

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
May 12, 2014

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **COMMENTS: OREGON SCHOOL BOARDS ASSOCIATION** 6:20 pm
3. **PRESENTATION: INTERDISTRICT TRANSFERS** 6:35 pm
4. **CITIZENS BUDGET REVIEW COMMITTEE REPORT TO THE BOARD** 7:10 pm
5. **ADDITIONAL CRITERIA FOR HIGH SCHOOL EDUCATION SPECIFICATIONS** 7:30 pm
6. **2014-15 BUDGET DISCUSSION** 8:00 pm
7. **ADJOURN** 9:00 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination 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 disa

Chinese

學校翻譯委會

這通告有關波特蘭公立學校教育委員會.若閣下需要有關議會資料內容翻譯或通譯.

請聯絡以下的語言聯絡人員:

Russian

Это сообщение для проведения открытых совещаний Руководящего Совета Портлендского государственного школьного округа. Если вам нужно, чтобы эта информация была переведена на ваш родной язык или вы хотите пригласить переводчика на это совещание, пожалуйста, позвоните:

Somali

Hadlii aad u baahantahay turjubaan, ama in la'guu turjubaano waxyaabaha looga hadlaayo kulanka dadweynaha iyo gudiga sare ee iskoolada Portland, faqlan la xariir:

Spanish

Aviso para la reunión pública de la Mesa Directiva del Distrito Escolar de Portland. La reunión se llevará a cabo en un lugar accesible para personas con discapacidad. Las personas que asistirán a esta reunión y necesiten interpretación favor de comunicarse por lo menos con 48 horas de anterioridad a fecha de la reunión, para poder hacer los arreglos necesarios. Personas que desean testificar ante la Mesa Directiva deben apuntarse en la lista para los comentarios públicos antes de que inicie la reunión.

Vietnamese

Lời Phủ Nhận Của Ban Điều Hành Giáo Dục

Đây là thông cáo về buổi họp công cộng của Ban Điều Hành Giáo Dục Sở Học Chánh Portland. Nếu quý vị cần thông dịch những tin tức này, hoặc cần thông dịch viên trong buổi họp, xin liên lạc:

Interpretation & Translation Services
(503) 916-3427

This notice is provided in accordance with the
Oregon Public Meetings Law
Board Support Services



Board of Education

Staff Report to the Board

Board Meeting Date: May 12, 2014

Executive Committee Lead: Sue Ann Higgins

Department: Enrollment

Presenter/Staff Lead: Judy Brennan

SUBJECT: New Procedures for Interdistrict Transfers

BACKGROUND

The State Legislature in recent months approved two new laws changing rules for transfers of students between school districts. Please see the attached memo regarding PPS recommendations for implementation of new procedures compliant with the recent laws.

The new procedures are needed immediately, so that families can know before the end of the school year whether or not they may transfer in or out of PPS beginning in September 2014.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Policy 4.10.040-P, Admission of Nonresident Students

Policy 4.10.047-AD, Residency and Neighborhood School Assignment

Policy 4.10.051-P, Student Enrollment and Transfers

Administrative Directive 4.10.054-AD, Student Transfers

Policy 4.10.090-AD, Interdistrict Agreements and Transfer of State School Funds

PROCESS / COMMUNITY ENGAGEMENT

Families will receive information via mail, e-mail and fliers home from school. Those who speak a language other than English at home will receive phone calls and other correspondence in their native language. PPS will make an explicit effort to communicate in a family friendly manner, so that families do not have to master all the complexities of the new rules in order to express their intent to transfer in or out of PPS.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Interdistrict transfers are not specifically identified within the equity policy implementation plan. The racial equity lens tool was utilized by staff in developing recommendations and outreach plans.

BUDGET / RESOURCE IMPLICATIONS

Reviewed and Approved by
Executive Committee Lead

Non-resident students are distributed broadly across the district, so their collective impact is not easily visible. On average, between PPS enrolls and collect state school funds for 800-900 non-resident students per year, and releases state school funds for between 100-130 PPS resident students approved to transfer to other districts.

It is not clear how compliance with new state laws will impact the overall number of transfers in and out of PPS.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The board will consider a resolution endorsing the enclosed recommendations on May 19. If approved, the interdistrict transfer application process will open May 20-30. A lottery will be run and results released to parents, schools and other districts prior to the end of the school year.

QUESTIONS FOR BOARD DISCUSSION

Do you have any alternative suggestions or criteria for determining priority for transfer in or out of PPS?

ATTACHMENTS

Memo, May 7, 2014
Chart 1 Inter-district transfer changes
Chart 2 13-14 Non-Resident Students
Chart 3 4 year Interdistrict charts



MEMORANDUM

Date: May 2, 2014

To: Harriet Adair, Executive Director, School Operations and Supports
Sue Ann Higgins, Chief Academic Officer

From: Judy Brennan, Enrollment Director

Subject: Recommendations for new inter-district transfer procedures

Introduction

Over the past 12 months the Oregon legislature has approved significant changes to state rules governing the process for students seeking to attend schools outside of their resident district. Final rule-making is not yet finished for the new laws, however, the State requires implementation for fall 2014.

Currently there are more than 1,000 non-resident students scattered across almost all PPS schools who must enter through an inter-district transfer process (students who attend charter schools or who enter through contract agreements are not subject to this process). Non-resident students are more likely to qualify for free and reduced-price meals and speak another language at home than the average PPS student. Attached is a chart comparing current PPS procedure with new state requirements.

In addition to students attending PPS from other districts, there are also approximately 120 PPS resident students attending schools in other districts this year, which does not include roughly 80-90 students per year approved through open enrollment to attend elsewhere.

A multi-departmental team worked through the month of April to develop recommendations for revising PPS procedures to comply with new rules. Members included: Suzy Harris, Special Education; Judy Brennan, Rudy Rudolph and Joe Suggs, School Operations and Supports; Rachel Cunningham and Jollee Patterson, General Counsel; Veronica Banuelos and Vadim Riskin, Family and School Partnerships; Debbie Armendariz and Michael Bacon, Dual Language Immersion; Marita Ingalsbe, Brett Luelling and Niku Shreiner, IT; Tammy Jackson, Student Services, David Williams, Inter-governmental Relations; Antonio Lopez and Greg Wolleck, Regional Administrators.

The team focused on the immediate adjustments required for students seeking to enroll for the coming school year. Additional actions are needed in the coming months, and are noted under the next steps section of this memo.

We are seeking your support for these recommendations, which are scheduled to be shared with the school board at a worksession on May 12, with a subsequent vote on an authorizing resolution (yet to be drafted) on May 19.

Recommendation I: Schools/programs open for non-resident transfers

- Current non-resident students will be allowed to remain in PPS, so long as the school they will attend next year is not overcrowded (expected to exceed 100% utilization). Principals at overcrowded schools may opt out of accepting non-resident students, but their decision must be consistent across all grade levels.
- Space will be available for siblings of current non-resident students who apply for transfer, with the same exemption for overcrowded schools as noted above.
- Additional space for non-resident transfer may be available at schools and programs that did not fill all slots through the PPS resident lottery. The decision to open slots beyond the number needed for returning students and their siblings, as well as students articulating from feeder schools, will be made by principals and regional administrators.
- The actual tally of non-resident transfer openings will be determined by May 16, and must be approved by the school board.

Discussion: In past years, there were three main ways for non-resident students to attend a PPS school. All required approval through the ETC and from the resident district:

- For students currently attending a PPS school who have moved to another district: Receive approval from the school administrator.
- For students wishing to enroll as a new PPS student:
 - Apply in the School Choice lottery to any PPS school or program with space in the PPS lottery. Non-residents had to meet the same requirements as resident students, and were approved after all resident students.
 - Apply through the petition transfer process and receive approval from the school administrator and Enrollment & Transfer Center.

New laws require us to compress these methods down to a single process. Students who move will be allowed to remain at their current school until the end of the year. At that time they and any new students must apply for the coming school year. We may only consider the student's name, grade, date of birth, contact information, sibling status, and whether the student is serving an expulsion. If there are more requests than space, we must run a lottery, and may prioritize current student and their siblings over new, non-sibling requests.

Historically, most school and program leaders have cheerfully made space for students who reside in other districts, particularly if the students were former neighborhood residents, and to allow a family to have all their children in the same school. However, crowded buildings and classrooms are becoming more common in PPS, and so space availability must be a factor in deciding whether to offer placement in the future to current or new non-resident students. Furthermore, since administrators can no longer review a student's academic history to ensure that appropriate resources are available to meet his/her

needs, some schools with unfilled lottery spaces may choose to be closed to new, non-sibling students who live in other districts. Finally, since the new laws do not permit a district to ask a student's native language, most dual language immersion programs will not be open to new non-resident transfers.

The team unanimously supported allowing current non-residents and their siblings the chance to remain in PPS, where space is available. Both groups can be prioritized for transfer according to the new law. However, the team was split on whether to accept new non-resident students. The final decision was strongly influenced by regional administrators who encouraged minimal change to our current transfer rules in advance of a district-wide boundary review process and potential enrollment and transfer policy changes slated for the coming months.

Recommendation II: Timeframe for new interdistrict agreements into PPS

- Interdistrict agreements into PPS will remain in effect through the highest grade of the approved school

Discussion: Currently, all standard interdistrict agreements are in effect for one year only. New laws allow receiving districts to define the length of agreements, so long as the decision applies to all non-resident students.

The team considered several timeframes before settling on the recommendation, which is consistent with transfer rules for resident students. Multi-year agreements will eliminate a considerable amount of annual paperwork, which has been a substantial barrier particularly for families whose home language is not English. The team agreed to this recommendation with the understanding that:

- A multi-year agreement can be revoked if a student does not meet minimum attendance or behavior standards. PPS currently does not have district-wide standards for attendance and behavior. However, the team is committed to drafting standards for use in the coming school years.
- Students approved to a school through an interdistrict agreement may be transferred to a different PPS school through an IEP placement or other transfer mechanism (such as board action to move a program or reduce enrollment in the case of serious overcrowding).

Recommendation III: Criteria for releasing PPS resident students to attend other districts

- Along with students who previously received consent to transfer out of PPS, 30 additional slots will be available for transfers from PPS to other districts. If there are more than 30 requests, priority will be given to:
 - Students currently attending 10th or 11th grade
 - Siblings of students who were previously granted consent
 - Siblings of applicants who are currently attending 10th or 11th grade

Discussion: Long-standing policy limits the number of students released to other districts to those with family hardships that prevent them from attending any PPS school. Since new laws strictly limit the information we can gather, we will not be able to thoroughly investigate transfer request in the future.

The team developed the above list in an effort to anticipate and respond to the most compelling reasons for transfer. Please note that the new laws do allow for consideration of additional information in the event of any emergency to protect the health, safety and welfare of the student.

As noted before, all prior agreements lasted for one year only. Under new laws, a district who releases a resident student to a district may not put a time limit on that agreement, including agreements made during the 2013-14 school year. The team was reluctant to honor some past practices, such as allowing a student to remain and finish the highest grade at their elementary or middle school, because these short-term needs would result in long-term transfers.

Recommendation IV: Transfer process

The team supports making interdistrict transfer decisions by the end of the school year for all requests received by May 30. To achieve this target, the following timeline is proposed:

May 12 Present information for discussion at school board worksession

-Begin contacting current families regarding process, identify siblings

-Staff from multiple departments will call families who speak languages other than English

May 19 School board votes on resolution authorizing new process

May 20 Application window opens

-Automatic applications will be entered for current students (based on space availability)

-Application information can be submitted on-line in or over the phone

May 30 Application window closes

June 13 (or sooner) Results sent to schools and families

-remaining spaces can be available on an ongoing basis

Next Steps

In addition to the short-term actions listed above, the team will continue to work toward the following long-term changes:

- Establish a district-wide standard for attendance and behavior for use in the 2014-15 school year and beyond.
- Collaborate with staff from nearby districts and members of the Slavic community to identify a more sustainable solution for enrollment in the Russian Immersion program. The program is currently located at Kelly and Lane schools, with more than half of the attending students from other districts and subject to new interdistrict rules. Along with different enrollment options, an alternative program location may be considered, as Kelly is now overcrowded.
- Revise policies, administrative directives and other guidance in compliance with new rules.

