

Finance, Audit and Operations Committee

Meeting Agenda

October 10, 2017

3:00 pm to 5:00 pm

Wy'East Conference Room

1. Overview of Budget Timeline
2. Overview of Outside Legal Representation Budget
3. Extracurricular Activities Offerings and Fees Review
4. Public Comment



Board of Education Informational Report

MEMORANDUM

Date: October 10, 2017
To: Members of the Board of Education
From: James Harris, General Counsel
Subject: Proposed Miller Nash Contract Amendment

This Memorandum provides background on Board Policy with regard to contracts for legal services. All contracts for \$150,000 or more and all amendments which increase the total contract value to \$150,000 or more require Board approval prior to contract execution.

The General Counsel may authorize contracts up to \$150,000 which are then negotiated and drafted by the Purchasing and Contracting Department.

Since I started June 15, 2017, I have authorized contracts with the following:

Lighthouse - not expected to exceed \$10,000 over a three (3) year period;
Fisher/Phillips - \$10,000
Stoel Rives - \$10,000 and \$65,000

The remainder of the contracts were in place prior to June 15, 2017 and the Legal Department has worked under the terms of those contracts.

With regard to the Miller Nash Contract Amendment, the majority of the expenses are projected for one (1) type of case – Human Resources. We currently have eleven (11) active cases. As projected in the Weekly Board Report, these types of cases have projected costs in the range of approximately \$170,000 to trial to \$400,000 plus to trial (with an estimated average cost of \$310,000). The costs are largely determined by the number of depositions in each case.

The Proposed Miller Nash Contract Amendment has a cap of \$4 million. For the most part, it is based upon the current expenditure rate and the projected litigation that has already been noticed. The Legal Department is aggressively challenging the existing cases with the goal of significantly lowering actual expenditures over the next two (2) years.

Two (2) other items that are expensive include:

1. Union bargaining (\$39,956 in August);
2. Riverdale School District arbitration.

Other items to consider:

1. Monthly billing: First, Miller Nash confirmed that 2016/17 is the highest they have ever billed PPS. By way of example, the August billing is for \$171,678.50.
2. Case billing: The August bill has four (4) cases billed over \$27,000. Five (5) of the top seven (7) items are human resource cases
3. Risk management: From this perspective, we have 29 or 30 cases that are noticed and are or maybe in state or federal court.

Outside Legal Expenses - July 1, 2012 through September 25, 2017

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Budget	\$ 550,004.00	\$ 550,004.00	\$ 382,720.00	\$ 382,720.00	\$ 382,720.00	\$ 963,470.00
Actual	550,390.69	1,187,559.04	1,049,331.37	1,365,553.03	1,732,867.20	165,778.88
(Over Budget)/Under Budget	\$ (386.69)	\$ (637,555.04)	\$ (666,611.37)	\$ (982,833.03)	\$ (1,350,147.20)	\$ 797,691.12

Vendor / Supplier Payment Detail	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Barran Liebman, LLP	0.00	0.00	0.00	14,274.00	2,288.00	0.00
Bullard Law	0.00	8,795.50	1,404.80	813.70	1,901.30	0.00
David W. Stiteler	0.00	0.00	5,676.50	0.00	0.00	0.00
Don Dickey Mediation	0.00	0.00	0.00	4,167.50	0.00	0.00
Durham Jones & Pinegar, PC	0.00	0.00	2,021.02	0.00	0.00	0.00
Eric B. Lindauer	0.00	0.00	4,700.00	0.00	0.00	0.00
Fisher & Phillips, LLC	0.00	0.00	0.00	0.00	5,613.50	0.00
Garret, Hemann & Robertson, PC	273.00	0.00	0.00	0.00	0.00	1,275.00
Garvey, Schubert & Barer	3,693.34	4,015.36	2,663.85	4,048.48	2,886.30	400.00
Graham Hicks, PC	8,998.00	31,869.20	0.00	37,411.61	10,935.00	45.00
Harrang, Long, Gary & Rudnick PC	0.00	0.00	4,902.00	2,352.55	0.00	0.00
Hawkins, Delafield & Wood, LLP	0.00	0.00	0.00	0.00	2,665.72	0.00
Holland & Knight, LLP	0.00	0.00	0.00	0.00	5,232.50	6,994.50
Hollander Lebenbaum & Gannicott	9,459.16	0.00	0.00	0.00	0.00	0.00
Hungerford Law Firm	22,366.67	1,406.25	0.00	0.00	0.00	0.00
Jeanne Windham	0.00	9,660.00	0.00	0.00	0.00	0.00
Jill Goldsmith, Atty. / Workplace Solutions NW	0.00	0.00	4,437.77	11,690.07	7,636.00	0.00
Jim Carlisle	0.00	0.00	0.00	0.00	5,225.00	0.00
Joseph Duffy	0.00	0.00	0.00	5,343.20	0.00	0.00
Kantor Taylor Nelson Evatt & Decina, PC	0.00	0.00	10,000.00	0.00	0.00	0.00
Katrina I. Boedecker	5,813.63	0.00	0.00	0.00	0.00	0.00
Law Office of Sue Del McCulloch	0.00	0.00	0.00	4,700.00	0.00	0.00
Lemoine Legal Services	0.00	0.00	0.00	0.00	5,000.00	0.00
Lighthouse Services, Inc	0.00	0.00	0.00	0.00	0.00	3,625.00
Luella Nelson	0.00	0.00	0.00	0.00	5,400.00	0.00
Maisano Mediation, LLC	9,891.00	3,754.50	0.00	0.00	0.00	0.00
Michael Tom, Atty.	0.00	0.00	0.00	0.00	10,427.50	2,555.00
Miller, Nash, Graham & Dunn, LLP	469,301.82	1,101,120.52	938,287.64	1,203,138.11	1,549,167.86	141,354.88

Outside Legal Expenses - July 1, 2012 through September 25, 2017

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Budget	\$ 550,004.00	\$ 550,004.00	\$ 382,720.00	\$ 382,720.00	\$ 382,720.00	\$ 963,470.00
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(Over Budget)/Under Budget	\$ (386.69)	\$ (637,555.04)	\$ (666,611.37)	\$ (982,833.03)	\$ (1,350,147.20)	\$ 797,691.12

