INFORMATION TECHNOLOGY (IT)
Candi Malone, Sr. Project Manager, IT 503-916-3145, cmalone@pps.net
Contact: James Stankis, IT 503-916-2000, x74158, jstankis@pps.net

LIBRARIES
Susan Stone, Library Services TOSA, 503-916-3406, sstone@pps.net
Adriene Garrison, Library Systems Coordinator, 503-916-3267, agarriso@pps.net

MAIL SERVICES
Wendy Mich, Mail Clerk, 503-916-3783, wmich@pps.net

NUTRITION SERVICES
Ben Dandeneau, Program Manager, 503-916-3275, bdandene@pps.net

RECORDS MANAGEMENT
Jessica Gorton (Manager, Records & Information Management), 503-916-3860 ext. 9, records@pps.net

SCHOOLS WITH CONTRACTED BEFORE & AFTER SCHOOL AGE CHILDCARE PROVIDERS
Nancy Hauth, 503-916-3230, nhauth@pps.net

SUN COMMUNITY SCHOOLS, OTHER EDUCATIONAL PARTNERSHIPS (Step-Up)
Dunya Minoo, Senior Program Manager, 503-916-3186, dminoo1@pps.net

TITLE I DEPARTMENT
TBD, Director of School Improvement, Funded Programs

Portland Public Schools

Information Technology

School Reconfiguration Guidelines/FAQ

Creation Date: May 5, 2006
Last Revision Date: April 25, 2016

IT Support Staff:

IT SERVICE DEDK
itservicedesk@pps.net
503-916-3375

Candi Malone
Sr IT Project Manager
cmalone@pps.net
503-916-3145

GUIDELINES FOR RECONFIGURING SCHOOLS

Q: My school's grade levels are being reconfigured, what do I do with district-owned technology in my classroom? (i.e. computer, iPad, Chromebook, laptop, tech bundle, phone, etc.)
A: All district-owned equipment is assigned to the school/classroom and not the teacher. The Information Technology (IT) Department will work with each site to inventory all district technology. IT will also work with each of the school's principal's to allocate or move any necessary computer equipment (including Tech Bundles and mobile labs) as efficiently and effectively as possible. Principals and staff members may not allocate or move any computer or phone equipment. All equipment must remain in the current classroom at the current school.

Exceptions

- If you are assigned to remain at your current school or School Q, and you have PD scheduled during the summer, you may be able to checkout your Chromebook. You and your current school principal may complete and sign the check-out form and turn it into IT for tracking of the device. If you are unassigned at the end of the school year you may not check-out district provided technology.
- DonorsChoose clarified that they follow all school district policies regarding donations. Current items in this building that were donated through DonorsChoose are considered district property of Portland Public Schools. If a teacher is moving to a new school and received donated technology items, the Information Technology Department determines at which site those items will be housed. They will be working with the current principal to assist them in making that final determination. Non-technology items are property of the current school and determination of whether they move to another site is decided by the current principal. If it is moved, keep in mind your new classroom will need to be evaluated by Facilities to ensure the proper power and data is available.

  Please note: No charges will be incurred by the schools for the movement and installation of technology between K-8 A, K-8 B, K-8 C, K-8 D and School Q locations. Costs will be picked up by FAM or IT.

Q: How do I save my files for the next school year?
A: For added security and protection of your data, back up your data to your Y drive or your Google Apps for Education drive (apps4pps.net). If you have any questions about how to backup your data or need assistance, please contact the IT Service Desk at itservicedesk@pps.net or 503-916-3375. It is your responsibility to ensure your data has been backed up.

Student files in the student's home directories will remain intact in their home directory. The district will not provide a CD backup of materials on computers used by students in the classroom. Please migrate any student data that needs to be retained to their Y drive or Google Apps for Education drive (apps4pps.net) before the end of the school year.

Q: What about summer programs?
A: Please ensure to coordinate summer break activities with your principal.

Q: What happens to each school's website?
A: IT will work with each school's principal to update their websites.

Q: What about my phone and voicemail?

A: Phones **may not** be removed from their current room or school. Per the current process for phone moves, the office staff at your new school will update the Phone Change Manager and IT will update the phone system and move your voicemail. Voicemail should not be used as a repository; IT suggests listening to all voicemail before leaving for the summer as we cannot guarantee immediate access upon returning from summer. Every classroom will have a phone at the start of school but may not have the correct name/voicemail attached immediately. If the name on the phone in your classroom is inaccurate please notify your school office staff.

Q: When will computers and IT equipment be moved?
A: Equipment that needs to move between locations will occur over the summer and computer moves between K-8 A, K-8 B, K-8 C, K-8 D and School Q locations will be complete before school starts in August.

Q: What happens with my access to Synergy, Employee Self Service, Google Apps, Email, etc.?
A: IT will work with Human Resources to ensure uninterrupted access to systems. IT will disable accounts for staff listed as unassigned on July 1. All staff members have continuous access to their email (www.outlook.com/pps.net) and Google Apps for Education drive (apps4pps.net) from any internet enabled device. Emails may go out periodically during the summer updating staff with important information.

Q: When will I be able to view my students in Synergy?
A: When school office staff/principals complete scheduling. Teachers will be able to set up their Synergy GradeBook starting on August 22.

Q: What happens to our computer labs?
A: IT will evaluate the 2016-17 enrollment numbers of K-8 A, K-8 B, K-8 C, K-8 D due to the grade reconfiguration and determine if a computer lab needs to be moved.

Q: Will IT move my personal technology to my new classroom?
A: Personally purchased computer and technology equipment without a white/silver PPS IT asset tag must be taken home for the summer.

Q: Whom do I contact to coordinate all the IT work?
A: Contact the IT Service Desk at itservicedesk@pps.net or 503-916-3375 and staff will assist you or escalate your question as necessary.

Portland Public Schools

District Procedures for Implementation of Building Consolidations/Mergers/Closures/ Reconfiguration and Program Moves

Transfer of Materials Among Reconfigured Schools

School Year 2017-2018

Reconfiguring School Q as a Middle School
Schools Involved: K-8 A, K-8 B, K-8 C, K-8 D

SAMPLE

THIS DOCUMENT IS INTENDED FOR SCHOOL PRINCIPALS, SECRETARIES, AND DISTRICT DEPARTMENTS.

