City of Portland, Maine
Remote Joint City/School Finance Committee Meeting Agenda
Thursday, March 25, 2021
5:00 PM, Remote Meeting via ZOOM

AGENDA

ZOOM MEETING INFORMATION

This meeting will take place remotely using Zoom. Virtual meetings are allowed using emergency legislation approved by LD 2167; 1 M.R.S. §403A, that authorizes cities and towns to conduct meetings online.
Allow your computer to install the free Zoom app to get the best meeting experience. If you are not able to attend live, a recording will be uploaded to portlandmaine.gov/livestream the next day.

Please click the link below to join the webinar:

https://zoom.us/j/96759078791?pwd=NHdLbzY3SHJCaHhTc0hWa2hWMURXZz09
Passcode: 691655
Or iPhone one-tap :
US: +13126266799,,96759078791# or +16465588656,,96759078791#
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Webinar ID: 967 5907 8791
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1. Introductions

2. JOINT ITEM - Presentation of the FY2022 Superintendent's Recommended School Budget and Joint Committee Discussion

At the meeting the Superintendent Xavier Botana and Portland Public Schools staff will make a presentation on the FY22 Superintendent's Recommended School Budget. Complete details of the proposed budget can be found in the attached presentation. The proposed budget would result in a 6.29% increase in the School portion of the tax levy and add $185 to the tax bill of a homeowner with a home valued at $250,000. After the presentation has concluded the Committee members will discuss and provide guidance to the Superintendent on the proposal. This is a discussion item only - no action is scheduled for the current meeting.

3. JOINT ITEM – Review of DRAFT FY22 Budget Calendar and Key Dates

Note – Finance Committee dates are PROPOSED only – at the 3/25 meeting dates will be confirmed, finalized and added to the City calendar.

a. 4/5 – City Council Meeting – 5:00PM – Presentation of FY22 City Manager Recommended Municipal Budget & Referral to Finance Committee
b. 4/6 – Finance Committee Meeting – 5:00PM
c. 4/8 – Joint City/School Finance Committee Meeting – 5:00PM
d. 4/13 – Finance Committee Meeting – 5:00PM
e. 4/27 – Finance Committee Meeting – 5:00PM
f. 4/29 – Finance Committee Meeting – 5:00PM – PUBLIC HEARING
g. 5/3 – City Council Meeting – 5:00PM - Budget 1st Read
h. 5/10 – City Council Budget Workshop – 5:00PM
i. 5/17 – City Council Meeting – 5:00PM – Budget 2nd Read and Scheduled Vote – PUBLIC HEARING

4. CITY ONLY ITEM – CORONAVIRUS LOCAL FISCAL RECOVERY FUND OF THE AMERICAN RESCUE PLAN

After over a year of lobbying efforts by the City in coordination with Senator Susan Collins, Congresswoman Chellie Pingree, Senator Angus King, the National League of Cities and many others, the American Rescue Plan Act of 2021 was passed in March 2021 with the inclusion of significant direct aid for municipalities. This inclusion was a direct result of information provided by the City and municipalities nationwide about the devastating revenue losses municipal budgets across the nation have experienced. At the meeting City staff will provide an overview of the lobbying effort which led to this legislation and update the Committee on known and still unknown details of the ARP. This is a discussion item only - no action is scheduled for the current meeting.

5. Adjournment

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FY2022 Superintendent's Recommended Budget

March 16, 2021

Portland Public Schools FY2022 Budget Timeline

All meetings will be conducted remotely, with zoom links accessible via BoardDocs unless otherwise noted.