Vendor / Supplier Payment Detail	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Morton Silverman	11,250.00	0.00	0.00	0.00	0.00	0.00
Northwest Resolutions	0.00	2,625.00	0.00	0.00	0.00	0.00
Robert Phillips	950.00	0.00	0.00	0.00	0.00	0.00
Ogletree, Deakins, Nash, Smoak & Stewart, PC	0.00	0.00	0.00	1,343.00	6,859.50	2,883.50
Oregon School Boards Association	0.00	1,263.60	0.00	0.00	0.00	0.00
Schuck Law, LLC	0.00	0.00	0.00	0.00	5,500.00	0.00
Settlement Payments	2,658.00	8,782.71	35,971.79	32,600.00	31,693.77	0.00
Smith & Fjelstad Law Office	0.00	0.00	30,000.00	0.00	0.00	0.00
Sokol & Foster, PC	0.00	0.00	0.00	24,500.00	0.00	0.00
State of Oregon	2,295.11	9,186.85	0.00	614.56	0.00	0.00
Stoel Rives, LLP	0.00	0.00	9,266.00	4,600.00	33,128.00	6,646.00
Stoll Berne	0.00	0.00	0.00	0.00	17,438.50	0.00
Stoneycreek Strategies, LLC	0.00	0.00	0.00	5,481.25	6,248.75	0.00
Susan Leeson	0.00	1,012.50	0.00	0.00	0.00	0.00
Susan Nisbet	0.00	1,277.86	0.00	0.00	0.00	0.00
Theresa Payne	0.00	0.00	0.00	0.00	10,000.00	0.00
Tonkin Torp, LLC	0.00	0.00	0.00	8,475.00	7,620.00	0.00
William F. Reeves	3,440.96	2,789.19	0.00	0.00	0.00	0.00
Actual Expenditures by Law Firm	\$ 550,390.69	\$ 1,187,559.04	\$ 1,049,331.37	\$ 1,365,553.03	\$ 1,732,867.20	\$ 165,778.88

Additional Payments from Superintendent's Office	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
Harrang, Long, Gary & Rudnick, PC	\$ -	\$ -	\$ -	\$ -	\$ 16,459.85	\$ 16,185.00

Legal Department Personnel Costs - July 1, 2012 through September 25, 2017

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
FTE:	2.50	5.50	6.50	7.00	7.00	7.75
Salaries	\$ 215,651	\$ 524,114	\$ 660,356	\$ 751,673	\$ 762,823	\$ 874,563
Fringe Benefits	88,369	217,644	259,808	279,816	289,267	333,521
Total Personnel Budget	\$ 304,020	\$ 741,758	\$ 920,164	\$ 1,031,489	\$ 1,052,090	\$ 1,208,084
Actuals (Over Budget)/Under Budget	\$ 298,904	\$ 628,691	\$ 765,398	\$ 866,901	\$ 927,025	\$ 126,829
	\$ 5,116	\$ 113,067	\$ 154,766	\$ 164,588	\$ 125,065	\$ 1,081,255



Portland Public Schools

**Review of:
Extracurricular Activities Offerings and Fees**

June 2017

DRAFT

June 19, 2017

Portland Public Schools
Audit Committee
501 North Dixon Street
Portland, OR 97227

We have completed our Review of Extracurricular Activities Offerings and Fees at Portland Public Schools' high schools, middle schools, and K-8 schools. Based on our assessment, we found:

- high school athletics are not equitably offered at each PPS school although youth sports are available to all students wanting to participate.
- clubs/activities are varied and diverse at high schools while clubs/activity offerings widely differ at middle/K-8 schools.
- Although no financial barriers to individual participation exist, there are barriers:
 - Transportation to/from
 - Socio-economic, including but not limited to
 - Language
 - Need to work
 - Sibling care
 - Reluctance to request financial assistance
 - funding for camps, clinics, etc. to supplement organized athletics
- parent involvement/fundraising has a major impact on extracurricular activities.
- there appears to be a correlation between students participating in extracurricular activities and graduation rates.

Additional detail of factors and their respective impacts is provided in the following pages.

We wish to express our appreciation to Portland Public School personnel we spoke with for their cooperation and assistance during this review.

Sincerely,

PlanB Consultancy, Inc.



Portland Public Schools

Review of: Extracurricular Activities Offerings and Fees

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Introduction

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Introduction

Overview/Objectives

Specific concerns have been identified relating to the equity of student activity offerings and associated fees in Portland Public Schools (PPS). The initial belief is that an inconsistency of the type and number of activities exists and fees are a barrier at certain schools limiting participation. The PPS Board of Education requested a review of student activity and athletic offerings at its high schools, middle schools, and K-8 schools to answer the following questions:

1. Are the number of extracurricular activities equitably offered at each PPS school?
2. What is the number of students participating in activities across various groups (e.g.: ethnicity, English learners, etc.)
3. What is the cost by activity, per student?
4. What percent of actual costs are paid through fees?
5. What is the impact of parent involvement/fundraising?
6. Are participation rates impacted by socio-economic conditions of schools?
7. What is the number of students participating in individual activities, multiple activities?
8. Is there a correlation of students participating in extracurricular activities with graduation rates?
9. How do other districts administer student activity fees?

Approach and Methodology

Extracurricular activities, as defined for this review, include:

- high school athletic sports administered by the Oregon School Activities Association (OSAA),
- youth athletics provided through PIL Youth Sports, and
- clubs (including club sports)/activities.

To identify how District schools are providing these extracurricular activities, we:

- interviewed District Athletic Office personnel,
- interviewed High School Athletic Directors,
- interviewed school principals from 36 high schools, middle schools, and K-8 schools,
- obtained and reviewed available information regarding:
 - number of extracurricular activities by school
 - total cost of activities by school
 - cost by activity, per student by school
 - number of students participating in individual and multiple activities by school
 - percent actual costs by school provided through fees
 - percent of costs raised through parent involvement/fundraising by school
 - number of sports seasons completed for every 100 students by school
 - graduation rates of students participating in extracurricular activities as compared to total student body by school



- obtained and reviewed comparative information from other Oregon and national school districts, and
- obtained and reviewed various publications and reports from national organizations.

As mentioned previously, a primary impetus of this review was the concern related to the *equity* of student activity offerings. However, the question of *equality* was also raised during the course of this review. Using the following definitions, both aspects of District offerings were discussed:

Equity = providing everyone with what is needed to be successful (e.g.: providing the same opportunities and same amount of funding to all schools)

Equality = treating everyone the same with the aim to promote fairness

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Results

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Results

Extracurricular activities are found at all levels in PPS schools in many different forms: sports, clubs, debate, drama, music, theatre, school publications, student council, and other activities. Information obtained from principals, athletic directors, and others we spoke with indicated that each believes extracurricular activities create a “hook” to help keep students engaged, interested in school, and out of trouble. Additionally, all believe that a well-rounded education includes non-academic opportunities. This belief is also supported by various studies. Most research suggests that extracurricular activity is positively associated with consistent attendance, higher academic performance, and with high school seniors, a strong desire to continue their education after high school.