The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

District Title VI & Title IX Contact: Greg Wolleck, HS Regional Administrator (503-916-3963)
District 504 Contact: Tammy Jackson, Director, Student Services (503-916-5460)
American Disabilities Act Contact: Human Resources (503-916-3544)

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APPENDIX 19
IRC Labels to Warehouse

IRC Labels to School Q

Frequently Asked Questions of Information Technology (IT)

INTRODUCTION

Portland Public Schools has written this document to provide staff with details and steps necessary to make the reconfiguration run as smoothly and efficiently as possible. We have also included contact information from each department, should principals have questions or concerns that are not addressed in this booklet.

This document begins with an alphabetical department-by-department listing of responsibilities in Section 1. **You will notice that any responsibilities that fall under school personnel contain a red heading**. We hope this makes it easier for you to focus on those things that fall under your jurisdiction. Please, however, read what is expected to be done by district personnel.

Section 2 is a list of district contacts that is taken from the individual headings in the document.

The Appendix contains documents referred to in the booklet for you to print out and use.

We would appreciate your comments on the helpfulness of this document. When transitions of this type occur again, we would hope to provide other principals with a similar booklet, improved upon by the experiences and comments from those who must *make it happen*.

SECTION 1

ACCOUNTING

Contact: Cheryl Anselone, Assistant Director of Accounting, 503-916-3754, canselone@pps.net

Accounting Department's Responsibilities:

Year-end close, School Checking Account (Student Body Funds), PCard:

- Provide support and assistance as requested by the principal or secretary for all finance related issues and/or questions.
- By **May 25**, meet with the principals and the secretaries to review account balances in the Student Body Funds to ensure that they are correctly re-assigned and transferred to the appropriate schools and used for the purposes as originally intended. After this meeting, additional information may be sent to the schools to help guide the transition.
- By **June 28**, retrieve all bank supplies referencing School Q, including checkbook, deposit slips and endorsement stamp.
- During **July-August**, review June wire transfer EPES postings, and final receipt and check numbers to help ensure that the secretaries have paid all outstanding bills and all deposits have been made.
- During **July-August**, update SBF accounting records once it is determined that all outstanding bills have been paid and deposits made.
- During **July**, Treasury manager will notify Wells Fargo Bank to open or rename checking accounts as needed.
- During **July**, District staff will reactivate School Q's EPES account and will add School Q to the new Receipting/Online Payment system.
- During **July**, District staff will update PCard system for School Q's staff so that approvers and chartfields are assigned to the school.
- In **August**, re-assigned balances in the SBF school checking accounts will be transferred or wired to School Q based on the SBF account assignments determined by Accounting staff, principals and secretaries, in accordance with the preceding steps.

Current Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:

School Checking Account (Student Body Funds):

- By **May 25**, meet with the secretary and Accounting Department to review account balances in the Student Body Funds to ensure that they are correctly re-assigned to the appropriate schools and used for the purposes as originally intended. Be prepared to provide documentation pertaining to funds remaining in the SBF account that were obtained through donation or fundraiser. Examples of documents needed: letters/flyers/memos showing how money is to be spent, and amount of any unspent balance.
- By **June 18,** all SBF monthly reports through May should be completed, signed by the principal and secretary, and submitted to the Accounting Department SBF accountant.
- By **June 22**, the principal should have:
  - Reviewed all June outstanding vendor invoices/bills to ensure that outstanding debts will be paid in a timely manner.
  - Reviewed the June month-to-date accounting records with the secretary to ensure that all entries are completed.
  - Checked with the secretary to make sure the June 14 wire transfer has been posted to EPES.

NOTE to Newly Assigned Principal and Secretaries at School Q:

- In **July**, arrange with SBF coordinator to pick up Student Body Funds manual, banking supplies and update signature card with at least 2 authorized signers. Three authorized signers are preferred, as two signatures are required on any check issued and this provides a backup in the case of one signer's absence.
- In **August**, arrange with Accounting Department for new principal and secretary to receive orientation/training for Student Body Funds if not already familiar with policies and procedures.

Current Secretaries' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:

School Checking Account (Student Body Funds)

- By **May 25**, meet with the principal and Accounting Department to review account balances in the Student Body Funds to ensure that they are correctly re-assigned to the appropriate schools and used for the purposes as originally intended. Be prepared to provide documentation pertaining to funds remaining in the SBF account that were obtained through donation or fundraiser. Examples of documents needed: letters/flyers/memos showing how money is to be spent, and amount of any unspent balance.
- By **June 18,** all SBF monthly reports through May should be completed and signed by the secretary and principal, and submitted to the SBF coordinator.
- Prior to **June 22**, the secretary should have:
  - Recorded and deposited all monies that belong in the school checking account.
  - Reviewed with the principal all June outstanding vendor invoices/bills to secure approval and pay all outstanding bills and reimbursements.
  - Updated Student Body Fund balances in EPES through the last transaction in June. This means that all checks, wires, and receipts are entered, all negative balances are cleared up, all transfers and journal entries are completed.
  - Notified the SBF accountant of the last receipt number issued and number of last check paid.
  - Provided the SBF accountant with any supporting documentation and the posting references for known credits and expenses that will occur on the August wire transfer.

To complete for Grant Accounting:

- All expenditure activities for Fiscal Year 2015-16 must be completed by **June 30, 2016** and submitted for payment to Grant Accounting by **July 8, 2016**. Note: To be included in FY 2015-16 budget year, **goods and services must be received by June 30, 2016**.

BUDGET (which analyst would be listed depends on which schools are involved)

Contact: Angel Almendarez, Budget Analyst 503-916-3196 aalmendarez@pps.net
Contact: Ryan Lee, Budget Analyst 503-916-3328 rlee@pps.net (Back Up)

Budget Department's Responsibilities Regarding Schools:

- Work with the principals of the reconfigured schools to ensure that if there is any carryover consolidated budget, an appropriate amount will follow the students and is transferred to the receiving school. This will be determined by calculating the percentage of student distribution to the new location.
- Assist in managing the required SMT activity changes from the old location to the new location. This work will be done in conjunction with the Human Resources Department.

