



PUBLIC MEETING NOTICE and AGENDA

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
December 2, 2013

Board Auditorium

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

AGENDA

- | | | |
|----|---|---------|
| 1. | <u>PUBLIC COMMENT</u> | 6:00 pm |
| 2. | <u>DISCUSSION: DRAFT RESOLUTION FOR FULL HIGH SCHOOL MASTER PLAN</u> | 6:20 pm |
| 3. | <u>BUDGET PRESENTATION</u> | 7:20 pm |
| 4. | <u>BUSINESS AGENDA</u> | 8:20 pm |
| 5. | <u>ADJOURN</u> | 8:30 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.

This meeting may be taped and televised by the media. Materials for this meeting are available at the following website: <http://www.pps.k12.or.us/departments/board/858.htm>

Chinese

學校翻譯委會

這通告有關波特蘭公立學校教育委員會.若閣下需要有關議會資料內容翻譯或通譯. 請聯絡以下的語言聯絡人員:

Russian

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

Somali

Hadii aad u baahantahay turjubaan, ama in lagu turjubaano waxyaabaha looga hadlaayo kulanka dadweynaha iyo gudiga sare ee iskoolada Portland, fadlan la xariir:

Spanish

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

Vietnamese

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

Interpretation & Translation Services
(503) 916-3427

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



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date:

December 2, 2013

Executive Committee Lead:

C.J. Sylvester, Chief Operating Officer

Department:

Office of School Modernization

Presenter/Staff Lead:

Jim Owens, Executive Director, OSM
Debbie Pearson, Project Director, OSM

Agenda Action: Resolution

SUBJECT: Staff Recommendation for Franklin High School Master Plan

BRIEF SUMMARY AND RECOMMENDATION

In accordance with the BOE Informational Report - Bond Program 101 Presentation on 25 February 2013, staff is proposing that the Board accept the preferred Master Plan for Franklin High School as a part of the Franklin High School Modernization Project.

Staff is proposing the district:

- Approve this preferred Master Plan to build Franklin High School to accommodate an enrollment capacity of 1,700 students with a core capacity of 1700 students (Attachment A).
- Utilize the current Draft Comprehensive High School Area Program as a guide to construct the Franklin High School improvements to an approximate size of 245,000 square feet.
- Utilize a portion of up to \$10 million from Bond Program Reserve set aside for the three comprehensive high schools identified within the 2012 Capital Bond Program (Franklin, Roosevelt, and Grant high schools) in accordance with Resolution No. 4840, to accommodate changes to the Project Program and enrollment capacity; but, the action to approve these funds will not occur until the Board approval of Schematic Design anticipated for Franklin High School in March of 2014.

BACKGROUND

In accordance with the Bond Program 101 presentation on 25 February 2013, by Jim Owens and C.J. Sylvester, Staff was asked to present preferred Master Plans and

Reviewed and Approved by Superintendent
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Schematic Designs for all three High School modernization Projects to the Board for approval.

Staff is utilizing the current Draft Comprehensive High School Area Program which is a component of the Educational Specification as a guide to construct the Franklin High School improvements. The Board is expected to adopt the Final Educational Specification “Phase 2” in January 2014. Due to the constraints within the project schedule that require the Schematic Design Phase to commence by 9 December, 2013 in order to meet the final project completion of September 2017, Staff understands that the Franklin High School Modernization Project may deviate slightly from the Final approved Educational Specification.

Approval of the preferred Master Plan is required for the Design Team to proceed with Schematic Design and is critical to deliver the project on schedule in September of 2017 (Attachment B).

During development of the Master Plan, Staff evaluated construction execution plans for the modernization work and concluded that, given the restrictive site constraints, students and staff would need to be relocated to the Marshall High School campus while improvements were being made at Franklin High School site. Attempting to construct these improvements while students and staff were present would present unacceptable risks to safety, require significant increases to budgets, delay schedules and otherwise disrupt student learning and teaching activities.

The costs to ready the Marshall campus to accommodate the Franklin High School student body are not part of the Franklin High School Project and will be funded from a separate bond program line item – “swing site and transportation improvements”

RELATED POLICIES / BOARD GOALS AND PRIORITIES

1. Resolution No. 4608 (May 29, 2012) Resolution to Adopt the Superintendent’s Recommended Update of the PPS Long Range Facilities Plan
2. Resolution No. 4800 (September 9, 2013) Resolution to Adopt the Educational Facility Vision as part of the District-wide Educational Specifications.
3. BOE Informational Report (February 25, 2013) – Bond Program 101 – Engagement
4. Resolution No. 4840 (November 18, 2013) Resolution authorizing Franklin, Grant and Roosevelt High School Full Modernization Building Capacities as

Part of the 2012 Capital Bond Program and Acknowledging Related Impact
on the Bond Program Reserve.