Tuesday, March 16, 2021	School Board Meeting Superintendent Presents Recommended FY22 Budget *6:00 PM*
Thursday, March 18, 2021	School Finance Committee Budget Review *6:00 PM*
Monday, March 22, 2021	School Finance Committee Budget Review Public Hearing *6:00 PM*
Thursday, March 25, 2021	Joint Finance Committee Meeting Budget Review *5:00 PM*
Thursday, April 1, 2021	School Finance Committee Budget Review Vote to Recommend to Board *6:00 PM*
Tuesday, April 6, 2021	School Board 1st Reading of Recommended FY22 Budget and Public Hearing; School Board Budget Workshop *6:00 PM*
Thursday, April 8, 2021	Joint Finance Committee Meeting Budget Review *5:00 PM*
Tuesday, April 13, 2021	School Board Vote to Recommend FY22 (Special Meeting) School Budget to City Council *6:00 PM*

Monday, April 26, 2021	School Board Presents Recommended FY22 Budget to City Council *Time TBD*
Thursday, April 29, 2021	City Finance Committee Review of Referred Board Budget and Vote to Recommend to City Council *Time TBD*
Monday, May 3, 2021	City Council 1st Reading of FY22 Budget Public Hearing *Time TBD*
Monday, May 17, 2021	City Council 2nd Reading Vote on School Budget for Referendum *Time TBD*
Tuesday, June 8, 2021	**Public Referendum** on FY22 School Budget

March 16, 2021

Members of the Board of Public Education,

A year to the date from when the Coronavirus pandemic changed the face of our schools, city and world, I bring you the FY22 Portland Public Schools Superintendent's proposed budget. This year's budget theme is "Advancing Equity." It accelerates our commitment to putting equity at the center of our Portland Promise. Indeed, to represent this, our Portland Promise graphic has been revised to reflect this evolution in our commitments.

The Coronavirus pandemic has made indisputable the long-standing disparities that exist between different groups of students in our schools. While we relish our diversity and see it as a strength, we have failed to recognize that the disparities in opportunities for our students who are learning English, who have disabilities or are economically disadvantaged, belie the sincerity of that commitment.

This past year it became evident that government institutions – including our school system – have failed to realize their potential for creating a more inclusive, just and equitable world. This proposed FY22 budget, which assumes a return to full in-person learning this fall, takes steps to redress this pattern by targeting resources to the students to whom we owe the largest educational debt: those who are learning English, have disabilities or are alienated in our schools.

My FY21 budget proposal attempted to advance many of these same priorities. Shortly after that proposal, as you will recall, we pulled many of them back in response to the uncertainty posed by the pandemic. Our initial proposal called for an increase in the tax rate of 3%. We ultimately adopted a budget that did not increase taxes.

Prior to last year's hiatus, we had made strides toward realizing the Portland Promise. In FY19, we established that student access to challenging core content required strong uniform support orchestrated centrally by skilled and dedicated academic leaders; we also strengthened our support for our students' social-emotional development and their ability to have a meaningful relationship with a caring adult.

In FY20, we expanded on those commitments as the Board vowed to expand access to pre-kindergarten over the next four years. We also created a behavioral health continuum across our elementary, middle and most of our high schools.

Over the past few Board and Board committee meetings, we have presented the key investments that are needed to realize our equity goal of rooting out ongoing inequities in our system. The proposed budget includes $2.9 million in investments directly linked to this work. Specifically, my budget calls for:

- Continuing to expand the district's pre-kindergarten program with two additional classrooms as part of the district's five-year pre-K expansion plan (included in the baseline budget), as well as providing transportation by adding two dedicated bus routes and increasing supervision on other bus routes, for a total of $220,535.
- Sustaining and deepening core instruction by scaling up curriculum and professional development by supporting high school mathematics instruction and resourcing the development of Wabanaki and Africana studies curriculum, at a cost of $103,808.
- Investing in the district's Lau plan by ensuring that our schools have the necessary ELL teachers in K-12 to enable us to establish collaboration structures to allow mainstream teachers to effectively meet the needs of their students who are English language learners within the mainstream classroom setting, while preserving the level of intensive English language learning supports that these students need; establishing a support structure for students with limited and interrupted formal educational experiences; and supporting the needs of students who are dually identified as having disabilities while also learning English as a second language, for a total of $1,031,624.
- Establishing special education services for students with autism spectrum disorder in our middle schools and adding a classroom for students with ASD at the elementary level in response to growing numbers, for a total of $309,458.
- Enhancing high school functional life skills services by adding a teacher and educational technician at Deering High School to support the increase in students in this program, for a total cost of $109,867.
- Providing the resources to effectively implement the School Board's new Harassment, Sexual Harassment and Discrimination policy, at a cost of $121,808.
- Affirming our commitment to developing our staff capacity to become an anti-racist institution by shifting the cost of our director of diversity, equity and inclusion from philanthropic grants to the district's budget, at a cost of $120,208.
- Strengthening our hiring and support for a diverse workforce by funding a position in our Human Resources department to operationalize recruitment and affinity groups for educators of color, compensating our diverse staff appropriately for linguistic and identity-based work they perform and creating pathways to career development for our diverse staff, at a cost of $399,647.