The National Federation of State High School Associations (NFHS) found that students who compete or participate in high school activity programs have:

Better Educational Outcomes

Research conducted by the National Center for Education Statistics¹ found that participation in extracurricular activities have a positive correlation to a student’s attendance, GPA, test scores, and expected educational goals. The following table identifies the percentage of high school seniors participating in extracurricular activities vs those not participating for selected indicators of school success:

Indicators of School Success	Participating	Non-Participating
GPA of 3.0 or higher	30.6%	10.8%
Top 25% in math and reading assessment	29.8%	14.2%
Plan on earning a college degree	68.2%	48.2%
No unexcused absence*	50.4%	36.2%
Never skipped a class*	50.7%	42.3%

*During the first semester of their senior year in high school

Enhanced School Engagement and Sense of Belonging

An investigation into students’ sense of belonging found that involvement in a moderate number of activities including academic/leadership groups, arts activities, clubs, and sports, promotes a greater sense of belonging at school, increased academic engagement, and higher academic performance as measured by grade point average according to a study of urban,

¹ 2014



ethnically diverse students (40.7% Latino; 16.8% African-American, 12.7% Asian-American, 11.2% Caucasian, and 18.5% other ethnicity or two or more ethnic groups)².

Positive Youth Development/Life Skills

Co-curricular activity programs promote positive youth development and provide opportunities for learning a number of life skills and values not typically taught in classroom education. A survey study concluded that parents, coaches, and student-athletes all perceive high school sport as positive and is a context where life skills are developed, that student-athletes score higher on most developmental assessments than students who are not in high school sports, and that student-athletes appear to be more engaged and enjoy school more as a result of participating in high school sport³.

Healthier Behaviors

Research has shown that students involved in extracurricular activities have:

- Higher rates of exercise
- Healthier self-image
- Lower odds for emotional distress
- Lower odds for suicidal behavior
- Lower odds for substance abuse
- An improvement in weight and body mass (specifically among adolescent girls)

Developing Better Citizens

Examination of data from the National Survey of Civic Engagement found that 18 to 25-year-olds who participate in sports activities while in high school were more likely than non-participants to be engaged in volunteering, voting, feeling comfortable speaking in public settings, and watching news⁴.

The NFHS concludes that at a cost of one to three percent (or less in many cases) of an overall school's budget, high school activity programs are an excellent bargain. The NFHS also believes that extracurricular programs – sports, music, speech, theatre, debate, etc. provide students with lifelong lessons that complement academic lessons taught in the classroom.

A number of questions and opportunities have been identified based on the many differences found in the number and type of extracurricular activities being offered by PPS high schools, middle schools, and K-8 schools. Our analysis and conclusions regarding high school athletics, youth athletics, and clubs (including club sports)/activities are detailed in the following pages.

² *Too Much of a Good Thing? How Breadth of Extra-curricular Participation Relates to School-Related Affect and Academic Outcomes During Adolescence*, Knifsend & Graham, 2012

³ *Life Skill Development in Ontario High School Sport*, Williamson et al., 2013

⁴ *Participation in Sports and Civic Engagement*, Lopez & Moore, 2006



High School Athletics

Background

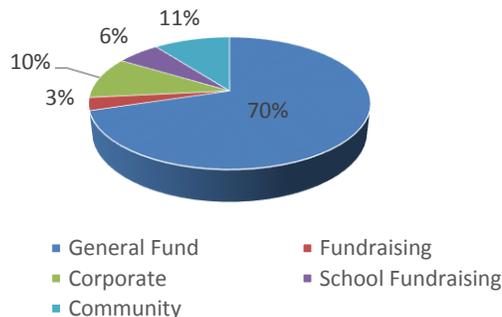
PPS Athletics

PPS currently provides 20 OSAA sports and Cheer through the Portland Interscholastic League (PIL) (Note: the numbers following the sports indicate the number of levels – Varsity, Junior Varsity, and Freshman – offered):

- | | |
|-----------------------|-------------------------|
| 1. Volleyball (3) | 12. Golf (G) |
| 2. Football (3) | 13. Golf (B) |
| 3. Soccer (G) (3) | 14. Tennis (G) |
| 4. Soccer (B) (3) | 15. Tennis (B) |
| 5. Cross Country (G) | 16. Track and Field (G) |
| 6. Cross Country (B) | 17. Track and Field (B) |
| 7. Basketball (G) (3) | 18. Baseball (3) |
| 8. Basketball (B) (3) | 19. Softball (2) |
| 9. Wrestling | 20. Dance |
| 10. Swimming (G) | |
| 11. Swimming (B) | · Cheer |

High School athletics are administered centrally through the District’s Athletic Office. The Athletic Office’s current budget is approximately \$7.5m of which 70% is provided by the District’s general fund. Other sources of revenue include:

Athletic Office Revenue
2016/17



All student participation fees (\$175/participant (full) or \$35 (reduced)) and gate receipts are required to be submitted to the District and re-distributed through general fund allocations. Other school district fees range from no fees to \$225/sport:



District	Athletic Fees
Beaverton	\$225/Sport
Springfield	\$150/Sport
Salem/Keizer	\$175/Sport
Hillsboro	\$200/Sport
North Clackamas	\$175/Sport
Bend/LaPine	\$100/Sport
Eugene	\$100 - \$200/Sport
Seattle	No "Pay-to-Play" Fees
Anchorage	\$193-\$215/Sport
East Baton Rouge	\$60 - \$300

The Athletic Office provides two "levels" of funding to the high schools. All schools receive an equal allocation that is based on the programs each offers. This allocation includes a lump sum (\$10,000) that is "administered" by the school's athletic director, a uniform allotment, and actual payments for trainers, coaches, etc. Additionally, funding is provided to schools based on specific needs. This amount varies from school to school:

All Schools (Equally Allocated Based on Programs)	Equality (Based on Specific Need of Individual School Program)
\$10,000	Shoes
\$15,000 (Uniforms)	Camps
Trainers	Shooting Shirts
Transportation	Coach Development
Coaches	Player Development
Athletic Director	Coach Attire
"Big Ticket" Items (ex.: Gator)	Extra Coaches
Basic Equipment (ex.: high jump pit, shoulder pads)	Special Equipment (ex.: hitting machine)
	Decals