PROCESS / COMMUNITY ENGAGEMENT

At the start of the Master Planning process, a number of concepts were developed and explored. Through stakeholder and community interaction, the concepts were refined to develop a plan that addresses current deficiencies within the school, embraces the need for flexibility in future learning communities and develops a school facility that establishes itself as a unique hub to the community it serves.

Throughout the Master Planning Process, community engagement has occurred in several fashions:

First, was the formation of the Design Advisory Group (DAG) in June of 2013. The purpose of the DAG was to encourage interaction between a variety of stakeholders (teacher, student, parent, community and business), provide input regarding the priorities to be addressed within the Master Plan, and report on the work that was taking place to their various constituencies. Meetings were held frequently over a five month period from July to November 2013.

Second, student engagement opportunities were provided through a variety of opportunities including both small group and student body presentations. These engagement opportunities included both Staff and Design Team presentations and specific listening sessions

In addition to the DAG meetings and the student engagement, two community workshops were held in August and October, culminating in a Community Open House in November.. Within the workshops, the community was engaged in the planning process which resulted in the development of the preferred Master Plan. The Open House provided an opportunity for the public to comment on the preferred plan that is being presented within this Resolution. Comments received in the Open House were supportive of the preferred Master Plan concept and focused on the next steps of design development that will take place as a part of Schematic Design.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

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

Policy Goal F: “The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally

specific expertise—including governmental agencies, non-profit organizations, businesses, and the community in general—in meeting our educational outcomes.”

The preferred Master Plan offers flexibility in programming and provides opportunity for individuality in student learning styles and recognizes the ethnic, cultural and social diversity of our students.

BUDGET / RESOURCE IMPLICATIONS

The overall budget for the Franklin High School Modernization Project, in accordance with the 2012 Capital Bond Program was \$85,000,000. Through the Staff recommendation and Board approval of Resolution No. 4840, Staff proposed and the Board of Education approved changes in building capacities understanding that in March of 2014, at the end of the Schematic Design Phase for Franklin High School, the Board will need to allocate approximately \$10 million from the bond program reserve to support all *three* high school modernization projects in the bond program.

The revised budget for Franklin High School will be presented for review and approval at the completion of the Schematic Design Phase and will include an increase in the overall project budget as a part of the funds that will be allocated to Franklin as a result of Resolution 4840. In addition, Staff will allocate funds from bond program escalation contingency to support projected cost increases thru the planned mid-point of the construction phase.

The approval of this preferred Master Plan further commits the District to the expenditure of these funds.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Following approval of the preferred Master Plan, the Design Team will commence the Schematic Design Phase of the work. In conjunction with the Construction Manager/General Contractor (CM/GC), (expected to be engaged in January 2014), the Project Team will work with district Staff and the community to further refine the current scheme to provide a fully developed design concept for the building and site which will be delivered to the Board for review and approval in March of 2014.

With these Board actions, Franklin can remain on schedule for opening in September 2017

OTHER OPTIONS

Other options include:

<p>Reviewed and Approved by Superintendent</p>

1. It is possible that there may be questions or concerns regarding the preferred option being presented, however, this option has been vetted and has the support of students, staff and the community. A delay in approval or any proposed changes to this preferred Master Plan can be considered, but will come with added cost and a delay to the Project schedule. Specific educational programs and functional layouts will be addressed in greater detail through the Schematic Design Process.
 2. Approve the Master Plan with the caveat that it must comply with the Final Educational Specification when it is published and approved in January 2014 with the understanding that this required compliance would be a change that impacts both the Project cost and schedule, potentially delaying the completion of the Project in September 2017.
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ATTACHMENTS

Attachment A: Draft Resolution “Authorizing Franklin High School Master Plan as Part of the 2012 Capital Bond Program”

Attachment B: FHS Due Diligence and Master Planning Phase Board Report (prepared by DOWA-IBI Group Architects, Inc.)

RESOLUTION No. xxxx

Authorizing Franklin High School Full Modernization Master Plan as Part of the 2012 Capital Bond Program

RECITAL

- A. The approved 2012 Capital Bond Program includes the full modernization of Franklin High School (FHS).
- B. Board Resolution 4840 authorized staff to master plan FHS using these student capacity criteria: Common Areas for 1,700 students, Classrooms for 1,700 students to meet the diverse interest of students within the elective arena. This included providing funds from the Bond Program's Reserve to support the increased scope of the project.
- C. Enrollment projections provide possible scenarios for a 10-year window, but PPS school buildings should be scaled up, where possible, to support multiple generations influenced not only by birth rates but also in-migration to the Portland area.
- D. The original 2012 capital bond program high school full modernization scopes and budgets were conceptual in nature and now require refinement.
- E. The May 2012 Long-Range Facility Plan had a 10-year planning horizon pursuant to ORS 195.110, but recommended planning a "robust program capacity for each rebuilt or fully renovated facility".
- F. Enrollment forecasts and anticipated improvements in capture rates require larger capacity schools
- G. Larger school buildings require additional funds to supplement the original project budgets. The bond program reserve was developed in anticipation of desired changes in project scope and/or quality.