Please contact me or any member of our team with questions or suggestions.

Cc: Debbie Armendariz, Michael Bacon, Veronica Banuelos, Rachel Cunningham, Suzy Harris, Marita Ingalsbe, Jon Isaacs, Tammy Jackson, Antonio Lopez, Brett Luelling, Jollee Patterson, Mary Pearson, Willie Poinsette Vadim Riskin, Rudy Rudolph, Niku Shreiner, Joe Suggs, David Williams, Greg Wolleck

POTENTIAL CHANGES TO PPS INTERDISTRICT TRANSFER PRACTICES AND POLICIES
 For additional information contact Judy Brennan, jbrennan@pps.net, 503-916-3355

	Current practice	Legislative change	PPS practice changes	PPS policy changes
Student Information	Districts may request and use demographic, socio-economic, academic program eligibility and other information when deciding whether to accept a student from another district or release a resident student to attend school in another district.	Districts may NOT request and use demographic, socio-economic, academic program eligibility and other information when deciding whether to accept a student from another district or release a resident student to attend school in another district.	Current PPS lottery is not compliant due to the weights for gender and socio-economic status. A separate lottery for non-resident students will be offered later in spring, once results from the PPS lottery are finalized.	Revisions needed to policies 4.10.051-P and 4.10.040-P.
Mid-Year Moves	Districts can deny a student the right to remain in their current school at the time of a move across district lines.	Districts can no longer prevent students who move across district lines during a school year from remaining in their current school through the end of the year. Students who wish to remain in a non-resident school for the following school year must receive permission from both districts.	School administrators will no longer be asked whether students who move across district lines may remain to finish the year. New procedure needed for sharing information about students who move with other districts.	Revisions needed to policy 4.10.040-P, 4.10.045-P and/or a new administrative directive.
Incoming student applications	Students may apply during the annual lottery or through an individual request at any time of the year. Approval is based on input from school administrator, degree of academic program need and space availability.	Each year, a district must declare the number of spaces available for non-resident transfers. If there are more applicants than space, a district must hold a fair lottery to decide which students will be accepted. Districts may only increase the number of spaces available if there are no pending applications for admission.	An interdistrict lottery will be held for all students who do not have an agreement to attend a PPS school for the following school year. Space will be based on slots unfilled during the resident lotteries, plus accommodations for existing non-resident students and (if known) incoming siblings. If possible, lottery applications for currently attending students will be automatically entered. School administrators will participate in setting slots. Slots may be increased at other times of the year, so long as there are no applications awaiting decision.	Revisions needed to policies 4.10.051-P and 4.10.040-P.

POTENTIAL CHANGES TO PPS INTERDISTRICT TRANSFER PRACTICES AND POLICIES

For additional information contact Judy Brennan, jbrennan@pps.net, 503-916-3355

	Current practice	Legislative change	PPS practice changes	PPS policy changes
Outgoing student applications	Students may apply through an individual request at any time of year. Approval is based on degree of academic program need, student's grade, and whether a PPS school can meet the student's need.	A district can decide whether to release students to other districts and can limit the number of students that may be released. If limiting the number of transfers out to other districts, the amount must be announced and cannot be increased if there are pending applications.	Outgoing student transfers will be limited. Priority will be given to students currently attending grades 10 or 11 who are former residents of the school they are requesting, as well as siblings of students previously released to other districts.	Revisions needed to administrative directive 4.10.090-AD.
Criteria for revoking agreements	Agreements for students with unacceptable behavior, attendance or academic standing, as determined by current administrator, can be denied renewal or revoked.	Districts may revoke interdistrict agreements for students who fail to meet minimal attendance or behavior standards.	Develop and implement a minimal attendance and behavior standard across all schools. The standards will apply only to students who already have an agreement in place, not for those who are seeking agreements for the first time.	Record minimal attendance and behavior standard in administrative directive.
Duration of agreements	All agreements are approved for one school year only.	Non-resident districts set the length of inter-district agreements, while resident districts may not place limits on the length of the agreement. Inter-district agreements may be approved for more than one year, so long as the duration is consistent for all agreements.	Agreements will last through the highest grade of the current school, consistent with practice for PPS intra-district transfers.	Record duration of agreements in administrative directive.
Exception for student health, safety and welfare	Student health, safety and welfare is considered in the individual inter-district agreement request.	The new laws provide for exceptions in emergency circumstances. No additional guidance has been offered.	Changes in practice and policy will be drafted once more is known about this exception.	Revision needed to policy 4.10.040-P.

2013 Inter-District Transfer Enrollment and Lottery Data

Table One : 2013 Enrollment data for all PPS students, and the portion of those students who live in other districts and attend PPS schools*

2013 Enrollment	Race/Ethnicity					Special Program Status					
	African-American	Asian	Hispanic	Multi-racial	Native American	Pacific Islander	White	LEP	F/R Meals	TAG	Special Ed
All PPS (48,098)	11%	8%	16%	7%	1%	1%	56%	8%	45%	10%	14%
Non-residents in PPS* (855)	14%	12%	18%	10%	1%	1%	45%	19%	60%	7%	15%

Table Two: Students who applied for transfer in the 2013 PPS lottery and the portion who live in other districts

2013 Lottery Applicants**	Race/Ethnicity					Special Program Status					
	African-American	Asian	Hispanic	Multi-racial	Native American	Pacific Islander	White	LEP	F/R Meals	TAG	Special Ed
Total (2,910)	9%	7%	14%	8%	0%	0%	60%	6%	34%	12%	10%
Out of district students (158)	13%	9%	13%	5%	0%	0%	59%	28%	48%	3%	11%

Table Three: Students who were approved for transfer through the 2013 PPS lottery and the portion who live in other districts

2013 Lottery Approvals**	Race/Ethnicity					Special Program Status					
	African-American	Asian	Hispanic	Multi-racial	Native American	Pacific Islander	White	LEP	F/R Meals	TAG	Special Ed
Total (1,785)	10%	8%	17%	8%	0%	0%	56%	8%	40%	10%	10%
Out of district students (61)	13%	13%	13%	4%	0%	0%	57%	45%	62%	4%	13%

*Students who live in other districts and attend PPS focus option, alternative and neighborhood schools. Does not include students in charters and community-based programs and special service schools

** Lottery data for students who enrolled in PPS schools only. No data available for students who applied but did not enroll.

**Citizen Budget Review Committee of Portland Public Schools
Budget Review of the 2014/15 Budget**

What a difference a year can make. Instead of proposing budget cuts, this year's budget will begin to reinvest in and provide stability for our schools. With additional K-12 funding from the state and continuing support from the Local Option Levy, the Superintendent is proposing to add 30 new staff and, per the settlement between Portland Public Schools (PPS) and the Portland Association of Teachers (PAT), 150 additional teachers along with two additional instructional days for all students this school year. The 2014-15 Proposed Budget continues the district's investment in underserved populations through the Racial Educational Equity Policy, including two additional work days for professional development for teachers in Focus and Priority schools. With this budget, the Superintendent and Board of Education will be able to strategically invest in our kids without simultaneously cutting important programs.

Equity

We continue to appreciate district leadership in pursuing the objectives of the Racial Educational Equity Policy. That commitment is evidenced in the 2014-15 budget priorities. This Policy aims to support practices, decisions, and programs that will result in more equitable educational outcomes. We recognize that students of color, low-income students and English Language Learners face significant disparities within the district. Reducing those educational inequities ensures the district will continue advancing its commitment to the success of every student.

- The Equity staffing allocation will continue at 8% for a second year. PPS will distribute 4% of FTE for socio-economic status and 4% of FTE for historically underserved students. The CBRC strongly endorses the allocation of additional staff to address the opportunity gap.

In addition, the CBRC would like to acknowledge the following budget items as key to addressing the opportunity gap:

- Increase in diverse teaching staff to align with the goals of the Minority Teacher Act;
- Professional development to enhance culturally-responsive teaching practices and decision-making; and
- Expanded prevention strategies for addressing disproportionate discipline through Restorative Justice, changes to the student discipline handbook to align with more graduated, age-appropriate policies, and the addition of 1.0 FTE for a Discipline Coordinator to improve disciplinary outcomes.

This budget puts us intentionally on the path to improve outcomes for our historically underserved students, thereby improving outcomes for all students. We ask the Board to monitor the progress towards achieving these goals and to make findings transparent to the community.

Career and Technical Education

The CBRC is pleased to note that PPS will be investing in developing greater capacity around Career and Technical Education (CTE) by adding 1.0 FTE to the central office staff, but we would like to see even more investment. With this addition, PPS's entire CTE department will consist of only 2.0 FTE, leaving it understaffed. PPS' CTE programming was decimated during a generation of budget shortfalls, preventing equitable access to these offerings for many students. The real urgency is the immediate need to develop a critically needed district-wide CTE plan to support the long-term modernization of high schools. This effort to create a district-wide policy begins with the \$482 million

construction bond passed in 2012. We strongly encourage PPS to find ways to bolster the planning capacity beyond this additional 1.0 FTE to ensure that the new facilities conform to current best practices in CTE and are designed to accommodate equitable curricula across all high schools for many decades to come.

English as a Second Language

The English as a Second Language department serves roughly 4,000 students, 8.5% of the district population. PPS' continued investment in serving Emerging Bilingual students, beyond the funding provided by the state, demonstrates a commitment to serving all students. In addition, the district's work to come into compliance in the last two years after many years of non-compliance shows that the funding is being put to work appropriately.

However, district-wide outcomes for these students are still unacceptable.

- Only 25% of students who enter the ESL program are fully proficient after 5 years.¹
- Only 36% of emerging bilingual students are graduating high school.

We commend the English as a Second Language department staff for providing information about FTE allocations and new innovative curriculum programs to the CBRC. However, we request that the district identify its short-term and long-term goals and tie these goals to the budget. It should be obvious how the money being spent is helping to improve these student outcomes.

The CBRC has several additional areas on which it will comment as well.

Simplified, Easy to Understand District Budget and Departmental Budgets

For several years the CBRC has recommended that PPS work toward more transparency in the budget process, and to develop a more user-friendly budget available to the general public, a budget document that includes all projected sources of revenue as well as estimated expenditures. The CBRC recognizes there are requirements as to how a school district budget is to be presented, but we feel an investment in a condensed, more simple and easy-to-understand budget document may be greatly appreciated by the taxpayers who so generously support PPS. The CBRC suggests some of the additional funding available to the District be used to better inform taxpayers. As a part of this continuing request the CBRC requests budget by major Central Office departments.

The Impact of Common Core State Standards on Future PPS Budgets

PPS has adopted the Common Core State Standards. The CBRC would like to know what the costs are for the overall implementation of these standards, the associated Smarter Balanced assessments, and the resulting impact on future budgets. The CBRC would appreciate receiving a detailed budget presentation at the start of its 2014-15 term on the costs of the Common Core State Standards implementation, including Professional Development costs, aligning curriculum and ensuring all students have access to adequate computer technology and internet bandwidth to take the new assessment.

Linkage between Budgetary Allocations and Outcomes in the Achievement Compact

The CBRC would like PPS to prepare a report that clearly shows the linkage between budgetary allocations and the goals outlined in the achievement compact.

¹ <http://www.pps.k12.or.us/news/9023.htm>

Concluding Remarks

The CBRC joins with students, district staff, parents and Portland residents as we acknowledge the positive impact of increased funding available for the 2014-15 budget year. PPS is far from having sufficient funding to provide an adequate education for all of our students, let alone an outstanding education. However we want to ensure that current funds are spent in a way that improves educational outcomes for all students. The CBRC asks that the Board of Education keep a close eye on the impact of all of its funding decisions as the state's economy continues to slowly improve, and to keep in mind the financial requirements of funding decisions on future year's budgets and its reserve funds.

