STAFFING GUIDELINES & CORE PROGRAM REQUIREMENTS 2017-2018

INTRODUCTION

The Staffing Guidelines and Core Program Requirements Handbook provides direction for how to staff your school's curricular program and the core subjects to be offered. This Handbook has been revised over the past several years to better align the offerings at all Portland Public Schools. As we continue to operate under budget constraints, this Handbook is meant to ensure students across the district have access to a core set of subjects and offerings. The minute requirements are minimum expectations.

The Superintendent's Priorities, All students reading at grade level by 3rd Grade, Reducing Disproportionate Discipline, and Increasing the High School Graduation Rate, the Board's Racial Educational Equity Policy, and your knowledge of individual student needs must help guide your decision making process for staffing and scheduling.

As you receive your SMT/Staffing Allocation, prioritize staffing for classroom teaching positions. And as you schedule for the 2017-18 school year please follow these steps considering the impact to Underserved Males of Color:

> Step 1: Schedule Special Education Students (SPED) and Emergent Bilingual Students (EB/ELL) to required support services and specials to ensure access to the core program and appropriate services.

> Step 2: Schedule the Literacy Block. Prioritize an uninterrupted 90 minute block for K-3 Reading. Establish supports for struggling readers and extensions for accelerated learning.

> Step 3: Schedule the Math Block and in K-5, Math Block and Number Corner.

It is important that the master schedule you create not only serves the needs of EB/ELL and SPED students, but also demonstrates how your school is meeting the Core Program requirements.
The Master Schedule must include:

- all subjects taught by homeroom teachers on each day of the week
- Specials schedules
- Duty schedule
- ESL and SPED schedule
- Bell schedules
- Planning time
- Lunch schedule
  - Please follow these guidelines when scheduling breakfast and lunch at your school.
- Recess schedule

This year for K-5 a particular template is not required for you master schedule, but your master schedule needs to be created in google so that it can be updated in real time. A PK-5 school schedule example is found here and a 6-8 example here.

At the end of this document, there are checklists for each level. Use the appropriate checklist(s) (K-8s need to complete K-5 and 6-8) to verify you are meeting the core program and staffing requirements and submit it along with your Master Schedule to your Senior Director.

Please contact your Senior Director if you need support to make a complex decision impacting Historically Underserved Males of Color, ELL and SPED students.

Grades PK-5 Core Program

Subject	PK	Kindergarten	Gr. 1-3	Gr. 4-5
Core Academics **(all students must take)**				
Literacy	Integrated throughout day	**90 daily**	**90 daily**	**60 daily**
Writer's Workshop	Integrate throughout day	**30-45 daily**	**30-45 daily**	**45 daily**
Science/ Social Studies	Integrated throughout day	**20-30 daily**	**30 daily**	**45 daily**
	(K-2 CBELD may count for Science requirement)			
Math	Integrated throughout day	**45 + 15 daily**	**60+15 daily**	**60+15 daily**
Enrichments (Students participate in 3 Enrichments)				
Arts: music, dance, art	**Every day** within classroom	**30 min: 1-2 x weekly**		
PE	N.A.	**30 min/1 time every 2 weeks with PE Teacher.** The District is postponing the implementation of HB 3141.		
Library and Tech Science	N.A.	30 min/1 time every 2 weeks with Media Specialist		
The 0.5 FTE allocation for Media Specialists must be used to hire Media Specialists. The library must be open at a minimum for half of the week. Click here for more information on the expectations for Media Specialists.				
Required Supports **(Required for Students Designated as ESL, SPED (see section on p. 11) and TAG)**				
ELD ● Every EB receives core content w/sheltered instruction strategies ● EB is assigned to ELD course in Synergy	N.A.		**3-5 ELD** All levels receive a period of ELD that integrates language development through content *Approved Program Models* ELD Pull-out ELD Push-in (see requirements below) Beginner Level: To address the unique needs of newcomers we strongly recommend added supports *ESL Department must consult & approve schools who want to implement a co-teaching push-in CBELD model	
		K-2 ELD All levels receive Science Content-based ELD *Approved Program Models* ELD Push-in ELD Pull-out Beginner Level: To address the unique needs of newcomers we strongly recommend added supports		
Other Supports and Programs				
Health	**Integrated**	**30 min: 1-2 x weekly** Oregon Health Standards		
Dual Language Immersion	N.A.	DLI Schools follow the **Content Allocation Guidelines** (90/10, 50/50). These are currently under review and will be disseminated in July.		
Counselors	N.A.	Counselors may not be scheduled permanently in the enrichment period. Classroom teacher must be present when counselor is teaching the class to build capacity.		
Recess	Integrated	K-5 students must have a scheduled 15 min. recess in addition to lunch recess. This may be scheduled in the morning or afternoon.		
Lunch		Guidelines for Lunch and Breakfast will help you schedule more effectively. Lunch and lunch recess needs to be no more than 45 minutes. Usually about 25 minutes for Lunch and 20 minutes for Recess.		

K-5 Instructional Minutes

K-5 must be scheduled for instruction for 315 minutes/day. The total amount of recesses and lunch must not exceed 60 minutes.

