

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
February 23, 2016

**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. **SUPERINTENDENT'S REPORT** 6:00 pm
2. **STUDENT TESTIMONY** 6:20 pm
3. **STUDENT REPRESENTATIVE'S REPORT** 6:35 pm
4. **PUBLIC COMMENT** 6:45 pm
5. **QUARTERLY REPORT: BOND ACCOUNTABILITY COMMITTEE** 7:05 pm
6. **QUARTERLY REPORT: CAPITAL IMPROVEMENT BOND** 7:30 pm
7. **MULTNOMAH EDUCATION SERVICE DISTRICT LOCAL SERVICE PLAN** – action item 7:45 pm
8. **GRADES 6-12 LANGUAGE ARTS ADOPTION** – action item 8:00 pm
9. **OPEN ENROLLMENT AND INTER-DISTRICT TRANSFERS** - action item 8:30 pm
10. **BUSINESS / CONSENT AGENDA** 9:00 pm
11. **ADJOURN** 9:15 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 disability or perceived disability; or military service.

## **MEMORANDUM**

**Date:** February 23, 2015

**To:** Members of the Board of Education

**From:** Bond Accountability Committee (BAC)

**Subject:** 12th BAC Report to the Board

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### **Background**

In November 2012, voters approved a \$482M capital improvement bond for Portland Public Schools. The PPS Board appointed a Citizen Bond Accountability Committee to monitor the planning and progress of the bond program relative to voter-approved work scope, schedule and budget objectives.

### **Recent Activities**

The BAC met on January 28 at the District office, and we were pleased to be joined by Directors Kohnstamm, Anthony and Knowles. As is the case with all meetings, it was publicly noticed and open to the public. OSM staff continues to be very helpful and supportive of the process, and demonstrates a consistent commitment to transparency and clarity in all dealings with the BAC.

At the meeting, the Committee received updates from staff that included the Balanced Scorecard report with supporting data on budget and other metrics, and each of the current bond projects. The staff presentation materials and meeting minutes are posted on the District website.

As this report is written, PPS staff is managing the following work:

- Close out of IP 2015 (4 construction contracts, 8 schools), including the elevator installations at Ainsworth and Woodlawn.
- Construction at Roosevelt High School.
- Construction at Franklin High School.
- Construction at Faubion PK-8 School.
- Completing design for IP 2016 (12 schools) and preparing for bids.
- Schematic Design for Grant High School.
- EdSpecs for Benson, and master planning of Benson, Lincoln, and Madison High Schools.

District expenditures on the bond program are now approximately \$9 million per month.

## **Current Issues**

*Program Budget.* Staff has continued to provide budget information to us in a transparent format.

Last quarter, we expressed concern that the Bond Management budget showed a projected \$300,000 overrun. We are now pleased to report that OSM has refocused on this issue and now projects coming in \$175,000 under budget.

The total Bond Program budget remains \$550 million, of which \$152 million (28%) has been spent. Contingencies at the program level remain about at \$19 million, with another \$2.2 million from the most recent bond premium. Substantial risks still exist in the program so we believe that maintaining these contingency levels at this time is appropriate.

*Project Budgets and Schedules.* Staff's Balanced Scorecard will continue to show both Roosevelt and Franklin designs behind the Baseline Schedule, as reflected by the "red" report at the various design levels (although overall both schools show "yellow"). These delays have many causes, including design changes resulting from increases in high school capacity as well as the "additional criteria" modifications.

Despite those delays, though, construction at both schools commenced generally as planned. However, although we cannot quantify it, we suspect that the schedule pressure during design as a result of these changes is now manifested in construction budget and schedule challenges.

All permits have now been received for Franklin, and those necessary for the current phase of work at Roosevelt have also been secured. We have experienced some delays at Franklin due to unidentified hazardous materials, but the team is diligently working to make up the time and has already made progress in that regard. Roosevelt has also suffered some delays including weather but, again, the contractor understands how critical it is to complete Phase 1 this summer and is working to make up the lost days.

Project contingencies have been put under severe pressure, largely due to the challenging bid market. The bid for Faubion came in over budget and, since the three bids were within a 3% range, it's fair to assume that market conditions drove the overrun. \$1.9 million was transferred from the project contingency to cover this, leaving the remaining contingency rather skinny.

Similarly, market pressures during buyout have strained project contingencies at both Franklin and Roosevelt (\$4.3 million and \$5.1 million respectively at this time). The balance is especially concerning at Roosevelt where much of the modernization work yet to come in Phase 2 is likely to provide the most “surprises”.

Escalating market prices have also caused the District to transfer the entire project contingency for IP 2016 work to the budget. Actual bid pricing will determine the ultimate budget but we should expect that additional transfers will be necessary. Fortunately, there will be some funds available from unused contingencies on IP 2014 and IP 2015 work.

*Equity.* Staff reports on student involvement remain impressive. In 2015, the bond team contributed 1,614 hours at 45 activities and served 1,219 students. However, we heard public testimony on this subject, which urged an even more aggressive approach. The BAC agrees and again recommends that the Office of Teaching and Learning take the lead to take full advantage of the opportunities the bond program provides.

The employment of apprentices through the Workforce Hiring program continues to exceed the 20% goal. A couple of contractors on IP 2015 failed to perform and appropriate action was taken.

MWESB involvement remains a priority and the BAC continues to urge the District to be creative in its outreach and its team approach with its CM/GCs. We heard public testimony on this subject, and agree that continuous focus is required. At the end of 2015, 8.4% of program payments had been made to MWESB's. We anticipate that these percentages will improve as more MWESB firms under contract at Franklin and Roosevelt perform their work, but this is still well below the aspirational goal.

We must commend the District, however, in its fresh focus on this issue, and its willingness to try new approaches. The selected design team for the Madison master plan, for instance, includes 44% MWESB participation. Also, the RFP document for Grant High School incorporates some significant changes from those previously used, which we hope will result in increased participation on the contractor side.

*Safety.* At the time of our meeting, there had been no safety incidents on the Roosevelt site where, since the campus is being shared with staff and students, is a significant achievement.

Franklin has experienced 4 “recordable” accidents, all relatively minor and all involving apprentices. As a result, the contractor has revised its work protocol for apprentices and no incidents have occurred since.

*Other.* We had expressed concern previously about the leadership transition at OSM, and want to report to the Board that our observations to date of Jerry Vincent and his team have been very positive. The level of planning, design, and construction activity remains extraordinarily high and would be a challenge for any management team.

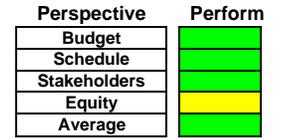
### **Summary**

Portland taxpayers can currently observe their tax money at work at the Franklin, Roosevelt and Faubion sites, and there’s also intense activity behind the scenes in preparation for IP 2016, design of Grant, and master planning of Madison, Lincoln, and Benson. At this point in the bond program, we believe that money is being well spent and effectively managed.

We remain impressed by the quality and professionalism of OSM staff as well as the design and construction teams, and thank the Board for this opportunity to serve and play a small part in a very successful bond program.

**Narrative Comments:**

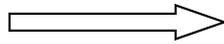
1. Roosevelt and Franklin are busy with construction activity both inside and outside the buildings.
2. Faubion School construction contract has been awarded to Todd Construction and the Notice to Proceed has been issued.
3. Master Planning efforts at Benson, Lincoln and Madison have begun and Master Planning Committees have been meeting.
4. Grant has held 2 successful public Design Work Shops and continues to hold DAG meetings and make progress on the design.
5. The IP2015 elevator at Woodlawn is complete and turned over for school use. The IP2015 elevator at Ainsworth is planned for completion no later than April while all other sites are in close-out.
6. The IP2016 design effort is well underway and Staff is assessing projects for IP2017.



**2012 Bond Projects**

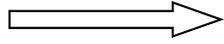
Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Overall Project Performance



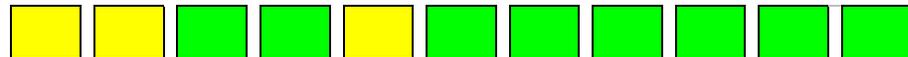
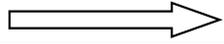
Perspective

Budget



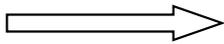
Perspective

Schedule



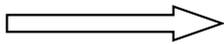
Perspective

Stakeholders



Perspective

Equity





**Narrative Comments:**

1. Total amount paid to certified MWESB firms to date exceeds \$7.8 million Total MWESB participation for consultants continues to exceed the 18% goal, whereas the participation for contractors is below 5%. Overall for program is 8.5%.

2. Good effort shown on the workforce equity over the last few months on the high school projects. Previously both FHS and RHS had been below the 20% goal, but as anticipated, as more trades begun work on the site both projects are now over the goal. On the IP2015 work a few contractors / subcontractors did not meet expectations. Three warning letters were sent and one prime contractor was fined for noncompliance.

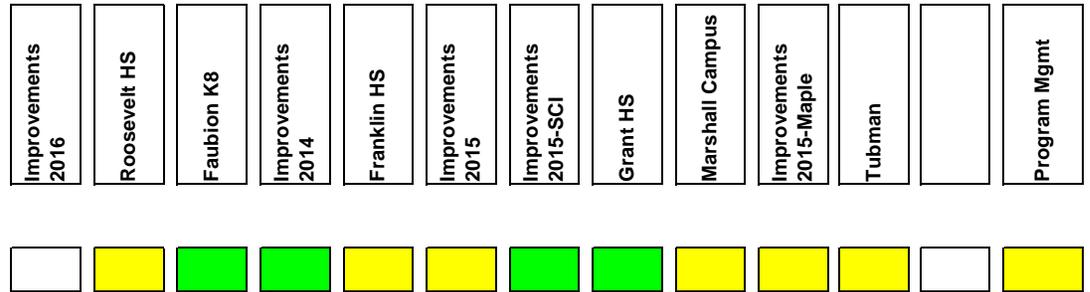
3. Student participation continues to go great. Lease Crutcher Lewis provided a site tour for RHS's Introduction to Construction class that received good press coverage in December. The Portland Workforce Alliance's NW Youth Career Expo is happening in February and the bond will again be well

Color Key	
	Good
	Concerns
	Difficulty

**Equity Perspective**

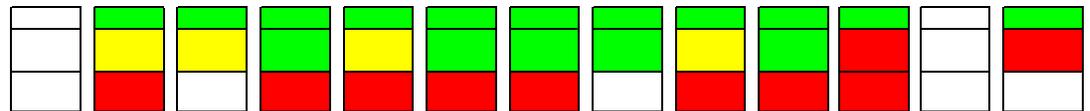
Strategic Obj.	Perform
A	
B	
C	
Average	

**2012 Bond Projects**

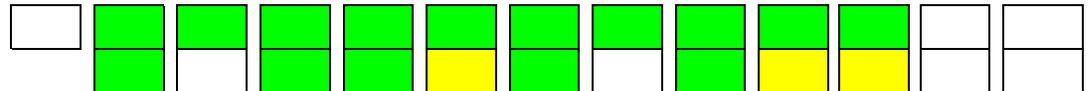


Strategic Objectives	Performance Measures	Performance Targets
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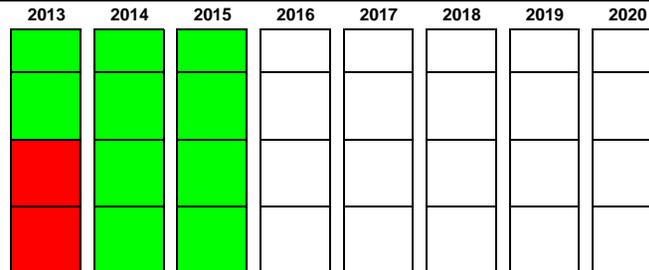
Objective A Meets Aspirational MWESB	1	Project objectives established	Green: MWESB >18% Yellow: MWESB >10% Red: MWESB <10%
	2	Consultants - % of payments made to MWESB owned	
	3	Contractors - % of payments made to MWESB owned	



Objective B apprenticable trade participation	4	Project objectives established >\$200k contracts	Green: participation >20% Yellow: participation >10% Red: participation <10%
	5	Contractors % of labor hours/apprenticable trade	



Objective C Meets student participation	6	Project objectives established >\$100k contracts	Per AD
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5



**Narrative Comments:**

1. Total bond program budget has remained constant at approximately \$550 million.

2. The IP2015 projects and Tubman are all finishing up with budget savings. IP2016 has received pricing exceeding current budget. The project team is reviewing options for reducing pricing and the possible need for additional funding.

