



Bond Curriculum Update November 25, 2024

Introduction:

Following the November 6th School Facilities Improvement Oversight Committee (SFIOC) Meeting, this [document](#) was prepared in response to questions that emerged. Recent developments have further urged curriculum reductions be identified at a \$7M annual spending rate, or \$56M total within the Spring 2025 Bond Curriculum proposal.

Bond Curriculum at a \$7M Allocation Annually:

While [ODE’s Instructional Materials Schedule](#) requires districts to be in compliance with the adoption cycles, it also allows a two year postponement period with each content area prior to being out of compliance. With a \$7M allocation, we would need to separate the Social Studies Adoption over two years, likely beginning with 6-12th in 2025-26 and then completing K-5th during the 2026-27. The reason for this is illustrated below in a detailed overview of “year 2 2025-26”, showing what had previously been outlined.

	2025/2026	Fall 2026			
2			Admin		219,817
			Social Sciences	K-12	9,855,749
			Electives		1,713,447
			Digital Resources		2,393,980
			VAPA	K-12	2,000,000
			Contingency		300,000
			Total	16,482,993	

What can we do with a \$7M Funding Level over 8 years:

First it is important to note, this plan takes into account \$2,875,191 of reductions for curricular support this year. This would be most felt in the areas of Science adoptions, Electives, and Digital Resources (if possible), and would eliminate any contingency.

Year	Budget Year	Implementation	Content Area	Grade Levels	Estimated Cost	Total
1	2024/2025	Fall 2025	Science	9-12	3,224,925	7,000,000
			Health	K-12	0	
			TSEL	9-12	1,198,094	
			Electives		0	
			Digital Resources		2,439,177	
			Curriculum Refresh Requests	K-12	900,856	
			Contingency		0	
			PE	6-12	300,000	
			DLI WL	9-12	0	
			2020 Bond Remaining Amount		-1,063,052	
			Total			

Planning for \$7M annually would require moving to the following curriculum adoption schedule (or similar approach).

PPS Curriculum Adoption Schedule at \$7M Annually:

Content Area Adoption	Adopted Year	For use in classrooms by Fall:	Materials Must Be Adopted By Fall (Postponement Period Ends):
World Languages	2020	2021	2023
English Language Arts & ELD	2021	2022	2024
Math	2022	2023	2025
Science Note: 9-12 in progress	2023	2024	2026
Health	2024	2025	2027
Social Sciences Part 1	2025	2026	2028
Social Sciences Part 2	2026	2027	2028
English Language Arts Part 1	2027	2028	2030
English Language Arts Part 2	2028	2029	2030

World Languages, PE, Arts (postponed)	2028	Postponed	Postponement Period Ends Fall 2029 Note: Will go into corrective action with ODE per Division 22s
Math	2028	Postponed	Note: This also requires extension of current contracts, resulting in costs to be further analyzed.
Math Part 1	2029	Part 1 Implemented Fall 2030	Note: This also requires extension of current contracts, resulting in costs to be further analyzed.
Math Part 2	2030	Part 2 Implemented Fall 2031	Note: Will be out of compliance and in corrective action for Math
Science	2029	Postponed	2032
Science Part 1	2030	Part 1 Implemented Fall 2030	2032
Science Part 2	2031	Part 2 Implemented Fall 2031	2032
Social Science Part 1	2031	Postponed	2034
Completed with 2020 Bond funds			
Currently in progress			

Further Considerations:

The Bond 2020 allowed for PPS to come into immediate compliance with this in mind, contracts are set to end at varying times (not all in alignment with ODE’s cycles). The long term planning initially outlined from June-November 2024 allowed for PPS to come into compliance and on schedule with ODE’s curriculum cycles, while also taking into consideration all costs associated Curriculum adoption includes all instructional tiers (Tiers 1-3)¹ .

Planning for \$56 million of new Bond funds, requires PPS separate out core content areas over two years. As shared above, it is allowable to postpone each scheduled content area two years after the adoption year without being out of compliance. The above outlined schedule leans on this approach, by creatively stretching resources, while also meeting the requirements of Division 22. The downside of this also requires that PPS focus on core academic adoptions and for the foreseeable future potentially pause World Language, PE and VAPA adoptions, or to create a different path for alternate funding outside of

the Bond funds. With the two year approach for content area adoptions (Part 1 and Part 2 of Social Studies as an example), it is possible PPS could add in an allocation for World Language, PE and VAPA by requiring secondary to adopt textbooks only, hence potentially creating more room to fund more content areas with bond funds. One challenge is, many vendors no longer offer a textbook only price, as it is often coupled with a digital option. Further analysis is required in alignment with actual vendor costs.

Additionally, as noted within the \$56M bond monies, by the year 2030 Math adoptions will be required and licenses will run out (previously scheduled for 2028-29). To ensure continued compliance with ODE, and to maintain the necessary funding for renewing licenses and adopting new Math curriculum, alternative funding options still need to be identified. The original schedule was designed to address the expiration of current licenses.

The \$56M budget model includes assumptions for significant reductions in digital applications, based on our current plan of reducing and not renewing contracts. However, further analysis will be necessary to ensure these reductions can be achieved in a sustainable way. It's important to note that this model does not account for contingencies, electives, or AP/IB courses, and to fund Tier 3 interventions, an alternative funding source will need to be identified. Additionally, translation of materials is not included in this budget. While the \$56M allocation presents challenges, including potential risks to meeting minimal requirements by 2030, there is a plan to look for other funding options.

Discussion of Next Steps:

With this approach of \$7M Bond Curriculum Allocation, several steps will need to begin as soon as possible. All digital applications, funded by Bond, will need to be reviewed with two primary lenses.

1. Is this digital application essential to Tier 1 Instruction and or does it serve as a Student Information System, or support assessment?
2. Does this digital application support Tier 3 Instruction?

Tier 3 Instructional materials, both digital applications and curriculum renewals and refresh, will need to shift to Title 1 funds as soon as possible, where capacity allows and moving forward will need to sit outside of bond funds. Translation of materials is also not accounted for, which will require alternate approaches. The 9-12 Science adoption will need to prioritize textbooks over digital resources, if possible.