RESOLUTION

- 1. The Board of Education directs staff to design and modernize Franklin High school for Common area capacities for 1,700 students, Classrooms for 1,700.
- 2. The Board of Education directs staff to Utilize the current Draft Comprehensive High School Area Program as a guide to construct the Franklin High School to an approximate size of 245,000 square feet.
- 3. The Board of Education approves the preferred Master Plan and directs staff to proceed with Schematic Design assuming use additional budget funds as allocated in Board Resolution No. 4840.

C. Sylvester/J. Owens



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date:

December 2, 2013

Executive Committee Lead:

C.J. Sylvester, Chief Operating Officer

Department:

Office of School Modernization

Presenter/Staff Lead:

Jim Owens, Executive Director, OSM
Michelle Platter, Project Director, OSM

Agenda Action: Resolution

SUBJECT: Staff Recommendation for Roosevelt High School Master Plan
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BRIEF SUMMARY AND RECOMMENDATION

In accordance with the BOE Informational Report - Bond Program 101 Presentation on 25 February 2013, staff is proposing that the Board accept the preferred Master Plan for Roosevelt High School as a part of the Roosevelt High School Modernization Project.

Staff is proposing the district:

- Approve this preferred Master Plan to build Roosevelt High School to accommodate an initial enrollment capacity of 1,350 students, and a core capacity of 1,700 students, while master planning for a subsequent phase for an additional 350 students (Attachment A).
- Utilize the current Draft Comprehensive High School Area Program as a guide to construct the Roosevelt High School improvements to an approximate size of 223,000 square feet.
- Utilize a portion of up to \$10 million from Bond Program Reserve set aside for the three comprehensive high schools identified within the 2012 Capital Bond Program (Franklin, Roosevelt, and Grant high schools) in accordance with Resolution No. 4840, to accommodate changes to the Project Program and enrollment capacity; but the action to approve these funds will not occur until the Board approval of Schematic Design anticipated for Roosevelt High School in March of 2014.

BACKGROUND

In accordance with the Bond Program 101 presentation on 25 February 2013, by Jim Owens and C.J. Sylvester, Staff was to present both the preferred Master Plan and

Reviewed and Approved by Superintendent
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Schematic Design concept for all High School Modernization Projects to the Board for approval.

Staff is utilizing the current Draft Comprehensive High School Area Program which is a component of the Educational Specification as a guide to construct the Roosevelt High School Improvements. The Board is expected to adopt the Final Educational Specification "Phase 2" in January 2014. Due to the constraints within the project schedule that require the Schematic Design Phase to commence by 9 December, 2013 in order to meet the final project completion of September 2017, Staff understands that the Roosevelt High School Modernization Project may deviate slightly from the Final approved Educational Specification.

Approval of the preferred Master Plan is required for the Design Team to proceed with Schematic Design and is critical to deliver the project on schedule in September of 2017 (Attachment B).

The Bond Program has anticipated and the Master Plan has been developed such that the students and staff would remain on campus during the construction of the Project. A phasing plan that outlines the project development process will be prepared as a part of the Schematic Design Phase of the Project.

The costs of moving portable buildings onto the campus to support Project phasing as well as a portion of the cost for separating construction areas from occupied areas on site will be funded from a separate bond program line item – "swing site and transportation improvements".

RELATED POLICIES / BOARD GOALS AND PRIORITIES

1. Resolution No. 4608 (May 29, 2012) Resolution to Adopt the Superintendent's Recommended Update of the PPS Long Range Facilities Plan
2. Resolution No. 4800 (September 9, 2013) Resolution to Adopt the Educational Facility Vision as part of the District-wide Educational Specifications
3. BOE Informational Report (February 25, 2013) – Bond Program 101 – Engagement
4. Resolution No. 4840 (November 18, 2013) Resolution authorizing Franklin, Grant and Roosevelt High School Full Modernization Building Capacities as Part of the 2012 Capital Bond Program and Acknowledging Related Impact on the Bond Program Reserve.

PROCESS / COMMUNITY ENGAGEMENT

At the start of the Master Planning process, a number of concepts were developed and explored. Through stakeholder and community interaction, the concepts were refined to develop a plan that addresses current deficiencies within the school, embraces the need for flexibility in future learning communities and develops a school facility that establishes itself as a unique hub to the community it serves.