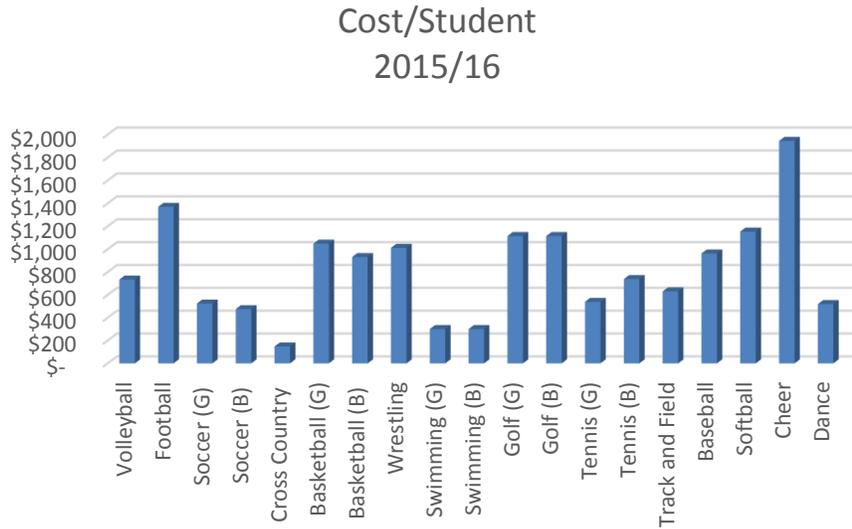
In addition, the Office administers the PIL Youth Sports Program which has a budget of over \$2.5m. This budget supports specific costs such as coaches, coordinators, and official's salaries, supplies, uniforms, and tournament fees.

Individual schools supplement their athletics funding through various efforts including fundraising, corporate sponsorships (at the school level), parent contributions, media, signage, and booster clubs. We found schools were widely varied in their use of supplemental funding. Some schools had active booster clubs which were well funded and provided additional dollars to sports and activities on a request basis, where some schools had no booster club at all.



Similarly, parental fundraising and corporate sponsorships were much more common in those schools with a higher socio-economic demographic.

Cost per Student The individual cost per student varies by sport. Although many factors impact actual costs, participation is the primary element:



Participation The number of sports offered and participation rates vary widely amongst schools:

2016/17 - Athletic Participation

School	Enrollment (1)	No. of Sports Offered	Football		Dance	Volleyball		Soccer (B)		Soccer (G)		Wrestling	Swimming (B)		Swimming (G)		Basketball (B)		Basketball (G)		Tennis (B)		Tennis (G)		Track (B)		Track (G)		Golf (B)		Golf (G)		Softball	Total Participation (2)	% of Enrollment (2)
			(B)	(G)		(B)	(G)	(B)	(G)	(B)	(G)		(B)	(G)	(B)	(G)	(B)	(G)	(B)	(G)	(B)	(G)	(B)	(G)	(B)	(G)	(B)	(G)	(B)	(G)					
Benson	900	15	41	10	6	39	46	26	25			25					56	31	17	22	21	81	42							19	482	53.56%			
Cleveland	1,834	20	70	68	53	18	41	108	39	41	25	22	55	32	30	18	25	102	87	10	7	32									883	48.15%			
Franklin	2,052	20	116	17	20	8	38	59	43	58	14	22	74	48	32	20	35	117	81	5	10	53									870	42.40%			
Grant	1,356	20	80	80	70	26	55	102	82	22	21	30	78	51	57	32	43	68	76	21	8	38									1040	76.70%			
Jefferson	1,358	15	48	0	27		24	18	16	65	1	2	36	33	26							17	21							9	343	25.26%			
Lincoln	1,739	20	102	52	57	36	36	72	73	32	58	64	65	38	49	28	32	72	64	10	8	25									973	55.95%			
Madison	1,514	20	48	20	9	13	33	43	37	14	10	10	67	44	41	14	39	44	47	13	9	30									585	38.64%			
Roosevelt	1,242	18	77	19	4	14	25	39	33	32	5	22	50	33	27	10	16	79	49			26									560	45.09%			
Wilson	1,361	20	83	86	68	43	83	54	30	19	31	57	40	44	30	47	120	83	8	11	31										968	71.12%			
Total	13,356		665	352	314	115	334	570	403	319	153	203	538	350	323	174	258	700	550	67	53	263								6704	50.19%				
No. of Schools Participating:			9	9	9	6	9	9	9	9	8	8	9	9	9	9	8	8	9	9	6	6	9												

(1) 2016-17 Enrollment Forecasts based on October 2015 Enrollments
 (2) Includes students participating in multiple sports

Highest Participation
 Lowest Participation

Source: Compiled by PlanB from PPS provided data

Athletic Participation Ethnicity As the following table illustrates, athletic participation by ethnicity, for most groups, is similar or exceeds District statistics:



2016-17 - PPS Athletic Ethnicity*

	Total	9th Grade	10th Grade	11th Grade	12th Grade	Total - Athletics	Total - District
Asian	619 10.11%	91 7.14%	99 8.14%	87 9.28%	70 8.74%	347 8.20%	7.20%
Black	850 13.88%	117 9.18%	132 10.86%	132 14.07%	124 15.48%	505 11.94%	9.70%
Latino	627 10.24%	148 11.61%	157 12.91%	124 13.22%	111 13.86%	540 12.77%	16.00%
Native American	227 3.71%	7 0.55%	7 0.58%	7 0.75%	6 0.75%	27 0.64%	0.70%
Pacific Islander	123 2.01%	11 0.86%	13 1.07%	9 0.96%	20 2.50%	53 1.25%	0.80%
White	3676 60.05%	783 61.41%	689 56.66%	491 52.35%	409 51.06%	2372 56.08%	55.80%
Multiple	118 9.25%	119 9.79%	88 9.38%	88 9.38%	61 7.62%	386 9.13%	9.70%
	6122	1275	1216	938	801	4230	
Female	2211 45.34%						
Male	2665 54.66%						
	4876						
Special Ed	397 7.88%						
TAG	1009 20.03%						
LEP	133 2.64%						
Free & Reduced	1350 26.80%						
Academic Priority	1782 35.38%						
Immersion	366 7.27%						
	5037						

*Not all sports are represented; includes duplicate counts
Source: Compiled by PlanB from PPS provided data

Competitiveness The competitiveness of schools in team sports varies widely as well as illustrated in the tables below:

2016/17 – Team Results

Note: **Shaded areas** indicate those teams winning fewer than 50% of its games.