K-5 Minimum Minutes (School Day is 375 minutes)			
Subjects	**Minutes per day by Grade Band**		
	Kinder	**Grades 1-3**	**Grades 4-5**
Literacy / Reading	90	90	60
Writing	30	30	45
Math	60	75	75
Library, Music, Art, PE, Health, other	30	30	30
Social Studies, Science	30	30	45
ELD (May be embedded as part of CBELD)	30	30	30
Other Instructional time	45-75	30-60	30-60
TOTAL Minimum Instructional Minutes	315 minutes	315 minutes	315 minutes
Recess	15	15	15
Lunch & Lunch Recess	45	45	45
TOTAL Minutes/Day	375 minutes	375 minutes	375 minutes

Grades 6-8 Core Program

Subject	Gr. 6-8
Core Academics (all students must take)	
Language Arts - Reading, Writing, Speaking & Listening	**1 period (a minimum of 55 minute/day or 275 minutes per week)** For more specific instructional framework information, please click here.
Science	**1 period (a minimum of 55 minute/day or 275 minutes per week)** As of the end of the 2016-17 school year, 6-8 science curriculum will be aligned with the NGSS Standards. All science classes in the district should be following this curriculum in the 2017-18 school year
Social Studies	**1 period (a minimum of 55 minute/day or 275 minutes per week)**
Grades 6-8 Math Compacted Math Year 1 & 2* (*HS Algebra credit)	**1 period (a minimum of 55 minute/day or 275 minutes per week)** Compacted Math must be offered in addition to CCSS Math. Principals must assure that offering both classes does not cause tracking in other classes. See your Senior Director if you need support in order to avoid tracking.
Enrichments Students have 2 periods a day of enrichments and may be scheduled on a wheel to offer a variety of enrichments	
Enrichments Arts must be offered	• Arts must be offered (includes music, art, dance, band, drama, etc.) • Technology/Computer Science, Newspaper, etc.
World Language (must be offered) HS equivalent	Schools must offer students the opportunity to complete one HS credit of World Language. Schools may choose to cover the material during the 8th grade year or divide the material between the 7th and 8th grade years. Either way, classes must meet every day for the equivalent of one class period over the entire year. (not required to offer to 6th grade). DLI takes the place of a World Language elective.
P.E. (must be offered)	2 x weekly for the year or 1 semester in 2017-2018. The District is postponing the implementation of HB 3141.
Health	Health must be offered for the equivalent of 1 period/day for 1 quarter. May fit into Enrichment wheel - Oregon Health Standards
Required Supports (Required Supports for Students Designate ESL, SPED and TAG)	
English Language Development • Every EB receives core content w/sheltered instruction strategies • EB is assigned to ELD course in Synergy	**6-8 ELD** All levels receive a period of ELD that integrates language development through content *Approved Program Model* ESL Class Period Beginner Level: To address the unique needs of newcomers we strongly recommend added supports that are designed to meet the transitional needs of newly arrived immigrants.
Other Supports and Programs	
Academic Support	3 x weekly (Tier 3 students up to daily intervention period)
Library with Integrated Technology Click here for more information on the expectations for Media Specialists	Integrated, all year at each grade level, using a flex schedule model to promote and allow for collaboration with content classroom coursework. Library instruction facilitated at middle grades is most effective when in collaboration with classroom content, and articulated across the grade levels. A flex schedule model allows for library and tech integration using classroom content as the vehicle for delivery. Bi-weekly library times should be scheduled for continuous reading engagement with an emphasis on individual choice and lifelong reading habits.
Instructional Technology	Technology used to support instruction - recommended on average 45 minutes/wk across all disciplines as relevant to curriculum and access to devices allows (not including summative testing) within a workshop (blended learning/small group station-rotation-based) environment.
Dual Language Immersion	DLI students need to take a full daily period of language arts in the partner language in addition to a full daily period of English Language Arts. A full daily period of History in the partner language takes the place of the requirement for a full daily period of History in English.

High School Core Program

(Core Program Components are offered in addition to the [courses required for graduation](.).)

Core Program Components		Descriptions
The Arts	**Visual**	● Arts programs offered include visual art, chorus, band and theater or dance.
	Chorus	
	Band	
	Theatre or Dance	
World Language	**Spanish to year 5**	● At least two world languages offered, one of which is Spanish offered through the fifth year level or beyond. (Consult with the Department of Dual Language when considering adding a new language to your school.)
	World Language #2 (2 years minimum)	● Schools should consider offering world language classes specially designed to meet the needs of native speakers for their most common native language. (Consult with the Department of Dual Language when designing a native speaker's course.
Media	**Media Center w/ Licensed Specialist**	● Media Center staffed with 1.0 Licensed Media Specialist
Acceleration	**Advanced learning or dual credit**	● AP, IB, and/or Dual Credit in each of the core subject areas (ELA, SS, M, Sci) totaling a minimum of 10 courses offered.
	Dual Credit: IB	
	Dual Credit: AP	● School-wide activities offered in support of accelerated learning with special emphasis on historically underserved students. (i.e AVID, Advanced Scholars, mentoring, tutoring, peer support groups, etc.)
	Dual Credit: PCC, PSU or other post-secondary	
Supports	**Personalized learning strategy (i.e. 9th grade academies or other)**	● Supports include explicit strategies that addresses ALL of the following with an emphasis on supports that occur within the school day:
	Credit recovery options / a minimum 1-2 sections of Virtual Scholars per campus	○ Personalization for students, such as 9th grade academies and student-to-student mentoring ○ Online Credit Recovery (min. of 1-2 sections of virtual scholars per campus)
	Support for Academic Priority students	○ Scheduled math and literacy supports ○ AVID Program or similar college-readiness program ○ Support for Academic Priority Students (8th to 9th Transition)
	Essential skills math and literacy supports	
	AVID or similar college-readiness program/strategies	