Throughout the Master Planning Process, community engagement has occurred in several fashions:

First, was the formation of the Design Advisory Group in May of 2013. The purpose of the DAG was to encourage interaction between a variety of stakeholders (teacher, student, parent, community and business), provide input regarding the priorities to be addressed within the Master Plan, and report on the work that was taking place to their various constituencies. Meetings were held frequently over a five month period from June to October 2013.

Second, student engagement opportunities were provided primarily through classroom engagement to encourage reaching the depth of the student population equally. These engagement opportunities included both Staff and Design Team presentations and specific listening sessions.

In addition to the DAG meetings and the student engagement, two community workshops were held in September and October, culminating in a Community Open House in November. Within the workshops, the community was engaged in the planning process which resulted in the development of the preferred Master Plan. The Open House provided an opportunity for the public to comment on the preferred plan that is being presented within this Resolution. Comments received in the Open House were supportive of the preferred Master Plan concept and focused on the next steps of design development that will take place as a part of Schematic Design.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

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

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

The preferred Master Plan offers flexibility in programming and provides opportunity for individuality in student learning styles and recognizes the ethnic, cultural and social diversity of our students.

BUDGET / RESOURCE IMPLICATIONS

The overall budget for the Roosevelt High School Modernization Project, in accordance with the 2012 Capital Bond Program was \$70,000,000. Through the Staff recommendation and Board approval of Resolution No. 4840, Staff proposed and the Board of Education approved changes in building capacities understanding that in March of 2014, at the end of the schematic design phase for Roosevelt High School, the Board will need to allocate approximately \$10 million from the bond program reserve to support all *three* high school full modernization projects in the bond program.

The revised budget for Roosevelt High School will be presented for review and approval at the completion of the Schematic Design Phase and will include an increase in the overall project budget as a part of the funds that will be allocated to Roosevelt as a result of Resolution 4840. In addition, staff will allocate funds from bond program escalation contingency to support projected cost increases through the planned mid-point of the construction phase.

The approval of this preferred Master Plan further commits the District to the expenditure of these funds.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Following approval of the preferred Master Plan, the Design Teams will commence the Schematic Design Phase of the work. In conjunction with the CM/GC (expected to be engaged in January 2014), the Project Team will work with district Staff and the community to further refine the current scheme to provide a fully developed design concept for the building and site which will be delivered to the Board for review and approval in March of 2014.

With these Board actions, Roosevelt can remain on schedule for opening in September 2017

OTHER OPTIONS

Other options include:

1. It is possible that there may be questions or concerns regarding the preferred option being presented, however, this option has been vetted and has the support of the community and staff. A delay in approval or any proposed changes to this preferred Master Plan can be considered,

<p>Reviewed and Approved by Superintendent</p>

but will come with added cost and a delay to the Project schedule. Specific educational programs and functional layouts will be addressed in greater detail through the Schematic Design Process.

2. Approve the Master Plan with the caveat that it must comply with the Final Educational Specification when it is published and approved in January 2014 with the understanding that this required compliance would be a change that impacts both the Project cost and schedule, potentially delaying the completion of the Project in September 2017.

ATTACHMENTS

Attachment A: Draft Resolution “Authorizing Roosevelt High School Master Plan as Part of the 2012 Capital Bond Program”

Attachment B: RHS Due Diligence and Master Planning Phase Board Report (prepared by Bassetti Architects)



Board of Education Informational Report

MEMORANDUM

Date: November 27, 2013

To: Members of the Board of Education

Copy: Carole Smith, Superintendent

From: David Wynde, Budget Director & Deputy Chief Financial Officer

Subject: Budget Prioritization Exercise - December 2, 2013

Each year as part of the budget development process, the school board affirms a set of priorities to guide staff in the preparation of the superintendent's proposed budget. In the last several years this has been an affirmation, by the board, of the strategic framework.

This framework still applies, as do the milestones for student achievement.

This year, we are inviting the board to participate in an exercise to illustrate priorities and values that will also help guide the work of staff in the budget development process.

Background

This year we are able to have a different conversation because we are likely in the position to invest in opportunities and not just be looking for reductions and cuts. The state legislature has added \$100 million to the state school fund for 2014-15. The PPS share of this funding is estimated at \$7.8 million. In addition, local option revenues are improving, and PPS has a healthy level of reserves.

Staff had discussions with students at a meeting of SuperSAC, with representatives of most employees at a District Employee & Stakeholders meeting, and with staff and community partners at a meeting of the Achievement Compact Advisory Committee. Some of their suggestions are included in the exercise and notes of all three meetings are included in your board packet.

Some of the options are related to school staffing in ways that would impact the staffing ratios in schools (e.g. Tab E: Classified Staff in Schools; Tab C: Career Related Learning/College Readiness). Our district staffing team will be starting its work shortly and will be developing a similar set of options for school staffing priorities. These will also come to the board for a separate discussion.

The board has already identified some investments for 2014-15, such as adding three instructional days for students based upon two more days in the teacher contract year, and adding three new dual language immersion programs. These were not included in this exercise because you have already indicated your commitment to these options.