Baseball

	Overall	%	Runs Scored	Runs Allowed	Differential
Grant	22-5	81.48%	242	62	180
Lincoln	19-10	65.52%	221	81	140
Wilson	17-11	60.71%	184	98	86
Cleveland	15-12	55.56%	119	109	10
Madison	10-13	43.48%	110	127	(17)
Roosevelt	4-18	18.18%	84	190	(106)
Franklin	3-19	13.64%	48	290	(242)
Benson	0-20	-	27	269	(242)
Jefferson	-	-	-	-	-

Softball

	Overall	%	Runs Scored	Runs Allowed	Differential
Franklin	20-7	74.07%	202	99	103
Roosevelt	14-10	58.33%	156	115	41
Grant	14-10	58.33%	177	159	18
Lincoln	13-13-1	50.00%	162	160	2
Wilson	10-12	45.45%	145	168	(23)
Cleveland	10-13-1	43.75%	115	139	(24)
Madison	4-21	16.00%	114	250	(136)
Benson	2-18	10.00%	61	172	(111)
Jefferson	-	-	-	-	-

Basketball (Boys)

	Overall	%	Points Scored	Points Allowed	Differential
Jefferson	27-1	96.43%	2216	1689	527
Grant	18-10	64.29%	1893	1783	110
Lincoln	14-10	58.33%	1369	1365	4
Roosevelt	13-12	52.00%	1607	1650	(43)
Wilson	12-12	50.00%	1444	1409	35
Madison	12-14	46.15%	1662	1694	(32)
Cleveland	8-14	36.36%	1400	1510	(110)
Franklin	4-20	16.67%	1463	1794	(331)
Benson	3-21	12.50%	1226	1575	(349)

Basketball (Girls)

	Overall	%	Points Scored	Points Allowed	Differential
Grant	25-4	86.21%	1850	1161	689
Benson	20-4	83.33%	1492	862	630
Lincoln	15-11	57.69%	1115	1005	110
Cleveland	12-12	50.00%	1166	1186	(20)
Franklin	9-13	40.91%	972	1160	(188)
Jefferson	6-17	30.43%	864	1072	(208)
Roosevelt	7-16	30.43%	950	1402	(452)
Madison	6-18	25.00%	857	1134	(277)
Wilson	5-18	21.74%	925	1237	(312)



Football

	Points				
	Overall	%	Scored	Allowed	Differential
Lincoln	9-2	81.82%	406	163	243
Madison	8-3	72.73%	380	219	161
Jefferson	6-4	60.00%	287	173	114
Franklin	5-5	50.00%	331	324	7
Grant	4-6	40.00%	316	332	(16)
Wilson	1-8	11.11%	185	414	(229)
Cleveland	1-8	11.11%	94	398	(304)
Roosevelt	1-8	11.11%	78	431	(353)

Soccer (Boys)

	Goals				
	Overall	%	Scored	Allowed	Differential
Wilson	13-4-1	75.00%	36	15	21
Grant	8-3-6	64.71%	33	19	14
Franklin	7-4-4	60.00%	21	14	7
Madison	7-6-3	53.13%	31	32	(1)
Lincoln	7-7-1	50.00%	22	24	(2)
Benson	5-7-2	42.86%	20	28	(8)
Roosevelt	5-9-1	36.67%	15	30	(15)
Cleveland	2-7-5	32.14%	18	25	(7)

Soccer (Girls)

	Goals				
	Overall	%	Scored	Allowed	Differential
Lincoln	8-6-2	56.25%	48	21	27
Grant	11-3-3	73.53%	54	17	37
Cleveland	6-4-5	56.67%	46	23	23
Wilson	6-8-2	43.75%	31	33	(2)
Franklin	5-9	35.71%	16	43	(27)
Madison	4-9-1	32.14%	20	43	(23)
Roosevelt	4-9-1	32.14%	11	49	(38)
Jefferson	0-14	-	1	89	(88)
Benson	-	-	-	-	-

Volleyball

	Sets				
	Overall	%	Won	Sets Lost	Differential
Lincoln	18-5	78.26%	56	20	36
Wilson	16-7	69.57%	50	21	29
Grant	13-8	61.90%	43	25	18
Cleveland	17-8	68.00%	49	25	24
Benson	9-12	42.86%	31	36	(5)
Roosevelt	7-12	36.84%	23	40	(17)
Jefferson	3-17	15.00%	14	54	(40)
Madison	2-16	11.11%	11	51	(40)
Franklin	1-17	5.88%	13	50	(37)

Source: OSAA

Findings

PPS has made great strides in providing high schools with funding that ensures all teams meet a common baseline (e.g.: uniforms, transportation, trainers, and coaches).

In 2013/14, 5,000 students, 730 coaches, and 400 volunteers participated in PIL athletics. PPS faced a number of challenges in providing successful athletics to its students including:

- Financial inequities
- Inadequate facilities
- Limited youth sports
- No trainers
- Limited transportation
- No salaries for lower level coaches
- Few booster clubs

Today, over 6,000 students, 1,230 coaches, and 600 volunteers are actively involved in athletics. All schools have turf fields, trainers, full-time athletic directors, and District-paid transportation. Athletic directors are now currently under the supervision of the District Athletic Office. Its emphasis on establishing and implementing a minimum funding baseline for all teams has helped enhance the student athletic experience.



Additionally, the Office has developed an athletic strategic plan that is focused on enhancing the competitiveness of the PIL; increasing parent and community engagement; and ensuring equitable opportunities.

All athletic fees appear to be accounted for at the high school level.

Although a detailed assessment of the collection and accounting of student participation fees and other dollars collected through fundraising and other activities did not occur as a component of the scope of work of this project, it does appear that those dollars are being collected and accounted for as student body funds.

PPS students do not have equal opportunity to participate in all PIL sports.

PIL Athletic Core Beliefs state:

- PPS students should have access to both their academic choice and a quality, competitive interscholastic athletic program opportunity.
- PPS students should all have access to robust athletic opportunities regardless of race, class or gender.
- All Athletic Programs must be viable, which mean:
 - Sustainable
 - Multi-leveled for development
 - Levels beyond minimum numbers
 - Quality coaching
 - Opportunity to play at appropriate developmental level (Freshman, Junior Varsity, Varsity)
 - Equal access to facilities, equipment and supplies
 - Play in a competitive situation and not be embarrassed by outcomes

Currently, all PPS students are not afforded the same opportunity to participate in all of the 20 OSAA sanctioned sports. As the above tables indicate, major differences in offerings, participation rates, and competitiveness exist across PPS high schools. Of the 20 OSAA sports offered, Benson and Jefferson offer 15 while Roosevelt offers 18. Although Jefferson supports a Boys Cross Country team, it had no participants and its swimming program had one boy and two girls. As a percent of total enrollment, Jefferson saw approximately one-quarter of its students participate in PIL Athletics. In contrast, Grant had over 76%⁵ of its students participating in athletics.