CONSTRUCTION AT RECEIVING SCHOOLS

Facilities and Asset Management Department (FAM)

Contact: Dennis Wright, Director of Project Management, 503 916-3471, dwright1@pps.net
Contact: TBD,

Responsibilities for Facilities Department Project Manager (PM) at School Q:

- Facilities Project Manager to meet with the principal as soon as possible after the move of the program is announced to familiarize the facilities representatives with the building and begin a working relationship.
- Facilities Project Manager to access existing building and programs to determine suitability for the incoming programs. Specifically, Project Manager to look at:
  - Class sizes and seating capacity in all general education classes (individual or group tables)
  - Cafeteria size and capacity (Number of existing and proposed lunches served, table configuration and number of seats).
  - Library layout and capacity.
  - Storage requirements of relocated programs
  - Special equipment (science labs, art rooms)
  - Student services, counselors
  - Location and size of room for all-staff meetings
  - Custodial hours of service (Programs introduced require additional custodial services)
  - Direct Access requirements (outside programs)
  - ADA upgrades and site improvements (required for larger projects).
  - Data and electrical requirements (computer labs), audio visual tools (white boards, smart boards, projectors) Note: Allen Carpenter will handle the IT and electrical needs.
  - Any changes that require modifications to the building architecture or structure, electrical, plumbing, mechanical, or information technology require building permits. Design professionals may assist in the development of permit documentation and facilitate the permitting process.
- Project Managers are encouraged to schedule a pre-submittal meeting with the Portland Bureau of Development Services early in the project to determine the required review and permitting process for the proposed changes. Changes to school programs or occupant loads or the addition of certain outside programs can trigger a requirement for a Design Review, traffic engineering study, ADA upgrades, site improvements, etc.
- Principals are ultimately responsible for programming the spaces within the building. Until staffing levels are determined, it is not possible to determine the exact location of classes and programs. Efforts should be made to encourage early release of staffing levels for the affected schools.
- All proposed changes to the physical plant must be approved by the principal and the department within Portland Public Schools responsible for the operation or maintenance of the area or equipment. The PM

is responsible for tracking all decisions, including a description of the change, approval by the responsible parties (signatures) and the date of the decision.
- If internal moves are deemed necessary, project managers and IT meet with the principal to discuss the physical plant changes also necessary to accommodate the classroom layouts desired by the schools.
- Meet with IT to determine necessary infrastructure changes because of possible classroom moves and increased computer needs.
- Project Manager to hire design professionals as required. Obtain appropriate permits from the city.
- Work with the principal in locating all K-2 classes on the 1st floor of their buildings, as well as possible classroom/program changes necessary to accommodate additional classrooms.

Coordination of Packing, Moving and Surplus

FAM Contact: TBD

FAM's Responsibilities (overview):
- Review building program plan for ADA, fire, life, safety and code compliance
- Implement changes to support the building program plan at the receiving sites
- Use client documents to create and execute the move scope of work

Executing the moves is dependent on the **building program plan** at the receiving site(s). This includes identifying space, by room number, staff name and job description for these types of occupants:
- general education classes by teacher name and grade level
- required support services (e.g. ESL, SPED, computer lab)
- offices and break out space (internal and external programs)
- programs other than general education classes (e.g. SUN, Step-Up, AVID)

FAM's Responsibilities detailed:
- Purchase and distribute boxes and labels prior to the moves.
- Principals to work with Project Manager on "Moves" spreadsheet
- Provide packing instructions to staff.
- Schedule and supervise contracted movers.
- Coordinate moving with other school users and custodians.
- Move boxes and other approved items to the destination site, per the building plan.
- Deliver requested surplus furniture from storage.
- After the move, collect empty boxes from classrooms and return them to storage.
- Remove surplus furniture from the receiving schools.
- Garbage and recycling will be handled on site, volume will increase

CONSTRUCTION CHANGES AT DEPARTURE SCHOOLS

Facilities and Asset Management Department (FAM)

Contact: Dennis Wright, Director of Project Management, 503 916-3471, dwright1@pps.net
Contact: TBD,

Responsibilities for Facilities Department Project Manager (PM) at K-8 A, K-8 B, K-8 C, and K-8 D:
- Facilities Project Manager to meet with the principal as soon as possible after the move of the program is announced to familiarize the facilities representatives with the building and begin a working relationship.

Coordination of Packing, Moving and Surplus

FAM Contact: TBD

FAM's Responsibilities (overview):

- Review building program plan for ADA, fire, life, safety and code compliance
- Implement changes to support the building program plan at the departure sites
- Use client documents to create and execute the move scope of work

Executing the moves is dependent on the **building program plan** at the departure site(s). This includes identifying space, by room number, staff name and job description for remaining staff and programs:

FAM's Responsibilities detailed:

- Purchase and distribute boxes and labels prior to the moves.
- Principals to work with Project Manager on "Moves" spreadsheet
- Provide packing instructions to staff.
- Schedule and supervise contracted movers.
- Coordinate moving with other school users and custodians.
- Move boxes and other approved items to the destination site, per the building plan.
- Deliver requested surplus furniture from storage.
- After the move, collect empty boxes from classrooms and return them to storage.
- Remove surplus furniture from the departure schools.
- Garbage and recycling will be handled on site, volume will increase

Incoming Principal's Responsibilities at School Q: (if the same person will not be there)

- Create a **building program plan** showing who/what function is in each room at both sites.
- Confirm moves with Project Manager
- Supervise school staff as they execute their move responsibilities
- Distribute and collect room keys as appropriate

Current Principals' Responsibilities at School Q:

- Work with Project Manager on staff/furniture moves.
- Supervise staff as they execute their move responsibilities.
- Collect room keys.

NOTE - K-8 A, K-8 B, K-8 C, and K-8 D Principals' Notification to Teachers of Their Responsibilities:

- Box and take their personal things home by June 17.
- Dispose of garbage and recycling in the usual way.
- Staff will work with the IRC to label district curriculum.
- Staff will create a classroom sketch, if needed of their new space.