Staff will use the general priorities established by the board through this exercise to inform and guide the work of developing the superintendent's proposed budget.

Disclaimer: This is an exercise. The opportunities described are not formal budget proposals and this is not an exhaustive list of ideas under consideration. A number of these topics are still the subject of continuing work. The options are to be representative of program focus not specific activity. The values are artificial and are likely to be different in any final proposals presented during the budget development process.

Directions

For the purposes of this exercise, staff has identified a number of potential investment opportunities, most of which have been given a points value representing three prioritization levels. We are asking Board members to review the summary descriptions of the various opportunities and select options that add up to 25 points.

The details for the exercise are set out in the Excel spreadsheet [sent with this note].

The first tab "Priority Summary Sheet" lists the various programs and priority options, and includes the total points available (25) and the balance remaining. Once you make a choice, that amount will change.

For each program and priority option there is a tab with a brief summary and a description of the options. Please make your choices on the tabs and not on the summary page. For your convenience the balance remaining is also shown on each tab.

This information will also be sent to you via email so that you have the spreadsheet available electronically to work on prior to the meeting. There will be a brief review of the exercise at the start of the work session and then we will move straight into board discussion. We would ask that board members review the material and make their preliminary choices before the board meeting. We will have the spreadsheet loaded on a computer at the work session to assist in facilitating the discussion.

Criteria

- Connectivity with the Milestones, with focus on eliminating the achievement gap
- Use of Racial Equity Lens
- Connectivity with the Strategic Framework
- Successful program expansion and/or replication. How do we build on examples of success?
- How do we leverage additional resources and community partners?
- How are we building schools for the future, not simply recreating the schools of the past?

Staff used these criteria when developing this exercise and identifying examples to use and in the framing of these investment opportunities. Staff will use these criteria during the budget development process in developing, framing and evaluating budget submissions.

Questions for the board

1. How would you allocate 25 points among these options?
2. What are the underlying values or interests that informed your choices and priorities among all these opportunities?
3. Are there other general concepts missing from this list that you want to ensure are reviewed in the budget development process?
4. Are there any things that are currently being funded (not on this list) that you would cut or reduce funding for, in order to increase investment in programs to improve outcomes for our students?

Attachments:

- Budget Prioritization Exercise – copy of Excel worksheet
- Notes of meetings with SuperSAC, District Employee & Stakeholder Team, Achievement Compact Advisory Committee
- PPS Strategic Framework
- PPS Milestones
- PPS Successful Schools Framework
- PPS Racial Equity Tool

Note: This material has also been sent to you via email so that you can have the Excel file to work with electronically.

PPS Board of Education

Budget Prioritization Exercise: December 2, 2013

Total Available: 25

Program Option (see tab for details)

	<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>	<u>Choice</u>
A Athletics	2	3	4	-
B AVID Expansion	1	2	3	-
C Career Related Learning/College Readiness	1	3	5	-
D Central Support Capacity & Infrastructure	1	2	3	-
E Classified Staff in Schools	2	3	5	-
F Culturally Specific Supports	1	2	3	-
G Custodians	2	3	5	-
H Deferred Maintenance	1	2	3	-
I Discipline Reduction Strategies	1	2	3	-
J Early Learner Regional Centers	2	3	4	-
K Early Kindergarten Program	1	2	3	-
L High School Graduation & Acceleration Strategies	1	2	3	-
M Literacy: Materials	4	7	10	-
N Middle Level Support at K-8s	1	2	3	-
O Online/Blended Learning	1	2	3	-
P Outdoor School	2	2	2	-
Q Student Technology	1	2	4	-
R Teacher Mentors	1	2	3	-
S Wrap-Around Services	2	3	5	-
	28	49	74	

Balance Remaining: 25

A: Athletics

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	2	3	4	<input type="text"/>		

Athletics are an important part of student life. Until this year PPS has only funded programs in high schools and had significantly reduced funding at those schools. Earlier this year the superintendent announced an increase of \$900,000 in the budget for athletics. These funds reinstated the payment for coaches of third-tier teams, increased funding for transportation, and added capacity to hire athletic trainers at high schools. In addition, there was funding to begin to restore programs for students in grades 6-8.

The funding announced in October was to cover the balance of 2013-14. It will require an additional \$600,000 to fund these changes for the full 2014-15 school year.

Option 1 meets the full year funding requirement of the 2013-14 changes for the 2014-15 school year.

Option 2 would add to Option 1 which could allow for trainers to be full time at each school, and to make each high school athletic director full-time so that they could also support the development of programs in feeder schools.

Option 3 would add to Option 2 which could fund a secretarial position in each high school to support the increased level of activity in each cluster and would also provide a limited pool of funds (\$250K) for equipment purchases.