The difference in the numbers of sports offered by each PPS high school limits the ability of students to participant in a sport of their choice and enhances inequities among schools.

⁵ Multiple student count

**High school team competitiveness varies extensively.**

All students are not currently playing in a competitive situation and outcomes could be considered embarrassing and/or disheartening. High school teams experienced a wide disparity in the competitiveness and success of their team sports. In 2016/17, some schools had extremely successful teams (Jefferson - State Boys Basketball Champions; Wilson Boys Soccer - OSAA Ranking of 5; Grant Girls Basketball - OSAA Ranking of 4) while others were far less competitive:

High School	Sport	Record	Run/Point/Goal/Set Differential
Roosevelt	Baseball	4-18	(106)
Franklin	Baseball	3-19	(242)
Benson	Baseball	0-20	(242)
Madison	Softball	4-21	(136)
Benson	Softball	2-18	(111)
Franklin	Basketball (B)	4-20	(331)
Benson	Basketball (B)	3-21	(349)
Roosevelt	Basketball (G)	7-16	(452)
Madison	Basketball (G)	6-18	(277)
Wilson	Basketball (G)	5-18	(312)
Wilson	Football	1-8	(229)
Cleveland	Football	1-8	(304)
Roosevelt	Football	1-8	(353)
Roosevelt	Soccer (B)	5-9-1	(15)
Cleveland	Soccer (B)	2-7-5	(7)
Madison	Soccer (G)	4-9-1	(23)
Roosevelt	Soccer (G)	4-9-1	(38)
Jefferson	Soccer (G)	0-14	(88)
Jefferson	Volleyball	3-17	(40)
Madison	Volleyball	2-16	(40)
Franklin	Volleyball	1-17	(37)

Sports at certain schools have seen a trend in the last three years of less than competitive seasons:

High School	Sport	3-Year Record
Cleveland	Football	5-21
Roosevelt	Football	9-20
Benson	Baseball	3-58
Roosevelt	Baseball	18-55



Franklin	Baseball	14-56	
Benson	Softball	4-37	did not play in 2014/15
Madison	Softball	10-61	
Jefferson	Volleyball	9-48	
Madison	Volleyball	6-49	
Franklin	Volleyball	11-46	
Roosevelt	Girls Soccer	5-33-4	
Benson	Girls Soccer	1-22-3	did not play in 2016/17
Benson	Boys Basketball	8-64	
Madison	Boys Basketball	22-53	
Franklin	Girls Basketball	16-53	
Jefferson	Girls Basketball	18-53	

Although no financial barriers exist for participation, other barriers do exist.

PPS currently has established its athletic participation fee structure as follows:

- (a) \$175 per sport per student,
- (b) \$350 individual student cap for the school year, and
- (c) \$700 family cap for the school year.

The District grants full waivers to qualifying students and also reduced fees (\$35) for those students who are eligible for the reduced lunch program. No student will be denied the opportunity to participate in athletics because of financial resources, with differences made up through a variety of funding sources including school budgets, booster club scholarships, and fee waivers.

Other barriers to participation have been identified by District personnel:

- Transportation to/from practices
 - Transportation has been cited as one of the major barriers to student athletic participation. Field/court limitations and resultant scheduling require students to obtain their own transportation to and from practices. The situation is further compounded for students required to utilize public transportation with set schedules.
- Socio-economic factors, including but not limited to:
 - Language (i.e. ability to read and understand the requirements and forms)
 - The need to work after school to assist family
 - Sibling care responsibilities after school
 - Reluctance to request financial assistance (cultural or otherwise)



Parent involvement/fundraising has a major impact on extracurricular activities.

Some schools have the ability to supplement their athletic programs through extensive fundraising, obtaining corporate sponsorships, etc. These funds assist teams by providing resources for such items as:

- Pay camp fees
- Allow for out-of-area travel to tournaments, clinics, etc.
- Purchase equipment
- Hire additional staff
- Purchase meals

Summary

Although PPS high school athletics has seen significant progress in terms of administration, funding, and organization in the past three years, challenges continue to exist: all students currently do not have the same opportunity to participate in high school athletics, competitiveness of sports at specific schools is less than desirable, and a large disparity exists in the ability of school communities to effectively raise funds to supplement athletic budgets.

PPS, through its Athletic Office has established basic *Core Beliefs* that focus on:

- Access to both academic choice and a quality, competitive interscholastic athletic program opportunity.
- Access to robust athletic opportunities regardless of race, class or gender.
- Athletics are competitive.
- All Athletic Programs must be viable.

The implementation of these principles has begun but still is in its infancy. Students in PPS' nine high schools do not have equal access to all sports. Although the PIL supports 20 programs, three schools offer less than the full slate of sports opportunities. Under OSAA requirements, if a school does not offer a particular sport, a student who resides in another school's attendance boundary may not participate at another school in order to compete in a sport that is not offered at the student's enrolled school⁶. Because, for example, Roosevelt does not have a golf team and Jefferson does not have a tennis team, students attending either school would be excluded from participating in those respective sports. Students living in a high school attendance area that offers all sports would have the option of playing.

Current program competitiveness may be one of the greatest challenges to the District. A number of factors impact a team's ability to be successful - school support (administration and

⁶ OSAA Rule 8.5 (Question and Answer 17)



student), strong athletic directors, coaching, facilities, teamwork, talent, and access to resources. PPS, through its Athletic Office, has focused on addressing many of these areas. For example, all athletic directors are under the supervision of the Athletic Office and all schools are being funded based on an equal allocation for basic requirements and based on specific needs. The Athletic Office is also implementing a coach improvement plan, hiring experienced athletic directors, increasing community support, and increasing fundraising. However, other factors are more difficult to address.

Although all sports programs have cycles of success and failure, two high schools appear to be facing far more difficulty in being competitive - Benson and Jefferson. Over the past three years, Benson has had a winning record in one sport - girls' basketball (2015/16 and 2016/17). Jefferson has fared slightly better with a winning record in football (2016/17) and boys' basketball (2014/15 through 2016/17). In 2016/17, Benson programs (excluding girls' basketball) had a combined overall record of 19-78-2 while Jefferson's record (excluding football and boys' basketball) was 9-48.

Although both schools face difficulties with participation, Jefferson appears to be impacted extensively by low interest. In 2016/17, the school had no participants in boys cross country, one in boys swimming, two in girls swimming, and nine in softball. Benson's inability to be competitive in certain sports has led the Athletic Office to modify its schedule for 2017/18:

- Varsity Softball (will play as JV)
- Varsity Baseball (will play as JV)
- Varsity Girls Soccer (did not play in 2016-17)
- Boys Soccer (will play as JV2)

As "focus" schools, Benson and Jefferson have some unique characteristics not identified in neighborhood schools. Students choose to attend the schools for various reasons aside from sports. Because students come from the District at-large, they do not have the experience of having played with the same teammates as prior to high school. Additionally, many students have no prior sports experience.