CURRICULUM MATERIALS AND INSTRUCTIONAL RESOURCES (IRC)

Contact: Adrienne Howard, IRC Program Manager, 503-916-3228, ahoward@pps.net

Instructional Resource Center/Textbook Services' Responsibilities: (Dependent on additional personnel for this department)

- **Building Walk-thru** – Within the next several weeks, Textbook Services personnel will schedule a walk-thru with each of the feeder school principals, where they should identify all places (outside of classrooms) in their buildings where mid-level curriculum materials are stored. Within one week of each walk-thru, Textbook Services will follow up with the principal to confirm specifics and provide a detailed distribution plan for grades 6th, 7th and 8th curriculum related materials.

- **Curriculum Boxes** –Textbooks Services will provide moving boxes specifically purchased to pack curriculum materials that will be moved to School Q or sent to the Curriculum Reclamation Program. These boxes are slightly smaller than the FAM packing boxes, and restrict the user from packing boxes too heavy. Email textbooks@pps.net with the quantity needed once you are ready to pack materials.
- **School Q Back-to-School** – Textbook Services will make every effort to ensure that School Q has all of the materials needed for new students, and we will prioritize material request orders from School Q teachers and staff. Also, newly added School Q staff will be included in the new mid-level Language Arts adoption distribution.

Current Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:

- **Materials Checked-out to Teachers** - Textbook Services will provide a statement of materials for each teacher detailing any library books or textbook materials that are checked out to them. Principals need to deliver these notices to teachers with instructions to reconcile this statement with their school's library staff; returning items to the library and/or indicating items of which they are no longer in possession. Teachers will be not charged for lost or missing items. The school's library staff will make the appropriate item status changes in Destiny, the Integrated Library System (ILS).
- **Teacher Curriculum Materials** – Teachers who are moving to School Q are welcome to keep their teacher guides and materials, and should have the feeder school library staff complete those transfers in Destiny.
    - ***Library Staff***: In Destiny, click the "Catalog" tab, then "Transfer Textbooks" in the left-hand column, click on the "Upload" tab, scan books and complete the transfer by clicking "Transfer" button at the bottom of the page.
    - Teachers who are moving to other schools should leave their teacher materials to be packed and sent to the Curriculum Reclamation Program.

- **Textbook Material Packing** – The District will **not** provide personnel to pack the curriculum materials that are outside of a classroom, including textbook rooms, closets, etc. However, packing can be done by any school personnel, PTO members, parent volunteers and even students.
    - After the last day of school, all of the following materials should be gathered from classrooms and closets and taken to a central location at your school, such as the library. These materials should be sorted as listed, packed into a box and then carefully marked with a readable label that will instruct the movers where to transport each box. We have included custom half-sheet labels that can be printed and affixed to each box (**Please see Appendix**) or instructions can be written clearly on each box, for example:

SCHOOL Q - TEXTBOOKS

or

BESC WAREHOUSE/CRP – TEXTBOOKS

    - Please note that your library staffer does NOT need to scan barcodes or perform any process in Destiny, the materials just need to be packed. We will handle the Destiny transfer once the materials have arrived at School Q.

Language Arts

- **K-8 A, K-8 B, K-8 C, and K-8 D** - Because of the new Language Arts adoption, materials will not need to be transferred from the feeder schools to School Q. However, teachers have the option of using the EMC Literature and the Language Arts materials to supplement next year's instruction.

Teachers should be allowed to take these materials with them to School Q. *Remaining EMC materials should be packed and marked* BESC WAREHOUSE/CRP – TEXTBOOKS.

Math

- **K-8 C, K-8 A** - Algebra materials should be *packed and marked* SCHOOL Q LIBRARY - TEXTBOOKS
- **K-8 B, K-8 D** – Connected Math 2 materials should be *packed and marked* SCHOOL Q LIBRARY – TEXTBOOKS
- **K-8 B** - Algebra materials should be *packed and marked* BESC WAREHOUSE/CRP – TEXTBOOKS
- **K-8 B** - Connected Math 2 materials should be *packed and marked* BESC WAREHOUSE/CRP - TEXTBOOKS

Science

- **K-8 A, K-8 B, K-8 C, and K-8 D** - SEPUP student textbooks, teacher binders, and science kit carts should be *packed and marked* BESC WAREHOUSE/CRP - TEXTBOOKS

Social Studies

- **K-8 C, K-8 D** - "History Alive!" student materials should be *packed and marked* SCHOOL Q LIBRARY - TEXTBOOKS
- **K-8 C, K-8 D** – "Beyond the Oregon Trail" books should be *packed and marked* SCHOOL Q LIBRARY - TEXTBOOKS
- **K-8 C, K-8 D** - "Young People's History of the U.S." V.1 books should be *packed and marked* SCHOOL Q LIBRARY – TEXTBOOKS
- **K-8 A, K-8 B, K-8 C, and K-8 D** - Nystrom Atlases should be *packed and marked* BESC WAREHOUSE/CRP - TEXTBOOKS
- **K-8 D** - "History Alive!" student materials should be *packed and marked* BESC WAREHOUSE/CRP – TEXTBOOKS
- **K-8 D** – "Beyond the Oregon Trail" books should be *packed and marked* BESC WAREHOUSE/CRP – TEXTBOOKS
- **K-8 D** - "Young People's History of the U.S." V.1 books should be *packed and marked* BESC WAREHOUSE/CRP - TEXTBOOKS

World Languages

- **K-8 C, K-8 D** - materials should be *packed and marked* SCHOOL Q LIBRARY – TEXTBOOKS
- **K-8 C, K-8 D** - materials should be *packed and marked* BESC WAREHOUSE/CRP – TEXTBOOKS

Immersion

- **K-8 D** - Immersion materials – Specifics go here - should be *packed and marked* SCHOOL Q LIBRARY – TEXTBOOKS
- **K-8 D** - Immersion materials – Specifics go here - should be *packed and marked* BESC WAREHOUSE/CRP - TEXTBOOKS

Student Services

- **K-8 A** - "Second Step" for grades 6-8 should be *packed and marked* BESC WAREHOUSE/CRP - TEXTBOOKS

Incoming Principal's Responsibilities at School Q:

- Textbook Services has estimated the materials needed for your additional students in the fall, and much of it is being sent from the feeder schools. The boxes will be marked for delivery to your library, and sometime during the week of August 8 we will send a clerk over to your school to unpack the textbooks and transfer the materials in Destiny so that they are ready for check-out.
- **Student Services – Mind-Up for grades 3-5** should be packed and shipped to the Curriculum Reclamation Program at BESC.