B: AVID Expansion

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text"/>		

AVID is a nationally-known, research-based program that focuses on low-income students and students of color who are capable and have potential for high school and college success but do not have the family history or expectation of college success.

The program begins in fifth grade and continues through high school. In addition to classes for students AVID also includes family engagement activity and college visits.

Option 1 maintains and strengthens the current schools with AVID classes, including training support for new teachers and replenishing materials

Option 2 provides upfront training and materials to add 15 classes in schools

Option 3 provides upfront training and materials to add 30 classes in schools

C: Career Related Learning/College Readiness

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	3	5	<input type="text"/>		

Currently under review are strategies to ensure that students are ready for high school and prepared to participate in career-related learning experiences, as well as strategies to improve college readiness for graduating seniors. A priority for this work is the development of informed personalized learning plans for every high school student that establish the trajectory to their college and career entry. In addition, supports for key transition points within a students' high school career would be supported by this investment.

The options below are cumulative. Option 2 includes option 1. Option 3 includes both options 1 and 2.

Option 1 would support development of personalized learning plans for all high school students

Option 2 would also add more supports to enable students to take advantage of career related learning experiences

Option 3 would also add more college and career preparation opportunities for students completing high school

D: Central Support Capacity & Infrastructure

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text" value="0"/>		

Over time PPS has reduced capacity in central office and focused resources in the schools as a response to decades of funding cuts. PPS budget for central administration is about 4% of total expenditures and the Council of Great City Schools average is about 8%.

There are a number of areas where it would be valuable to add to central office capacity in order to provide more effective and responsive support to schools, students, teachers and families.

Examples may include: reestablishing the Ombudsperson; adding capacity to provide volunteer background checks in a more timely way; creating capacity for staff training; increasing capacity to secure grant funding; providing systematic oversight for student teacher placements; building systems to effectively implement and monitor the Equity in Public Purchasing & Contracting Policy; develop capacity for annual school climate surveys and analysis.

Option 1 adds about 0.1% to the percentage of the budget to be used for central support positions and new systems and contracts

Option 2 adds about 0.2% to the percentage of the budget to be used for central support positions and new systems and contracts

Option 3 adds about 0.3% to the percentage of the budget to be used for central support positions and new systems and contracts

E: Classified Staff in Schools

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	2	3	5	<input type="text"/>		

Additional classified staff in schools can be used in a number of ways. Additional staffing in the school office allows for more effective and timely response to staff and families. Additional educational assistants can cover duty, provide support for small group instruction, and support teachers in classrooms.

Three investment options were developed using the equity formula that considers the percentage of students in a school who are identified as meeting the criteria for combined underserved.

Option 1 provides an additional 0.5 FTE classified staff person to the 36 schools serving students in grades K-8 identified as highest need by percentage of combined underserved students.

Option 2 provides an additional 34 FTE in classified classified staff personnel, distributed among all schools serving student in grades K-8, on a differentiated basis suing percentage of combined underserved students as the allocation criterion.

Option 3 provides an additional 51 FTE in classified classified staff personnel, distributed among all schools serving student in grades K-8, on a differentiated basis suing percentage of combined underserved students as the allocation criterion.

F: Culturally Specific Supports

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text"/>		

Providing culturally responsive supports to students and families is a key strategy for closing the achievement gap. PPS staff provide some services that address these needs and the district also contracts with community partners who have expertise that complements district staff work.

These options do not distinguish between increase district staff or contracts with community organizations. Although framed as a staff cost, any portion of the funds could also be used to contract with partners. The goal is to increase culturally specific services including student support, family engagement, and interpretation and translation.

Option 1 is the approximate cost of adding three staff positions.

Option 2 equates to five positions.

Option 3 equates to ten positions.

G: Custodians

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	2	3	5	<input type="text"/>		

PPS spends less on maintenance and operations than comparable large urban school districts nationally and less than the typical smaller Oregon district.

The Council of Great City Schools, a consortium of the largest urban school districts in the country, researched and benchmarked key performance indicators for non-instructional operations.

To bring custodial staffing in line with the national average would require an additional 47 custodians (an increase of 16% over current workforce) at an estimated cost of \$2.3 million.

Option 1 funds 1/3 of the shortfall between PPS and the national average.

Option 2 funds 2/3 of the shortfall between PPS and the national average.

Option 3 funds the shortfall between PPS and the national average.

H: Deferred Maintenance

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text" value="0"/>		

PPS has cut spending on maintenance of its buildings over the past two decades in response to the challenges due to reduced state funding for K-12 education. PPS voters recently approved a capital bond that provides for a number of major capital projects including roof replacement and seismic and accessibility improvements at many schools. The Construction Excise Tax will also contribute resources that can be used to improve and maintain schools.