The inability of both Benson and Jefferson to be competitive in most sports they participate in led to broader questions: should all students should have equal access to athletics, should all schools be expected to offer similar sports opportunities, and is playing in a competitive environment important? Answers to these questions will dictate how athletics are provided to PPS students, and particularly, to sports at Jefferson and Benson.

Options exist for the District in respect to sports at Benson and Jefferson, including:

1. Discontinue all sports with historically low participation and that are non-competitive.



2. Discontinue sports at the PIL level at both schools and develop an intramural program to allow students to continue to participate at a level commensurate with their skills.
3. Merge the schools to create one school with multiple campuses with 2,000+ students that can be competitive in a range of sports opportunities.

The disparity that exists in the ability of school communities to effectively raise funds to supplement athletic budgets also has an impact on schools. As mentioned previously, the Athletic Office has begun to equally allocate funding to individual schools for basic needs and provide additional funds to help those schools who have fewer supplemental resources. However, this level of funding is insufficient to provide all schools with equal opportunities (camps, clinics, travel, personal trainers, food options, etc.). Some schools will continue to fundraise, develop booster clubs, and solicit corporate sponsorships to augment their athletic team budgets. Various factors, socio-economic being primary, will continue to create disparity amongst schools.

Youth Athletics

Background

In the spring of 2014, PPS piloted its track and field PIL Youth Program (middle grades: 6th - 8th) - the first time the PIL offered a sport for students younger than ninth grade. The 2016/17 school year saw in addition to track and field, offerings of cross country, girls' volleyball, wrestling, and girls' and boys' basketball. Participating students represent their neighborhood high school cluster.

The PIL Youth Program was created to enhance current PIL athletic teams through:

- developing strong feeder programs,
- expanding the depth of quality coaching,
- increasing the quality of programs in underdeveloped sports,
- increasing the percent of participation of disadvantaged youth,
- reducing the migration of students to private schools, and
- increasing the quality of student athletes for focus schools.

Additionally, the Program focuses on development of character through athletic participation as well as teaching and implementing academic and attendance standards for middle school students. PIL Youth Sports are centrally administered by the District's Athletic Office.

Although participation fees are requested, no student will be denied participation for the inability to pay.



Findings

Although financial barriers appear to be minimal for student participation, transportation and coaches are challenges.

As with high school athletics, transportation to and from practices is identified as a barrier to participation. Additionally, as youth sports continue to grow, the ability to attract engaged, competent coaches will become more difficult.

Limited Program communication and “marketing” have impacted student participation.

Support at the principal level appears to be the single largest factor in enhancing student participation. Currently, it appears that many middle and K-8 schools are not actively publicizing or promoting youth sports beyond inclusion on the schools’ websites.

Summary

The creation of a formal youth sports program should have a major impact on student participation and high school team success. Providing students with an opportunity to participate in organized sports at an early age helps to cultivate skills including sports basics, but also improves the understanding of teamwork, discipline, and character. Additionally, sports have shown to be a positive outlet for students and enhances community pride.

To ensure involvement in youth sports, all PPS middle and K-8 schools should enthusiastically encourage students to participate. Active promotion at schools (flyers, posters, announcements, etc.), identification on school websites, and involvement/encouragement by school educators/administrators can be instrumental in growing student participation.

Clubs (Including Club Sports)/Activities

Background

Clubs and activities are provided by all PPS high, middle, and K-8 schools. Types vary by school but all are offered based on student desires and interest. Most schools have a simple process to start a club or activity – show interest, identify other participants, find an advisor, and establish a meeting schedule. Many require little or no funding at all, while others establish a budget and acquire funding through a variety of means.

Many PPS schools have elected to provide students with extracurricular activities through the SUN Community Schools Program. Three PPS high schools and 21 middle and K-8 schools currently participate in this Program. SUN Community Schools are neighborhood hubs where the school and partners from across the community provide opportunities at local schools to support



students. Various activities exist based on the specific needs of individual school populations. Examples include:

- Academic Support
 - Homework Club
 - Languages
- Enrichment
 - Creative Arts
 - Chess Club
 - Clay Sculpting
 - Drama
 - Ceramics
 - Youth Leadership/Involvement
- Recreation
 - Soccer
 - Basketball
 - Open Gym
 - Table Tennis Club
- Empowerment/Skill-Building
- Community/Cultural Events

Other school districts approach school activities similarly to PPS. Districts do not require their high schools and middle schools to provide specific clubs and activities but support the establishment of them. As with PPS, activities vary by school.

Findings

No financial barriers exist to student participation.

Although some fees are required for various activities, no financial barriers were found to exist. Funds from PTA's, discretionary school funds, and other sources are typically used to assist those students with an inability to pay.

Extensive differences exist between schools regarding types and numbers of clubs/activities.

Currently:

- 21 schools provide SUN Program
- 9 schools offer only the SUN Program
- 12 schools supplement the SUN with additional clubs or activities
- 15 schools offer their own clubs or activities



The following table details the number and general type of clubs or activities offered by middle and K-8 schools:

Summary (36 schools)

Offerings	Number of Schools Providing
SUN Program Only	9
SUN Program and Other Activities	12
Other Offerings Only:	
1	2
3	3
5	1
6	1
8	1
9	1
10	3
11	1
18	1
20	1
Sports	14
Other	6

Although the SUN Program provides students with a variety of extracurricular activities, a number of schools have elected to not participate in the Program and provide their own. Some schools have very extensive extracurricular activity offerings while others provide very limited selections.

Club Sports fees and expenses are not accounted for at the school level.

PPS high schools offer a wide variety of club sports including lacrosse, rugby, water polo, skiing, and snowboarding. Although these sports are typically guided by OSAA eligibility requirements, they are not financial or administratively supported by the District. All revenue (fees, fundraising, sponsorships, etc.) and accompanying expenses are typically handled by coaches and/or parent volunteers. This presents a significant risk with respect to the appropriate handling and managing of these funds for their intended purpose.

Summary

Club and activity offerings at individual schools are typically dictated by the interests and desires of students and principal reinforcement. Many schools (over 65%) rely on the SUN Community Schools Program to provide activities, though the schools must fund and provide a coordinator. A number of these schools also supplement the SUN Program with other student-initiated activities. However, some schools appear to be more active in the establishment of extracurricular activities than others. The encouragement and direction provided by principals “sets the tone” for the types and quantity of offerings.