My proposed budget also recognizes that the pandemic has had a significant impact on the physical and mental health of our students. As part of recovering from the pandemic, the budget proposes to increase our nurse (.2 FTE) and social work staffing (3.5 FTE), for a total cost of $274,778.

Finally, the budget reflects a commitment to incorporating innovation and new learning from the pandemic. Specifically, the proposed budget includes funding to support a position to lead the ongoing professional development and support needed to integrate our new investments in technology, for a cost of $123,400. It also expands and extends this year's outdoor learning initiative into the future, at a cost of $93,479.

This year's proposed budget calls for a 6.3% increase in the school portion of the tax rate. This reflects a 5% increase in expenditures resulting in a $125.8 million budget, up $5.9 million over last year's approved budget. More than half of the increase – $3 million – maintains current programs and services and covers increased costs for salaries, benefits and debt service.

It requires an increased investment of $6.99 million from local taxpayers. This results from a reduction in State Essential Program and Services of $947,434, a 5.1% decrease from last year's State allocation to the district. This is largely due to the increase in the City of Portland's valuation as assessed by the State of Maine. We are grateful that Governor Mills' proposed budget continues to increase the percentage of school funding born by the State. Without that commitment, which reduced the State mill rate, we would have seen a much larger decrease in State funding for education in Portland.

The district is fortunate to have significant federal Coronavirus-related funding. Most of the district's remaining federal funding current allocation of nearly $6 million is being directed primarily to support one-time investments in materials, professional development and infrastructure. Some eligible costs have been shifted from the district's budget to federal funding. Additionally, the remainder of this funding – nearly $2.5 million – is being reserved for summer programs and expanded learning to accelerate recovery from the challenges of this year.

We expect to receive additional funding from the most recent pandemic relief package approved last week. These funds are intended to support many of the same expenditures into FY23 and FY24. They are welcome and necessary as we work to steward those resources strategically into the coming budget years.

In the midst of this challenging year, there have been many bright spots. I have been humbled by the resilience and perseverance of our faculty and staff, our students and their families. They have shown incredible commitment to learning, grace through trials and a strong desire to overcome the challenges. I also have been blessed to grow professionally and personally with the School Board as we deepened our understanding of and commitment to becoming anti-racists leaders. These experiences serve as the impetus for this equity-centered budget proposal. I look forward to discussing it with you in the coming weeks.

A complete budget timeline can be found at this link on the district's website.

Sincerely,

Xavier Botana, Superintendent

PORTLAND PUBLIC SCHOOLS
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Vision

All learners will be fully prepared and succeed in a diverse and ever-changing world.

Mission

The Portland Public Schools are responsible for ensuring a challenging, relevant, and joyful education that empowers every learner to make a difference in the world. We build relationships among families, educators, and the community to promote the healthy development and academic achievement of every learner.

Goals

Goal 1 – Achievement - All PPS students will be <u>prepared</u> for college and career and <u>empowered</u> to pursue a productive postsecondary path.

Goal 2 – Whole Student - All PPS students will develop the skills, habits, and mindsets they need to engage in and contribute to our diverse city and ever-changing world.

Goal 3 – Equity - PPS is vigilant in supporting each and every student's particular path to achieving high standards, rooting out systemic or ongoing inequities.

Goal 4 – People - PPS attracts, supports and retains talented and diverse people who use their strengths to achieve our shared goals.