	College and Career Readiness 9th grade course (required for all 9th graders)	• A college and career exploration course or AVID for all ninth graders.
Career/College Related Learning	**Career Exploration - Intro and Advanced**	• **New and/or expanded career exploration, career preparation and CTE courses.**
	Career Preparation (includes state approved CTE Programs of Study or career related courses that culminate in college credit and/or additional credentials/certification)	**Required Elements** • **Career Related Learning Experiences (CRLEs)** offered to the Class of 2017 and beyond. Every student graduates with a minimum of 2 documented CRLEs. • **Resume:** a brief written account of personal and academic achievement, work and volunteer service, skills, extracurricular activities, leadership, references, awards and certificates and other noteworthy achievements
	Graduation requirements - Extended application, Resume, Career Related Learning Experiences	• **Extended Application (*My Plan Essay*):** A formal reflection of a student's high school experiences related to academic and specialized knowledge and skills, personal, and career interests, college and career planning, and post-high school goals.
CTE	Maintain programs that align to industry growth areas.	
English Language Development	**HS ELD** All levels receive a period of ELD that integrates language development through content. Please note that EBs are no longer identified overall by a numeric level (level 1, 2, etc) but rather by designation level: Emerging, Progressing, and Proficient. ELD course names should reflect this change. ELD 1- 2 → ELD Emerging ELD 3- 4 → ELD Progressing *Approved Program Model* ESL Class Period Newcomers: To address the unique needs of newcomers we strongly recommend added supports that are designed to meet the transitional needs of newly arrived immigrants. *Every EB receives core content w/sheltered instruction strategies. EB is assigned to ELD course in Synergy ***All HS EB students must have a daily schedule that puts them on track to graduate on time. If an EB has Late Start, Early Dismissal and/or less than 8 periods a day, the school must show evidence that student has the credits needed to successfully graduate on time.***	
Science	Beginning with the 2017-2018 school year a new 9-11 grade science course sequence will be implemented. The implementation will rollout over three years beginning with the 2017-2018 Freshman class. 2017-2018 All Freshmen will take Patterns Physics 2018-2019 All Freshmen will take Patterns Physics and all Sophomores will take Patterns Chemistry 2019-2020 All Freshmen will take Patterns Physics, all Sophomores will take Patterns Chemistry, and the Junior year course will be a Biology class that is being finalized by a district committee.	

1) **Staffing/Programming**
    i) Enrollment ratio FTE is only to be used for classroom teaching positions. Teachers are to be fully scheduled teaching 6 courses. The objective is to minimize teacher-student loads and to keep them under 180. To ensure optimization of FTE, the number of sections as well as class sizes under 20 will be monitored.
    ii) With few exceptions for grades eleven and twelve, all students enrolled in eight classes.

iii) <mark>Schedule courses first that serve the greatest number of underserved students.</mark>
iv) <mark>Look to reducing sections before cutting programs including CTE. Program cuts must be reviewed by Senior Director.</mark>

2. **School-wide Support**:
   i) **Athletic directors –** athletic directors will continue to be under the supervision of the Athletic Department. Therefore, these positions will not show up in your school-wide support table and General Fund FTE allocation.
   ii) **Campus monitors –** campus monitors will continue to be under the supervision of Security services. Therefore, these positions will not show up in your school-wide support table and General Fund FTE allocation.
   iii) **College and Career coordinators** – all high schools receive a 0.5 FTE for licensed college coordination support. This position can be used to assist in implementing AVID, IB, AP or similar college and career related programs. There continues to be a 1.0 career coordinator as well.
   iv) **IT Support** -- 0.50 position will continue to be under the supervision of the IT Department. Therefore, these positions will not show up in your school-wide support table and General Fund FTE allocation.

English As A Second Language (ESL)

The Office of Teaching and Learning is committed to working with school administrators and teams to design effective programs and support services for Emergent Bilinguals in every Portland Public school. The ESL Department will be participating in PPS work sessions for building administrators and others to identify models and supports that are working to improve achievement and graduation rates for PPS Emergent Bilinguals.

Schedules
- ESL course schedules must be included in the district master school schedules and submitted on the district schedule due date.
- ESL elementary teacher and Bilingual EA schedules are due by same due date as master schedules.
- School administration should meet with their assigned ESL Assistant Director or Program Administrator in order to create the most suitable schedule. ESL courses and schedules should be prioritized as much as possible.
- Devoted case management time must be provided. See guidelines by grade below.