Our review of 36 middle and K-8 schools found a wide-range of offerings - five schools offer three or less activities while six schools offer ten or more. Although all students in the District do have the ability to participate in some extracurricular activities, some, because of the school they attend, have greater opportunities and variety.

DRAFT

Athletics Audit responses:

7/13/2017 from Rob Johns, Benson Tech Alumni Association, Secretary. Benson Tech Foundation, President.

I sincerely appreciate that Mike would include representation from the Benson Tech Community. I want to be clear that the consensus is that the Options proposed in the report and much of what was seen in the report were not independent evaluations as much as a form of direct lifting of biases found in Mr Haskins May 30th School Board report.

We as a community reject the Options proposed on pages 14 and 15 of the Plan B report.

We are dealing with a PIL Athletic Director who attempted this same approach 3 years ago. He is making statements that "Benson is killing the PIL". At a minimum that is an over exaggeration, one High School cannot do that. There is no proof and he is on a biased basis making such statements. When asked to meet with the Site Council previously to discuss his basis for his statements, he did not appear. We are lacking confidence in a fair process.

Further, we would like to see the signed letter as offered previously by the School Board as I understood from Tuesday, July 11, that the Chair would agree to sign it, when I made my Public Comments.

This Plan B work, was a report/audit draft with a hidden agenda fostered by Mr Haskins to continue to label Focus Option schools (the name creates something "other") as being a place where students are "assumed" to not seek a "whole high school experience including athletics". The school has been artificially downsized with over 600 kids denied entry the past 4 years. If those kids were there, we would not be having this conversation. But with its "capped enrollment and its lottery based admission", its 53.6% athletic participation, compared to schools with far lower rates of participation and far lower graduation rates than 89%, Benson should be congratulated for being among the best of the best in its socioeconomic standing. There are deep flaws in the audit draft as it misses the correlations of participation/graduation rates/socioeconomic issues. Embarrassment to PIL is a subjective interpretation of Mr Haskins. Viability is as well. An overemphasis on Competitiveness and the attempt to redirect funds from Benson's Athletic programs by cutting them back should be seriously questioned by PPS Management. These ideas fomented by Mr Haskins are in direct opposition to Core Beliefs of PPS.

If I sound upset by what we are having to deal with here, I am. Frankly, PPS has bigger issues to address than allowing their Athletic Director to rile up a high performing school like Benson Tech. Figure out the issues, address the community with inclusion, not exclusion.

7/25/2017

Filip Hristic, Principal Roosevelt High School

Thanks for sharing this information.

Enrollment numbers on page7 don't look like.

8/2/2017

Peyton Chapman, Principal Lincoln High School

The enrollment data is way off for all schools! Something went really wrong and all numbers need to be checked/adjusted.

8/7/2017

Elisa Schorr, Dir-Studet Success Programs HS, College and Career Readiness

Thank you for sending this out for comment. I have reviewed the document, but have not been able to discuss this with our athletic director (we are welcoming a new one this fall) and our admin team as a whole. I would welcome a discussion of this across the high school teams.

As a point of historical reference please keep in mind that three years ago we agreed as a league to play at the 6A level in order to make the PIL intact. This posed significant challenges for most of schools as Lincoln and Grant were the only schools playing at the 6A level consistently at that time. The commitment was made collectively with the understanding that schools would need support to grow into the 6A level of competition. I am also including the demographic landscape of our district. I pulled this information from the Administrative Dashboard in July and it relates to the 2016-17 school year. The highlighted schools serve a higher percentage of historically underserved and/or economically disadvantaged students than the nine schools overall.

School	Historically Underserved	Economically Disadvantaged	Enrollment 2016-17
Benson	50%	57%	931
Cleveland	17%	23%	1527
Franklin	33%	49%	1491
Grant	22%	16%	1448
Jefferson	71%	79%	556
Lincoln	14%	10%	1676
Madison	52%	76%	1029
Roosevelt	65%	84%	813
Wilson	19%	20%	1377
9 High Schools	32%	39%	10,848

Questions/Comments:

1. Page 7 – It is not clear what are included in the cost per student for each sport. Can some of the examples of the additional costs be given?
2. Page 7 – The enrollment numbers presented in the table describing participation are not accurate. See numbers from the end of the school year above. This is affecting the calculation of participation rates. Also when I go on the administrative dashboard, participation numbers by sport are not matching the numbers in the table. Boys cross country for Jefferson would be a good example.
3. Page 8 – The Athletic Ethnicity table, what is the difference between the totals and percentages on the left and the total –District on the right? The footnote also states that all sports are not included in the table. Can the sports that are included be listed?
4. Page 8-9 The competitiveness table does not include all sports. Why are only team sports considered?
5. Page 10 The PIL Athletic Core belief includes a statement that states, “Play in competitive situation and not be embarrassed by outcomes.” This statement has a number of implications and I am concerned about the use of the word embarrassed. I would like to discuss this core belief. When we moved all schools to play at the 6A level we discussed the transition planning that would be necessary to support schools, coaches, and athletes in this process. Every school has variability in terms of competitiveness across sports and levels.
6. Page 10 The conclusions drawn about Jefferson athletic participation rely on inaccurate enrollment numbers as stated above. I did not have the opportunity to confirm the participation numbers for Jefferson in all sports. Also the participation numbers include double counting of athletes. Participation rates are impacted by large cross country and track teams in particular. Other sports have much smaller capacity to accommodate athletes.
7. Page 11-12 The only two schools not represented in the High School Team Competitiveness table are Grant and Lincoln. These two schools had been competing at the 6A level consistently since the OSAA moved to six levels of classification. When looking at the table it is also important to keep in mind the demographic make-up of each school as outlined above.
8. Page 13 – It is noted that some schools supplement their athletic programs. Is it possible to identify the schools?
9. Page 14 – Conclusions list concerns with Jefferson and Benson but the tables are much broader. Over the past three years schools were transitioning to playing up to the 6A level. It is not clear how the conclusion that students do not have the opportunity to play together prior to high school or have limited playing experience is isolated solely to focus schools.
10. Page 14 – The report narrows its focus to Benson and Jefferson. What led to this narrowing? Is there a suggestion that all schools would be asked to, “discontinue all sports with historically low participation and that are non-competitive”? How do we balance access and competitiveness?
11. Page 15 – Acknowledges that different school communities can supplement athletic budgets. Do we have a sense of how varied this is across the district? It is important to keep in mind student populations that each school serves.

This document provides opportunities for rich discussion and application of our racial equity lens. I hope that we will find time in the coming year to discuss this as a high school team in concert with the district athletic office.