The CBRC respectfully submits this report to the PPS Board of Education.

Toya Fick, Co-Chair
Tom Fuller, Co-Chair
Raihana Ansary
Dick Cherry
Roger Kirchner
Scott McClain
Inger McDowell
Rita Moore
Harmony Quiroz
Betsy Salter
Patrick Stupfel.

**Citizen Budget Review Committee for Portland Public Schools
Local Option Levy Review 2013-2014**

The Citizen Budget Review Committee (CBRC) conducted a general review of Portland Public Schools (PPS) expenditures of the Local Option Levy (Levy) funds approved by voters in May 2011. Measure 26-122 mandates independent citizen oversight to ensure tax dollars are used for purposes approved by local voters.

The CBRC examined Levy data provided by PPS to determine the use of funds in the following areas:

- Maintaining teaching positions;
- Continuing improvements to support student achievement and great teachers and leaders for PPS; and
- Not utilizing Local Option Levy funding to pay for any District administrative costs.

The CBRC has the following comments:

- The CBRC finds in the fiscal year 2013-14, all Levy funds appear to have been spent as approved by voters. Spending of Levy revenue meets an acceptable level of fiscal prudence and accountability.
- With respect to the use of Levy funds for maintaining teaching positions, PPS estimates it will receive \$57,107,500 for the current year from Multnomah County with a smaller amount from Washington and Clackamas Counties. Based on the 2013-14 receipts and an average teacher cost of \$98,047, Levy funds will support approximately 582 teaching positions for the 2013-14 fiscal year. Funds from the levy help to lower and manage class sizes. However, Portland and Oregon remain below acceptable standards for student-teacher ratios, class size and instructional days when compared to other states.
- The CBRC believes that with the additional support provided by the Levy funds as described above, PPS is supporting student achievement and great teachers and leaders within the District.
- In prior years the CBRC has been unable to say with certainty that funds collected under the Levy have not been spent on administration costs as stated in the original Board resolution. Within its 2011-12 Levy Report, the CBRC requested the District establish a procedure for the 2013-14 fiscal year that provides the CBRC with a detailed accounting for the use of local option funds. District staff has developed a way to address the CBRC's request, and starting with the 2013-2014 fiscal year, it will follow a procedure adopted for the federal stimulus funds, and which was acceptable to the federal government. Levy funds will be tracked in a "sub-fund" within the General Fund and will only be used to pay teacher's salaries and benefits. The CBRC believes this solution will address its concerns for the 2013-14 fiscal year, and for the remaining period in which current Levy funds are collected from taxpayers. The CBRC recommends that the Board and PPS ensure that future levy and ballot language reflect accounting and tracking procedures that can be accommodated by PPS accounting systems.

Without the generous support of voters, we would have even larger class sizes and a shorter school year. The CBRC thanks the voters.

The CBRC respectfully submits this report to the PPS Board of Education:

Toya Fick, Co-Chair
Tom Fuller, Co-Chair
Raihana Ansary
Dick Cherry
Roger Kirchner
Scott McClain
Inger McDowell
Rita Moore
Harmony Quiroz
Betsy Salter
Patrick Stupfel.



Board of Education Staff Report to the Board

Board Meeting Date:
May 12, 2014

Executive Committee Lead:
C.J. Sylvester, Chief of School Modernization

Department:
Office of School Modernization

Presenter/Staff Lead:
C.J. Sylvester, Chief of School Modernization

SUBJECT: Staff Recommendation for Additional Criteria for Franklin, Grant and Roosevelt High Schools' Schematic Designs and Related Fiscal Impacts.

BACKGROUND

On November 18th 2013, the board approved Resolution No. 4840 "Authorizing Franklin, Grant, and Roosevelt Full Modernization Building Capacities as part of the 2012 Bond Program and Acknowledging Related Impact on the Program Reserve." This Resolution increased high school student design capacities as follows:

- Franklin High School: Common Areas for 1,700 students, Classrooms for 1,700 students.
- Grant High School: Common Areas for 1,700 students, Classrooms for 1,700 students.
- Roosevelt High School: Common Areas for 1,700 students, Classrooms for 1,350 students.

The Resolution further directed staff to master plan Roosevelt High School to include a subsequent phase to add future classrooms to bring total classroom capacity to the common area capacity.

As part of Resolution No. 4840, the Board of Education acknowledged the larger program area for these three high schools would be designed and constructed for not to exceed \$257 million prior to escalation, utilizing \$10 million from the capital bond program reserve to pay for this added project scope to accommodate increased student capacities.

On February 3, 2014, the Board approved Resolution No. 4871 "Adopting District Education Specifications for Comprehensive High Schools."

Since that time, extensive internal (Office of Schools, school leadership and teachers) and external (Design Advisory Groups and public workshops) stakeholder engagement (see Attachments A and B to this staff report) has resulted in additional student-driven values that can be expressed as metrics for determining additional classroom requirements than were previously identified and adopted for our comprehensive high schools.

These considerations include:

- students take an average of 7.6 credits /year (or 30.4 credits over high school career)
- assuming increased teacher workforce resulting in reduced student:teacher ratio, and

**Reviewed and Approved by
Executive Committee Lead**

- to the maximum extent feasible:
 - teachers work in no more than two classrooms
 - related subjects share classrooms
 - appropriate teacher planning periods are linked
 - additional variables for scheduling include unique equipment requirements (e.g. science and art), full-time instructors, and part-time instructors.

These additional criteria supplement the classroom *utilization* metric of 100% that continues to be applied as identified in the adopted education specification.

These additional criteria require the provision of a substantial number of additional classrooms. Additional classrooms further require additional, supplementary extended learning and teacher collaboration spaces. The impact over and above the previously adopted Master Plan classroom counts (for Franklin and Roosevelt High Schools) is as follows:

1. Franklin High School: Plus 12 classrooms and related supplementary spaces
2. Roosevelt High School: plus 3 classrooms and related supplementary spaces
3. Future Grant High School Full Modernization: Plus 12 classrooms and related supplementary spaces (Comprehensive High School Education Specification will be modified prior to start of Grant HS design to reflect this improved standard)

There have further been intensive value-engineering processes with the design teams and contractors as part of the schematic design phase that reflect current construction values. Program elements described in the comprehensive high school EdSpec remain intact. These analyses concluded with changes to materials, fit & finish as well as the requirement for additional funds.

With Board of Education concurrence, staff shall:

1. proceed with modified schematic designs for Franklin and Roosevelt High Schools, to include the increased scope noted above along with related budget increases for Franklin and Roosevelt High Schools,
 2. proceed with scope and budget increases for Grant High School that duplicate Franklin's, and
 3. develop and bring forward for Board adoption (late summer/fall) amendments to the Long Range Facility Plan student capacity model and Comprehensive High School Education Specification to include the identified additional criteria.
-

RELATED POLICIES / BOARD GOALS AND PRIORITIES

1. 8.80.010-P –High Performance Facility Design
2. Resolution No. 4608 (May 29, 2012) Resolution to Adopt the Superintendent's Recommended Update of the PPS Long Range Facilities Plan.
3. Board Resolution No. 4624 (July 9, 2012) Development of a General Obligation Bond Ballot Measure and Explanatory Statement for the November 6, 2012 Election

4. Resolution No. 4800 (September 9, 2013) Resolution to Adopt the Educational Facility Vision as part of the District-wide Educational Specifications.
 5. Resolution No. 4840 (November 18, 2013) Resolution authorizing Franklin, Grant and Roosevelt High School Full Modernization Building Capacities as Part of the 2012 Capital Bond Program and Acknowledging Related Impact on the Bond Program Reserve.
 6. Resolution No. 4852 (December 16, 2013) Resolution Authorizing Roosevelt High School Full Modernization Master Plan as Part of the 2012 Capital Bond Program
 7. Resolution No. 4853 (December 16, 2013) Resolution Authorizing Franklin High School Full Modernization Master Plan as Part of the 2012 Capital Bond Program
 8. Resolution No. 4871 (February 3) Resolution to Adopt District Education Specifications for Comprehensive High Schools
-

PROCESS / COMMUNITY ENGAGEMENT

In December 2011 the Superintendent convened a 36 member Long-Range Facility Plan Advisory Committee to recommend a 10-year Long-Range Facility Plan (Plan). The committee represented a broad cross-section of the community including representatives of parents, students, PAT, PTA, unions, business interests, design and construction professionals, and neighborhood associations. The Committee held a total of 9 meetings as a whole and 5 subcommittee meetings. The Board ultimately adopted the Plan on May 29, 2012.

Further, PPS staff provided a series of opportunities for community members to engage between January and March of 2012 in Buildings & Learning 101 sessions held across the district. There were also topic specific, expert panel discussions on seismic, universal access and historic issues.

The Superintendent convened a Bond Development Committee (BDC) of about 24 people in May 2012. This group again represented a broad cross-section of the community and included a number of plan Committee members who were committed to pursuing implementation of Plan capital recommendations. Ultimately, four (4) potential ballot measure options were presented for discussion purposes at three district-wide public workshops in May 2012.

The Board of Education then reviewed the community developed options and held public hearings in June and July of 2012 finalizing the capital bond ballot measure and explanatory statement in August 2012.

PPS voters supported the capital bond ballot measure with 66% majority in November 2012.

The Education Specification process began with the assistance of a 32 member Executive Advisory Committee that helped develop a community engagement process for the entire project. The project team engaged 16 groups and organizations in the spring of 2013. Key themes from these conversations were developed for the Facilities Vision Summit on May 28, 2013 and presented to attendees representing participants in the community conversations. The Board of Education adopted the Education Facilities Vision on September 9, 2013.

The extensive stakeholder engagement and public interaction processes for the Franklin and Roosevelt High Schools' designs are provided as Attachments A and B to this Staff Report.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Policy Goal A: "The District shall provide every student with equitable access to high quality and culturally relevant...facilities even when this means differentiating resources to accomplish this goal."

Policy Goal F: "The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally specific expertise—including governmental agencies, non-profit organizations, businesses, and the community in general—in meeting our educational outcomes."

One criteria for identifying 2012 high school bond projects included the use of free and reduced lunch percentages. Franklin = 55% Roosevelt = 75%

BUDGET / RESOURCE IMPLICATIONS

In November, 2013 the Board revised the conceptual cost estimates for Franklin, Grant and Roosevelt High Schools from \$247M to \$257M to accommodate required, additional capacity.

At this time staff is proposing use of bond assets in the following way:

1. Revise the cost estimates for Franklin, Grant and Roosevelt High Schools from \$257M to \$293M, prior to escalation. This is necessary in order to:
 - a. further support students taking more courses,
 - b. improve the student:teacher ratio,
 - c. reduce the number and types of potential conflicts associated with teachers sharing classrooms, and
 - d. supplement high school construction budgets as required based on schematic design value engineering processes.
2. In 2016, staff will revisit with the Board bond dollars available through bond sale premium(s) and remaining bond reserves to schedule the summer improvement work from 2017-2020
3. Charts below specify the use of bond program budget for modernization of the three high schools as well as program source of funds. Project-level contingencies remain intact.

Combined RHS/FHS/GHS Budget Uses (in Millions)	
Original Project Scope	\$230
Program Management	\$17
FHS Track	\$1
Increase HS Capacity (1700)	\$10
Value Engineering	\$18
Additional Criteria	\$18
	\$294

HS Budget Sources (in Millions)	
Original Bond Allocation	\$230
Program Management	\$17
COO Contingency	\$1
BOE Reserve	\$10
IP Projects	\$22
Escalation *	\$14
	\$294

* Using escalation dollars for scope change as opposed to inflation

Moving forward in this manner carries some risk. These risks include:

- Use of program escalation dollars to fund increases in high school project scopes. This reduces the overall program's buying power in future years. The Bond Accountability Committee and Performance Auditors will find us in non-compliance with our own Program Management Plan for use of escalation dollars to fund scope increases.
- Use of future summer improvement project dollars to fund increases in high school project scopes. If bond reserves and bond sale premium(s) do not stay intact, the scopes of work for IP 2016-2020 will be negatively impacted.
- Additional requirements this late in schematic design may impact Franklin and Roosevelt high school completion schedules.
- Changes in the contracting environment. FHS and RHS projects won't set their construction guaranteed maximum price (GMP) objectives until Fall 2014 and Grant not until late 2016. If the majority of program reserves, escalation and other bond project funds have already been allocated, the District incurs risk of not having enough in program fund reserve to solve future unknowns.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Franklin High School schematic design will be presented to the Board in May for review and June for approval, followed by presentation in June of Roosevelt High School schematic design for review and approval.