HEALTH AND SAFETY

Contact: TBD, Senior Manager, 503-916-3409

FAM's Health and Safety Department's Responsibilities:

- Health & Safety will dispose of used, outdated and unwanted chemicals and lab products.
- Health & Safety personnel will arrange to move all items not suitable for trash.

Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:

- Inform all K-8 A, K-8 B, K-8 C, and K-8 D staff members who are going to move to School Q to accumulate all items not suitable for the trash in a central area (Custodial Storage Area) 15 days prior to their last day in the building. Examples: oils, solvents, cleaners, paints, and unidentified liquids or other materials.
- Inform leaving staff members to turn in to the lead custodian prior to their last day, all custodial cleaning products and materials present in classrooms.
- Contact Health & Safety when hazardous materials can be removed.
- Head Custodian will obtain dumpsters for trash and recycling if needed. Head Custodian will contact Facilities seven days prior to delivery date.

INFORMATION TECHNOLOGY (IT)

Contact: Candi Malone, Sr. Project Manager, IT 503-916-3145, cmalone@pps.net
Contact: James Stankis, IT 503-916-2000, x74158, jstankis@pps.net

NOTE: A separate Q&A is provided in this document for teacher IT concerns. The separate IT Guidelines document is being provided to all school staff and has more detailed information.
No charges will be incurred by the schools for the movement and installation of technology. Costs will be picked up by FAM or IT.

IT Department's Responsibilities:

- Inventory all hardware and technology including phones, computers, laptops, iPads, Chromebooks, tech bundles, etc. **No technology, including phones, should be moved out of a classroom or the building without IT's consent.**
- Provide staff assistance and process to back-up files.
- Partner with Facilities to move identified technology.
- Set up technology at teacher's new school.
- Work with sending and receiving principals to update each school's website regarding the grade levels and pointing families to ETC to help identify what school their child should attend.
- Transition students in Synergy to the appropriate school for the 2016-17 school year.
- Update staff accounts, including network, email, PeopleSoft, Synergy, etc. based on location and position.
- Update staff phone extensions and move voicemail.

Current Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D Schools:

- Ensure staff leave all district hardware and technology (including phones) in the classroom and take home any personal equipment. Principals at the 2015-16 school may allow a teacher to take home their Chromebook for PD for the summer - both the teacher and principal must sign a check-out form.
- Ensure to inform IT regarding any summer programs occurring in their building.
- If you want to allow teachers access to the building longer than normal, indicate the need for extended building access in June.

Incoming Principal's Responsibilities at School Q:

- Ensure designated building employee (usually the school secretary) updates the Phone Change Manager as changes occur to staff room assignments. This will ensure names/voicemail is updated correctly and quickly. Assist in setting expectations with staff that every classroom/teaching space will be equipped with a working phone by school start but may not have the correct name/voicemail immediately - all changes should run through the designated building employee.

The Appendix contains a handout that is given at staff meetings where IT explains their responsibilities and answers questions regarding this reconfiguration.

LIBRARIES - SEE UPDATED BELOW THIS PORTION

Contact: Susan Stone, Library Services TOSA, 503-916-3406, sstone@pps.net
Contact: Adriene Garrison, Library Systems Coordinator, 503-916-3267, agarrison@pps.net

Library Services Support:
The order and detail of activities below may alter with each closure/consolidation/move, and the following activities may or may not involve the assigned library staff, depending upon skill level and hours staffed. Each closure/consolidation/move site will have unique details to consider, including whether a budget has been provided for work outside the scope of existing library staff.*

Library Services staff will work with the closing/receiving/merging school library staff to help devise a work flow plan regarding the following:

- Walk through of new location to help assess collection, equipment and furniture needs
- District SIS/HR export will populate students and staff according to their School Q assigned school site number.
- All K-8 A, K-8 B, K-8 C, and K-8 D (and any other schools') currently processed books that are to be moved to School Q will be electronically transferred to School Q's Destiny site.
- School Q School Library barcodes (extras) will be ordered and purchased by Library Services.

If the library closure/merge is to occur at the end of the year, consider arranging for an existing library space and checkout of materials to close a week earlier than usual in order to manage the extra duties involved. If activities are to occur at the beginning of a contract year, consider opening the library for instruction and circulation a week later in September than usual to allow time for materials integration, or offer library staff extra hours in advance of their 202 work year to manage new materials.

Library School Staff Activities for removing materials from one site to be added to another location:

- Facilitate the usual collection of all materials and fines from all patrons to have records of departing students as clean as possible.
- Review and identify items in the collection that should/could be moved to the other site. School Q online Book List.
- Pull, but do not delete, items in numerical order (for non-fiction and reference) or alpha order (for fiction, biography and story collection).
- Create a textfile for identified items to be moved, scan item barcodes into textfile.
- Email file to Library Services, ppslibraries@pps.net
- Box items and label boxes with the Collection Name (Non-Fiction, Fiction, Biography, etc.) and the Call Number range. Example:

  Non-Fiction for SCHOOL Q
  025.1 MAC – 218.48 DAG

- Again, do not delete these items from your collection,
- Mark boxes of items that are not yet in Destiny as "NEW for _[name]_ LIBRARY".
- Moving of items, boxes and furniture will be coordinated by the Project Manager..

Library School Staff Activities for receiving materials at new location:

Assess and address capabilities of receiving library space/collection to receive new materials.

- Identify changes in arrangement and position of bookcases and other furniture needs in the receiving library, to accommodate influx of books to that collection.
- To help facilitate the move of boxes and items to new location, mark a floor plan of the receiving site to identify where boxed materials should be delivered, i.e., where will Fiction start and end; where will biographies start/end?

As boxes arrive at the receiving library:

- Affix School Q sticker and barcode cover over current barcodes
- Apply School Q school property stamp
- Shelve

For boxes labeled as "NEW" and for otherwise unattached items:

- Attach item to catalog and process per usual
- Shelve all newly added items

* Funds added for staff work in this area

Note 1: Student ILS records (with and without outstanding balances) will move to the new school location as SIS records are updated. Library staff at a student's new school can continue to pursue outstanding balances, receiving fines paid into the new library's account. Those patrons with outstanding balances who are not updated in the SIS (have left PPS) will remain in the closing library system. Central Library Services will facilitate collection or removal of these records.