Bilingual ESL EAs Instructional Supports
- Bilingual Educational Assistants (EA)s should have schedules that reflect specific support for EB students who are beginners and early progressing levels; EAs can provide Native Language Support during core classes and provide increased bilingual support based on student and family needs.

Instruction
Sheltered Instruction (SI) for core academic courses is **not** ELD.
Sample HS Courses
- A beginner-level EB student may receive
    - EB-only sheltered content classes in *social studies* and *language arts*, and
    - sheltered content classes in math and science with <u>both</u> EB and non-EB students.
- EBs who are at a level of progressing and above need to participate and be linguistically integrated for core content instruction. Schools must avoid linguistic isolation where all non-English speakers are enrolled in a specific core class.
- An EB should receive core credit for every term of a SI core academic course they take and pass.
    - **Example:**
        - A Beginner Level EB takes SI Language Arts in the fall, passes and then takes SI LA again in the winter. This student should receive credit for both terms. This student should **not** take SI LA for a third term.
Content-based English Language Development (CBELD)
- Requires regular collaboration /planning time during contract day for coordinating instruction, reviewing progress monitoring data and communicating about students (note: this time must be designated and described in plan & visible in teacher /team schedules)
- ESL Support Teacher: 0.5 FTE may be used to assign an ESL Teacher the Role of an ESL Support Teacher. The role must align to the responsibilities listed below. This FTE may not be taken away from ELD classes/supports that schools need to comply with ELD program for all active EBs at the school.

Factors Affecting ESL Teacher Allocation

Changes to school staffing and FTE allocation at a building level may result from:

- Forecasted Emergent Bilingual (EB) enrollment in part drives ESL FTE allocation. Therefore, if your school's Emergent Bilingual enrollment declines your FTE allocation would reflect this decline.
- Your school might have been held harmless in October during fall balancing regardless of your declined enrollment. (Some schools were held harmless, due to the manner ESL FTE was used, which made it difficult to change; therefore, funding remained the same).

In addition, based on unique conditions at certain schools, the ESL FTE allocations are decreased, adjusted or augmented above and beyond the regular staffing formula in the following situations:

1. ESL department will consult with individual schools with very small Emergent Bilingual populations and allocate FTE based on unique program/services (i.e. schools with less than five EBs)
2. Some K-8 schools with split campuses *and* 1.0 or fewer FTE allocated by formula are staffed at the next increment (ESL Dept. will consult with schools where this may not apply)
3. Some K-8 schools with students spanning all grade and ELD levels and 1.0 or fewer FTE allocated by formula are staffed at the next increment (ESL Dept. will consult with schools where this may not apply)
4. Some high schools receive a minimum 0.5 FTE allocation (ESL Dept. will consult with schools where this may not apply)

ELD Teachers

- ESL teacher may perform supervision duties that are equivalent to other teachers. However, ESL teachers may not be assigned duties that exceed those of other personnel in similar roles.

- ESL teacher allocated to schools must be used to increase support and level of service that promotes language acquisition and academic attainment.

Bilingual Educational Assistants

- Bilingual educational assistant (EA) staffing is based on an EB student number with extra weighting of students in language proficiency testing (averaging an emergent and early progressing ELPA21 proficiency level). Students in these levels get double Bilingual EA support during core classes.
- Bilingual Educational Assistants may perform supervision duties that are equivalent to other teachers and EAs. They may not be assigned duties that exceed those of other personnel in similar roles. ESL staff allocated to schools must be used to increase support and level of service that promotes language acquisition and academic attainment.
- Bilingual EAs should have embedded time during the work day to support parent communication and set appointments to help with parent/guardian outreach needs.
- Bilingual EAs native language skills should be determined based on your Beginner/Early Progressing student levels. An attempt should be made to hire bilingual EAs who can meet the unique needs of EBs not served under DL programs and/or who will help serve a population that is growing at your school and whose language and academic skills benefit from added EA support.

ESL Hiring Staffing Support and Guidance
- The ESL Department will provide a pool of prescreened ESL teacher candidates for principal interview opportunities.
- It is important for ESL knowledgeable staff and bilingual staff at your school to take part in ESL teacher and bilingual EAs interviews when possible. When a candidate that has not been prescreened is selected for possible placement, the ESL Department may request a meeting with the candidate, prior to official offer of employment, in order to weigh-in on the recommendation to fill the position. The ESL department considers all the recommendations for hiring and approves all recommendations.
- When hiring a Bilingual EA keep in mind that the language spoken by the EA must support the language needs of your EB population. If the majority of your EBs speak Spanish and Vietnamese hiring an EA that speaks Spanish or Vietnamese is ideal.

English As A Second Language (ESL) FTE Guidelines
Clarification on Use of ESL FTE Allocation
- ESL school building allocated funds may only fund ELD instructional programs. Appropriate use of funds include language program and services that support co-teaching of Content Based ELD and added support classes that are designed for newcomers.
- ESL FTE allocation may *not* fund ESL teachers teaching core content classes in general education programs as well as Dual Language programs and courses required under general education program.
- ESL teachers who are fully funded out of ESL FTE must be assigned full-time ELD instructional/program services responsibilities.
- K-12 grade teachers partially funded by ESL must teach the equivalent amount of ELD instruction as reflected by ESL FTE used to fund that teacher. The portion of the teacher assignment that is not devoted to English language development/ESL program/services must be funded through general funds.
- ESL Teacher allocated FTE cannot be converted into other positions (i.e. EA FTE for Teacher or Teacher to EA).
- ESL FTE comes in wholes and halves for schools with 15 or more EBs. This FTE may not be split.