ATTACHMENTS

- A. Franklin High Schools' Stakeholder Engagements
- B. Roosevelt High Schools' Stakeholder Engagements
- C. Resolution

RESOLUTION No. XXXX

Directing Amendments to the Long Range Facility Plan Student Capacity Model and Related Comprehensive High School Education Specifications to Include Additional Criteria

RECITALS

- A. On November 18th 2013 the Board approved Resolution No. 4840 "Authorizing Franklin, Grant and Roosevelt Full Modernization Building Capacities as part of the 2012 Bond Program and Acknowledging Related Impact on the Program Reserve":
- B. The Resolution increased high school student design capacities for Franklin, Grant, and Roosevelt high schools.
- C. The Resolution further directed staff to master plan Roosevelt High School to include a subsequent phase to add future classrooms to bring total classroom capacity to the common area capacity
- D. On February 3, 2014, the Board approved Resolution No. 4871 "Adopting District Education Specifications for Comprehensive High Schools."
- E. Extensive internal and external stakeholder engagement has resulted in additional student-driven values that can be expressed as metrics for determining additional classroom requirements than were previously identified and adopted for our comprehensive high schools.
- F. These additional criteria include increasing the number of credit options available to students, decreasing the student:teacher ratio, and improving scheduling options to reduce impact on teachers.
- G. These additional criteria supplement the classroom *utilization* metric of 100% that continues to be applied as identified in the adopted education specification.
- H. These additional criteria require the provision of a substantial number of additional classrooms.
- I. Additional classrooms further require additional supplementary extended learning and teacher collaboration spaces.

RESOLUTION

- 1. The Board directs staff to develop and bring forward for Board adoption amendments to the Long Range Facility Plan student capacity model and related Comprehensive High School Education Specifications to include the identified additional criteria.

C. Sylvester



PPS SCHOOL BUILDING IMPROVEMENT BOND

Franklin High School Modernization Bond Update: Cluster Schools &
Community Outreach & Engagement Meetings/Events

May 07, 2014

Teachers / Staff / Students

- Oct. 29, 2013 - FHS Faculty/Admin - Master Planning
- Oct. 31, 2013 - FHS Students/Faculty – Master Planning
- Jan. 6, 2014 – Schematic Design w/FHS Staff
- Jan. 15, 2014 – Schematic Design Update w/FHS Staff
- March 17, 2014 - FHS Staff Update
- March 20, 2014 - FHS Student Workshop

Internal / Operations Stakeholders

- Oct. 31, 2013 - Maintenance
- Oct. 31, 2013 - Transportation
- Feb. 11, 2014 - Grounds Maintenance
- Feb. 11, 2014 - Transportation
- Feb. 11, 2014 - Safety and Security
- Feb. 11, 2014 - IT
- Feb. 21, 2014 - Nutrition Services/Cafeteria

Community

- June 10, 2013 – DAG Meeting
- July 25, 2013 – DAG Meeting
- Aug. 5, 2013 – DAG Meeting
- Aug. 19, 2013 – DAG Meeting
- Sept. 9, 2013 - Community Design Workshop 1
- Sept. 11, 2013 – DAG Meeting
- Oct. 2, 2013 – DAG Meeting
- Oct. 9, 2013 - PTSA
- Oct. 9, 2013 - Latin Parent Night
- Oct. 26, 2013 - Community Design Workshop 2
- Nov. 5, 2013 – DAG Meeting
- Nov. 20, 2013 - Open-house (FHS Campus)
- April 30, 2014 – DAG Meeting
- May 6, 2014 - Neighborhood Meeting
- May 8, 2014 – DAG Meeting
- May 8, 2014 - Community Open House



Other Stakeholders

- Feb. 19, 2014 - Partners-SUN, Step-up, SBHC

PPS Board Meetings

- Dec. 2, 2013 – PPS Board Meeting
- Dec. 16, 2013 – PPS Board Meeting

FHS Focus Group Mtgs

- Jan. 14, 2014 - Administration
- Jan. 14, 2014 - SPED
- Jan. 15, 2014 - Counsel
- Jan. 16, 2014 - Media Center
- Jan. 16, 2014 - Science
- Jan. 17, 2014 - Student Body
- Jan. 21, 2014 - CTE – Woods/Metal Shops
- Jan. 22, 2014 - General Ed Classrooms
- Jan. 26, 2014 - Athletics/Coaches/PE
- Jan. 26, 2014 - Fine Arts and Performance
- Feb. 6, 2014 - Foods Classroom (Culinary Arts)
- Feb. 12, 2014 - PTSA

Bond Update/ Passive Presence at Cluster /Community Meetings

- August 21, 2013- Say Hey: Diversity in Partnership, 300+ attendees
- September 5, 2013- APANO Board Reception, 25 attendees
- September 8, 2013 – Our Portland, Our Schools, 10 people
- September 19, 2013 – Creston Back To School Night, 100+
- September 19, 2013 – Sunnyside Back To School Night, 100+
- September 20, 2013 – Bridger Latino Group, 10 people, 100+
- September 23, 2013 – Mt. Tabor Back To School Night, 100+
- September 24, 2014 – Atkinson Open House, 100+
- September 24, 2014 – Franklin HS Back To School Night, 200+
- September 25, 2014 – Bridger Back To School Night, 100+
- September 26, 2013 – Glencoe Back To School Night, 100+
- September 26, 2013 – Arleta Back To School Night, 100+
- October 4, 2013 – Franklin vs. Jefferson Football Game
- October 7, 2013 – Glencoe Principal Coffee & PTA Meeting, 50+
- October 8, 2013 – Creston PTA Meeting, 20 people



- October 9, 2013 – Latino Parent Night, 10 people
- October 15, 2013 – FHS Partners Meeting, 15 people
- October 15, 2013 – Office of Neighborhoods: Diversity Civic Leadership Committee, 10 people
- October 29, 2013 – FHS Partners Meeting, 15 people
- November 12, 2013 – FHS Partners Meeting, 15 people
- November 20, 2013 – Franklin Open House, 100+
- December 3, 2013 – Kelly Vietnamese/Chinese Tea Parent Meeting, 5 people
- December 5, 2013 – Kelly Russian Coffee Parent Meeting, 15
- December 5, 2013 – Discover Franklin 8th Grade Event, 100+
- December 12, 2013 – Office of Neighborhood Coalition Directors Mtg, 10 people
- December 17, 2013 – Kelly Spanish Café Parent Meeting, 20+
- December 19, 2013 – 5th Grade Presentation: How To Think Like An Architect, 60 people
- January 11, 2014 – Franklin/Grant: Marshall Campus Preview, 400 people
- February 12, 2014 – Mt. Tabor 5th Information Night, 200+
- February 25, 2013 – Franklin Career Construction Day, 80 students
- February 26, 2014 – Black Parent Initiative Reception, 30 people
- March 1, 2014 – Student/Family Latino Conference, 350+ people
- March 19, 2014 – Asian Pacific American Chamber of Commerce Event, 100+ attendees
- April 3, 2014 – Brentwood-Darlington Neighborhood Association Meeting, 25 people
- April 16, 2014 – NAYA Early College Academy Event, 200+ attendees
- April 17, 2014 – Asian Reporter Foundation, 200+ attendees
- April 19, 2014 – Oregon League of Conservation Voters, 400+ attendees
- May 1, 2014 – APANO-Voces of Celebration Event, 200+ attendees



PORTLAND PUBLIC SCHOOLS

ROOSEVELT STAKEHOLDER MEETING DATES

as of May 8, 2014 (Upcoming Dates)

The following is a list of meetings with various Roosevelt Stakeholders. Pre-Design meetings occurred in May – August. Master Planning meetings occurred August – December. Schematic Design meetings occurred January – Present.

RHS Administration

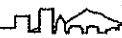
- May 13, 2013 – Facilities walkthrough w/ Greg Neuman, Bryan Booze, Joe Keenon
- June 25, 2013 – Meeting w/ Roosevelt Admin
- September 11, 2013 – Admin Update
- September – January 2013 - Wednesday AM Calls w/ Vice Principal
- October 9, 2013 – Prep for Staff Meeting
- November 6, 2013 – Pre-DAG Check-In.
- December 2, 2013 – Enhanced Elective Review
- December 13 – RHS Curriculum Scheduling
- December 9, 2013 – Prep for Teacher Meeting
- January 16, 2014 – RHS Curriculum Scheduling
- January 21, 2014 – Admin Update
- February 4, 2014 – Admin Update
- February 11, 2014 – Admin Update
- February 18, 2014 – Admin Update
- February 21, 2014 – Planning Meeting
- February 25, 2014 – Admin Update
- February 27, 2014 – Admin Update
- March 4, 2014 – Admin Update
- March 11, 2014 – Admin Update
- March 18, 2014 – Admin Update
- March 25, 2014 – Admin Update
- April 8, 2014 – Admin Update
- April 15, 2014 – Admin Update
- April 22, 2014 – Admin Update

Students

- October 8, 2013 – After-School Student Meeting
- October 23, 2013 – Master Planning Classroom Workshops
- May 22, 2014 – Junior Class Design Academy Reunion / Student Input Session

Teachers / Staff

- October 10, 2013 – RHS Staff Meeting (After school)
- October 16, 2013 – Briefings at Teacher Staff Meetings



- December 4, 2013 – Master Planning Meeting #1
- December 9, 2013 – Master Planning Meeting #2
- December 12, 2013 – Project Manager Teacher Office Hours @ RHS
- December 11, 2013 – Master Planning Meeting #3
- December 19, 2013 – Master Planning Meeting #4
- February 14, 2014 – Theater Meeting
- February 19, 2014 – Athletics Department
- February 21, 2014 – Writing / Publishing Center
- February 26, 2014 – College Partnership Center
- February 26, 2014 – Counseling Department
- February 26, 2014 – Athletics Department
- March 7, 2014 – Central Admin
- March 19, 2014 – Teaching Staff Design Review
- May 12, 2014 – Counseling Department
- May 12, 2014 – SUN School Programs
- May 12, 2014 – Theater & Performing Arts
- May 15, 2014 – Athletics Department
- May 19, 2014 – Staff CTE Focus Group: Writing & Publishing
- May 19, 2014 – Staff CTE Focus Group: STEM Lab

Community

- June 13, 2013 - RHS DAG Meeting #1
- July 11, 2013 – RHS DAG Meeting #2
- August 22, 2013 – RHS DAG Meeting #3
- September 4, 2013 – RHS DAG Meeting #4
- September 19, 2013 – RHS DAG Meeting #5
- September 21, 2013 – RHS MP Workshop #1
- October 3, 2013 – RHS DAG Meeting #6
- October 17, 2013 – RHS DAG Meeting #7
- October 19, 2013 – RHS MP Workshop #2
- November 6, 2013 – RHS DAG Meeting #8
- November 19, 2013 – RHS MP Open House
- January 16, 2014 – RHS DAG Meeting #9
- January 30, 2014 – RHS DAG Meeting #10
- February 13, 2014 – RHS DAG Meeting #11
- February 27, 2014 – RHS DAG Meeting #12
- February 22, 2014 – RHS SD Workshop #1
- March 15, 2014 – RHS SD Workshop #2
- April 3, 2014 – RHS SD Open House