Portland Public Schools
FY2022 Superintendent's Recommended Budget

March 16, 2021

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Portland Public Schools
FY2022 Summary Revenue Budget
General, Adult Ed, and Food Services Funds
Superintendent's Recommended Budget
March 16, 2021

	FY20 Actual	FY21 Approved	FY22 Supt Recommended	$ +/(-) v FY21	% +/- v FY21
Local Revenue (non-tax)					
General	$ 470,344	$ 420,500	$ 420,500		
Adult Ed	116,374	190,000	179,849		
Food Services	351,721	415,877	393,517		
Total Local Revenue	**938,440**	**1,026,377**	**993,866**	**$ (32,511)**	**-3.2%**
State Revenue					
EPS	14,251,970	15,223,289	14,364,498		
Debt Service Reimb	3,559,926	3,453,482	3,364,840		
Other	228,379	269,500	262,747		
Adult Ed	526,687	609,742	592,998		
Food Services	49,549	51,885	51,885		
Total State Revenue	**18,616,511**	**19,607,898**	**18,636,968**	**(970,930)**	**-5.0%**
Federal Revenue					
General	477,545	1,125,000	1,140,900		
Food Services	2,997,952	2,935,325	2,941,606		
Total Federal Revenue	**3,475,498**	**4,060,325**	**4,082,506**	**22,181**	**0.5%**
Total Non-tax Revenue	**$ 23,030,449**	**$ 24,694,600**	**$ 23,713,340**	**$ (981,260)**	**-4.0%**
Use of Fund Balance					
General	-	500,000	500,000		
Food Services	-	310,000	250,000		
Adult Education	-	19,333	20,000		
	-	829,333	770,000		
Property Taxes					
General Education	91,502,259	92,551,184	99,332,772		
Adult Education	1,718,445	1,717,219	1,793,743		
Food Services	124,435	70,341	205,905		
Total Property Tax	**93,345,139**	**94,338,744**	**101,332,420**	**6,993,676**	**7.4%**
Total Revenue	**$ 116,375,588**	**$ 119,862,677**	**$ 125,815,760**	**$ 5,953,083**	**5.0%**

Portland Public Schools
FY2022 Detail Revenue Budget
General, Adult Ed, and Food Services Funds
Superintendent's Recommended Budget
March 16, 2021