Examples in line with guidelines:
➢ ESL teacher can co-plan, design ELD instruction, and co-teach content based ELD classes. The ESL teacher instruction cost is supplementing so it's acceptable. (It does not replace the general education cost).
➢ ESL teacher is provided additional planning time to intentionally support core teachers in designing ELD for Emergent Bilinguals in the classes.

Examples NOT in line with guidelines:
➢ Principal converts a 1.0 ESL teacher FTE into two Bilingual EAs. Converting FTE is not allowable.
➢ Principal splits a 0.5 FTE between two teachers. (i.e. 0.25 for one teacher and 0.25 for another)
➢ Principal uses ESL FTE to fund teachers teaching core subjects. These are general education program for all students. ESL funding is supplemental and may not be used for programming that is provided under general funds.
➢ ESL teacher, assigned responsibility for case management, has 6 periods of ELD instruction and no embedded case management. Teacher is left to case manage during planning time and/or canceling an ELD period to fit case management in.
➢ Bilingual ESL EA has been asked to perform before and after school duty plus a one-hour lunch duty. Assignments of non-instructional duty must be equitable for all EAs on site.

ESL Teacher Case Management

K-5, K-8 & 6-8 ESL teacher schedules must reflect a devoted case management time that is different from their planning period. Case management time may vary from school to school depending on the EB population. It is recommended that a devoted amount of time be designated per week or as needed given the EB population at a school. It is recommended that in K-8 schools, Case Managers should be designated for both K-5 and 6-8. If you have questions, please contact your school's Assistant Director.

School Case Managers review & facilitate exit/promotion/reinstatement processes for ESL students. They work closely with school based staff members to coordinate efforts that help determine appropriate supports that may help address a student's unique needs, ensure language and academic progress is happening and serves as a liaison between the ESL department and schools. The Case Manager collaborates with appropriate school personnel to identify resources needed (i.e. tutoring, credit options, Student review teaming process and/or counselor supports).

Testing/Assessments

In cooperation with a testing coordinator, ESL Case Managers may help arrange ELPA21 testing and individual student accommodations for state content tests.

*All K-8 case management is done through an embedded time set within the schedule.

HS ESL Teacher Case Management

Each school should assemble an ESL Student Review Team consisting of ESL teacher(s), counselors, site administrator(s), content teachers (determined appropriate), and ESL central personnel (TOSA and/or AD) to evaluate student progress.

The ESL department will provide up to three full days per year of sub time for ESL teachers to participate in the ESL Student Review Teams (end of August/beginning of September, beginning of 2nd semester and end of May/beginning of June) to provide input regarding EB progress, including placement in the ESL program, and to work on paperwork specific to ESL such as promotions and retentions.

Stand-alone or dedicated class periods of case management should not be a part of the High School ELD teacher's schedule.

Guidelines for Scheduling ESL/SPED Students

The Special Education and ESL department have worked together to outline decision rules that minimize fragmented programming for our dually identified students.   We believe that an inclusive approach is best practice and should be considered on an individual student basis.   We strive to have both specialists working together to consider the individual needs of each student and determine opportunities for services to be met through collaboration and consultation within a learning center setting or an English Language Development (ELD) setting.

Read the full list of considerations for dual identified ESL/SpEd students at:
http://www.pps.net/Page/2926

Special Education (SpEd) Staffing Allocation Guidelines

Special Education staff includes Learning Center teachers, Speech Pathologists, School Psychologists, Paraeducators, Motor Team staff (Adaptive PE, Physical Therapists, and Occupational Therapists), and other specialists. Special Education services also include classrooms located in various schools, designated for the support of special student populations. The methods for allocating Learning Specialists (sped teachers) for these various settings are described below.

School Psychologists- 1:110 for K-5, 1:115 for K-8, 1:125 for 6-8 and 1:135 for HS, a .10 bump for the B classrooms and a .050 bump for the ISC classrooms.

Speech Pathologists- 1:50 K-5,K-8 and 6-8 with a .10 bump for the CB classrooms. High schools are 1:55 ratio .

Equity Staffing Formula - K-8 Learning Specialists

The Equity Staffing Formula was created to help differentiate Special Education resources and to base staffing on more stable factors, i.e., building demographics, rather than just SPED numbers alone. Our hope is that this staffing formula will create more stable staffing in all buildings and especially in our building that serve more historically underserved students.

- Minimum for K-5 is 1.0, except buildings with less than 12 Learning Center students and building size under 175
- Minimum for K-8 is 1.5, except buildings with less than 25 Learning Center students
- Minimum for 6-8 is 2.0, except buildings with less than 50 Learning Center students
- Minimum for K-12 is 2.0

All buildings get .50 bump for over 65% combined underserved, .50 bump for over 500 combined underserved and 1.0 over 600 combined underserved

High SPED caseloads for learning specialists will be evaluated on a case by case basis.