- May 1, 2014 – RHS DAG Meeting #13

Other Stakeholders Groups

- June 12, 2013 – Meeting w/ Student & Advisor from Momentum Alliance
- August 28, 2013 – RHS Family BBQ
- September 3, 2013 – The Gathering
- September 4, 2013 – Meeting w/ RCIC
- September 7, 2013 – St. John's Farmers Market
- September 10, 2013 – Meeting North Portland Business Association at UP
- September 18, 2013 – RHS Back to School Night
- September 26, 2013 – RHS Alumni Dinner
- October 10, 2013 – RHS vs. FHS Football Game
- October 16, 2013 – PTSA Meeting
- December 3, 2013 – The Gathering
- January 6, 2013 – North Portland Neighborhood Services
- January 13, 2013 – St. John's Neighborhood Association
- January 17, 2013 – Oregon Food Bank / Food Pantry Meeting
- January 21, 2013 – RHS Partners Meeting
- January 25, 2014 – North Portland-St. John's Winter Social
- January 27, 2014 – University Park Neighborhood Association
- January 28, 2014 – 8th Grade Info Night
- January 29, 2014 – Coffee w/ Dennis Phillips
- February 18, 2014 – RHS Partners Meeting
- February 20, 2014 – Meeting w/ RHS Alumni
- March 1, 2014 – Latino Parent / Student Conference
- March 21, 2014 – Meeting at New Columbia Community Education Center
- May 12, 2014 – Multnomah Health Clinic
- May 14, 2014 – Albina Head Start
- May 20, 2014 – Woodlawn PTA
- May 30, 2014 – Chief Joseph PTA
- June 6, 2014 – Ockley Green PTA

Internal / Operations Stakeholders

- September 18, 2013 – RHS/FHS Sustainability Meeting
- October 8, 2013 – Transportation
- October 8, 2013 – Nutrition Services
- October 10, 2013 – IT / Maintenance / Project Mgmt
- October 14, 2013 – RHS Sustainability Workshop
- October 25, 2013 – Stormwater / Landscape
- November 7, 2013 – RHS Project Update #1



- January 30, 2014 – RHS Project Update #2
- February 14, 2014 – Security & Access Control
- February 18, 2014 – Nutrition Services
- February 20, 2014 – Maintenance & Facilities
- February 21, 2014 – IT / Library / Multimedia Services
- February 25, 2014 – Transportation & Grounds
- February 27, 2014 – RHS Project Update #3
- April 24, 2014 – RHS Project Update #4
- May 8, 2014 – RHS Project Update #5
- May 15, 2014 – Nutrition Services
- May 22, 2014 – RHS Project Update #6

Tours

- August 14, 2013 – Seattle Schools Tour w/ DAGs
- October 9, 2013 – West Linn HS Tour
- October 24, 2013 – Skyview HS Tour
- January 27, 2014 – ADX Tour
- January 27, 2014 – Benson Tour
- January 31, 2014 – Tour of PCC: Rock Creek
- February 5, 2014 – Tour of Center for Advanced Learning
- April 16, 2014 – Tour of OMSI Workshop
- April 28, 2014 – RHS Staff Tour of ADX
- May 1, 2014 – Seattle Schools Tour w/ John Wilhelmi & Elisa Schorr
- May 7, 2014 – Heritage HS Tour
- May 14, 2014 – Evergreen HS Tour

Surveys

- October 3, 2013 - Pre-Design Teacher Survey
- January 16, 2014 - Transportation Mode Survey
- February 19, 2014 - Classroom / Building User Survey

Bond Update/ Passive Presence at Cluster / North Portland Community Meetings

- September 4, 2013 – Sitton Junta de Padre
- September 8, 2013 – Our Portland, Our Schools
- September 13, 2013 – James John BBQ
- September 17, 2013 – St. John's Boosters
- September 13, 2013 – Sitton PTA Meeting
- September 13, 2013 – Peninsula Back to School Night
- September 13, 2013 – Chavez Back to School Night



- September 26, 2013 – Rosa Parks Back to School Night
- September 26, 2013 – Sitton PTA Meeting
- October 15, 2013 – St. John's Boosters
- October 16, 2013 – Sitton PTA Meeting
- November 5, 2013 – Community Coffee w/ RHS Principal
- November 5, 2013 – RHS Partners Meeting
- November 6, 2013 - Sitton Junta de Padre
- November 7, 2013 – Kenton Business Association
- November 18, 2013 – St. John's Neighborhood Association
- November 19, 2013 – RHS Partners Meeting
- November 19, 2013 – St. John's Booster
- November 20, 2013 – RHS PTA Meeting
- December 3, 2013 – Community Coffee w/ RHS Principal
- December 17, 2013 – RHS Partners Meeting
- December 17, 2013 – St. John's Booster
- December 18, 2013 – RHS PTA Meeting
- January 7, 2014 - Community Coffee w/ RHS Principal
- January 7, 2014 - RHS Partners Meeting
- January 13, 2014- St. Johns Neighborhood Association
- January 15, 2014 - RHS PTA Meeting
- January 15, 2014 - Sitton PTA Meeting
- January 21, 2014 - St. John's Boosters
- January 22, 2014 - North Portland PSAC Meeting
- January 29, 2014 - Sitton Open House
- January 29, 2014 - Chavez Open House
- January 30, 2014 – James John Open House
- January 31, 2014- Cesar Chavez Community Coffee
- February 4, 2014 - Community Coffee w/ RHS Principal
- February 4, 2014 - RHS Partners Meeting
- February 19, 2014 – RHS PTA
- March 4, 2014- Community Coffee w/ RHS Principal
- March 4, 2014 - RHS Partners Mtg
- March 4, 2014 - Community Coffee w/ RHS Principal
- March 4, 2014 - RHS Partners Meeting
- March 10, 2014 – St. Johns Neighborhood Association Meeting
- March 19, 2014 – Roosevelt African American Family Night
- March 19, 014 – Asian Pacific American Chamber of Commerce Event
- April 1, 2014 - RHS Partners Meeting
- April 3, 2014 – Kenton Business Association
- April 14, 2014 – St. Johns Neighborhood Association Meeting



- April 16, 2014 – NAYA Early College Academy Event
- April 17, 2014 – Asian Reporter Foundation
- April 19, 2014 – Oregon League of Conservation Voters
- April 24, 2014 – Northeast Coalition of Neighborhoods Schools Committee
- May 1, 2014 – APANO-Voices of Celebration Event
- May 6, 2014 – James John PTA Meeting

DRAFT



PPS SCHOOL BUILDING IMPROVEMENT BOND

Franklin High School Modernization Bond Update: Cluster Schools &
Community Outreach & Engagement Meetings/Events

May 07, 2014

Teachers / Staff / Students

- Oct. 29, 2013 - FHS Faculty/Admin - Master Planning
- Oct. 31, 2013 - FHS Students/Faculty – Master Planning
- Jan. 6, 2014 – Schematic Design w/FHS Staff
- Jan. 15, 2014 – Schematic Design Update w/FHS Staff
- March 17, 2014 - FHS Staff Update
- March 20, 2014 - FHS Student Workshop

Internal / Operations Stakeholders

- Oct. 31, 2013 - Maintenance
- Oct. 31, 2013 - Transportation
- Feb. 11, 2014 - Grounds Maintenance
- Feb. 11, 2014 - Transportation
- Feb. 11, 2014 - Safety and Security
- Feb. 11, 2014 - IT
- Feb. 21, 2014 - Nutrition Services/Cafeteria

Community

- June 10, 2013 – DAG Meeting
- July 25, 2013 – DAG Meeting
- Aug. 5, 2013 – DAG Meeting
- Aug. 19, 2013 – DAG Meeting
- Sept. 9, 2013 - Community Design Workshop 1
- Sept. 11, 2013 – DAG Meeting
- Oct. 2, 2013 – DAG Meeting
- Oct. 9, 2013 - PTSA
- Oct. 9, 2013 - Latin Parent Night
- Oct. 26, 2013 - Community Design Workshop 2
- Nov. 5, 2013 – DAG Meeting
- Nov. 20, 2013 - Open-house (FHS Campus)
- April 30, 2014 – DAG Meeting
- May 6, 2014 - Neighborhood Meeting
- May 8, 2014 – DAG Meeting
- May 8, 2014 - Community Open House



Other Stakeholders

- Feb. 19, 2014 - Partners-SUN, Step-up, SBHC

PPS Board Meetings

- Dec. 2, 2013 – PPS Board Meeting
- Dec. 16, 2013 – PPS Board Meeting

FHS Focus Group Mtgs

- Jan. 14, 2014 - Administration
- Jan. 14, 2014 - SPED
- Jan. 15, 2014 - Counsel
- Jan. 16, 2014 - Media Center
- Jan. 16, 2014 - Science
- Jan. 17, 2014 - Student Body
- Jan. 21, 2014 - CTE – Woods/Metal Shops
- Jan. 22, 2014 - General Ed Classrooms
- Jan. 26, 2014 - Athletics/Coaches/PE
- Jan. 26, 2014 - Fine Arts and Performance
- Feb. 6, 2014 - Foods Classroom (Culinary Arts)
- Feb. 12, 2014 - PTSA

Bond Update/ Passive Presence at Cluster /Community Meetings

- August 21, 2013- Say Hey: Diversity in Partnership, 300+ attendees
- September 5, 2013- APANO Board Reception, 25 attendees
- September 8, 2013 – Our Portland, Our Schools, 10 people
- September 19, 2013 – Creston Back To School Night, 100+
- September 19, 2013 – Sunnyside Back To School Night, 100+
- September 20, 2013 – Bridger Latino Group, 10 people, 100+
- September 23, 2013 – Mt. Tabor Back To School Night, 100+
- September 24, 2014 – Atkinson Open House, 100+
- September 24, 2014 – Franklin HS Back To School Night, 200+
- September 25, 2014 – Bridger Back To School Night, 100+
- September 26, 2013 – Glencoe Back To School Night, 100+
- September 26, 2013 – Arleta Back To School Night, 100+
- October 4, 2013 – Franklin vs. Jefferson Football Game
- October 7, 2013 – Glencoe Principal Coffee & PTA Meeting, 50+
- October 8, 2013 – Creston PTA Meeting, 20 people



- October 9, 2013 – Latino Parent Night, 10 people
- October 15, 2013 – FHS Partners Meeting, 15 people
- October 15, 2013 – Office of Neighborhoods: Diversity Civic Leadership Committee, 10 people
- October 29, 2013 – FHS Partners Meeting, 15 people
- November 12, 2013 – FHS Partners Meeting, 15 people
- November 20, 2013 – Franklin Open House, 100+
- December 3, 2013 – Kelly Vietnamese/Chinese Tea Parent Meeting, 5 people
- December 5, 2013 – Kelly Russian Coffee Parent Meeting, 15
- December 5, 2013 – Discover Franklin 8th Grade Event, 100+
- December 12, 2013 – Office of Neighborhood Coalition Directors Mtg, 10 people
- December 17, 2013 – Kelly Spanish Café Parent Meeting, 20+
- December 19, 2013 – 5th Grade Presentation: How To Think Like An Architect, 60 people
- January 11, 2014 – Franklin/Grant: Marshall Campus Preview, 400 people
- February 12, 2014 – Mt. Tabor 5th Information Night, 200+
- February 25, 2013 – Franklin Career Construction Day, 80 students
- February 26, 2014 – Black Parent Initiative Reception, 30 people
- March 1, 2014 – Student/Family Latino Conference, 350+ people
- March 19, 2014 – Asian Pacific American Chamber of Commerce Event, 100+ attendees
- April 3, 2014 – Brentwood-Darlington Neighborhood Association Meeting, 25 people
- April 16, 2014 – NAYA Early College Academy Event, 200+ attendees
- April 17, 2014 – Asian Reporter Foundation, 200+ attendees
- April 19, 2014 – Oregon League of Conservation Voters, 400+ attendees
- May 1, 2014 – APANO-Voices of Celebration Event, 200+ attendees



ROOSEVELT STAKEHOLDER MEETING DATES

as of May 8, 2014 (Upcoming Dates)

The following is a list of meetings with various Roosevelt Stakeholders. Pre-Design meetings occurred in May – August. Master Planning meetings occurred August – December. Schematic Design meetings occurred January – Present.