4. Faubion received three bids for the general contractor scope of work. The 3 bids were close in price (which is a good indicator of the quality of the construction documents). The low bid was over the budgeted amount but contingency within the project will be used to cover the cost. No additional funds are needed at this time to support Faubion.

5. Franklin and Roosevelt are proceeding through construction. Project budgets are tight and the teams are keeping a close eye on them.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

**2012 Bond Projects**

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Strategic Objectives	Performance Measures	Performance Targets
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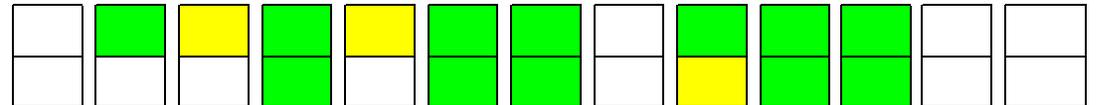
<b>Objective A</b> Project Budget and Scope Aligned	1	Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available
	2	Master Plan	Within Budgeted Amount



<b>Objective B</b> Planning & Design Costs within Budget	3	Projected Total P & D Costs	Within Budgeted Amount
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<b>Objective C</b> Construction Costs within Budget	4	Construction Cost Award Price or GMP	Within Budgeted Amount
	5	Construction Cost Current Estimate thru 50% complete	>5% project level contingency



<b>Objective D</b> Project within Budget	6	Total Project Costs Within Budgeted Amount	Within Budgeted Amount
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**Narrative Comments:**

1. Construction on both Roosevelt and Franklin High Schools remains on schedule for their planned openings.
2. The elevator at Woodlawn is complete and turned over and the Ainsworth elevator is planned to be complete no later than April of this year.
3. Summer 2016 project design activities continue and notices to proceed to contractors are expected in early May of 2016 for submittals and subsequent mobilization for the summer effort.
4. Faubion has completed abatement of the school and the recently obtained adjacent houses. A general contractor has been selected and demolition has begun.
5. Grant HS Master Planning continues toward completion in mid December. The re-compete for the design contract caused more than 4 weeks of delay reflected by the red assessment below. The design schedule has been adjusted for

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

**2012 Bond Projects**

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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<b>Objective A</b> Establish Schedule Target & Strategy	1	Occupancy Date Goal Established		
	2	Project Execution Strategy Developed		
	3	Overall Project Schedule Established		

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<b>Objective B</b> Planning, Permitting & Design Phases on Schedule	4	Design Contract Award		
	5	Schematic Design Completed		
	6	Design Development Completed		
	7	Land Use Permit Approved		
	8	Construction Contract Documents		
9	Building Permit Approved	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks		

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<b>Objective C</b> Construction on Schedule	10	Prime Contract Notice to Proceed		
	11	Construction Started		
	12	Substantial Completion Date		
		Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks		

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<b>Objective D</b> Meet Occupancy / Completion Schedule Target	13	FF&E Ordered		
	14	FF&E Delivered and Installed		
	15	Projected Occupancy Date		
		Green = < 0 weeks impact on scheduled date. Yellow = 0 - 4 weeks; Red > 4 weeks		

<b>Projected Occupancy Dates</b>												
09/16	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14	09/15	08/15		



SCHOOL BUILDING IMPROVEMENT BOND



# Office of School Modernization

## Quarterly Bond Program Update

February 23, 2016



SCHOOL BUILDING IMPROVEMENT BOND



# OSM Quarterly Update

## February 2016

### Program Highlights

- Program remains on time, on budget & visible to the community
- Balanced Scorecard
- Ongoing Construction Activities
  - Modernizations
  - Replacement Project
  - Summer Projects
  - Master Plans


SCHOOL BUILDING IMPROVEMENT BOND


## Balanced Scorecard

- **Management & Reporting Tool**
- **Quantifies status**
- **Provides focus on strategic objectives**
  - Performance measures & targets

Perspectives	Status
Budget	<span style="color: green; font-size: 20px;">●</span>
Schedule	<span style="color: green; font-size: 20px;">●</span>
Stakeholder	<span style="color: green; font-size: 20px;">●</span>
Equity	<span style="color: yellow; font-size: 20px;">●</span>


SCHOOL BUILDING IMPROVEMENT BOND


## Franklin HS Modernization



Former Auditorium – Lower Level



Interior Demolition



Progress on New Gymnasium



07:00 AM Concrete Placement Prep

4

 **SCHOOL BUILDING IMPROVEMENT BOND** **Roosevelt HS Modernization** 



**Auditorium Lower Level Ramp Formwork**



**Locker Room CMU Wall Construction**



**Last SOG in Locker Room Area of Gym Ready for Concrete**



**Metal Decking in Area C South Classrooms**

5

 **SCHOOL BUILDING IMPROVEMENT BOND** **Grant HS Modernization** 



**Approved Master Plan**



**Design Advisory Committee**

6

 SCHOOL BUILDING IMPROVEMENT BOND **Faubion PK-8 School Replacement**



Active Demolition Site



Faubion School Demolition



Silt Fence Installed on Perimeter



Faubion and Concordia Onlookers

7

 SCHOOL BUILDING IMPROVEMENT BOND

## Next Three Months

- Ongoing major construction at FHS & RHS
- Roosevelt High School:
  - Construction continues on New Gym, Theater, Classrooms, and Arts and Media Center
- Franklin High School
  - Construction continues on New Gym, Theater, Classrooms, Athletic Field and Modernization of Historic Structure
- Grant High School continues with design development

 SCHOOL BUILDING IMPROVEMENT BOND 

## Next Three Months, Cont....

- **Faubion completes demolition and goes vertical**
- **Benson, Lincoln and Madison master plans continue**
- **2016 Improvement Project completes design and bidding**
- **Planning for a future bond continues**

 SCHOOL BUILDING IMPROVEMENT BOND 

## Video Slide

# MESD Local Service Plan



2016-2017

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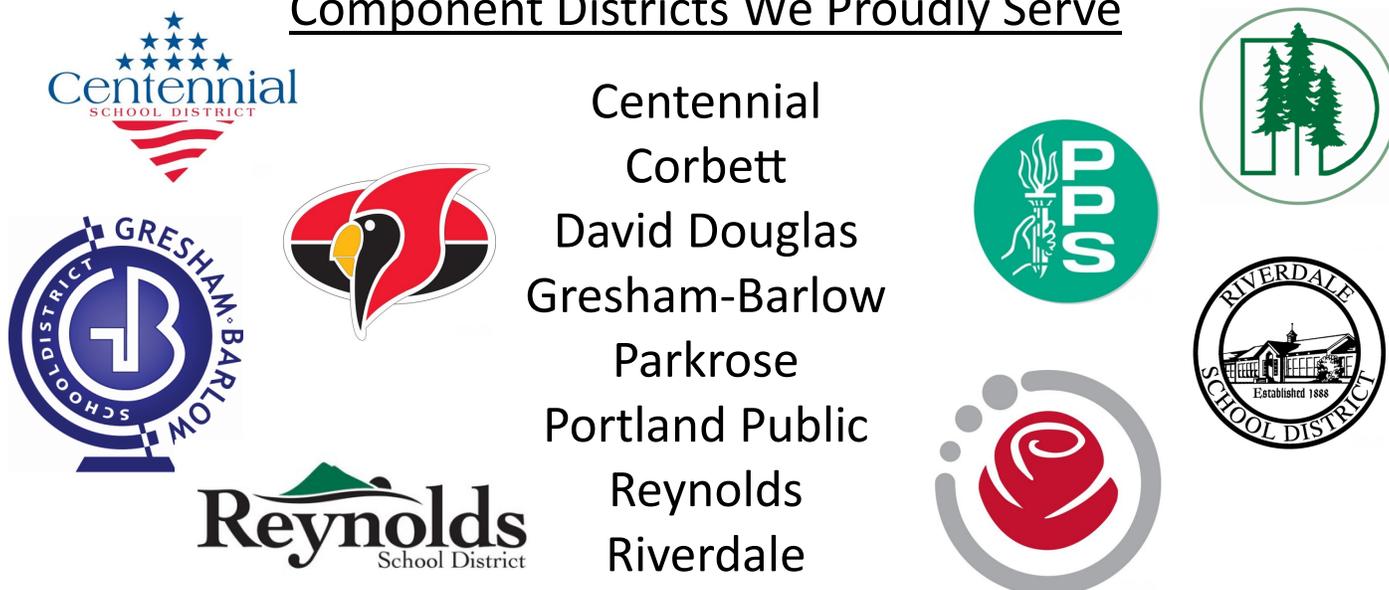
# Multnomah Education Service District

## Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

## Component Districts We Proudly Serve



# Multnomah Education Service District

## 2016-2017 Local Service Plan (LSP) Timeline

September 2105	Share timeline with Advisory groups (Instruction, Health-ED, TS)
October 2015	Present initial draft to Advisory groups, and gather feedback
November 2015	Present second draft LSP to Advisory groups and gather feedback
December 2015	Present final draft to Superintendents
January 2016	MESD Board approves LSP
February 2016	Component Districts approve LSP Budget/costing template development begins.
March 2016	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2016	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2016	Costing template and services commitments finalized

# Budget in Brief

Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. Below is the estimated state school fund revenues for the current biennium.