Nevertheless PPS faces a significant backlog of maintenance and expenditures on its aging buildings including many that will not see significant benefit from the capital bond for many years.

The Council of Great City Schools, a consortium of the largest urban school districts in the country, researched and benchmarked key performance indicators for non-instructional operations.

To bring maintenance staffing in line with the national average would require an additional 22 employees. (an increase of 29% over current staffing) at an estimated cost of \$1.85 million.

Option 1 funds 1/3 of the shortfall between PPS and the national average.

Option 2 funds 2/3 of the shortfall between PPS and the national average.

Option 3 funds the shortfall between PPS and the national average.

I: Discipline Reduction Strategies

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text"/>		

Eliminating disparities in student discipline referrals and suspensions is a high priority. Strategies under review include additional support for Restorative Justice programs, social emotional support & interventions, and additional schools using Playworks for recess and after school programs.

Option 1 would add programs in ten schools, selected based upon overall exclusion rates and disproportionate discipline data.

Option 2 would add programs in twenty schools, selected based upon overall exclusion rates and disproportionate discipline data.

Option 3 would add programs in thirty schools, selected based upon overall exclusion rates and disproportionate discipline data.

J: Early Learner Regional Centers

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	2	3	4	<input type="text" value="0"/>		

The Early Learner Regional Centers are both schools and consortiums of community non-profit and health and human services partners. These early learners education consortiums will serve historically underserved, low income children (ages 0 to 5) and families in north, northeast and southeast Portland.

The power of this model is that ability to co-locate a number of community based health, social service and educational service-providers under one roof and to provide "one-stop shopping" for families and to improve coordination and cooperation among service providers.

The regional centers provide a "critical mass" in terms of numbers that is not possible in individual schools.

Option 1: Open Clarendon as a Regional Center, providing on site enclosed education to students ages 3 through 6, including those with and without disabilities, and their families.

Option 2: Option 1 and planning for the opening of the Foster Site in the 2015-16 school year.

Option 3: Option 2 and planning, partnership development and staffing for the expansion to three more sites by 2017-18.

K: Early Kindergarten Transition Program

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text"/>		

The early kindergarten transition program is a three-week program offered to incoming kindergarten students and their families in Title I schools. The program was started as pilot in six schools and is expanding this summer to about half of the Title I schools. It has proven popular with families and very successful in providing a strong foundation for incoming students.

Option 1 would fund expansion to half of the remaining Title I schools and provide funding to support additional outreach to the 2014 summer program families as they transition from K to 1st grade.

Option 2 would provide the program for six to eight of the Title I schools that have not offered the program yet, continue support in the existing schools to support outreach to families as they transition from K to 1st grade.

Option 3 would fund expansion to all Title I schools, and provide funding to support outreach to eligible families as they transition K to 1st, 1st to 2nd and 2nd to 3rd.

L: High School Support Interventions

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text"/>		

The High School Action Team is reviewing a number of strategies and interventions that would improve outcomes for high school students. They have not yet made recommendations to the superintendent or the board. Among the issues under consideration are ways to improve attendance through added outreach and support, mentoring, acceleration strategies (including replication of successful programs, increasing dual credit opportunities and funding for curriculum materials to support accelerated learning classes (including AP/IB)) and additional support for essential skills work assignments.

Funding options are somewhat vague given the preliminary status of this work. Resources would be allocated based upon data analysis of factors including graduation and completion rates, racial achievement/opportunity gap, and concentrations of underserved populations.

Option 1 would add a staff person in each of three clusters and provide funds for one accelerated learning strategy.

Option 2 would add a staff person in each of five clusters, and fund two acceleration strategies.

Option 3 would add a staff person in each of the high school clusters, as well as at Benson HS, and fund three acceleration strategies.

M: Literacy Materials

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	4	7	10	<input type="text"/>		

2013-14 was the state designated year for curriculum materials adoption for literacy. PPS deferred investment in this area during the budget process. This is a challenging time to adopt curriculum materials because we need to consider both on-line and physical resources. Staff is reviewing numerous possibilities and exploring vendor offerings. In addition to physical resources, staff is looking at both purchased and free & accessible online resources.

For the purposes of this exercise three investment options are presented.

Option 1 is the amount necessary to meet needs of students in grades PK-3 and English Language Development (ELD) materials.

Option 2 is the amount necessary to meet needs of students in grades PK-8 and ELD materials.

Option 3 is the amount necessary to meet needs of students in grades PK-12 and ELD materials.

N: Middle Level Support at K-8s

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text"/>		

The size of many 6-8 programs within our K-8's limits the number of differentiated supports we are able to provide outside of the core program. This resource would support more robust programming at the 6-8 level in K-8's, more commensurate with that offered at our larger middle schools. Programming may include expanded arts, world language, and/or differentiated reading and math instruction.