RHS Administration

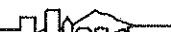
- May 13, 2013 – Facilities walkthrough w/ Greg Neuman, Bryan Booze, Joe Keenon
- June 25, 2013 – Meeting w/ Roosevelt Admin
- September 11, 2013 – Admin Update
- September – January 2013 - Wednesday AM Calls w/ Vice Principal
- October 9, 2013 – Prep for Staff Meeting
- November 6, 2013 – Pre-DAG Check-In
- December 2, 2013 – Enhanced Elective Review
- December 13 – RHS Curriculum Scheduling
- December 9, 2013 – Prep for Teacher Meeting
- January 16, 2014 – RHS Curriculum Scheduling
- January 21, 2014 – Admin Update
- February 4, 2014 – Admin Update
- February 11, 2014 – Admin Update
- February 18, 2014 – Admin Update
- February 21, 2014 – Planning Meeting
- February 25, 2014 – Admin Update
- February 27, 2014 – Admin Update
- March 4, 2014 – Admin Update
- March 11, 2014 – Admin Update
- March 18, 2014 – Admin Update
- March 25, 2014 – Admin Update
- April 8, 2014 – Admin Update
- April 15, 2014 – Admin Update
- April 22, 2014 – Admin Update

Students

- October 8, 2013 – After-School Student Meeting
- October 23, 2013 – Master Planning Classroom Workshops
- May 22, 2014 – Junior Class Design Academy Reunion / Student Input Session

Teachers / Staff

- October 10, 2013 – RHS Staff Meeting (After school)
- October 16, 2013 – Briefings at Teacher Staff Meetings



- December 4, 2013 – Master Planning Meeting #1
- December 9, 2013 – Master Planning Meeting #2
- December 12, 2013 – Project Manager Teacher Office Hours @ RHS
- December 11, 2013 – Master Planning Meeting #3
- December 19, 2013 – Master Planning Meeting #4
- February 14, 2014 – Theater Meeting
- February 19, 2014 – Athletics Department
- February 21, 2014 – Writing / Publishing Center
- February 26, 2014 – College Partnership Center
- February 26, 2014 – Counseling Department
- February 26, 2014 – Athletics Department
- March 7, 2014 – Central Admin
- March 19, 2014 – Teaching Staff Design Review
- May 12, 2014 – Counseling Department
- May 12, 2014 – SUN School Programs
- May 12, 2014 – Theater & Performing Arts
- May 15, 2014 – Athletics Department
- May 19, 2014 – Staff CTE Focus Group: Writing & Publishing
- May 19, 2014 – Staff CTE Focus Group: STEMLab

Community

- June 13, 2013 - RHS DAG Meeting #1
- July 11, 2013 – RHS DAG Meeting #2
- August 22, 2013 – RHS DAG Meeting #3
- September 4, 2013 – RHS DAG Meeting #4
- September 19, 2013 – RHS DAG Meeting #5
- September 21, 2013 – RHS MP Workshop #1
- October 3, 2013 – RHS DAG Meeting #6
- October 17, 2013 – RHS DAG Meeting #7
- October 19, 2013 – RHS MP Workshop #2
- November 6, 2013 – RHS DAG Meeting #8
- November 19, 2013 – RHS MP Open House
- January 16, 2014 – RHS DAG Meeting #9
- January 30, 2014 – RHS DAG Meeting #10
- February 13, 2014 – RHS DAG Meeting #11
- February 27, 2014 – RHS DAG Meeting #12
- February 22, 2014 – RHS SD Workshop #1
- March 15, 2014 – RHS SD Workshop #2
- April 3, 2014 – RHS SD Open House



- May 1, 2014 – RHS DAG Meeting #13

Other Stakeholders Groups

- June 12, 2013 – Meeting w/ Student & Advisor from Momentum Alliance
- August 28, 2013 – RHS Family BBQ
- September 3, 2013 – The Gathering
- September 4, 2013 – Meeting w/ RCIC
- September 7, 2013 – St. John's Farmers Market
- September 10, 2013 – Meeting North Portland Business Association at UP
- September 18, 2013 – RHS Back to School Night
- September 26, 2013 – RHS Alumni Dinner
- October 10, 2013 – RHS vs. FHS Football Game
- October 16, 2013 – PTSA Meeting
- December 3, 2013 – The Gathering
- January 6, 2013 – North Portland Neighborhood Services
- January 13, 2013 – St. John's Neighborhood Association
- January 17, 2013 – Oregon Food Bank / Food Pantry Meeting
- January 21, 2013 – RHS Partners Meeting
- January 25, 2014 – North Portland-St. John's Winter Social
- January 27, 2014 – University Park Neighborhood Association
- January 28, 2014 – 8th Grade Info Night
- January 29, 2014 – Coffee w/ Dennis Phillips
- February 18, 2014 – RHS Partners Meeting
- February 20, 2014 – Meeting w/ RHS Alumni
- March 1, 2014 – Latino Parent / Student Conference
- March 21, 2014 – Meeting at New Columbia Community Education Center
- May 12, 2014 – Multnomah Health Clinic
- May 14, 2014 – Albina Head Start
- May 20, 2014 – Woodlawn PTA
- May 30, 2014 – Chief Joseph PTA
- June 6, 2014 – Ockley Green PTA

Internal / Operations Stakeholders

- September 18, 2013 – RHS/FHS Sustainability Meeting
- October 8, 2013 – Transportation
- October 8, 2013 – Nutrition Services
- October 10, 2013 – IT / Maintenance / Project Mgmt
- October 14, 2013 – RHS Sustainability Workshop
- October 25, 2013 – Stormwater / Landscape
- November 7, 2013 – RHS Project Update #1



- January 30, 2014 – RHS Project Update #2
- February 14, 2014 – Security & Access Control
- February 18, 2014 – Nutrition Services
- February 20, 2014 – Maintenance & Facilities
- February 21, 2014 – IT / Library / Multimedia Services
- February 25, 2014 – Transportation & Grounds
- February 27, 2014 – RHS Project Update #3
- April 24, 2014 – RHS Project Update #4
- May 8, 2014 – RHS Project Update #5
- May 15, 2014 – Nutrition Services
- May 22, 2014 – RHS Project Update #6

Tours

- August 14, 2013 – Seattle Schools Tour w/ DAGs
- October 9, 2013 – West Linn HS Tour
- October 24, 2013 – Skyview HS Tour
- January 27, 2014 – ADX Tour
- January 27, 2014 – Benson Tour
- January 31, 2014 – Tour of PCC: Rock Creek
- February 5, 2014 – Tour of Center for Advanced Learning
- April 16, 2014 – Tour of OMSI Workshop
- April 28, 2014 – RHS Staff Tour of ADX
- May 1, 2014 – Seattle Schools Tour w/ John Wilhelmi & Elisa Schorr
- May 7, 2014 – Heritage HS Tour
- May 14, 2014 – Evergreen HS Tour

Surveys

- October 3, 2013 - Pre-Design Teacher Survey
- January 16, 2014 - Transportation Mode Survey
- February 19, 2014 - Classroom / Building User Survey

Bond Update/ Passive Presence at Cluster / North Portland Community Meetings

- September 4, 2013 – Sitton Junta de Padre
- September 8, 2013 – Our Portland, Our Schools
- September 13, 2013 – James John BBQ
- September 17, 2013 – St. John's Boosters
- September 13, 2013 – Sitton PTA Meeting
- September 13, 2013 – Peninsula Back to School Night
- September 13, 2013 – Chavez Back to School Night



- September 26, 2013 – Rosa Parks Back to School Night
- September 26, 2013 – Sitton PTA Meeting
- October 15, 2013 – St. John's Boosters
- October 16, 2013 – Sitton PTA Meeting
- November 5, 2013 – Community Coffee w/ RHS Principal
- November 5, 2013 – RHS Partners Meeting
- November 6, 2013 - Sitton Junta de Padre
- November 7, 2013 – Kenton Business Association
- November 18, 2013 – St. John's Neighborhood Association
- November 19, 2013 – RHS Partners Meeting
- November 19, 2013 – St. John's Booster
- November 20, 2013 – RHS PTA Meeting
- December 3, 2013 – Community Coffee w/ RHS Principal
- December 17, 2013 – RHS Partners Meeting
- December 17, 2013 – St. John's Booster
- December 18, 2013 – RHS PTA Meeting
- January 7, 2014 - Community Coffee w/ RHS Principal
- January 7, 2014 - RHS Partners Meeting
- January 13, 2014- St. Johns Neighborhood Association
- January 15, 2014 - RHS PTA Meeting
- January 15, 2014 - Sitton PTA Meeting
- January 21, 2014 - St. John's Boosters
- January 22, 2014 - North Portland PSAC Meeting
- January 29, 2014 - Sitton Open House
- January 29, 2014 - Chavez Open House
- January 30, 2014 – James John Open House
- January 31, 2014- Cesar Chavez Community Coffee
- February 4, 2014 - Community Coffee w/ RHS Principal
- February 4, 2014 - RHS Partners Meeting
- February 19, 2014 – RHS PTA
- March 4, 2014- Community Coffee w/ RHS Principal
- March 4, 2014 - RHS Partners Mtg
- March 4, 2014 - Community Coffee w/ RHS Principal
- March 4, 2014 - RHS Partners Meeting
- March 10, 2014 – St. Johns Neighborhood Association Meeting
- March 19, 2014 – Roosevelt African American Family Night
- March 19, 014 – Asian Pacific American Chamber of Commerce Event
- April 1, 2014 - RHS Partners Meeting
- April 3, 2014 – Kenton Business Association
- April 14, 2014 – St. Johns Neighborhood Association Meeting



- April 16, 2014 – NAYA Early College Academy Event
- April 17, 2014 – Asian Reporter Foundation
- April 19, 2014 – Oregon League of Conservation Voters
- April 24, 2014 – Northeast Coalition of Neighborhoods Schools Committee
- May 1, 2014 – APANO-Voices of Celebration Event
- May 6, 2014 – James John PTA Meeting

DRAFT

RESOLUTION No. XXXX

Directing Amendments to the Long Range Facility Plan Student Capacity Model and Related Comprehensive High School Education Specifications to Include Additional Criteria

RECITALS

- A. On November 18th 2013 the Board approved Resolution No. 4840 "Authorizing Franklin, Grant and Roosevelt Full Modernization Building Capacities as part of the 2012 Bond Program and Acknowledging Related Impact on the Program Reserve":
- B. The Resolution increased high school student design capacities for Franklin, Grant, and Roosevelt high schools.
- C. The Resolution further directed staff to master plan Roosevelt High School to include a subsequent phase to add future classrooms to bring total classroom capacity to the common area capacity
- D. On February 3, 2014, the Board approved Resolution No. 4871 "Adopting District Education Specifications for Comprehensive High Schools."
- E. Extensive internal and external stakeholder engagement has resulted in additional student-driven values that can be expressed as metrics for determining additional classroom requirements than were previously identified and adopted for our comprehensive high schools.
- F. These additional criteria include increasing the number of credit options available to students, decreasing the student:teacher ratio, and improving scheduling options to reduce impact on teachers.
- G. These additional criteria supplement the classroom *utilization* metric of 100% that continues to be applied as identified in the adopted education specification.
- H. These additional criteria require the provision of a substantial number of additional classrooms.
- I. Additional classrooms further require additional supplementary extended learning and teacher collaboration spaces.

RESOLUTION

- 1. The Board directs staff to develop and bring forward for Board adoption amendments to the Long Range Facility Plan student capacity model and related Comprehensive High School Education Specifications to include the identified additional criteria.