Clarification on Use of Special Education Teachers

Federal law places strict restrictions on the use of special education funding. Special education funding may only be used for the *excess cost* of providing special education services. Due to how special education services are funded in PPS, these rules apply generally to all special education funded positions. As a result, special education teachers may only be used for delivering special education services. In most cases, "special education services" means services identified on the student's IEP.

Delivering core general education curriculum is not an *excess cost* – all students, whether on IEPs or not, need access to core general education curriculum. Delivering core general education curriculum is only considered an excess cost for students in our most restrictive placements who are unable to participate in general education classes. Team teaching or Co-teaching is allowable when special educators are *co-designing and co-delivering instruction* based on individual student needs. Having a highly qualified special education teacher, however, teaching general education core *instead of* a general education teacher as the teacher of record would be supplanting.

Although practices have varied across schools in the last few years, PPS will be strictly enforcing these rules in the 2017-18 school year. To avoid mid-year disruption, class schedules need to be built consistent with these rules.

<u>Examples</u>

1. Student at a regular high school accesses core math curriculum through online Apex program from a computer in the Learning Center. The special education teacher who acts as the mentor providing additional support is an excess cost. The PPS highly qualified virtual teacher is **not** an excess cost.

2. Student in a focus classroom or special school gets core language arts instruction from a special education teacher in the focus class or special school because their social/emotional/behavioral needs prevent them from participating in a general education class even with modifications and accommodations. This core instruction is considered an excess cost and is acceptable. Likewise, a special education teacher may teach students on IEPs who need modified core content classes (reduced depth, breadth and complexity) – this would be an excess cost.

3. A high school special education teacher is highly qualified in science and teaches a science class that has a mix of special education students and general education students. This core instruction is **not** considered an excess cost and special education funds cannot be used.

4. A high school special education teacher is highly qualified in language arts and teaches a core general education language arts class that is composed primarily special education students. All of the special education students have some language arts special education services on their IEP. This core instruction is **not** considered an excess cost and special education funds cannot be used.

5. Ten students with IEPs that include specially designed instruction in Language Arts are assigned to a specific general education language arts class taught by a general education teacher. The special education teacher pushes into the class to provide the specially designed instruction for these students. The special education teacher's instruction is an excess cost and special education funds can be used. The general education teacher's instruction is **not** an excess cost and special education funds cannot be used.

6. Ten students with IEPs that include specially designed instruction in Language Arts are assigned to a specific general education language arts class that is co-taught by a general education teacher and a special education teacher. The special education teacher's instruction is an excess cost (it does not replace the general education cost) and special education funds can be used. The general education teacher's instruction is **not** an excess cost and special education funds cannot be used.

7. A general education teacher and a special education teacher at the high school level are co-planning and co-delivering a Language Arts class. The class is primarily general education students with some students on IEP's (2 to 1 ratio). The general education teacher

is not an excess cost, but the special education teacher is an excess cost and special education funds may be used for that.

IEP Case Management

IEP meetings/conferencing - Article 5 (page 15) of the PAT contract outlines the use of these two benefits.

IEP meetings - There are two ways to access this benefit. 1. You may hold an IEP meeting within your contract work day. If you are a teacher, you may access a substitute to cover your classroom or learning center in order to attend an IEP meeting within the school day. If you just have one meeting, please schedule in either the AM or PM and only request a ½ day substitute.   Speech Language Pathologists often use their consult week to hold these meetings. **If you hold your IEP meetings/ conferences during your contract day, you may _not_ receive hourly reimbursement.**   If you choose to hold IEP meetings outside of your contract day, you can submit hours for your time beyond your contract day; **additional hourly pay is for time beyond your contract day only.**

The workday - Article 5, section C

Professional Educators - 7 ½ hour work day- "shall begin at least 15 minutes before the student day and shall extend at least 15 minutes beyond the student day"

School Psychologists - 8 hour work day, please refer to Article 5, section C, 2 (page 12) for additional information about schedule flexibility for School Psychologists.

IEP writing and case management- Sped staff who are required to write IEPs and case manage Special Education students should have some time built into their weekly schedule for this purpose. Our general guidance is 80% of time with students and 20% of time for required legal paperwork, testing, report writing, IEP writing and general case management.   Additionally, PAT members have up to 4 days they can use in the following manner:

1. Get a substitute to cover their students while they conduct testing, for report writing, for IEP writing and general case management. Speech Language Pathologists typically use their consult week for this purpose.
2. PAT members can bill hourly up to 4 days of time spent **beyond their contract day** on testing, report writing, IEP writing and general case management.

A professional educator should never bill for IEP meetings or IEP writing during their contract day.

Title I Programs

The largest single source of grant funds that provide additional FTE for both certified and classified staff in the schools is the Federal Title IA grant. Most of the Title IA funds received by the District are allocated directly to elementary, middle and K-8 schools where at least 40% of the students would qualify for Free meals through Direct Certification. The funds are targeted to support students from low income families. Dollars are allocated per qualifying student. High schools only receive Title I funding if they are identified as "High Poverty", which is equivalent to 75% Free or Reduced Price Meals.