	FY20 Actual	FY21 Approved	FY22 Supt Recommended	$ +/(-) v FY21	% +/- v FY21
GENERAL FUND					
LOCAL REVENUE					
REQUIRED LOCAL SHARE (tax levy)	$ 70,510,825	$ 74,271,401	$ 77,010,122	$ 2,738,721	3.7%
LOCAL ONLY DEBT SERVICE (tax levy)	577,882	392,289	385,252	(7,037)	-1.8%
ADDITIONAL LOCAL FUNDS (tax levy)	20,413,552	17,887,494	21,937,398	4,049,904	22.6%
TUITION PUBLIC K-8	142,796	140,000	140,000	-	0.0%
TUITION PUBLIC 9-12	102,871	100,000	100,000	-	0.0%
SUMMER SCH TUITION 9-12	9,540	10,000	10,000	-	0.0%
TRANSPORT - OTHER ORG	75,035	90,000	90,000	-	0.0%
INTEREST ON INVESTMENTS	3,000	3,000	3,000	-	0.0%
ADMISSIONS 9-12	8,040	15,000	15,000	-	0.0%
BUILDING RENTALS	45,083	52,000	52,000	-	0.0%
MISC LOCAL REVENUE	1,896	10,000	10,000	-	0.0%
SPED REVENUE/OTHER LOC GOV	80,064	-	-	-	0.0%
MISC SALES & REFUNDS	20	500	500	-	0.0%
PROCEEDS FROM DISPOSAL OF BUSES	2,000	-	-	-	0.0%
TOTAL LOCAL	91,972,603	92,971,684	99,753,272	6,781,588	7.3%
STATE REVENUE					
STATE SHARE EPS (State Subsidy)	14,251,970	15,223,289	14,364,498	(858,791)	-5.6%
STATE REIMB. DEBT SERVICE	3,559,926	3,453,482	3,364,840	(88,642)	-2.6%
STATE AGENCY CLIENT	192,475	220,000	220,000	-	0.0%
NAT'L BOARD - SALARY SUPLMNT	35,904	49,500	42,747	(6,753)	-13.6%
TOTAL STATE	18,040,275	18,946,271	17,992,085	(954,186)	-5.0%
FEDERAL REVENUE					
MAINECARE MEDICAID REIMB	428,198	1,670,000	1,690,900	20,900	1.3%
SEED WITHHOLDING	-	(700,000)	(700,000)	-	0.0%
FEDERAL IMPACT AID	49,347	55,000	50,000	(5,000)	-9.1%
INDIRECT COST RECOVERY	-	100,000	100,000	-	0.0%
TOTAL FEDERAL	477,545	1,125,000	1,140,900	15,900	1.4%
TOTAL GENERAL FUND	110,490,424	113,042,955	118,886,257	5,843,302	5.2%
USE OF FUND BALANCE	-	500,000	500,000	-	0.0%
TOTAL GENERAL FUND REVENUE & FUND BALANCE	**$ 110,490,424**	**$ 113,542,955**	**$ 119,386,257**	**$ 5,843,302**	5.1%
ADULT EDUCATION					
AE LOCAL REVENUE					
LOCAL FUNDS (tax levy)	$ 1,718,445	$ 1,717,219	$ 1,793,743	$ 76,524	4.5%
TUITION-INDIV-ENRICHMT	58,316	130,000	119,849	(10,151)	-7.8%
TUITION-INDIV-VOC	29,561	40,000	40,000	-	0.0%
TUITION-OTHER-ACADEMIC	28,498	20,000	20,000	-	0.0%
FUND TRANSFERS	-	-	-	-	0.0%
TOTAL LOCAL	1,834,819	1,907,219	1,973,592	66,373	3.5%
AE STATE REVENUE					
STATE SUBSIDY	526,687	609,742	592,998	(16,744)	-2.7%
TOTAL STATE	526,687	609,742	592,998	(16,744)	-2.7%
USE OF FUND BALANCE	-	19,333	20,000	667	3.5%
TOTAL ADULT EDUCATION REVENUE	**$ 2,361,506**	**$ 2,536,294**	**$ 2,586,590**	**$ 50,296**	2.0%

Portland Public Schools
FY2022 Detail Revenue Budget
General, Adult Ed, and Food Services Funds
Superintendent's Recommended Budget
March 16, 2021

	FY20 Actual	FY21 Approved	FY22 Supt Recommended	$ +/(-) v FY21	% +/- v FY21
FOOD SERVICE					
FS LOCAL REVENUE					
LOCAL FUNDS (tax levy)	$ 124,435	$ 70,341	$ 205,905	$ 135,564	192.7%
DAILY SALES - LUNCH	229,823	292,063	274,517	(17,546)	-6.0%
DAILY SALES NON REIM	78,259	104,814	100,000	(4,814)	-4.6%
SPECIAL FUNCTIONS	35,505	10,000	10,000	-	0.0%
BUILDING RENTALS	6,000	6,000	6,000	-	0.0%
MISC REFUNDS	2,134	3,000	3,000	-	0.0%
TOTAL LOCAL	476,156	486,218	599,422	113,204	23.3%
FS STATE REVENUE					
STATE REIMBURSEMENT	49,549	51,885	51,885	-	0.0%
TOTAL STATE	49,549	51,885	51,885	-	0.0%
FS FEDERAL REVENUE					
AFTER SCHL SNACK	3,388	3,760	1,920	(1,840)	-48.9%
SUMMER FOOD PROG	456,237	154,662	100,000	(54,662)	-35.3%
PERFORMNC-BASED LUNCH	25,175	38,247	38,247	-	0.0%
REIMB LUNCH - REGULAR	122,279	185,770	191,233	5,463	2.9%
REIMB LUNCH - REDUCED	45,778	61,496	63,553	2,057	3.3%
REIMB LUNCH - FREE	812,908	1,251,259	1,287,703	36,444	2.9%
REIMB BREAKFAST	501,786	762,368	784,339	21,971	2.9%
PAYMTS IN LIEU OF COMM	182,566	198,063	202,161	4,098	2.1%
FRESH FRUITS AND VEGGIES	50,813	79,700	72,450	(7,250)	-9.1%
CHILD/ADULT CARE FOOD PRGM	124,600	200,000	200,000	-	0.0%
TRANSFER FROM GENERAL FUND	672,394	-	-	-	0.0%
PROCEEDS FM PROPERTY DISPOSAL	27	-	-	-	0.0%
TOTAL FEDERAL	2,997,952	2,935,325	2,941,606	6,281	0.2%
USE OF FUND BALANCE	-	310,000	250,000	(60,000)	-19.4%
TOTAL FOOD SERVICE REVENUE	**$ 3,523,658**	**$ 3,783,428**	**$ 3,842,913**	**$ 59,485**	**1.6%**
TOTAL REVENUE AND OTHER FUNDING SOURCES	**$ 116,375,588**	**$ 119,862,677**	**$ 125,815,760**	**$ 5,953,083**	**5.0%**