C. Sylvester



Board of Education Informational Report

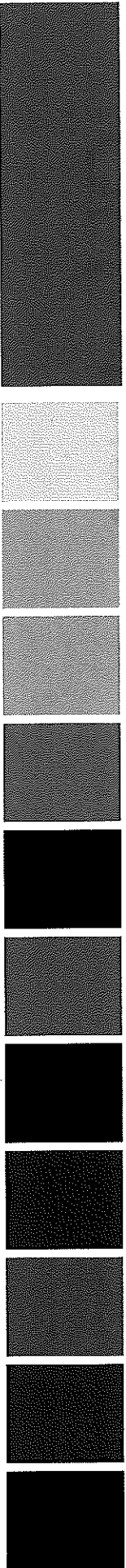
MEMORANDUM

Date: May 9, 2014
To: Members of the Board of Education
From: Amanda Whalen
Subject: Budget Discussion

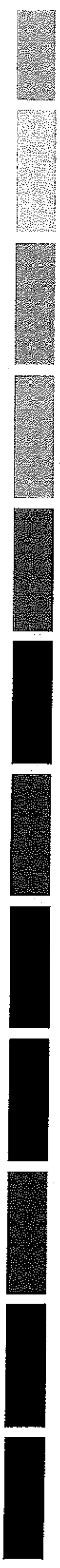
Attached please find a working draft of the powerpoint that will be presented on Monday for the Board's budget discussion. For the presentation, some of the slides will be simplified for the viewing audience.

BUDGET UPDATE

MAY 12



Objectives



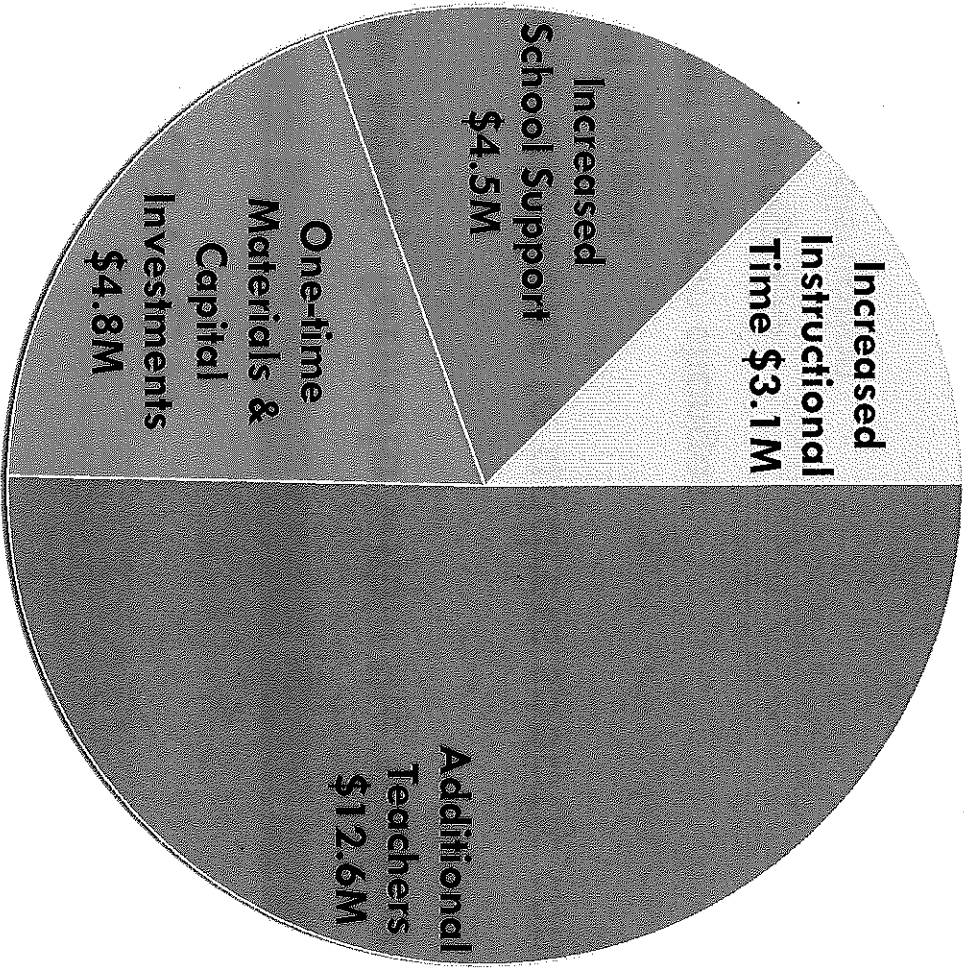
- Review Superintendent's proposed budget
 - ▣ General fund reinvestment and one-time additions
 - ▣ School staffing priorities
- Review investments to support student success in college & careers
- What we heard: additional items to consider for funding pending a further increase in resource



Superintendent's Proposed Budget



General Fund Reinvestment and One-time Additions



Staffing Review

- ◆ Maintain the **equity formula** within the staffing ratio allocation
- ◆ **Non-formula additions** to address specific considerations
 - Split campus
 - Recent program changes
 - Unique programs
 - Minimize disruption
- ◆ **Set aside:** Pool of 30 FTE to address enrollment variations (especially in kindergarten), HS scheduling needs, specific program challenges and other special situations, to be allocated Spring and Fall of 2014 to respond to actual (rather than estimated) school enrollment.



Adding school based staff



PSU forecast of 314 more students 19.4 FTE by formula

Teachers contract MOU 150.0 FTE professional educators (PAT)

Sustain and increase support for focus and priority schools 10.25 FTE

TOTAL 179.65 FTE

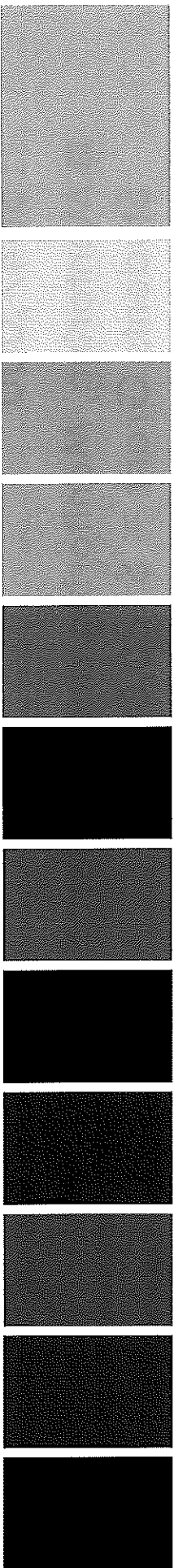
Strategic Plan



Staffing Priorities

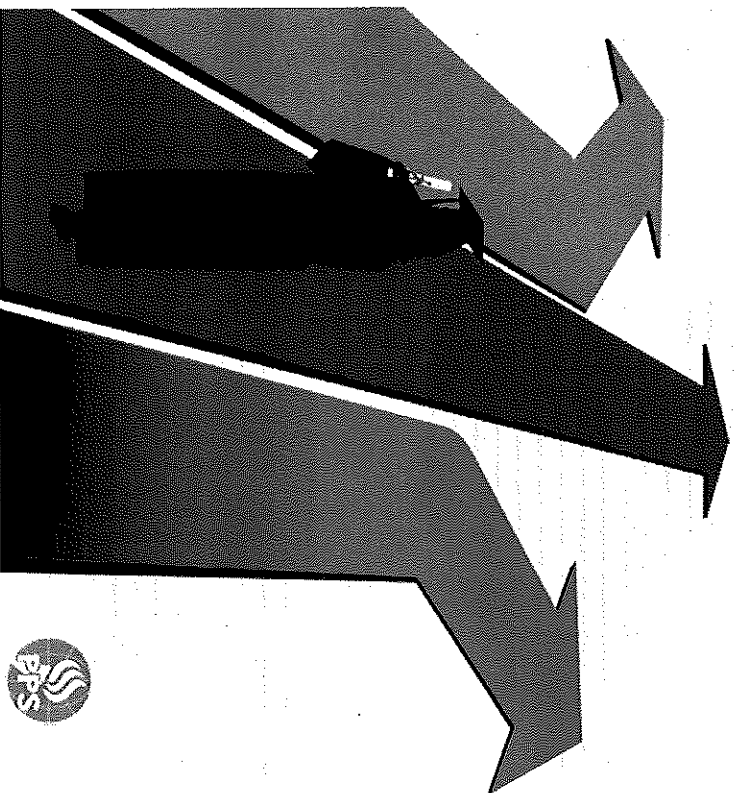
- ◆ Sustain classified staff and teachers added during 2013-14 fall balancing
- ◆ Add counselors
- ◆ Improve staffing ratios at all levels K-12 and special education caseloads
- ◆ Ensure access to core program at all grade levels
- ◆ Early Literacy
- ◆ Increase teacher planning time K-5
- ◆ Manage student load at high schools
- ◆ Ninth grade support strategies
- ◆ Career Learning





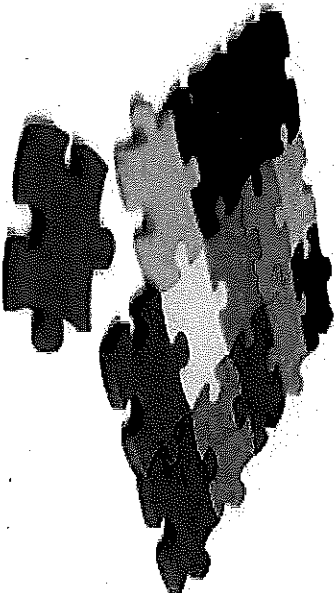
College and Career Readiness

“By 2018, 63% of all jobs in the US and 90% of new jobs in growing industries will require postsecondary training.” (Carnevale, Smith, & Strohl, 2010)



Investments in college / career readiness

- Investments to support college / career readiness are varied and include:
 - General Fund
 - Benson STEM/STEAM/CTE = \$2220,000
 - District CTE Revitalization = \$343,000
 - Roosevelt / George MS STEM Lab Grant = \$647,000
 - Mentoring, Monitoring and Acceleration of Students Grant = \$180,000
 - Nike School Innovation Fund Grant = \$260,000



Work to support college/career

readiness



- High School Action Team (May 2013-June 2014)
- Diploma + College/Career
- Pathway Advisory Committee & Industry Partner meetings



All High School Action Team recommendations
grouped into two main ideas

1. **Design a system that prepares students for college and career readiness as the goal, as opposed to the high school diploma.**
2. **Implement an early response system that sounds the alarm sooner for students at risk of dropping out and not being ready for post-secondary success; accompany this with concrete interventions to support these students.**



Early Response System

- A **systematic** school approach to using early response indicators (such as Academic Priority designation) for interventions
- **Prioritize interventions**
- **Consistent elements of intervention** and supports across the district or within cluster
- **Personalization** - comprehensive, tiered intervention model that takes ownership of every student
- **Wide variety of supports**, such as family therapists, other mental health supports and access to counselors, an SRO, or other conflict resolution support
- **Alignment between MS & HS** within our clusters and across system
- **Evaluate effectiveness** of interventions



Early Response system coupled with additional strategies to support college/career readiness

1) Standardized yearly guidance plan and curriculum

2) Career preparation available in every school

3) Identify College/Career readiness integration points within existing curriculum

4) Other essential College/Career knowledge built into new course or structure

5) Replicate acceleration strategies (i.e. dual credit, IB, AP)

6) Basic infrastructure to support College/Career readiness, including dedicated computer equipment & space

New Investments to Support Early Response System

What is being funded	Funding source
<p>Identification of predictive indicators: Research on which indicators can be used to predict PPS student success at high school and post-secondary levels.</p>	<p>Grant funded = \$32,000 <i>Nike School Innovation Fund</i></p>
<p>Capacity building system-wide - A program manager/director, who is charged with designing a blueprint to scale up and sustain Early Response System in district, clusters, schools. Also includes supplies for students/incentives, travel and basic supplies.</p>	<p>Grant funded = \$150,000 <i>ODE Mentoring grant</i></p>
<p>Implementation support within schools- Support early response system implementation within two or three high schools and within the alternative system. Funds professional development and technical assistance.</p>	<p>General Fund = \$60,000 (one-time)</p>