In 2015-16, Portland Publics Schools adopted a new formula for funding schools. It is called the Community Eligibility Provision. This provision uses the number of students identified as Directly

Certified receiving federal assistance as the new criteria. This is a more challenging threshold. We established Direct Certification thresholds that align with our existing free/reduced-priced meals rate to ensure schools did not suffer a loss in funding in this transition.

Remaining Title I funds are allocated centrally. This funding is used to fund the second half of the full-day Kindergarten educational assistants in Title I schools, along with some pre-Kindergarten options for low income families, and to provide a range of supplemental academic support. Title I allocations to charter schools are calculated in exactly the same way as allocations to PPS schools. In compliance with Federal requirements, private schools receive equitable support for the Title I eligible students who attend the private schools that are located within the PPS boundaries.

Background Information

Formula Basics

Schools are allocated FTE using a formula that approximates the below graphic:

FTE = Full Time Employee

Kindergarten FTE = teacher and assistant allocation based on the number of students served. The initial allocation, shown in the SMT, provides sufficient staff for a maximum class size of 26. In the fall, the District allocates additional FTE to ensure that class size issues are mitigated.

Equity allocation = Allocated by socio economic status (i.e. direct certification) and combined underserved population of school. K-5s, K-8s and Middle schools with a student population at or above 15% direct certification receive the equity allocation for socio-economic status; they receive the "combined underserved allocation" if their student population is at or above 40% combined underserved. There is no floor for high schools.

School wide support = Administration, counseling, secretarial, classified staff, non-teaching positions, etc.

Non Formula = includes additional FTE for special programs that cannot be sustained without additional funding, such as CTE, IB, etc. Also includes additional FTE for focus and priority schools and additional FTE provided to schools when they cannot meet the core program requirements due to insufficient enrollment.

New measurement for economic disadvantage

These data are used to allocate General Fund Equity FTE, Title-IA allocations, as well as to prioritize Educational Assistance for Kindergarten.

The Economic Disadvantage measurement changed in 2015-16. As of September 2, 2014, Portland Public Schools implemented the Community Eligibility Provision (CEP) program at 25 eligible schools. These CEP schools provide school breakfasts and lunches to all students at no charge while enrolled in a CEP school during the 2014-15 school year. Another component to CEP is that Districts no longer collect paper application for free or reduced priced meals at CEP eligible schools. This means, Districts who implement CEP, need to find a new way to measure economic disadvantage.

PPS is now relying on a measurement called, "Direct Certification" to measure economic disadvantage. Direct Certification information is shared with PPS Nutrition Services from the State of Oregon. The State identifies families for free meals, mostly related to 130% of poverty, or a categorical reason such

as, Supplemental Nutritional Assistance Program, Temporary Assistance for Needy Families, Foster Care and other reasons.

When using Direct certification as opposed to Free and Reduced Meal eligibility, the definition of economic disadvantage changes from a qualification level of $44,000 for a family of 4 (185% of poverty level) to $31,000 for a family of 4 (130% of poverty level). This means that schools will have a lower direct certification percentage than they will free and reduced meal percentage. For example in 2014-15, if a school's Free and Reduced Meal percentage is 60%, the corresponding Direct Certification percentage would be approximately 40%.

It should be noted that the District will continue to provide additional resources, through an equity allocation, to those schools with greater percentages of students who are economically disadvantaged. In past years, PPS used the free and reduced meal percentage as a proxy for economically disadvantaged. For purposes of resource allocation (including school staffing), PPS uses the percentage of students who are deemed "directly certified" as defined in the above.

Equity allocation methodology

Additional FTE is allocated to promote greater equity across the District. This equity allocation is eight percent of the non-administrative formula (Ratio, Kindergarten, Equity) FTE. Half of the Equity FTE will be allocated for Socio-Economic Status, and the other half of the Equity FTE will be allocated by racial/ethnic and other groups Portland Public Schools has historically underserved.

Socio-Economic Status FTE is determined based on each school's number of students who are eligible for free meals by direct certification. Four percent of the non-administrative formula is allocated this way. K-5, K-8 and middle schools with over 15% eligibility will receive an Equity allocation in 2015-16. All high schools will receive a Socio-Economic Status allocation, regardless of the percent of eligible students.

Combined Historically Underserved FTE is determined based on each school's number of students who meet one of the following criteria: Special Education Eligibility, Limited English Proficiency, Free meal eligibility by direct, African-American, Hispanic, Native American or Pacific Islander race. Four percent of the non-administrative formula is allocated this way. K-5, K-8 and Middle schools with over 40% eligibility will receive an Equity allocation in 2014-15. All high schools will receive a Combined Underserved allocation.

Note: This year the equity allocation will be rounded to 0.25 FTE increments. This allocation will also be displayed as a distinct line item within the SMT.

Set Aside FTE

The district holds back "set aside FTE" or a pool of teacher equivalent FTE to address enrollment variations, specific program challenges and other special situations to respond to actual (rather than estimated) school enrollment.

We typically release a limited number of FTE in the spring to address issues where a school cannot meet core program requirements or where there has been technical mistakes in a school's allocation. We save the majority of set-aside FTE for the fall, when we have a better understanding of actual enrollment.