Portland Public Schools
FY2022 Summary Expenditure Budget
General, Adult Ed, and Food Services Funds
Superintendent's Recommended Budget
March 16, 2021

	FY20 Actual	FY21 Approved	FY22 Supt Recommended	$ +/(-) v FY21	% +/- v FY21
Wages					
Regular	$ 65,954,066	$ 67,529,023	$ 71,262,140		
Temp/Sub/Tutor/OT	2,256,048	2,326,876	2,326,225		
Add pay/Stipends	2,319,250	2,454,918	2,562,380		
Total Wages	70,529,364	72,310,817	76,150,745	$ 3,839,928	5.3%
Benefits					
Health	15,473,475	16,000,018	17,067,858		
Retirement	3,512,180	3,620,217	3,675,096		
All other	2,391,111	2,605,479	2,814,771		
Total Benefits	21,376,767	22,225,714	23,557,725	1,332,011	6.0%
Contracted Services					
Professional & Tech. Svcs	1,475,344	1,581,429	1,532,067		
Employee Training/Dev	348,774	532,868	523,220		
SPED Contracted Svcs	464,391	483,228	513,458		
Student Transportation	185,366	345,000	345,000		
Tuition	748,799	933,566	980,676		
Legal Services	150,212	150,000	150,000		
Water & Sewer	131,090	177,590	197,230		
Repair & Maintenance	2,576,923	2,836,343	2,794,566		
Rentals	322,805	378,230	381,130		
Loans/Leases	244,334	239,600	46,000		
Liability Insurance	436,532	521,924	603,719		
Other Services	661,046	815,954	825,045		
Total Contracted Services	7,745,615	8,995,732	8,892,111	(103,621)	-1.2%
Supplies					
Education Supplies	1,000,531	1,132,315	1,128,035		
Tech Related Supplies	72,533	146,770	142,080		
General Supplies	626,855	698,883	699,684		
Custodial Supplies	281,375	240,475	240,475		
Software Licenses	423,926	548,555	585,995		
Utilities	1,854,633	2,279,760	2,147,562		
Gasoline	58,523	127,082	127,082		
Food/Non-food supplies	1,368,593	1,695,360	1,695,360		
Total Supplies	5,686,971	6,869,200	6,766,273	(102,927)	-1.5%
Other Costs					
Field Trip Transportation	264,705	347,111	334,921		
Miscellaneous	1,925,938	374,709	357,232		
Capital	241,002	315,950	201,675		
Total Other Costs	2,431,644	1,037,770	893,828	(143,942)	-13.9%
Debt Service					
Bond DS	7,879,775	8,423,444	9,555,078	1,131,634	13.4%
Total Expenditures	**$ 115,650,135**	**$ 119,862,677**	**$ 125,815,760**	**$ 5,953,083**	**5.0%**