MAIL SERVICES

Wendy Mich, Mail Clerk, 503-916-3783, wmich@pps.net

Mail Services Responsibilities

- Mail Services will continue with a bin/bag labeled "School Q".
  Note: With each campus site remaining open, the USPS will be unable to forward USPS mail.

K-8 A Current Principal, Secretary, and Staff Responsibilities

- Notify mailers of address change for K-8 A staff relocating to the School Q site.
- Beginning July 1, 2016, sort and forward any mail for K-8 A staff relocating to the School Q site.

K-8 B Current Principal, Secretary, and Staff Responsibilities

- Notify mailers of address change for K-8 B staff relocating to the School Q site.
- Beginning July 1, 2016, sort and forward any mail for K-8 B staff relocating to the School Q site.

K-8 C Current Principal, Secretary, and Staff Responsibilities

- Notify mailers of address change for K-8 C staff relocating to the School Q site.
- Beginning July 1, 2016, sort and forward any mail for K-8 C staff relocating to the School Q site.

K-8 D Current Principal, Secretary, and Staff Responsibilities

- Notify mailers of address change for K-8 D staff relocating to the School Q site.
- Beginning July 1, 2016, sort and forward any mail for K-8 D staff relocating to the School Q site.

NUTRITION SERVICES

Contact: Ben Dandeneau, Program Manager, 503-916-3275, bdandene@pps.net

Nutrition Services Department Responsibilities:

- Communicate with building administrators, other departments, families, and staff to address concerns and logistics related to the enrollment changes.
- Inventory supplies/equipment to determine needs for the opening of the kitchen or addition of students.
- Coordinate NS trucks and drivers to move necessary food, supplies, and equipment.
- Work with Facilities to ensure gas/electricity is turned on and all appliances and water heaters/boosters are operational. Check all refrigeration to be sure it is functioning and holding proper temperatures.
- Evaluate serving venues to ensure they can accommodate the number of students anticipated.
- Check that all student meal account balances and meal eligibility status have transferred to the receiving schools.

Kitchen Staff Responsibilities at School Q:

- Clean/Organize all shelving and racks in kitchen store rooms and walk-ins to accommodate new equipment/supplies.
- Clean walk-in walls and all other equipment.
- Clean all kitchen appliances inside and out. Ensure all appliances and equipment are functioning and are ready for operations.
- Inventory supplies/equipment to determine needs for the opening of the kitchen or addition of students.

- School Q students enter student ID numbers. Ensure the cafeteria computer and/or tablets are working properly and programmed to charge the appropriate meal prices.

Current Principal's Responsibilities at School Q:
If students will be visiting the receiving school for lunch, notify Nutrition Services at least two weeks prior to the event.

Incoming Principal's Responsibilities at School Q:
Notify Nutrition Services as early as possible of lunch schedules for the upcoming school year. Consider the following when scheduling meal service times:

- Cafeteria seating capacity
- Number of school lunches served
- Schools shall provide adequate time for students to enjoy eating healthy foods with friends in schools; a minimum of 20 minutes of eating time, after being served, for lunch and 10 minutes for breakfast from 3.60.062-AD Student Wellness Through Nutrition & Physical Activity.
- Consider best practices for assigning student helpers to provide cafeteria community service to their school and to fellow students.
- Consider time allowed for service; an efficient service speed is about 10-12 students (average) per minute. If there are 100 students that are selecting school lunch, it will take about 8-10 minutes to serve all 100 students.

RECORDS MANAGEMENT

Contact: Jessica Gorton (Manager, Records & Information Management), 503-916-3860 ext. 9, records@pps.net
NOTE: IF THE SCHOOLS HAVE GONE DIGITAL BEFORE THE MOVE, THESE DIRECTIONS WOULD CHANGE

Secretary/Clerk of K-8 A, K-8 B, K-8 C, and K-8 D:

1. Think of this task as School Q requesting PPS records for a transferring student. The difference is in volume; instead of sending a single student's records, you're sending many all at once. Your first step is to identify which students are moving on to School Q: your current 5th, 6th, and 7th grade students who will soon be in middle school.
    a. Isolate and organize the relevant cumulative files by grade.
    b. For each grade level, alphabetize the cumulative files by last name (A-Z).
    c. This is an excellent time to assess what is in the cumulative folder. For each cumulative folder, please follow the directions below:
        i. Keep the following records inside the cumulative folder:
            1. Any documents related to the enrollment, registration, attendance, transfer, and withdrawal of a student that have not already been verified/entered in Synergy
            2. Summaries of grades (report cards) that have not already been entered into Synergy
            3. Current/valid/unexpired custody agreements, court orders, no-contact orders
            4. Standardized test scores
            5. Major discipline that resulted in identification for suspension or expulsion
            6. Physical health records (immunization, vision/hearing screening, medical authorization)
            7. Athletics (team physical, eligibility)
            8. Talented and gifted (TAG)
            9. ESL/ELL records

10. Special education
    a. Only transfer the active assessment, eligibility, and individual education plan; shred any previous, inactive versions.
    b. Before placing the documents back into the cumulative folder, put them in a separate manila folder labeled "special education".
11. Mental health records
    a. Place these in a manila folder labeled "mental health records"; include the last name, first name, middle initial, date of birth, recipient school and student ID #.

ii. Shred the following records from the cumulative folder:
1. Shred any documents related to the enrollment, registration, attendance, transfer, and withdrawal of a student *that are already verified/entered in Synergy* (student verification forms, birth certificates, proof of residence).
2. Shred summaries of grades (report cards) *that are already entered in Synergy*.
3. Shred progress reports.
4. Shred school work, drawings, etc.
5. Shred annual student-teacher-parent agreements.
6. Shred inactive/expired custody agreements, court orders, no-contact orders.
7. Shred minor discipline records.

iii. Remove and maintain separately any records that may still have temporary use for you but will be of no value to the next school:
1. Library book/textbooks agreements

2. To move District records, you will need 1.2 cubic foot boxes (called *transfer cartons*). You may transfer cartons through the Warehouse by using a Material Stock Request (*Transfer Cartons – Item #63-4210*).
3. You will also need a Material Management Request (MMR) form from Facilities. The MMR form is used to document the number, type, and destination of cartons.
4. If you have inactive records (students that have withdrawn), please contact Records & Information Management by email (records@pps.net) for special instructions on their preparation and shipment. Inactive student records are stored at the PPS Records Center at the BESC until they meet their required retention.
5. Prior to shipping, notify the school principal and let that person know that all records are ready for inspection. The principal will review your completed MMR form.