## State School Fund Estimates for the 2015-2017 Biennium

	<u>2015-2016</u>	<u>2016-2017</u>	<u>Total</u>
Legislative Appropriation <sup>1</sup>	\$ 3,629,130,346	\$ 3,747,130,346	\$ 7,376,260,692
Less state-wide transfers/deductions ("carve-outs")	<u>(52,972,498)</u>	<u>(50,272,498)</u>	<u>(103,244,996)</u>
State revenue for formula	3,576,157,848	3,696,857,848	7,273,015,696
Plus local revenue for formula <sup>2</sup>	<u>1,788,969,752</u>	<u>1,869,473,391</u>	<u>3,658,443,143</u>
Total revenue for formula	5,365,127,600	5,566,331,239	10,931,458,839
ESD share at 4.5%	241,430,742	250,484,906	491,915,648
Less ESD transfers/deductions ("carve-outs")	<u>(8,232,192)</u>	<u>(8,232,192)</u>	<u>(16,464,384)</u>
<b>ESD State School Fund formula revenue for distribution</b>	<b><u>\$ 233,198,550</u></b>	<b><u>\$ 242,252,714</u></b>	<b><u>\$ 475,451,264</u></b>
<b>Estimated MESD portion of ESD distribution</b>			
	<b>\$ 37,820,873</b>	<b>\$ 39,307,304</b>	<b>\$ 77,128,177</b>
<b>MESD allocation to funds</b>			
Operating Fund (10%) for general operations	\$ 3,782,087	\$ 3,930,730	\$ 7,712,817
Resolution Fund (90%) for Component Districts	\$ 34,038,786	\$ 35,376,574	\$ 69,415,360

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2015-16 Apportionment	2016-17 Apportionment
Centennial	8,164.66	8,164.66	6.9%	\$ 2,348,202	\$ 2,440,490
Corbett (X 1.61)	1,538.34	2,476.73	2.1%	712,321	740,316
David Douglas	14,163.98	14,163.98	12.0%	4,073,639	4,233,741
Gresham-Barlow	14,630.28	14,630.28	12.4%	4,207,750	4,373,122
Parkrose	4,229.10	4,229.10	3.6%	1,216,313	1,264,116
Portland Public	58,040.72	58,040.72	49.0%	16,692,833	17,348,893
Reynolds	15,698.23	15,698.23	13.3%	4,514,898	4,692,342
Riverdale (X1.61)	589.21	948.63	0.8%	272,831	283,553
<b>Total</b>	<b><u>117,054.52</u></b>	<b><u>118,352.33</u></b>		<b><u>\$ 34,038,786</u></b>	<b><u>\$ 35,376,574</u></b>

\* ODE Extended ADMw from 3/24/2015 Estimates

<sup>1</sup> The SSF estimate is based on the \$7.4B legislatively approved budget. It includes the original \$7.255B split 50/50 over the biennium plus additional revenue in Year 2 from the May forecast and end of session bill.

<sup>2</sup> 2015-16 local revenue per ODE SSF estimate dated 12/3/15. Local revenue for 2016-17 includes a 4.5% increase.

## Instructional Services

**Alternative Pathways:** Alternative Pathways is a TRiO Educational Talent Search grant funded through the US Department of Education. TRiO is an educational opportunity for low-income and first-generation students and was established with the passage of Title IV of the Higher Education Act of 1965.

**Assessment and Evaluation Program:** Provides educational and social skills to assist students in completing their High School Diploma. The students in these programs are between the ages of 12 and 18. The program operates from the Multnomah County Juvenile Justice Facility.

**College/ Career Readiness:** The purpose of College/Career readiness is to facilitate the acceleration of component districts' movement toward a system that provides increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools as well as preparing them to enter post-secondary career training. The development of middle school and early high school programs and activities that foster a "college-going" culture and increased access to dual credit opportunities.

**Curriculum Services:** MESD provides access to the Classroom Law Project, which brings law-related educational programs into Oregon schools.

**Donald E. Long School Program:** The Donald E. Long School Program, located at the Multnomah County Juvenile Justice Complex, provides educational program services to students currently detained by the legal system. This program provides educational and social skills development to students who are detained and awaiting trials and hearings at the Multnomah County Juvenile Justice Complex (Donald E. Long).

**Educational Programs in Adult Correction Facilities:** Incarcerated Youth serves school-age youth up to 21 years of age who are detained within Multnomah County adult detention facilities (Inverness Jail and Multnomah County Detention Center).

**Educational Programs in Youth Correction Facilities:** Provides educational and post-secondary planning to assist students in completing their High School Diploma and/or GED. The students in these programs (Ocean Dunes at Camp Florence and Three Lakes at Oak Creek Youth Correctional Facility) are between the ages of 12 and 25 and have been adjudicated and are in the custody of the Oregon Youth Authority.

**Effective Behavioral Instruction Support System (EBISS):** Oregon Department of Education resources are utilized to assist districts with their PBIS implementation and professional training needs.

## Instructional Services (Continued)

### **Helensview School**

Helensview provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance/behavioral issues. Students ages 12-21 who are on probation, parole and/or returning from both juvenile and adult state correctional facilities.

Helensview also provides individualized academic, social services and job training for students ages 12-21 identified as at-risk and who have not had success in other conventional or alternative settings.

### **Helensview Phoenix – Pregnant and Parenting Student Services:**

Phoenix provides services to youth, ages 12-21, who are pregnant and/or parenting and identified as at-risk and requiring individualized programming, prenatal and parenting instruction.

### **Helensview Reconnecting Youth – Helensview School, serving ages 12-21,**

is designed for students needing comprehensive support to meet their educational needs and post-secondary career goals. Helensview School provides educational and school-to-work services combined with therapeutic, social skills and behavioral support unique to the needs of each student. Students focus on essential skills within a school-to-college/career emphasis culminating in an Oregon diploma.

### **Home School Notification:**

Parents who elect to teach students at home instead of enrolling their student(s) in a regular school must notify the MESD, as required by statute. MESD, as required by law, maintains a database with all student directory information, requests test results from students who fall under the OAR's requirement, submits reports to component districts to notify them of their home school population and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

### **Hospital School Program:**

The Hospital School Program provides instruction to students with significant, acute medical or mental health needs during the course of their hospitalization and ongoing treatment. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their home districts, and by planning a reasonable and realistic transition back to school following hospitalization.

### **Kinder 101:**

This service is to provide support for kindergarten teachers and principals in the implementation of high quality kindergarten programs. Services include both regional professional development and on-site coaching by providing direct coaching and instructional guidance to identified K classroom teachers.

## Instructional Services (Continued)

**Long Term Care and Treatment/Therapeutic Classroom:** The program provides academic instruction, behavioral intervention and social skills training, coupled with a mental health focus. Space is available for 54 students at Wynne Watts School. The Long Term Care and Treatment Program is an Oregon Department of Education funded program for students from across the state who far exceed an individual district's ability to educate and keep safe. The Therapeutic Classroom is a contracted classroom for placement by local school districts.

**Migrant Education:** MESD provides education services (including supportive services) that address migrant students' needs and ensure such children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet. The primary focuses of the program include kindergarten readiness, reading, math, high school graduation, parent engagement and recruitment.

**Migrant Education Pre-School:** MESD provides children (ages 3-5) with monthly learning opportunities for cognitive, social, emotional and motor skills development in English and their native Spanish language. Preschool parents receive specialized training and materials to support their child's development and growth. Incoming kindergarten students participate in a summer preschool class to prepare for kindergarten.

**Migrant Education Summer School:** MESD provides a supplemental summer extension for K – 12th grade students eligible for Migrant Education Program services during the summer months, with a focus on reading, math and high school graduation.

**Outdoor School and Companion Programs:** Outdoor School is a residential environmental science program for sixth grade students and high school student leaders. Companion programs include Oregon Trail Overnight and other customized programs for grades 2-12.

At Outdoor School, sixth grade students are immersed in local, place-based science instruction. The Outdoor School program model has three main components: authentic, hands-on science instruction in the out-of-doors; intentional community-building activities for a diverse student population that promote social emotional learning and leadership skill development for high school student leaders using a mentor model. Since 1966 MESD Outdoor School has been a place where students learn about themselves, their classmates, new friends and the natural world around them.

## Instructional Services (Continued)

### **Outdoor School and Companion Programs (Continued)**

Oregon Trail Overnight is an immersive overnight experience for fourth grade students, their classmates and parent volunteers. High school students serve as instructional assistants who help students become pioneers from the mid-nineteenth century. Students explore the fur trade, wash clothes using a washboard and tub, make butter, dance “The Virginia Reel”, and engage in other activities that enrich their classroom studies.

Custom “companion” programs have been periodically developed for schools for grades 2-8.

**Regional School Improvement:** School Improvement provides professional development and technical support in the following areas: High School Diploma Requirements, Common Core Standards, Common Formative Assessment, Secondary and Elementary Literacy coaching support as well as training and support in Mathematics provided by a Math Specialist. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Writing and Math Work Samples to meet state required Essential Skills assessments. Essential Skills Assessments are now available in ten languages. Support is also provided for appropriate implementation of the Smarter Balance Assessment.

School improvement also provides professional development and technical support in science/STEM. Services include instructional support and coaching for science teachers as well as facilitation in the implementation of Next Generation Science Standards (NGSS).

**Student Assessment Services – Special Projects:** Student Assessment Services provides data collections support, technical assistance, support and training on assessment procedures and administration of the score sites; and provides help desk support, technical assistance and training to school districts participating in the state’s on-line English Language Proficiency Assessment. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing and mathematics. Reading, writing and mathematics essential skills assessments are provided in six languages.

**Yamhill County Juvenile Detention Program:** The Yamhill County Juvenile Detention Program, located at Yamhill County Jail, provides educational program services to students currently detained by the legal system, as well as educational and social skills development to students.

## School Health Services (SHS)

**Child Health Insurance Access Program (CHIAP):** MESD bi-lingual/bi-cultural eligibility staff conduct outreach activities in partnership with local agencies and school districts to identify students who are uninsured or not eligible for the Oregon Health Plan. Specialists assist families with the application process, establishing a medical home, navigating the health system, and accessing routine preventative care to ensure students are safe and healthy and able to attend school to achieve their education potential. This program partners with the Multnomah County Health Department and Kaiser Permanente, who provides grant funding to insure children who are not eligible for the Oregon Health Plan.

**Contracted Health Education Services:** MESD SHS provides instruction and support to component districts and independent schools in meeting state and national mandates for required health and safety training and responding to occupational exposures to bloodborne pathogens. Health education training includes: Medication Administration, **Severe Allergic Reaction** (with epinephrine administration), Glucagon Administration, and Oregon Occupational Safety and Health Administration Bloodborne Pathogens. First Aid/CPR AED training, and immunization management for schools. Post-exposure evaluation and follow-up are also available to component districts.

**Contracted Nursing Services including Direct One-to-One Nursing:** School districts may contract with MESD for additional nursing services for schools, unique programs, or direct one-to-one services for students with complex health conditions or identified as medically fragile. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight and supervision provided by the MESD.

**Dental Vans:** Mobile dental van services are coordinated by the nurse consultant in collaboration with school nurses and dentists and staff from Medical Team International (MTI) and the Tooth Taxi.

**Vision Screening Team:** The MESD screening team, with school nurses, screens students for vision (in grades K, 1, 3, 5, & 7). Students needing additional testing are referred to community health providers. MESD School Health Services may have funding or resources to help reduce costs for students needing prescription glasses (OAR 581-022-0705). Training, orientation, oversight and supervision provided by the MESD.

## School Health Services (SHS) (Continued)

**Hearing Screening Team :** The Hearing Program provides screening to grades K and 1, and school-aged students referred for screening identifying students with hearing loss. Students requiring follow up are evaluated by the department licensed audiologist, who conducts a comprehensive exam, and makes referrals as indicated. This supports the student's engagement and success in the classroom (OAR 581-022-0705). Training, orientation, oversight and supervision provided by the MESD.