Option 1 would provide support for a differentiated core program in areas of world language and mathematics

Option 2 would also bolster world language offerings at middle grades

Option 3 would also expand elective offerings more commensurate with middle schools

O: Online/Blended Learning

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text"/>		

PPS began to invest in a growth model for online and blended learning in the 2012-13 budget, with the first priority placed on credit recovery opportunities. Expansion of this program was included in the proposed budget for 2013-14. The proposed addition was for 4 teachers and about \$200,000 of curriculum materials. That additional funding was eliminated as part of the balancing to increase staffing in high schools.

A key feature of PPS strategy for online/blended learning is the use of highly qualified teachers to work with students to provide the appropriate instruction and complement the online instructional materials. In addition, we can staff the computer labs with classified employees, who mentor and support students engaged with online curriculum in school labs.

Three investment options are presented for consideration:

Option 1 adds four classified mentors and \$100,000 of instructional materials

Option 2 adds four classified mentors and two teachers and \$200,000 of instructional materials

Option 3 adds eight classified mentors and four teachers and \$200,000 of instructional materials

P: Outdoor School

		Choice		
Cost:	2	<input type="text" value="0"/>	Balance Remaining	25

Currently PPS provides all sixth grade students the opportunity to participate in a three-day/two-night Outdoor School program run through the Multnomah Education Service District. The cost of this program is supported by Metro, by parents of students not on free- and reduced-priced meals, by PPS, and by private grants and fundraising. Many people have expressed a desire for PPS to return to offering the five-day/four-night program. It is likely that PPS would have to meet the entire additional cost of the change. This is about \$700,000. For this program the choice is \$700 to do it or \$-0- to not do it.

Q: Student Technology

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	4	<input type="text"/>		

PPS needs an annual school-based student technology refresh program.

Technology equipment becomes outdated on a fairly predictable timeline and needs to be replaced.

PPS is in the process of developing a hardware refresh lifecycle that will specify the recommended lifespan for different types of equipment. Investing in a student technology refresh program supports digital curriculum options, online/blended learning, and common core implementation. At present we are not able to provide equitable access to these resources. Failure to replace outdated technology perpetuates an achievement gap and digital divide in our schools, classrooms, and communities.

Option 1 increases the current minimal technology refresh budget to provide limited funds to replace hardware on failure

Option 2 creates a 5-7 year replacement cycle for computers

Option 3 creates a 3-5 year replacement cycle for computers

R: Teacher Mentors

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	1	2	3	<input type="text"/>		

PPS has established a new teacher mentor program that includes experienced teachers who are released from classroom teaching assignment and who work with a cohort of 15 new teachers to provide support and professional development. Currently we have 8 full-time mentors supporting 120 new teachers. These positions are funded through the general fund and through a grant from ODE. This program is acclaimed by teachers and by principals.

We would like to expand this program so that it can be offered to more teachers. This would allow us to provide peer mentoring to more experienced teachers also.

Option 1 adds four more mentors to support an additional 60 new teachers.

Option 2 adds eight more mentors to support an additional 120 teachers.

Option 3 adds twelve more mentors who would support 180 teachers.

S: Wrap-Around Services

	Option 1	Option 2	Option 3	Choice	Balance Remaining	25
Cost:	2	3	5	<input type="text"/>		

In many places people have called out the need for resources to support students with mental health needs, social service crises, and other socio-emotional needs that interrupt and disrupt the students ability to take advantage of educational programs, especially in high school.

Student Services is working on a comprehensive set of budget proposals. The following options are presented for the purpose of this exercise and represent a placeholder for more detailed staff recommendations.

Option 1 includes a full-time social worker at each high school. This resource can be leveraged to access additional staffing through supervision of MSW students from PSU.

Option 2 includes Option 1 and adds a full-time secretary to each high school counseling office to undertake clerical and administrative work so that counselors can focus time and energy on direct service to students.

Option 3 includes Option 2 and adds 10 FTE for additional counselors in K-5, K-8 and middle schools.

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

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4841 and 4842

RESOLUTION No. 4841

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

No New Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

LIMITED SCOPE REAL PROPERTY AGREEMENTS AND AMENDMENTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount (as relevant), Contract Total	Responsible Administrator, Funding Source
King Neighborhood Coalition	10/1/2013 through 9/30/2018	Lease Agreement LA 60379	District: Five year lease agreement for the property at 4815 NE 7 th Avenue, Portland, OR 97211, known as the King Neighborhood Facility.	\$139,740	T. Magliano

N. Sullivan

N. Sullivan

RESOLUTION No. 4841

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Harlow’s Trailways	11/15/2013 through 11/14/2014	Services SR 60335	District-wide: Provide safe coach transportation services to District students for activity trips on an as needed basis.	Not-to-exceed \$170,000	T. Magliano Fund 101 Dept. 5560

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Contracts

N. Sullivan