Principals of K-8 A, K-8 B, K-8 C, and K-8 D:

1. Confirm cartons containing records are prepared to satisfaction, listed on the MMR form, and staged in a secure location ready for pickup.
2. Contact the Records & Information Management (RIM) department. RIM will coordinate the pickup, transport, and delivery of your records with the Facilities department.

SCHOOLS WITH CONTRACTED BEFORE AND AFTER SCHOOL AGE CHILDCARE PROVIDERS

Contact: Nancy Hauth, 916-3230, nhauth@pps.net

This section will be written depending on what is currently in the buildings. Here is an example of what it could say.

Central Office's Responsibilities:

- Contact the childcare provider and notify them.

- Be responsive to parent and partner questions or concerns regarding reconfiguration and lack of on-site child care. Remind families that SUN is an after school option on most school days.
- Work with the current principal to disseminate child care information to families.

Childcare's Responsibilities:
- Move out all materials and supplies and leave a clean space by the principal's move-out date.
- Inform families of change.
- Inform families of summer child care options.
- Contact Nancy Hauth for questions or additional support.

Current Principals' Responsibilities at School Q:
- Decide on a move-out data for childcare, giving them a week to organize and move out supplies, materials and any furniture that is theirs.
- Current principal will work with Nancy Hauth to inform families of off-site child care options.
- Contact Nancy Hauth for questions or additional support.

Principals' Responsibilities at K-8 A, K-8 B, K-8 C, and K-8 D:
- If the current principal prefers to change the provider, that principal should contact Nancy Hauth by May 1, who will schedule a child care fair.
- Sign CUBs for child care space for the coming year once the provider is confirmed.
- Meet with the child care provider to plan for the coming year using the Principal-Provider agreement.

SUN COMMUNITY SCHOOLS AND OTHER EDUCATIONAL PARTNERSHIPS

Contact: Dunya Minoo, Senior Program Manager, 503-916-3186, dminoo1@pps.net

Central Office Responsibilities:
- Contact SUN CS lead agency and Multnomah County and/or the City of Portland, or other educational partner and notify them of the transition.
- Provide support for building administrators of reconfigured buildings.
- Be responsive to questions or concerns from the staff and parents of reconfigured buildings, SUN Community School lead agency and Multnomah County and/or City of Portland, and other educational partners.

TITLE I DEPARTMENT

Contact: TBD, Director of School Improvement, Funded Programs

Title I Department's Responsibilities:
- Remind K-8 C Principal and K-8 D Principal that no materials or equipment purchased with Title I dollars should be sent to School Q.

Principal's Responsibilities at K-8 C and K-8 D:
- Inventory items (e.g. technology, books, software, furniture, etc.) purchased through Title I. Your compliance folder records should help you do this. Any items purchased can be entered into the online system at: https://docs.google.com/spreadsheet/embeddedform?formkey=dEE5MVotS0hoRDdmSFJWMjhnZDl2Umc6MQ
- Inventory components:
  - Date

  - Name of staff member completing inventory
  - School
  - # from Title I label or PPS IT label
  - Item description
  - Item cost
  - Location of item in the building
- Title I compliance folders, 2010-11 school year to present, with inventory should be given to the new principal or kept with the existing principal. Records should include family involvement documentation, evidence of plan implementation, compacts, etc.

SECTION 2
CONTACT LIST
Project Manager – TBD

ACCOUNTING
Cheryl Anselone, Assistant Director of Accounting, 503-916-3754, canselone@pps.net

BUDGET
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CONSTRUCTION AT RECEIVING SCHOOLS (Facilities and Asset Management Department)
Dennis Wright, Director of Project Management, 503 916-3471, dwright1@pps.net

COORDINATION OF PACKING AND MOVING (FAM)
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CURRICULUM MATERIALS AND INSTRUCTIONAL RESOURCES
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HEALTH AND SAFETY
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INFORMATION TECHNOLOGY (IT)
Candi Malone, Sr. Project Manager, IT 503-916-3145, cmalone@pps.net
Contact: James Stankis, IT 503-916-2000, x74158, jstankis@pps.net

LIBRARIES
Susan Stone, Library Services TOSA, 503-916-3406, sstone@pps.net
Adriene Garrison, Library Systems Coordinator, 503-916-3267, agarriso@pps.net

MAIL SERVICES
Wendy Mich, Mail Clerk, 503-916-3783, wmich@pps.net

NUTRITION SERVICES
Ben Dandeneau, Program Manager, 503-916-3275, bdandene@pps.net

RECORDS MANAGEMENT
Jessica Gorton (Manager, Records & Information Management), 503-916-3860 ext. 9, records@pps.net

SCHOOLS WITH CONTRACTED BEFORE & AFTER SCHOOL AGE CHILDCARE PROVIDERS
Nancy Hauth, 503-916-3230, nhauth@pps.net

SUN COMMUNITY SCHOOLS, OTHER EDUCATIONAL PARTNERSHIPS (Step-Up)
Dunya Minoo, Senior Program Manager, 503-916-3186, dminoo1@pps.net

TITLE I DEPARTMENT
TBD, Director of School Improvement, Funded Programs

APPENDIX

Frequently Asked Questions of Information Technology (IT)

IRC Labels to Warehouse

IRC Labels to School Q

Portland Public Schools

Information Technology

School Reconfiguration Guidelines/FAQ

Creation Date: May 5, 2006
Last Revision Date: April 25, 2016

IT Support Staff:

IT SERVICE DEDK
itservicedesk@pps.net
503-916-3375

Candi Malone
Sr IT Project Manager
cmalone@pps.net
503-916-3145

GUIDELINES FOR RECONFIGURING SCHOOLS

Q: My school's grade levels are being reconfigured, what do I do with district-owned technology in my classroom? (i.e. computer, iPad, Chromebook, laptop, tech bundle, phone, etc.)
A: All district-owned equipment is assigned to the school/classroom and not the teacher. The Information Technology (IT) Department will work with each site to inventory all district technology. IT will also work with each of the school's principal's to allocate or move any necessary computer equipment (including Tech Bundles and mobile labs) as efficiently and effectively as possible. Principals and staff members may not allocate or move any computer or phone equipment. All equipment must remain in the current classroom at the current school.

