

EDUCATIONAL & FACILITY IMPROVEMENT SUMMARY

UPDATE: 05/19/2020

The below educational and facility improvement summary has been updated in an addition of a short-term resiliency bond package.

Staff has identified technology, curriculum and special education classrooms as priority scopes of work within the Educational Improvements category. Roofs, mechanical systems, security, seismic, and A&E

Though both categories of work have many other essential needs, these scopes regularly rose to the top during discussions on need, priority and impact. Below are summaries of each.

EDUCATIONAL IMPROVEMENTS

TECHNOLOGY

Having a resilient and functioning technology infrastructure is an essential core for providing an effective school experience for our students, teachers, and staff. The technology infrastructure is critical in all aspects of the operations and functions throughout the district. The technology and network infrastructure provides the basis from which many of our most critical systems function. Starting with the Student Information System (SIS), our phone system which is our most critical element of communication, all electronic communication, access to our financial and human resources system (ERP), security access controls for our automated door locks, security cameras, paging systems, all require an up to date and well maintained infrastructure. Our classrooms and instructional materials are also dependent upon the same infrastructure to provide attendance, curriculum, communications

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school district. Additionally, it will lay the needed foundation from which we can build a cyber security program to help defend against the myriad of bad actors and malicious attacks which are increasing rapidly across the country specifically targeting school districts.

Budget Options

A. \$127,500,000 - This option has been refined to align with a shorter Bond request timeline of 2-4 years.

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Portland Public Schools has not been able to prioritize the adoption of comprehensive print and digital instructional materials in the last ten years; as a result, students and teachers have been using outdated instructional resources that have impacted teaching and learning. The funds requested would support the purchasing of curriculum in core content areas such as language arts, mathematics, science, social-emotional learning, social sciences, English as a second language, and the visual and performing arts. This investment would not only bring instructional resources current, but would also allow the district to get back on the state's materials adoption cycle and comply with ODE's Standards for Public Elementary and Secondary Schools. For the first time in decades, PPS would have a comprehensive offering of high-quality instructional resources for students across grades and nearly all subject areas.

Full funding would allow for the adoption of comprehensive and current instructional materials, across core subject areas, including language arts, math, science, the arts and social-emotional learning. This would lead to a) students working with high-quality, standards-based instructional materials, and, b) would allow for a return to the Oregon textbook adoption cycle.

Funding at this level would mean reducing investments in some content areas like science, English as a Second Language, and the arts. This would mean fewer print, digital, or intervention materials would be used in the areas of science, English as a Second Language, and the arts.

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arise during the course of the bond program. This option provides for approximately 4 roofs per summer. r

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Budget Options

A. \$29,600,000 - Staff estimates this amount would allow the District to remove barriers at the main level District-wide. This option would allow building administrators to shift programs within schools to accommodate students experiencing disability.

B. \$17,100,000 - Staff estimates this amount would allow the District to remove barriers at two K-5s, one MS, and one HS, per cluster. This option would provide greater support for students experiencing disability by reducing transportation needs, potentially allowing these students to remain at their neighborhood school. Please note this option identified the most affordable path to accessibility; issues around transportation, geography, or site condition were not considered. The advantage with this option, of course, is that it allows two choices at the K-5 level, reducing the transportation onus on the most vulnerable of our student population.

C. \$11,000,000 - Staff estimates this amount would allow the District to make fully accessible one K-5, one MS, and one HS, per cluster. Providing at a minimum of one fully accessible school configuration in each cluster. Please note this option identified the most affordable path to accessibility; issues around transportation, geography, or option i