**Immunization Program:** Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization management to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, data analysis and reporting (ORS 433.267). Training, orientation, oversight and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance, and maximizes student attendance and learning time. Nurses, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.

**School Nursing:** School nursing services provide mandated health services, promote wellness, and assist students to achieve optimal educational experiences. Nursing services include direct health services to ill and injured students, management of acute and chronic illnesses, and surveillance and follow up of communicable disease. Nurses are a liaison between home, school and community health care providers; promote safety, assess growth and development; and contribute to mental, emotional and physical well-being. Training, orientation, oversight and supervision provided by the MESD. By July 1, 2018, HB 2693 recommends one registered nurse for every 1,500 students.

**School Health Assistants (SHA):** School Health Assistants (SHA) are non-licensed personnel who provide illness and injury management to students, with training, orientation, oversight and supervision provided by SHS. The SHA may be the primary point of contact for health services in the absence of the MESD registered nurse. With oversight from an RN, SHAs perform delegated nursing tasks. Training, orientation, oversight and supervision provided by the MESD.

DESCRIPTION OF SERVICES

School Health Services (SHS) (Continued)

**School Nurse Consultant:** Consults with and functions as a liaison between School Health Services staff, school personnel, and County and State Health Divisions and local community resources in situations of inadequate health access, reportable and communicable disease by investigation, reporting, parent contact, health counseling and education referral, and follow-up activities. Training, orientation, oversight and supervision provided by the MESD.

**Special Needs Nursing (SNN):** Special Needs Nurses (SNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. SNNs augment MESD school nurse services by providing training, consultation and support for medically fragile, medically complex, and nursing-dependent students, as defined in HB 2693.

The special needs nurse may provide initial training and develop an individualized health plan until the health condition is stabilized, and then transition management to the school nurse. Nurses participate in multi-disciplinary planning and placement meetings, IEP development, and feeding team assessments. Training, orientation, oversight and supervision provided by the MESD.

**Nurse Consultation:** For non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions and recommendations for required nursing services, delegations, training, and care coordination with families, schools and health care providers. Training, orientation, oversight and supervision provided by the MESD.

## Special Education

### **Abilities in Motion (AIM)**

The AIM program provides an educational opportunity for students identified with special education eligibilities with significant medical needs, which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors and personal management skills that can be used within the classroom and community settings. Services are individualized and based on a student's IEP.

### **Arata Creek/Burlingame Creek Social Emotional Skills Program**

Arata Creek/Burlingame Creek SESP Transition Program (ages 18-21)

Designed for students with an individualized Education Plan (IEP) from Kindergarten to 18 years of age to provide structural social skills training, behavioral intervention and academic instruction to students who are not being successful in the general education setting., This program provides mental health and behavioral consultative services within a small classroom setting for students needing additional therapeutic support. Additionally, the Transition classroom, ages 18-21, offers job training and supports for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community, and classroom instruction to prepare students for adult life.

### **Arata Creek Behavioral Health Program**

This program serves students 6th - 12th grade with significant behavioral challenges with lower cognitive capabilities. Students benefit from an academic curriculum and a social skills program, modified to meet their cognitive and social emotional abilities. This classroom has a high staff to student ratio based on demonstrated need.

### **Behavior and Instructional Consultation Services**

Consultation from the Special Education Department is provided at the request of a district/entity. Services may be provided within the regular classroom setting or in another educational setting. A needs assessment will be provided at no cost with further consultation and services provided as fee for service.

### **Feeding Team Contract Services**

The MESD feeding team provides assessment and training for safe feeding within the school environment. The feeding team take the following into consideration while assessing students: positioning, medical history, nursing needs, and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation on mealtime procedures at the request of the district. The district completes a referral to the MESD to begin the assessment process.

## Special Education (Continued)

### **Feeding Team Contract Services (continued)**

The MESD feeding team includes a speech language pathologist and an occupational therapist. The contract includes staff cost, mileage to and from sites, time spent assessing, writing protocols, and meeting with staff (consultation and training to feed the student safely).

### **Functional Living Skills Program (ages 5-18)**

The Functional Living Skills (FLS) Program provides evidence based instructional practices in the areas of academics, communication, motor, adaptive, social emotional, medical, health care, behavioral, and vocational training to students with significant disabilities. All staff have extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments and Behavior Intervention Plans for students, in accordance with IDEA and Individualized Education Plans (IEPs). Services are provided in component school districts or at Wheatley School (FLS Alternative Behavioral Program) in order to provide the least restrictive environment (LRE) as possible. Extended School Year services are available for those students that qualify.

### **Functional Living Skills Transition Program (ages 18-21)**

The Transition Program provides post-secondary instruction for students age 18-21, who are out of high school, and whose Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral, and or medical). The curriculum is focused upon functional applied academics, community and classroom instruction, and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community, develops leisure and independent living skills. Transition has a high staff to student ratio. Additional staffing decisions are made through the IEP process, including a local education agency (LEA) representative.

**Wheatley School:** (Formerly FLS Alt) Wheatley School is self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to delays in cognition, communication and challenging behavior. The curriculum used in all classrooms aligns with the Common Core. Additional support services focus on building communications skills, motor and sensory skills so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio. Students receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify.

## Special Education (Continued)

### **Individually purchased option.**

#### **Related Services: Speech/Language Pathology, Occupational Therapy, Physical Therapy, Psychological Services**

Related Services provides direct and or consultation services according to student IEP needs. Services may be provided in .2 FTE increments. Caseloads are variable dependent upon IEPs and locations.

#### Assistive Technology:

- Conduct systematic assessment of student's AT needs
- Provide assistance in IEP development
- Provide consultation and technical assistance to district teams
- Training and in-service at District request

#### Speech/Language Pathology :

- 1:1 therapy
- conduct formal or informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP driven)
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

#### Occupational Therapy:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

#### Physical Therapy:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

## Special Education (Continued)

### Psychological Services:

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, traumatic brain injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
- Provide support to write, review and revise IEPs as mandated by state and federal rules and regulations
- Provide consultation services based on each student's IEP
- Attend IEP or three year re-evaluation meetings
- Technical assistance (professional development)

Included in the cost of this service option is travel, supplies, materials and technology (computer needs) for staff.

### **Educational Assistants**

Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

## Technology Services

Through Cascade Technology Alliance  
[www.cascadetech.org](http://www.cascadetech.org)

The Cascade Technology Alliance (CTA) is a part of the Cascade Education Alliance (CEA). The CEA is a collaboration of four regional ESDs: Columbia Gorge, Multnomah, Northwest Regional, and Willamette. The CEA directly impacts 53 school districts, indirectly benefitting approximately 50% of the K-12 students in Oregon. The four ESDs make all of their education services available to any school district in their combined service area enabling school districts to access the local service plans of all four ESDs.

The CTA was created by the technology departments of each of the participating ESDs to serve their area component districts, as well as other public and nonprofit agencies in need of technology solutions. CTA services include network management; server management and data center; technical support; financial and human resource systems; student information systems; data warehouse and student reporting systems; instructional services and operational services.

The CTA has a menu of services available to its component school districts. The following is a list of services historically selected by MESD districts.

### Application and Development Services

- **Business Systems Support:** MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.
- **Data Warehouse:** The CTA data warehouse is part of a statewide initiative to facilitate state reporting and data-based decision making.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students and parents to engage in the instructional process.
- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's) and Nurses.

## Technology Services (Continued)

### District Office Services

- **AESOP Substitute Services:** MESD provides on-line substitute application and registration, verification of employment eligibility documents, bloodborne pathogen training and updates, child abuse prevention training, maintenance of classified and certified substitutes, registration of Teacher Standards and Practices Commission licenses, and telephone support to district Smartfind administrators
- **School Messenger Automated Attendance/Emergency Notification:** School Messenger delivers flexible and modern communication capability with secure and robust performance for student attendance calling, emergency notifications, and other district communication needs.

### Infrastructure Services

- **Internet Connectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.
- **Network Services:** Wide area data networking support is provided in the form of communication lines, router maintenance, network management and connection to the Internet.
- **Engineering Support & On-Site Help Desk Support:** Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.

### Instructional Services

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.

### Other Regional Services

- **ORCase:** MESD provides contract administration services and a referral, case information exchange and billing application for the Oregon Department of Human Services Office of Child Welfare in Multnomah County. Services are provided by contracted community providers to children and families involved with Child Welfare. Contract types include In-Home Safety and Reunification Services (ISRS), Strengthening, Preserving and Reunifying Families (SPRF) and System of Care (SOC).

## Administrative Support Services

The MESD provides general administrative support services to Districts upon request.

**Inter-District Delivery System (PONY):** Facilities and Transportation Services provide inter-district “pony” mail delivery service to component districts.

**Procurement Card Services:** MESD administers procurement card (PCard) services to other smaller Oregon ESDs and school districts through Bank of America. It provides an opportunity for smaller entities to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering/deactivating cards, program maintenance, on-site PCard training, and PCard auditing services.

**School Announcement Closure Network:** MESD contracts with FlashAlert-Newswire.net each year for the ESD and component districts to support the interface between component districts and radio/television stations when emergency closures must be communicated to the public.

**Other Administrative/Operational Services:** MESD can provide other general operational services to districts such as payroll services.

**ADOPTION OF MULTNOMAH ESD  
PROGRAMS AND SERVICES PROPOSALS  
FOR 2016-2017**

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

This certifies that the following Resolution was adopted by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_, 2016, in the manner proposed by law, and has not been altered or repealed.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2016

\_\_\_\_\_  
Superintendent/Deputy Clerk  
School District No. \_\_\_\_\_

\*\*\*\*\*

**RESOLUTION**

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2016-2017 Local Service Plan - Multnomah Education Service District, EXCEPT:

(Specify here each and every program not approved. If all are approved, please indicate "none".)

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

KEY COMMUNITY PARTNERS

211

Albertina Kerr

DHS

OHSU Doernbecher

Launch

Multnomah County

Oregon Youth Authority

Legacy Emmanuel/Randall Children's Hospital

Shriner's

Trauma Informed Oregon

Trillium Services

Providence Willamette Falls Hospital

## Links to Other Information

### **Multnomah Education Service District**

Information about departments and specific programs can be found on the district website: [www.mesd.k12.or.us](http://www.mesd.k12.or.us)

### **MESD Accountability Report**

The annual [Accountability Report](#) is a comprehensive summary of the programs and services the MESD provides to support districts in serving students. It reports information specific to each component district; including, number of students served, services provided, and financial data. The report is available online at the bottom of the MESD homepage.

### **MESD School Health Services Annual Report**

The School Health Services department issues an [annual report](#) available on its homepage.