Additional College and Career Readiness

Funding

- ❑ **Counseling capacity to support post-secondary readiness (GF ratio improvement)**
- ❑ **Assessment of how well current counseling role at PPS aligns to college and career readiness (grant-funded)**

1) Standardized yearly guidance plan and curriculum

2) Career preparation available in every school

3) Identify College/Career readiness integration points within existing curriculum

4) College/Career knowledge built into new course or structure

5) Replicate acceleration strategies (i.e. dual credit, IB, AP)

6) Basic infrastructure to support College/Career readiness, including dedicated computer equipment & space

Additional College and Career Readiness Funding

General fund staff prioritizing:

- Expanded CTE programs @ all high schools
 - Video production
 - Drafting/Architecture/Design
 - Digital media
 - Computer Science
 - STEM Engineering
 - Publishing & Broadcasting
- High school FTE targeted toward building career learning programs or supporting the 9th grade

1) Standardized yearly guidance plan and curriculum

2) Career preparation available in every school

3) Identify College/Career readiness integration points within existing curriculum

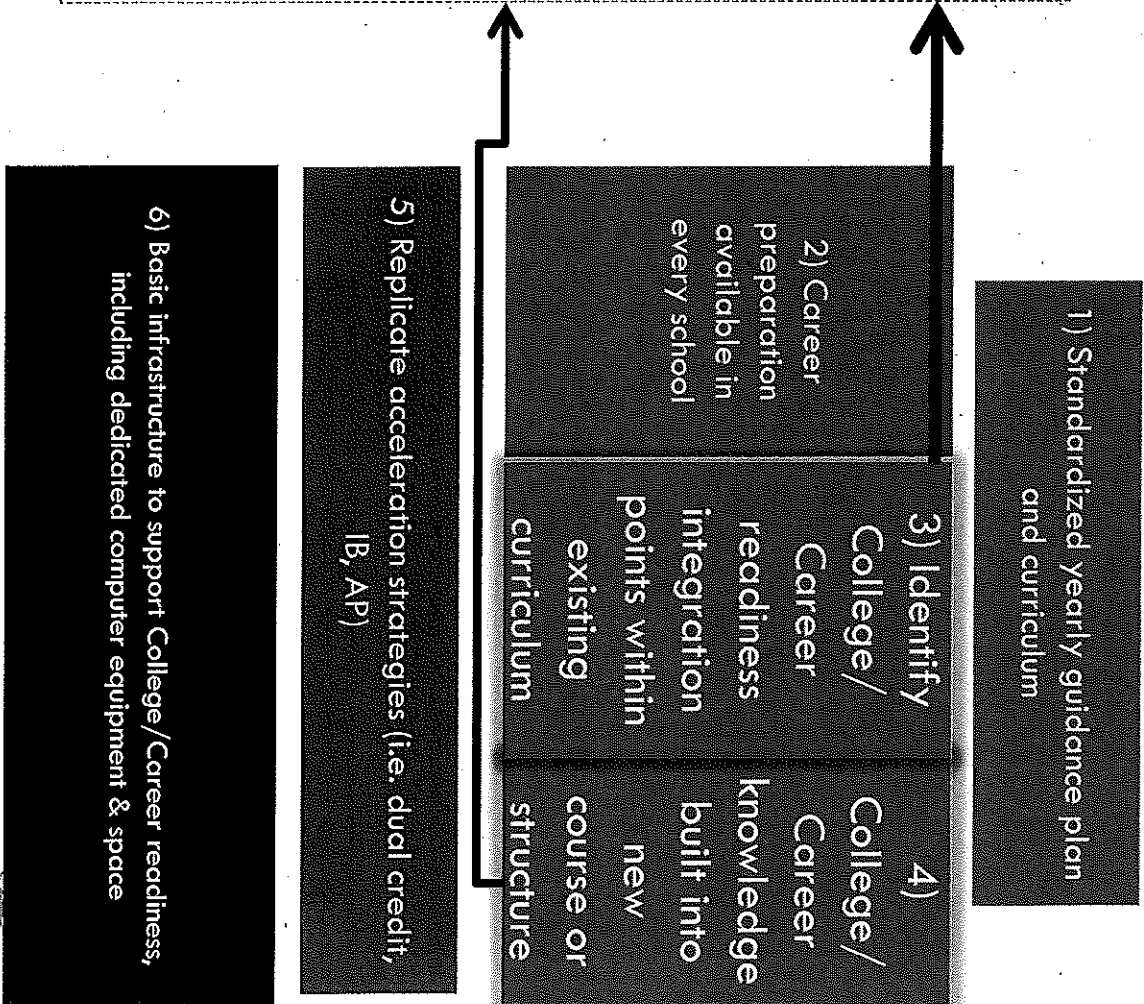
4) College/Career knowledge built into new course or structure

5) Replicate acceleration strategies (i.e. dual credit, IB, AP)

6) Basic infrastructure to support College/Career readiness, including dedicated computer equipment & space

Additional College and Career Readiness Funding

- Support teacher professional development through industry partnerships (ODE grant)
- 9th Grade college/career exploration course pilot at Franklin, Wilson, Grant and Benson (curriculum and technology to support = grant funded)



Additional College and Career Readiness Funding

1) Standardized yearly guidance plan and curriculum

2) Career preparation available in every school

3) Identify College/Career readiness integration points within existing curriculum

4) College/ Career knowledge built into new course or structure

5) Replicate acceleration strategies (i.e. dual credit, IB, AP)

6) Basic infrastructure to support College/Career readiness, including dedicated computer equipment & space

- Support Advanced Scholars Program at Franklin HS and replication of similar acceleration strategies at Madison and Roosevelt HS (GF)

Additional College and Career Readiness Funding

- \$400k in one-time investments in CTE Infrastructure at 11 high schools (GF)
- \$100k to support ongoing CTE supplies/equipment (GF)
- \$100k for College and Career Centers (Nike School Innovation Fund)
- \$80k for AP/IB/Dual Credit textbooks (GF)
- Additional central CTE project management support (1 FTE) / Grant & GF

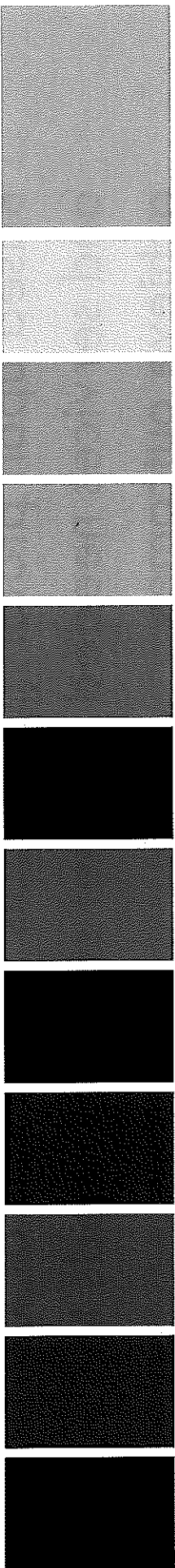
1) Standardized yearly guidance plan and curriculum

<p>2) Career preparation available in every school</p>	<p>3) Identify College/Career readiness integration points within existing curriculum</p>	<p>4) College/ Career knowledge built into new course or structure</p>
--	---	--

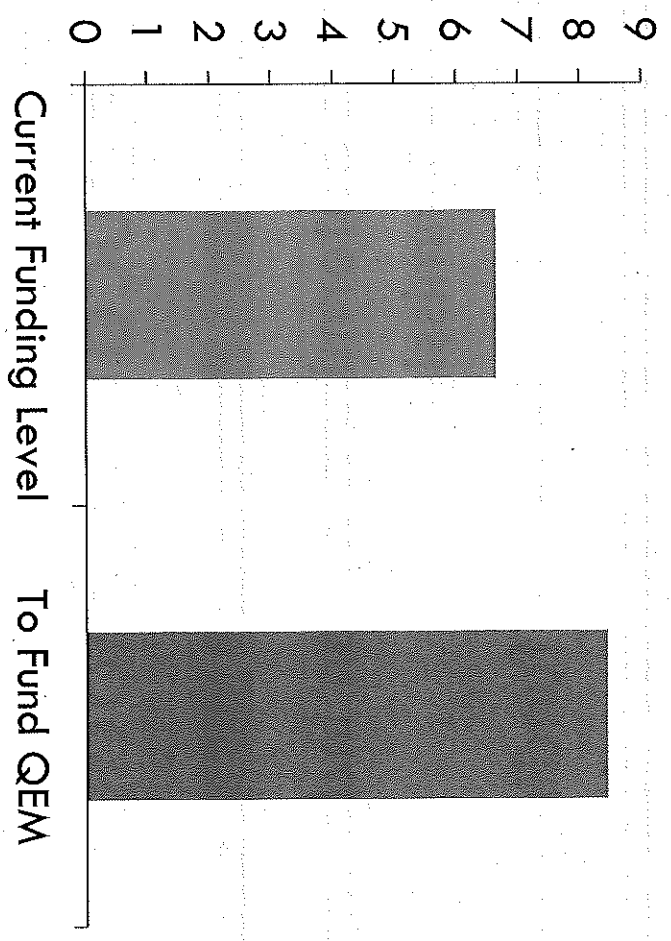
5) Replicate acceleration strategies (i.e. dual credit, IB, AP)

6) Basic infrastructure to support College/Career readiness, including dedicated computer equipment & space

Quality Education Model (QEM)



Oregon K-12 Education Funding
2013-15 Biennium



Quality Education Model

- The QEM is determined by an independent state appointed commission
- The QEM defines a level of funding required to meet the educational outcomes desired for Oregon students
- Based upon prototype schools with levels of staffing and services needed to meet students needs to achieve outcomes



How is funding relative to QEM?

Billions of Dollars	2011-13	2013-15
Current Funding Level	\$5.727	\$6.650*
To fund QEM	\$8.005	\$8.465*
Funding gap	\$2.277	\$1.815*
As a %	28.4%	21.4%
* PPS revised estimates after QEM report published		
What would QEM mean for PPS?	More than \$70 million each year	



Prototype QEM schools – Elementary

- 340 students
- All-day kindergarten
- Average class size K-3 = 20
- Average class size 4-5 = 24
- 4.5 FTE for art, music, PE; read and math support; TAG, library, counseling/child development





Prototype QEM schools – Middle

- 500 students
- Average class size 6-8 = 22
- 1.5 extra FTE for English, mathematics, science
- Alternative programs for special needs and underserved students
- Volunteer coordinator and outreach worker
- One counselor for 250 students





Prototype QEM schools – High

- 1,000 students
- Average class size = 21
- 3.0 extra FTE for English, mathematics, science
- Alternative programs for special needs and underserved students
- Volunteer coordinator and outreach worker
- One counselor for 250 students
- School-to-work coordinator



What we heard: additional items to consider
for funding pending a further increase in resource

- **Class size reduction – especially in primary grades**
- **School wide support – more differentiation**
 - Large comprehensive high schools
 - Schools with Kindergarten students
 - Small schools
 - Focus and priority schools
 - Immersion schools
- Counselors – continue to improve ratios



What we heard: additional items to consider
for funding pending a further increase in resource

- Social workers – especially in high schools**
- Librarians**
- Library books – budget for each school**
- Arts – art, music, dance, drama**
- PE teachers – mandated time coming in several years**
- Athletics – more robust HS programs and complete extension into middle grades**
- Technology for students**
- Custodians and maintenance staff**
- Curriculum materials**



What we heard: additional items to consider
for funding pending a further increase in resource

- **Rebuilding capacity in many central school support teams:**
 - IT staff to support Synergy
 - affinity group coordinator
 - charter school oversight
 - grant writer
 - translation & interpretation
 - internal auditor
 - TV services
 - communications & public engagement.