Exceptions

- If you are assigned to remain at your current school or School Q, and you have PD scheduled during the summer, you may be able to checkout your Chromebook. You and your current school principal may complete and sign the check-out form and turn it into IT for tracking of the device. If you are unassigned at the end of the school year you may not check-out district provided technology.
- DonorsChoose clarified that they follow all school district policies regarding donations. Current items in this building that were donated through DonorsChoose are considered district property of Portland Public Schools. If a teacher is moving to a new school and received donated technology items, the Information Technology Department determines at which site those items will be housed. They will be working with the current principal to assist them in making that final determination. Non-technology items are property of the current school and determination of whether they move to another site is decided by the current principal. If it is moved, keep in mind your new classroom will need to be evaluated by Facilities to ensure the proper power and data is available.

  Please note: No charges will be incurred by the schools for the movement and installation of technology between K-8 A, K-8 B, K-8 C, K-8 D and School Q locations. Costs will be picked up by FAM or IT.

Q: How do I save my files for the next school year?
A: For added security and protection of your data, back up your data to your Y drive or your Google Apps for Education drive (apps4pps.net). If you have any questions about how to backup your data or need assistance, please contact the IT Service Desk at itservicedesk@pps.net or 503-916-3375. It is your responsibility to ensure your data has been backed up.

Student files in the student's home directories will remain intact in their home directory. The district will not provide a CD backup of materials on computers used by students in the classroom. Please migrate any student data that needs to be retained to their Y drive or Google Apps for Education drive (apps4pps.net) before the end of the school year.

Q: What about summer programs?
A: Please ensure to coordinate summer break activities with your principal.

Q: What happens to each school's website?
A: IT will work with each school's principal to update their websites.

Q: What about my phone and voicemail?
A: Phones **may not** be removed from their current room or school. Per the current process for phone moves, the office staff at your new school will update the Phone Change Manager and IT will update the phone system and move your voicemail. Voicemail should not be used as a repository; IT suggests listening to all voicemail before leaving for the summer as we cannot guarantee immediate access upon returning from summer. Every classroom will have a phone at the start of school but may not have the correct name/voicemail attached immediately. If the name on the phone in your classroom is inaccurate please notify your school office staff.

Q: When will computers and IT equipment be moved?
A: Equipment that needs to move between locations will occur over the summer and computer moves between K-8 A, K-8 B, K-8 C, K-8 D and School Q locations will be complete before school starts in August.

Q: What happens with my access to Synergy, Employee Self Service, Google Apps, Email, etc.?
A: IT will work with Human Resources to ensure uninterrupted access to systems. IT will disable accounts for staff listed as unassigned on July 1. All staff members have continuous access to their email (www.outlook.com/pps.net) and Google Apps for Education drive (apps4pps.net) from any internet enabled device. Emails may go out periodically during the summer updating staff with important information.

Q: When will I be able to view my students in Synergy?
A: When school office staff/principals complete scheduling. Teachers will be able to set up their Synergy GradeBook starting on August 22.

Q: What happens to our computer labs?
A: IT will evaluate the 2016-17 enrollment numbers of K-8 A, K-8 B, K-8 C, K-8 D due to the grade reconfiguration and determine if a computer lab needs to be moved.

Q: Will IT move my personal technology to my new classroom?
A: Personally purchased computer and technology equipment without a white/silver PPS IT asset tag must be taken home for the summer.

Q: Whom do I contact to coordinate all the IT work?
A: Contact the IT Service Desk at itservicedesk@pps.net or 503-916-3375 and staff will assist you or escalate your question as necessary.

To: BESC Warehouse/CRP

From School:

_____

Check appropriate box(es)

☐ Current adopted textbooks

Textbook Title _____

☐ Obsolete textbooks

Please limit the weight of each box to under 50 pounds!!

To: BESC Warehouse/CRP

From School:

_____

Check appropriate box(es)

☐ Current adopted textbooks

Textbook Title _____

☐ Obsolete textbooks

To: School Q Library

From School:

_____

Check appropriate box(es)

☐ Current adopted textbooks

Textbook Title _____

Please limit the weight of each box to under 50 pounds!!

To: School Q Library

From School:

_____

Check appropriate box(es)

☐ Current adopted textbooks

Textbook Title _____

Please limit the weight of each box to under 50 pounds!!

REVISED

RESOLUTION No. 5451

Resolution to Adopt the Middle Grades Framework

RECITALS

A. In November 2014 Portland Public Schools (PPS) initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended transitioning to a primarily K-5 and middle school structure.

B. Many Portland Public schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes eighteen K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.

C. In July 2016 the PPS School Board of Education passed Resolution 5308. The charge of the resolution is:
   a. Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
   b. Receive and accept school initiation reports for each new school, in accordance with Policy 6.10.030-P.

D. In October 2016, the PPS School Board agreed with the Superintendent's recommendation to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address issues related to facility, program, and an academic model for middle grades education.

E. Following the Superintendent's directive, the administration initiated a Middle School Implementation Team, assigned a planning principal, researched best practices for middle grades program delivery, and developed a working draft of the Middle Grades Framework.

F. From November 2016 through April 2017, the administration used the draft to solicit and include stakeholder feedback, including 112 district personnel and community partners.

G. In April 2017, the Superintendent accepted the recommended working draft of the Middle Grades Framework.

RESOLUTION

1. The Board of Education endorses the recommended working draft of the Middle Grades Framework.

2. The Board acknowledges and appreciates the Middle Grades Implementation Team for its planning and stakeholder involvement in developing the working draft of the Middle Grades Framework.

3. The Board directs the Superintendent to further develop an implementation plan for Roseway Heights and Harriet Tubman Middles Schools aligned to the working draft of the Middle Grades Framework with the intention to open Roseway Heights and Harriet Tubman Middle schools for the 2018-19 school year.
   C.Russo