### **MESD Budgets and Financial Reports**

MESD's annually Adopted Budgets and Comprehensive Annual Financial Reports (CAFRs) for the past 5 years can be found at the Business Services homepage: [www.mesd.k12.or.us/businessservices](http://www.mesd.k12.or.us/businessservices)

### **Helensview School Annual Report**

<http://www-old.mesd.k12.or.us/ae/Helensview/welcome.html>



# Board of Education Informational Report

## MEMORANDUM

**Date:** 2/23/2015

**To:** Superintendent Smith and the PPS Board

**From:** Andrea Lockard, MA, M.Ed., NBCT  
Assistant Director, Instruction, Curriculum and Assessment

**Subject:** 6-12 Language Arts Materials Adoption

### Issue Statement

A balanced approach to a guaranteed and viable curriculum is an essential component to student learning and closing the opportunity gap. Our current 6-12 Language Arts (LA) materials resources were adopted by PPS in 2007. Due to a number of factors, including the amount of time since the last adoption, currently there is a demonstrated lack of alignment to the current standards. To increase students' college and career readiness, then we must have a strong, guaranteed, and viable framework with relevant materials that employs the best possible research-based instruction.

### Background and Process

Collaboration with educators and community was at the core of this 2-year adoption process including prioritizing English Language Arts (ELA) Common Core State Standards, selecting materials to pilot/field test, participation in product-specific professional development, piloting materials by a number of groups and individuals representing constituencies throughout PPS, and inviting feedback from multiple perspectives (e.g. educators, students, parents, and community members). Key components of this process are detailed below.

A **Curriculum Materials Adoption Advisory Committee (CMAAC)** was formed in the Fall of 2014 comprised of the following representation:

12 middle-school representatives:	15 High School Representatives:
1 Administrator	1 Administrator
2 Dual Language Immersion Teachers	2 Instructional Specialists
2 English as a Second Language Teachers	2 English as a Second Language Teachers
7 ELA Teachers	1 Library Media Specialist
	9 ELA Teachers

The role of this group was to guide the work of the adoption committee by providing leadership and developing resources, an evaluation tool, and in formalizing the structure of the adoption committee work.

The **Curriculum Materials Adoption Advisory Committee (CMAAC)** began its work towards a recommendation in the Fall of 2014. This committee consisted of representatives from various constituencies and schools throughout the district. This included 38 PPS teachers and administrators representing schools from multiple regions facilitated by district-level educators. This group began its work by identifying the skills and knowledge (i.e. priority standards) students need on their educational journey to college and career readiness as well as defining guiding instructional principles for the classroom.

This process involved a unique collaboration of secondary teachers working with higher education colleagues to identify attributes for materials that could best address the long-term needs of students.

The committee also developed their evaluation tool that included the following criteria: equity, reading, writing, speaking and listening, language, instructional supports, assessment, digital materials & resources. These criteria and their indicators were selected after careful review of a variety of evaluation tools including ODE's "Criteria for the Review and Adoption of Instructional Materials", Council of Great City Schools' "A Framework for Raising Expectations and Instructional Rigor for English Language Learners", Abdal-Haqq's *Culturally Responsive Curriculum*, and the *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12*.

Through this lens, the committee made the recommendation to proceed with a more detailed evaluation of four curricular resources: 2 text-based resources: SpringBoard and Inquiry by Design and 2 digital resources: Newsela and LightSail.

Three public open house sessions were held in May 2015 as well as parent and student meetings. Sample materials from all four programs under consideration were available for public viewing. CMAAC members were also available to answer questions. Everyone in attendance had the opportunity to complete a public input form. The data that was collected was shared with the larger CMAAC for their consideration.

All four of the piloted curricula rest on a student-centered foundation. The 2 text-based resources particularly operate from an inquiry-based approach that establishes students as owners of the learning (Robertson, 2008).

The final phase of the evaluation process consisted of a **one-unit pilot** of each of the two finalist text-based programs and a **two-month pilot** of each of the digital curricular resources. Pilot classroom teachers were identified for each of the resources and agreed to implement each program in their classrooms and use this experience to inform the final evaluation. During this phase, the teachers in the digital pilots had optional check-in meetings to share their experiences and receive ongoing support from the respective vendors. The text-based pilot teachers had different experiences. Inquiry by Design pilot teachers were invited to participate in peer learning labs and a student work study. SpringBoard pilot teachers were invited to attend an optional user group meeting. Additionally, all pilot

teachers were asked to fill out the evaluation tool and treat it as a journal, as well, as a place where they could specifically log their experiences in relationship to the indicators. (Attachment A)

During the final phase, ICA also hosted several additional opportunities for community and parent feedback specifically for families of students participating in the pilot. This included 4 evening sessions hosted at school sites in each quadrant of the city. These sessions were publicized in Admin Connect, and personal invitations and surveys were sent out through the students' teachers.

### **Department of Dual Language and English Language Development**

Department of Dual Language and English Language Development (ELD) followed very similar processes to this ELA process. The main differences included the piloted curricula options for Spanish DLI and ELD. The Less Commonly Taught Languages followed a selection process as opposed to pilot because so few materials exist to support a balance approach to this instruction.

### **Novel Committee**

A parallel process was conducted to select 2 additional titles to the Core Works List at each grade level 6-12. The email invitation to join the ELA Novel Committee was sent on May 28, 2015 and the invitation to add titles to the considerations list was sent to Novel Committee members on June 12, 2015. The invitation to add titles to the considerations list was sent to all ELA teachers on September 11, 2015. The first Novel Committee meeting occurred on October 7, 2015 where Novel Committee members culled the original list so that each member read two titles. Members expressed a concern of not being able to add more titles to consider. In an effort to be responsive, members were informed that they could read and review additional titles for the final selection meeting, which occurred on December 1, 2015. Prior to this final meeting, ELA students were surveyed to share what kinds of books they like to read. Additionally, specific students were invited to read and evaluate the titles under consideration by the committee. At the final recommendation meeting, members shared evaluations, reviewed student feedback, and used that information to select two titles per grade level. See Attachment B for full list.

### **Applying the Equity Lens in the 6-12 LA Adoption Process**

The 6-12 Language Arts Adoption process used an equity lens in a number of ways: inviting multiple perspectives to CMAAC and the pilot, collaboration with the Equity Department, inviting community feedback, inviting student feedback, and emphasizing equity in our evaluation criteria. To begin with, representation from a wide variety of schools across the district were present both in the CMAAC committee and the pilot process so that we could have educators with different experiences speaking to the effectiveness of the materials and what else might be needed to address the opportunity gap as illustrated by the data at the secondary level.

To further increase the perspectives informing the process, we ensured that a representative from the district's Equity department was either present and/or consulted with at every step of the process. Because of this collaboration, the 6-12 team was better able to consider multiple perspectives of both teachers and students for both the process and the curriculum.

Community engagement happened in 2 phases: the community was invited to offer feedback through open houses that were offered initially to review possible curricular choices in Spring 2015. After consultation with Richard Gilliam in the Office of School-Family Partnerships, we proceeded differently for community outreach for the December 2015 parent meetings. These meetings were to invite feedback from families of students whose teachers participated in the pilot. Instead of holding the meetings at BESC, we carefully selected locations that were closer to families who have been traditionally underserved, hired interpreters in the most common languages, secured childcare, and provided a meal. We also communicated through the established relationship of the students' teachers.

Additionally, we invited student feedback throughout the process. The students who participated in any of the pilots completed surveys to offer their perspective on the experience. Also, for the Novel Committee work, we surveyed students to get a big picture of what their reading interests are as well as inviting students to read and review the texts under consideration. The CMAAC was provided with the student feedback from the pilots to help inform their recommendation, and the Novel Committee was similarly provided with the student feedback about independent reading selections and the novels under consideration.

Lastly, the evaluation criteria used for both the pilot selection process and the pilot evaluation had a strong emphasis on equity as evidenced in the indicators on the evaluation. The CMAAC members who attended the final recommendation meeting engaged in a rich discussion around the need for inquiry-based student-centered pedagogy supported by materials that allowed for the flexibility of differentiating standards-based instruction for specific students with both the materials and strategies being used. Thus, adopted materials that afforded this flexibility and teacher collaboration was essential to the outcome of the process and facilitates an approach that departs from the traditional one-size-fits-all model that a comprehensive core claims, which runs counter to a culturally responsive curriculum.

### **Staff Recommendation**

Staff recommends that the Board of Education approve the CMAAC and Novel Committee recommendations and vote to adopt the materials outlined in Attachment B. Essential to note is the high school recommendation package. **The consensus at the high school level was that they only support Inquiry by Design if it is part of a larger context that includes the following:**

**This adoption must include the following support from the vendor OR from within PPS OR from another source to collaboratively design:**

- Equity Toolkit and PD for LA (resources to support teachers in facilitating conversations about race in the classroom) - (ex. developing video resources for teachers to use as embedded PD that are specific to the resources created)
- PD support **from vendor** needs to have at least the following
  - introductory - experiencing it as a student - connect to practice and adapt to block schedule
    - specific strategies/scaffolding for how to facilitate and participate in rich, student-led discussions

- o continuous embedded support (e.g. Peer Learning Labs, Student Work Study, coaching etc.) depending on identified need
  - o check-in after the first year to identify and address challenges/gaps
- Standards Mapping and Deconstruction
- Standards-Based Rubrics
- Common Assessments - Standards-Based (mapped to standards) (developed in collaboration with teachers)
- Writing Instruction
- Reading Interventions and Assessments\*
- Scaffolding and Support for Adopted Resources
- New units utilizing the IbD pedagogy
- Strategies/methods to identify texts worth running through the IbD cycle.
  
- Developing partnership with New Teacher Mentors to support new teachers with these components

\* Assessments specific to reading including: screening, diagnostics, and progress monitoring for developmental reading skills, such as fluency, decoding, and comprehension.

### **Board Committee Review**

The Teaching and Learning Subcommittee will review this recommendation on February 18, 2016.