We will communicate a standardized process for issuing set-aside FTE.

Grades PK-5 Checklist

School_____ Principal_____ Sr. Director_____

Grades PK-5 Core Program Checklist - Please copy and turn into your Senior Director			
COMPONENT	**Description**	**Y or N**	**Comments**
CORE PROG.	Are all elements of the core program in place?		
TEACHER PLANNING TIME	Do all teachers have at least one 40 minute planning block per day and a total of 260 minutes per week? Do 6-8 Teachers have 1 planning period during the day + 60 minutes during the week?		
INSTRUCTIONAL TIME	Do you have 315 minutes daily of instructional time? Is there a 15 minute recess in the morning or afternoon outside of lunch recess? Is there 45 minutes or less for lunch and lunch recess?		
EQUITY ALLOCATION	How was Equity FTE spent? On which positions? What are the positions funded by Equity, which would not exist if Equity FTE was not allocated? Or send them to a separate google form to answer these questions.	NA	
FOCUS AND PRIORITY SCHOOL ALLOCATION	Was this allocation used to fund an instructional specialist and/or wrap around services including family outreach, QMHP, social worker, etc? For DLI schools where majority of students are in DLI, did you seek bilingual staff? Positions may be posted as bilingual required.		
SCHOOL-WIDE SUPPORT	Do you have all the positions listed in the school wide support table? • This includes a .25 discretionary support position that can be certified, classified or administrative		
ARTS • includes art, music, dance, drama, etc.	Was a K-5 arts position funded with Arts FTE? • The staffing funded by the City tax can only be used for K-5 students. • Art is a core subject; the teacher must be highly qualified. Schools where more than half of the students participate in DLI may post position as bilingual required.		
SCHEDULING	Did you complete your master schedule in google docs prioritizing the scheduling of services for SPED and ESL students? Did you turn it into your Senior Director? Does it include all subjects, an ESL, SPED and Counselor schedule, a specials schedule, a duty schedule, planning time and a bell schedule		
ELD	Are the requirements for ESL met?		
SPECIAL EDUCATION	Are the requirements for Special Education met?		
LIBRARY MEDIA SPECIALIST	Was the 0.5 Media Specialist allocation used to hire a Media Specialist?		

Grades 6-8 Checklist
School_____ Principal_____Sr. Director_____

Grades 6-8 Core Program Checklist - Please copy and turn into your Senior Director			
COMPONENT	**Description**	**Y or N**	**Comments**
CORE PROG.	Are all elements of the core program in place?		
TEACHER PLANNING TIME	Do 6-8 Teachers have 1 planning period during the day and an additional 60 minutes throughout the week?		
EQUITY ALLOCATION	How was Equity FTE spent? On which positions? What are the positions funded by Equity, which would not exist if Equity FTE was not allocated? Or send them to a separate google form to answer these questions.	NA	
FOCUS AND PRIORITY SCHOOL ALLOCATION	Was this allocation used to fund an instructional specialist and/or wrap around services including family outreach, QMHP, social worker, etc?		
WORLD LANG	Did you offer a World Language?		
SCHOOL-WIDE SUPPORT	Do you have all the positions listed in the school wide support table? This includes Media Specialist, Counselor, 0.25 classified position. Also, please check that non-formula allocations are being used for their intended purpose. • For Middle Schools: That an AVID class is offered. • For K-8 schools: All K-8s receive 0.50 teacher for Art and career readiness, make sure those classes are offered		
SCHEDULING	Did you complete your master schedule prioritizing the scheduling of services for SPED and ESL students? Did you turn it into your Senior Director?		
ELD	Are the requirements for ESL met?		
SPED	Are the requirements for Special Education met?		
Library Media Specialist	Was the Media Specialist allocation used to hire a Media Specialist? ● Click here for more information on the expectations for Media Specialists.		

High School Checklist
School_____ Principal_____ Sr. Director_____

Grades 9-12 Core Program Checklist - Please copy and turn into your Senior Director			
COMPONENT	**Description**	**Yes or No**	**Explanation**
CORE PROGRAM	Are all required components of the core program in place for comprehensive schools? Focus option schools: please explain exceptions.		
TEACHER PLANNING TIME	Do teachers have required planning time?		
EQUITY ALLOCATION	How was Equity FTE spent? On which positions? What are the positions funded by Equity, which would not exist if Equity FTE was not allocated? Or send them to a separate google form to answer these questions.	NA	
FOCUS AND PRIORITY SCHOOL ALLOCATION	How was this allocation used? (to fund an instructional specialist and/or wrap around services including family outreach, QMHP, social worker, etc?)	NA	
RATIO FTE To be used to fund classroom instruction only.	Is ratio FTE used only for classroom instruction?		
STUDENT-TEACHER LOADS ABOVE 180	How many student-teacher loads are above 180?	NA	
SCHOOL-WIDE SUPPORT	Have you used the corresponding FTE identified in the School-wide Support Table in the prescribed ways?		
DISCRETIONARY SUPPORT	How did you use the Discretionary Support FTE?	NA	
CTE	What changes were made in CTE programming	NA	
ELD	Are the requirements for ESL met?		
SPECIAL EDUCATION	Are the requirements for Special Education met?		