### **ATTACHMENTS**

**Attachment A: Materials Evaluation**

**Attachment B: Recommendation Package**

**Attachment C: Pilot Feedback**

**Attachment D: Technology Considerations for the 21st Century Classroom - Delivering Digital Curriculum**

**Attachment E: Reference List**

Attachment A

Pilot Evaluation Teacher Tool

<b>Score (0, 1, 2, NA)</b>	<b><i>Equity - Cultural Relevance</i></b>	<b><i>Evidence</i></b>
	Materials should offer a wide variety of culturally relevant texts	
	Text sets should offer a range of views and perspectives and be free of negative misconceptions or stereotypes	
	Texts must take special care to address sensitive subjects with respect, including carefully chosen images and videos to build background and context	
	Material should <b>avoid</b> the “sidebar” approach (where presentation of ethnic experiences is limited to a few isolated events set apart from the rest of the text), the “superhero” syndrome (only exceptional individuals from certain race or cultural groups are acknowledged), and the “one size fits all” view (instructional material implies that there is a single Hispanic, African, Asian, or Native culture, for example).	
	Teachers’ resources include explicit guidance for identifying culturally distinct discourse patterns and linguistic features within texts	
	<b><i>Reading</i></b>	
	<b>Rigor:</b> Addresses grade-level CCSS ELA standards**	
	<b>Rigor:</b> Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., present vocabulary (emphasis on tier II), syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B)	
	<b>Reading Text Closely:</b> Within a sequence or collection of texts, specific anchor texts are selected as cornerstones that make close reading worthwhile; makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. **	
	<b>Increasing Text Complexity:</b> Focuses students on reading a progression of complex texts, including	

	shorter, challenging texts, drawn from the grade-level band. Text-centered learning is sequenced, scaffolded, and supported.	
	<b>Balance of Texts:</b> Includes a balance of information and literary texts.	
	<b>Literary Nonfiction:</b> There is a substantial sampling of literary nonfiction, including essays, speeches, opinion pieces, and journalism written for a broad audience (emphasis on informational text structure over narrative structures, such as memoirs or biographies.)	
	<b>Research Materials:</b> Selections of sources that require students to read and integrate a larger volume of material for research purposes.	
	<p><b>Independent Reading:</b> Materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.</p> <ul style="list-style-type: none"> <li>● A variety of formats, such as high quality newspaper and magazine articles as well as information-rich websites.</li> <li>● Texts at students' own reading level as well as texts with complexity levels that will challenge and motivate students.</li> <li>● Materials for students whose reading ability is developing at a slower rate and who need opportunities to read text they can comprehend successfully without extensive supports and without missing core instruction.</li> <li>● Materials ensure that all students have daily opportunities to read texts of their own choice, on their own, during and outside of the school day.</li> </ul>	
	<b>Writing</b>	
	<b>Rigor:</b> Addresses grade-level CCSS ELA standards**	
	<b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). **	
	<b>Balance of Writing:</b> Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts and development of digital content where appropriate.	
	<b>Speaking and Listening</b>	

	<b>Rigor:</b> Addresses grade-level CCSS ELA standards**	
	<b>Academic Discussions:</b> Show teachers how to plan substantive academic discussions around grade-level topics and texts that students have studied/researched in advance, including creating listening prompts and questions. Should highlight strengthening listening skills and ability to respond and challenge with follow-up questions and evidence.	
	<b><i>Language</i></b>	
	<b>Rigor:</b> Addresses grade-level CCSS ELA standards**	
	<b>Academic Vocabulary:</b> Focuses on building students' academic vocabulary (tier 2) in context throughout instruction.	
	<b><i>Instructional Supports</i></b>	
	Units/lessons include clear and explicit purpose for instruction.	
	Units/lessons address instructional expectations and is easy to understand and use.	
	Units integrate reading, writing, speaking and listening, and language so that students apply and synthesize advancing literacy skills.	
	Lessons provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.	
	Lessons integrate appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Supports include pre-reading activities with visuals as scaffolds for building background knowledge on themes or topics that might be unfamiliar and an audio library. Suggestions and resources are available for adapting instruction for varying student needs.	
	Lessons provides extensions and/or more advanced text for students who read or write well above the grade level text band.	
	Lessons provide a progression of learning where concepts and skills advance and deepen over time.	
	Lessons gradually removes supports, requiring students to demonstrate their independent capacities.	

	Lessons provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and reflection.	
	<b><i>Assessment</i></b>	
	Assesses student proficiency using methods that are unbiased and accessible to all students.	
	Uses varied modes of assessment (e.g. selected, constructed, extended response items, self-assessments, and performance tasks) to provide teachers with a range of formative and summative data to inform instruction.	
	Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level standards with appropriately complex text.	
	Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.	
	<b><i>Digital Materials and Resources</i></b>	
	Digital materials and resources are of high quality, and are used as instructional tools to augment and support teacher instruction and student engagement.	
	Assurance of accessibility: supports access for ALL students	
	Cultivates digital literacy and digital citizenship	
	Content is frequently and regularly updated, (reflecting cultural diversity and best instructional practices)	
	Quality of technological interactivity: appropriateness, effectiveness, and ease of use of online interactivity	
	Provides actionable data	

**Full criteria sheet**

Sources:

[Quality Review Rubric for Instructional Materials](#)

[A Framework for Raising Expectations and Instructional Rigor for English Language Learners](#)

[Culturally Responsive Curriculum. ERIC Digest](#)

[Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12](#)

[PPS Beliefs about 6- 12 Language Arts Curriculum and Instruction](#)

## Attachment B

### Recommendation Package

MS Program	Curriculum Name
Chinese DLI	6th - Bargaining is a kind of enjoyment 砍价是一种享受  7th - Junwei Goes to School 君伟上小学  8th - Junwei Goes to School 君伟上小学
Japanese DLI	6th - 7th - 8th -
Russian DLI	6th, 7th, 8th - Main textbook: Russian Without Borders. Literature, Grammar, (Русский без Границ. Литература. Грамматика. Орфография)  6th, 7th, 8th - Supplemental Student Reading: Полная Хрестоматия для Средней Школы (ISBN 9785389033375)
Spanish DLI	6th - <a href="#">Calle de la lectura</a>
	7th - <a href="#">En español 7</a>
	8th - <a href="#">En español 8</a>
	For 6th, 7th, 8th - <a href="#">NG Global Issues</a> - NG Magazine
English Language Arts	Inquiry by Design
English Language Development	Cengage Inside
Digital Component	Newsela (Language Arts & ELD)

HS Program	Curriculum Name
Chinese DLI	9th - Easy Steps to Chinese 6

	<p>轻松学汉语 6</p> <p>10th - Easy Steps to Chinese 7 轻松学汉语 7</p> <p>11th - Easy Steps to Chinese 8 轻松学汉语 8</p> <p>12th - Memories of Peking: South Side Stories 城南旧事</p>
Japanese DLI	<p>9th -</p> <p>10th -</p> <p>11th -</p> <p>12th -</p>
Russian DLI	<p>9th -10th Russian For Russians (Русский Для Русских) Olga Cagan.</p> <p>11th - to be developed</p> <p>12th - to be developed</p> <p>Supplemental Student Reading: Полная Хрестоматия для Средней Школы (ISBN 9785389033375)</p>
<a href="#">Spanish DLI</a>	<p>9th - El mundo 21 Hispano</p> <p>10th- Intrigas 2nd Edition</p> <p>11th- Enfoques</p> <p>12th- Azulejos</p>
English Language Arts	<p>Inquiry by Design (as part of a larger context) <a href="#">Larger Context with Specific Details</a></p> <p><b>This adoption must include the following support from the vendor OR from within PPS OR from a</b></p> <ul style="list-style-type: none"> <li>● Equity Toolkit and PD for LA</li> <li>● PD support <b>from vendor</b> <ul style="list-style-type: none"> <li>○ introductory - experiencing it as a student - connect to practice and adapt to block schedule <ul style="list-style-type: none"> <li>■ specific strategies/scaffolding for how to facilitate and participate in rich, student-led discourse <ul style="list-style-type: none"> <li>○ continuous embedded support (e.g. Peer Learning Labs, Student Work Study, coaching)</li> <li>○ check-in after the first year to identify and address challenges/gaps</li> </ul> </li> </ul> </li> </ul> </li> <li>● Standards Mapping and Deconstruction</li> <li>● Standards-Based Rubrics</li> <li>● Common Assessments - Standards-Based (mapped to standards) (developed in collaboration with)</li> <li>● Writing Instruction</li> <li>● Reading Interventions and Assessments (<b>urgently needed</b>)</li> <li>● Scaffolding and Support for Adopted Resources</li> <li>● New units utilizing the IbD pedagogy</li> <li>● Strategies/methods to identify texts worth running through the IbD cycle.</li> </ul>

	<ul style="list-style-type: none"> <li>Developing partnership with New Teacher Mentors to support new teachers with these compon</li> </ul>
English Language Development	EDGE (Cengage)
Digital Component	Newsela (Language Arts & ELD)

### Novel Titles

MS Program	6th Grade	7th Grade	8th Grade
Chinese DLI	Mandarin Companion Level 1 普通话读物 1级	Mandarin Companion Level 1 普通话读物 1级	When I was in China 我在中国的那些日子 2
Japanese DLI			
Russian DLI	А. Экзюпери “ <i>Маленький принц</i> ” Жвалевский, Пастернак “ <i>Время всегда хорошее</i> ”	А.Гавальда “ <i>35 кило надежды</i> ” Ю. Кузнецова “ <i>Дом П</i> ”	К. Паустовский “ <i>Тёплый хлеб</i> ” Г. Троепольский “ <i>Белый Бим Чёрное ухо</i> ”
Spanish DLI	<ul style="list-style-type: none"> <li>La leccion de August</li> <li>Un cóndor en Madrid</li> </ul>	<ul style="list-style-type: none"> <li>El pan de la guerra</li> <li>La ladrona de los libros</li> <li>...y su corazon escapo para convertirse en pajaro (?)</li> </ul>	<ul style="list-style-type: none"> <li>Barro de medellin</li> <li>Entre condor y leon</li> </ul>
English Language Arts	<ul style="list-style-type: none"> <li>Lizzie Bright</li> <li>Long Walk to Water</li> </ul>	<ul style="list-style-type: none"> <li>The Crossover</li> <li>I am Malala</li> </ul>	<ul style="list-style-type: none"> <li>Brown Girl Dreaming</li> <li>Book Thief</li> </ul>

HS Program	9th Grade	10th Grade	11th Grade	12th Grade
Chinese DLI	Chinese People Like to Speak the Truth 中国人有趣的实话实说	Chinese Like to Dance 中国人喜欢跳舞	Searching for the Happy Forest 寻找快活林	The Scarecrow 稻草人
Japanese DLI				
Russian DLI	Д. Мохамеди, “ <i>Маленькая торговка спичками из Кабула</i> ” М. Марпурго “ <i>Боевой конь</i> ”	Короленко “ <i>Слепой музыкант</i> ” И. Тургенев “ <i>Бежин Луг</i> ”	Познер “ <i>Одноэтажная Америка</i> ” М. Шолохов “ <i>Судьба человека</i> ”	Ильф, Петров “ <i>Одноэтажная Америка</i> ” А. Грин “ <i>Алые паруса</i> ”
Spanish DLI	<ul style="list-style-type: none"> <li><a href="#">Los americanos desconocidos</a></li> <li><a href="#">Contemporary</a></li> </ul>	<ul style="list-style-type: none"> <li>El mar de las lentejas</li> </ul>	<ul style="list-style-type: none"> <li>- Lengua Fresca Antología Personal</li> <li>-Al sur de la Alameda</li> </ul>	<a href="#">Series</a> (link here) Nueva historia mínima de

	<a href="#">Latin American Literature</a>			México (3 graphic novels)  1) México Antiguo; 2) La Independencia; 3) La Revolución
English Language Arts	<ul style="list-style-type: none"> <li>● Bone Gap</li> <li>● Boxers &amp; Saints</li> </ul>	<ul style="list-style-type: none"> <li>● All the Light</li> <li>● Orphan Train</li> </ul>	<ul style="list-style-type: none"> <li>● Between the World and Me</li> <li>● Round House</li> </ul>	<ul style="list-style-type: none"> <li>● Station 11</li> <li>● Unbroken</li> </ul>

## Attachment C

### Feedback Highlights

#### HS Teacher Feedback

##### **Newsela**

I think this is a really good resource, and I hope we can continue to use it in our classrooms.

##### **Inquiry by Design**

- less scripted and seems to have more space for PPS specific professional development; teachers would have to work together to do professional development
- promotes close reading strategies
- Materials were clear and appropriate. Made engaging in the process straightforward.
- authentic learning strategies; definitely supported students in conducting academic discussions.
- Targeted activities really force students to engage with the text multiple times. Students found this tedious in the process, but found it helpful with respect to comprehension.
- I did not feel my ELL or SPED students were supported by the unit as written; I felt I had to provide and create my own scaffolding for them.
- need rich PD and excited about the possibilities; teacher needed more curriculum/support around discussions, but excited about creating that kind of environment - essential questions needed; want to graduate students who are skilled in collaboration and that IBD can help facilitate or support that
- IBD has great methodology; sound logic and good teaching strategies/pedagogy in the learning environment - active and engaged learners

#### HS Student Feedback - Inquiry by Design

- I learned...to read and analyze more of what I read and observed. I also learned how to enrich my own reading and put more critical thinking into my work.
- It felt like we were really doing hard work; felt like we were practicing for college.
- I liked working in small groups. Being with people who know me. I participated more than I normally do.
- I learned that getting a lot of other people's opinions is very helpful.
- It was great to get put in groups because that way I wasn't alone when I needed help understanding the text.

- I think the textbook was alright it could of been more interesting because at times in the middle of reading it would get less interesting.

### **MS Teacher Feedback - Inquiry by Design**

- My racially diverse students loved reading this text and when I asked what they would say to people who asked them if it was “relevant” to them, one student of color said, “Yes, because we are all humans, and we all have hearts, like it says in the text.”
- ...by far the most powerful experience of Close Reading I’ve witnessed.
- This is what Joyas Voladoras does best. The level of rigor, at first, seemed too high but the students proved it was accessible after the work was done.
- There were times that I got confused about the BIG Picture of what the learning target was, what the big focus of a lesson was.
- I struggled to meet the needs of my ELL students.
- Really clearly written unit guides that avoid being “scripts” for lesson planning.

### **MS Student Feedback - Inquiry by Design [sic]**

- Over all, I would recommend this program because it taught me a lot and I enjoyed it for the most part.
- I enjoyed this unit because it felt like I’ve put all my work into that essay that I never did before in middle school.
- I also liked sharing what YOU thought the meaning was instead of just listening to the teacher
- It was the kind of thing I would really like to read again and the type of thing I hope to learn how to write myself
- I learned how to find the meaning of a book or page by really thinking about what I was reading.
- ...the more you study the passage, the more you find out about what he’s really getting at.
- I did not like this unit because I feel uncomfortable when I read something and I don’t understand it. In a way I did enjoy part of the unit. When I finally understood it was fun. I think a lot of people will like this unit.
- I didn’t like the book. There were many words and sentants that didn’t make sence to me at all. I DiD enjoy this unit a bit, because some of the sentants were pretty cool like “their hearts humming faster than we could hear if we pressed our elephantine ears to their infinitesimal chests”

### **MS Teacher Feedback - Newsela**

- By far the best online program for students and teachers that I have ever used. Allows teachers to easily create new passwords when forgotten, data organized and easy to find. So impressed.
- I loved how well the assessment matches with proficiency grading.
- Articles focus on many different populations from around the world, and while they do provide a primarily Western lens, they include many different voices, not just superheros and token voices.
- The “quiz,” given that it is multiple choice, is not a very good measure of reading comprehension.
- There are a lot of articles from different perspectives but because it is traditional news I have the same complaint I would about the newspaper.
- It would be nice to have an audio feature for students who need that support.

### **MS Student Feedback - Newsela [sic]**

- it's shows me what i got wrong and it let me review.
- i feel like i got better even though i am a good reader
- it is easy and not super digital
- Because when I read newsela its like reading a book and it was fun and when ever I messed up I got to go back and that pushed me to get better.
- some of them are REALLY boring but some are cool.
- the teach me stuff about other cultures but don't interest me to much
- I like Newsela articles because they are very interesting and some have two different sides of the debate. Also that it shows what is happening in other places of the world.
- Another thing that i liked about Newsela is it gives you a bunch of amazing information and feedback.
- I “very much” like the articles I read because, there real world events and activities that are detailed and fun to read in Spanish and English which is very helpful in which I have Spanish and English classes. Also, there very helpful in writing assignments (because they give a lot of facts)

### **Survey for Parents of Pilot Students - Middle School Parent - Newsela**

In response to the question, “Did your student feel that they could make real-world connections with the materials? Why? Why not?”:

- Yes, because Newsela if real-world stories geared for kids. Fiction is more challenging, but, for example, she connected with *Twelve Years a Slave*.

In response to the question, “Has your student felt more inspired to learn after using these materials?”:

- Yes, particularly from Newsela, which spurs on an interest in different topics or different types of events.

## Attachment D

### **Technology Considerations for the 21st Century Classroom - Delivering Digital Curriculum**

Current classroom coverage for internet access was designed over seven years ago and has not received significant investment since that time. Prior design supported limited device use (single mobile labs) and front of room instruction. In addition, critical building-wide work is required to replace end of life network equipment. Increases are also needed in ongoing service fees for sufficient internet bandwidth to support the wide distribution of new core curriculum.

Student to device ratios at schools remain low 5:1 in many cases for grades 8-12 these remain fixed labs and not classroom embedded equipment to support core curriculum.

6-12 adoption budget proposal developed collaboratively with Facilities, C&I, Operations, and IT aligns with the IT strategic plan (Board presentation March 2015) in providing 3-year and 5-year capital investment, as well as leasing strategies of consumable equipment to create a sustainable long-term total cost of ownership for modern Language Arts curriculum.

## **Attachment E**

### References

- Dresser, R. (2007). The Effects of Teacher Inquiry in the Bilingual Language Arts Classroom. *Teacher Education Quarterly*, 34(3), 53-66.
- Robertson, J. M. (2008). Revitalizing Language Arts Instruction through Inquiry Projects. *Language And Literacy Spectrum*, 1852-66.
- Simon, R. (2013). "Starting with What Is": Exploring Response and Responsibility to Student Writing through Collaborative Inquiry. *English Education*, 45(2), 115-146



# Board of Education

## Superintendent's Recommendation to the Board

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**Board Meeting Date:** \_\_\_\_\_ **Executive Committee Lead:** Tony Magliano

**Department:** Enrollment and Transfer **Presenter/Staff Lead:** Judy Brennan

**Agenda Action:**  Resolution  Policy

**SUBJECT: Open Enrollment transfers**

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### BRIEF SUMMARY AND RECOMMENDATION

Each year by March 1 school boards must decide whether to offer “Open Enrollment” transfers to students who live in other districts. The Superintendent recommends that PPS participate in “Open Enrollment” to fill slots at the Kelly Dual Language Russian Immersion program and the Roseway Heights Dual Language Vietnamese Immersion program. Opening slots in those programs will result in more sustainable student cohorts without causing a negative impact on PPS neighborhood schools.

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### BACKGROUND

“Open Enrollment” is a limited transfer option during a specific lottery cycle, and does not affect students who move or seek transfer at other times. It was created by the Oregon Legislature in 2011 and scheduled to sunset in 2017. To date, PPS has not participated in open enrollment, due to limited transfer space in most schools and the requirement that resident students be offered space before non-residents. Approximately 100 PPS resident students have been allowed to transfer to other districts through “Open Enrollment” each year the program has been in place (see attachment 1).

Key features of “Open Enrollment”:

- Districts participating in “Open Enrollment” cannot request a reason for transfer or consider any programmatic or demographic information when selecting students for transfer.
  - Resident transfer applicants have to be prioritized ahead of non-resident “Open Enrollment” requests.
  - If approved, “Open Enrollment” transfer students do not need to receive permission from their resident district to enroll in the transfer district.
  - “Open Enrollment” transfer students have the right to remain in the transfer district through 12<sup>th</sup> grade without needing to seek additional permission. These students may transfer back to their resident district at any time, and are eligible for the same services, including the right to transfer between schools, as resident students of the transfer district.
-

As PPS now requires resident families to provide a reason for requesting transfer to neighborhood schools, only focus option schools and programs could be available through “Open Enrollment” in PPS. Most focus options receive more lottery applications than available slots in the resident PPS lottery, so would not be available for “Open Enrollment” transfer. However, there are two programs that have not yet garnered enough interest from PPS families to fill two sections at each grade level: the Vietnamese Dual Language Immersion program, currently located at Roseway Heights K-8 School, is only in its second year of operation and the Russian Immersion program at Kelly continues to serve many families who have moved out of PPS district boundaries. Both programs benefit by enrolling non-resident students who help create full classrooms at lower grades necessary to remain sustainable at upper grades. Several non-resident families have been unsuccessful at enrolling their children in these programs due to complexities of the standard interdistrict transfer process.

## **RECOMMENDATION**

**Vietnamese Dual Language Immersion:** If PPS chooses to participate in “Open Enrollment” for the 2016-17 school year, non-resident applicants will fill up to 20 slots in 1<sup>st</sup> grade, increasing the cohort size to 49 students, or just under 25 per classroom. Additionally, up to 20 non-resident applicants will be allowed to enroll in Vietnamese Dual Language Immersion kindergarten next year. The exact number of non-resident transfers depends upon the actual size of the “Open Enrollment” applicant pool and the number of slots available after the PPS resident lottery has been run.

The Vietnamese Dual Language Immersion program is likely to move from Roseway Heights to another PPS school in 2017 as part of District-wide enrollment balancing. Should this location change occur, “Open Enrollment” transfer students will be offered the options to remain in the program and move to the new school, transfer back to their resident district, or request transfer to a different PPS school.

**Russian Dual Language Immersion:** Five 1<sup>st</sup> grade slots would be open for new non-resident students through “Open Enrollment”, potentially increasing the cohort to 47 students next year. Up to 20 Kindergarten slots would be available for Russian Dual Language Immersion. As described above, kindergarten slots would be filled through the resident lottery first, with up to 20 remaining slots available for “Open Enrollment” applicants.

Kelly remains a very crowded school, and conversations about program locations and school boundaries will continue. The options described above for students who enter Vietnamese Dual Language Immersion would be the same for students who enroll in Russian Dual Language Immersion, should that program relocate in the future.

**Timeline and Outreach:** Oregon law requires that April 1 be the deadline for “Open Enrollment” applications. Should the PPS Board of Directors approve the Superintendent’s recommendation to participate in “Open Enrollment” for 2016-17, staff will coordinate outreach with community partners during the application window, to share information with interested families in their native language and provide other supports intended to minimize barriers to applying for transfer.

In addition to the “Open Enrollment” option described in this memo, PPS will operate a standard inter-district transfer process later in Spring 2016. Additional information will be shared with the PPS Board of Directors in advance of that process.

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## RELATED POLICIES / BOARD GOALS AND PRIORITIES

Policy 4.10.040-P, Admission of Non-Resident Students

Policy 4.10-051-P, Student Enrollment and Transfers

Administrative Directive 4.10.054-AD, Student Transfers

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

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## PROCESS / COMMUNITY ENGAGEMENT

Open enrollment is an annual school board decision and follows the standard process of board discussion at a public work session prior to a decision at a regular board meeting. The Business and Operations Committee reviewed this “Open Enrollment” plan on February 18, 2016.

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## ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

While there are no specific equity implementation plan strategies that reference interdistrict students, it is notable that students from other districts who attend PPS schools are more likely to be students of color than are students who live within the PPS boundary.

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## BUDGET / RESOURCE IMPLICATIONS

State school funding follows students across district lines in most cases. PPS has long maintained a positive ratio of interdistrict student coming into PPS vs going out.

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## NEXT STEPS / TIMELINE / COMMUNICATION PLAN

- **March 1: Make available the Vietnamese Dual Language Immersion** “Open Enrollment” application in English, Russian and Vietnamese. Provide copies and training to community partners (Head Start family advocates, APANO, etc), Roseway Heights, Kelly school staff and staff in the Dual Language, Enrollment & Transfer and Family Engagement departments..
  - **By May 1:** Plan for and operate an “Open Enrollment” lottery after the PPS resident lottery is complete.
  - **Month of May:** Notify families and staff of the “Open Enrollment” lottery results.
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## ATTACHMENTS

Attachment 1: Interdistrict transfer rates

Attachment 2: Transfer results for Russian and Vietnamese Dual Language Immersion

**APPROVED INTER-DISTRICT TRANSFER IN AND OUT OF PPS  
2010-11 through 2015-16 School Years**

School District	2015-16 Inter-District Transfers Through October 15, 2015					2014-15 Inter-District Transfers					2013-14 Inter-District Transfers					2012-13 Inter-District Transfers					2011-12 Inter-District Transfers			2010-11 Inter-District Transfers		
	OUT			IN**	NET	OUT			IN	NET	OUT			IN	NET	OUT			IN	NET	OUT	IN	NET	OUT	IN	NET
	Open Enroll	Routine inter- district process	Total			Open Enroll	Routine inter- district process	Total			Open Enroll	Routine inter- district process	Total			Open Enroll	Routine inter- district process	Total			Routine inter- district process			Routine inter- district process		
Beaverton		2	2	19	17		4	4	34	30		11	10	62	52	7	7	14	85	71	18	120	102	13	127	114
Centennial	1		1	21	20	4		4	82	78		4	4	103	99		5	5	91	86	2	85	83	3	85	82
Colton					0												1	1		1		3	3			
Corbett	1		1		-1	15		15		-15	4		4	1	3	4		4	1	3		1	1			
Crook County					0											1	3	4		4	5		5			
David Douglas	42	12	54	65	11	24	9	33	224	191	24	49	61	320	259	54	36	90	247	157	76	249	173	67	303	236
Gaston					0											1		1		1	1		1			
Gladstone	1		1		-1		1	1	1	0		3	3	1	2		1	1	1			3	3		1	1
Gresham-Barlow				10	10		2	2	32	30	2	7	8	36	28	4	4	8	33	25	3	25	22	4	38	34
Hillsboro	1		1	1	0		1	1	6	5	1	4	4	10	6	3	1	4	15	11	2	12	10	1	15	14
Lake Oswego	29	7	36	4	-32	26	3	29	9	-20	41	12	49	11	38	32	16	48	13	35	11	8	3	7	13	6
North Bend (ORVA)					0																			41		41
North Clackamas	14	2	16	60	44	28	2	30	110	80		10	5	125	120		18	18	111	93	16	123	107	20	139	119
North Marion					0													2	2			4	4		4	4
Oregon City				1	1				10	10		3	3	11	8			0	7	7	2	7	5	3	7	4
Oregon Trail					0				4	4				5	5		1	1	1		1	2	1		1	1
Parkrose	5		5	14	9	5	2	7	35	28		13	8	66	58		18	18	58	40	17	59	42	21	87	66
Reynolds				40	40	1		1	62	61		2	2	78	76		1	1	98	97	2	93	91	2	127	125
Riverdale		27	27	1	-26		9	9		-9	8	1	9		9	12	1	13	1	12	3	1	2	3	3	3
Scappoose				5	5				2	2			5	5		1	1	3	2		1	1	1	2	7	5
Sherwood				1	1							1	1	4	3	1	1	2		2		1	1		3	3
St. Helens				2	2				1	1			2	2			0	2	2		1	2	1	1	3	2
Tigard-Tualatin	5		5	9	4	5	2	7	13	6	2	4	5	20	15	2	1	3	23	20		22	22		20	20
West Linn / Wilsonv	4		4		-4						12	2	13	4	9	11	1	12	3	9	5	5		3	9	6
Woodburn					0								1				0	1	1		1		1			
All others*				1	1	5	1	6	9			2	2	5	3			1	1	1				1	6	5
<b>Total</b>	<b>103</b>	<b>50</b>	<b>153</b>	<b>254</b>	<b>101</b>	<b>113</b>	<b>36</b>	<b>149</b>	<b>634</b>	<b>485</b>	<b>94</b>	<b>128</b>	<b>191</b>	<b>870</b>	<b>678</b>	<b>132</b>	<b>117</b>	<b>249</b>	<b>797</b>	<b>548</b>	<b>166</b>	<b>826</b>	<b>660</b>	<b>192</b>	<b>998</b>	<b>806</b>

NOTE: DOES NOT INCLUDE TRANSFERS IN TO PPS CHARTER SCHOOLS

\*Banks, Estacada, Forest Grove, Lebanon, Molalla, Newberg, North Wasco, Rainier, Salem-Kaiser, Paisley, Silver Falls, Yamhill-Carlton

\*\*2015-16 was the first year that students who had received prior inter-district transfer approval did not have to seek permission again to maintain transfer in their current school.

## Students approved to Vietnamese Dual Language Immersion

**2014-15 School Year**

Grade	Approved through resident lottery	Approved through resident petition process	Approved through interdistrict transfer process*	Total
K	17	10	4	31
1				

**2015-16 School Year**

Grade	Approved through resident lottery	Approved through resident petition process	Approved through interdistrict transfer process*	Total
K	18	10	1	29
1		4		4

## Students approved to Russian Dual Language Immersion

**2014-15 School Year**

Grade	Approved through resident lottery	Approved through resident petition process	Approved through interdistrict transfer process*	Total
K	11	4	26	41
1		1	1	2
2			2	2
3			3	3
4			2	2
5		1	1	2

**2015-16 School Year**

Grade	Approved through resident lottery	Approved through resident petition process	Approved through interdistrict transfer process*	Total
K	6	12	28	46
1		7	5	12
2		2	1	3
3				
4				
5		1	1	2

\*Does not include student approved in prior years who received permission to remain in the program.

BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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February 23, 2016

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Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5213 through 5216

## **RESOLUTION No. 5213**

### Annual Multnomah Education Service District Resolution Process

#### **RECITALS**

- A. The 2016-17 Multnomah Education Service District (“MESD”) Local Service Plan (“LSP”) is essentially an annual menu of options offered to the MESD Superintendents’ Council for the Council’s review, modification(s), and approval.
- B. The services offered in the LSP require approval of the component districts’ boards by March 1, annually. The Services offered in the LSP must be adopted by two thirds of component districts’ boards.
- C. A separate list of the specific services for Portland Public Schools, or the District Service Plan, will be included in the 2016-17 budget development process.
- D. The actual selection and use of resolution funds to pay for selected services remains at the discretion of each individual district. This Resolution does not commit Portland Public Schools to each of the specific services offered by MESD; it affirms the overall services offered to all of the local component districts and contains the terms of the LSP offered by the MESD.

#### **RESOLUTION**

- 1. The Board of Directors of Portland Public Schools, School District No. 1J, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2016-17 Local Service Plan – Multnomah Education Service District with no exceptions.
- 2. In the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

*Y. Awwad*

**RESOLUTION No. 5214**

Reserved for Language Arts Resolution

## RESOLUTION No. 5215

### Open Enrollment Transfers for 2016-17 School Year

#### RECITALS

- A. In June 2011, the Oregon Legislature approved House Bill 3681, which offered a new option for enrolling students from other districts, commonly referred to as “Open Enrollment”. The new option allows a district to accept non-resident students without consent of their resident district. It requires:
- A spring timeframe for announcing space, accepting applicants, running a lottery (if more applicants than space) and providing results,
  - Approval through 12<sup>th</sup> grade, without the need for annual renewal, that cannot be revoked by the non-resident or resident district,
  - Resident applicants must be accepted before non-resident applicants,
  - No weighting, preference or denial can be given based on student demographics, including race, gender and family income level, or special program status, including disability, English language proficiency or athletic ability.
- B. By March 1, 2016, the School Board must determine whether PPS will participate in the “Open Enrollment” option for the 2016-17 school year. If the district chooses to participate, PPS must also announce the spaces available by school on that date.
- C. 442 PPS resident students have transferred to other districts through open enrollment in the four years since the program was initiated. Participating in “Open Enrollment” has the potential to offset enrollment loss of students approved to other districts. However, in past years PPS has opted-out of “Open Enrollment”, to avoid undermining our existing resident transfer system.
- D. The Vietnamese Dual Language Immersion program at Roseway Heights K-8 School was launched in 2014. Enrollment continues to grow as awareness increases. However, the current kindergarten classrooms are not full and there is space for additional students to join the program at 1<sup>st</sup> grade in 2016-17. Once resident students have been approved to Vietnamese Dual Language Immersion kindergarten through the PPS lottery there will likely be space for non-resident students, as well.
- E. Kelly Dual Language Russian Immersion is a two section per grade level program that continues to see strong interest from families who live in PPS, as well as those who have migrated outside of the district attendance boundary
- F. Due to changes in State laws governing the standard interdistrict transfer process, some families who live outside of PPS boundaries have been unable to receive permission from their resident districts to enroll in the PPS Vietnamese and Russian Immersion program. As a result, both programs have smaller cohorts at kindergarten this year, which may impact long-term sustainability.
- G. Providing Open Enrollment slots for kindergarten and 1<sup>st</sup> grade Vietnamese and Russian Dual Language Immersion programs will build enrollment at the program without having a negative impact on PPS neighborhood schools, and will be responsive to the interest of non-resident families.
- H. Superintendent Smith recommends that PPS participate in the “Open Enrollment” program for the 2016-17 school year by opening 20 kindergarten and 20 1<sup>st</sup> grade slots for Vietnamese Dual Language Immersion at Roseway Heights K-8 School, and by opening 20 kindergarten and five 1<sup>st</sup> grade slots for Russian Dual Language Immersion at Kelly Elementary School.

- I. Community partners will be involved in communicating information about the Open Enrollment application process to interested families.
- J. The Business and Operations Committee reviewed a draft of this resolution and supporting documentation on February 18, 2016 and unanimously agreed to move forward to the full Board for approval.

**RESOLUTION**

- 1. The Board of Directors for Portland Public Schools accepts the Superintendent's recommendation to participate in "Open Enrollment" for the 2016-17 School Year.
- 2. The Board agrees to open 20 slots for kindergarten and 20 slots for 1<sup>st</sup> grade in the Vietnamese Dual Language Immersion program at Roseway Heights K-8 School.
- 3. The Board further agrees to open 20 slots for kindergarten and 5 slots for 1<sup>st</sup> grade in the Russian Dual Language Immersion program at Kelly Elementary School.
- 4. The Board directs staff to work closely with community partners to reduce barriers to applying for "Open Enrollment" transfer for interested families.

*T. Magliano*

**RESOLUTION No. 5216**

Minutes

The following minutes are offered for adoption:

February 17, 2016