Portland Public Schools
FY2022 Detail Expenditure Budget
Superintendent's Recommended Budget
March 16, 2021

	FY20 Actual	FY21 Approved	FY22 Supt Recommended	$ +/(-) v FY21	% +/- v FY21
SALARIES & BENEFITS					
Regular Salaries					
PROFESSIONAL SALARY	$ 44,270,984	$ 45,977,764	$ 48,341,267	$ 2,363,503	5.1%
INSTRUCTIONAL AIDE/ASST	5,617,192	5,952,091	6,326,005	373,914	6.3%
ADMINISTRATOR/ REG SUPPORT	16,065,889	15,599,168	16,594,868	995,700	6.4%
Total Regular Salaries	65,954,066	67,529,023	71,262,140	3,733,117	5.5%
Temporary Salaries					
TEMPORARY SALARY	837,446	1,013,630	1,011,528	(2,102)	-0.2%
TUTOR	30,529	46,703	48,104	1,401	3.0%
SUBSTITUTE	1,120,363	1,116,043	1,116,043	-	0.0%
TEACHER ADDITIONAL PAY	69,095	114,799	106,291	(8,508)	-7.4%
AIDE/ASST OVERTIME	277	-	-	-	0.0%
REGULAR SUPPORT OVERTIME	267,433	150,500	150,550	50	0.0%
STIPEND/DIFFERENTIAL	1,558,884	1,675,399	1,791,369	115,970	6.9%
STIPEND-RETIREMENT SICK	677,863	640,000	640,000	-	0.0%
STIPEND/OTHER	13,408	24,720	24,720	-	0.0%
Total Temporary Salaries	4,575,298	4,781,794	4,888,605	106,811	2.2%
Total Salaries	**70,529,364**	**72,310,817**	**76,150,745**	**3,839,928**	**5.3%**
Benefits					
HEALTH INSURANCE	15,473,475	16,000,018	17,067,858	1,067,840	6.7%
MEDICARE	970,082	1,049,136	1,107,959	58,823	5.6%
RETIREMENT	3,512,180	3,620,217	3,675,096	54,879	1.5%
TUITION REIMBURSEMENT	225,064	210,000	269,520	59,520	28.3%
WORKER'S COMP	509,058	599,865	599,865	-	0.0%
ALL OTHER	686,907	746,478	837,427	90,949	12.2%
Total Benefits	**21,376,767**	**22,225,714**	**23,557,725**	**1,332,011**	**6.0%**
TOTAL SALARIES & BENEFITS	**91,906,131**	**94,536,531**	**99,708,470**	**5,171,939**	**5.5%**
CONTRACTED SERVICES					
PURCHASED PROF & TECH SVC	1,400,344	1,441,429	1,392,067	(49,362)	-3.4%
CONTRACTUAL PRE-K	75,000	140,000	140,000	-	0.0%
EMPLOYEE TRAIN & DEV SVCS	348,774	532,868	523,220	(9,648)	-1.8%
OTHER PROFESIONNAL SVCS	10,636	15,000	17,000	2,000	13.3%
SECURITY	104,239	161,067	161,067	-	0.0%
ALARMS	4,050	4,325	4,325	-	0.0%
ARCHITECT/ENGINEER - NSA	22,682	20,000	20,000	-	0.0%
ADULT ED CONTRACTED SVCS	230	6,000	6,000	-	0.0%
SPEC ED CONTRACTED SVCS	464,391	483,228	513,458	30,230	6.3%

Portland Public Schools
FY2022 Detail Expenditure Budget
Superintendent's Recommended Budget
March 16, 2021

	FY20 Actual	FY21 Approved	FY22 Supt Recommended	$ +/(-) v FY21	% +/- v FY21
LEGAL SERVICES	150,212	150,000	150,000	-	0.0%
WATER	41,302	50,740	55,624	4,884	9.6%
SEWER	89,788	126,850	141,606	14,756	11.6%
REPAIR AND MAINT SVCS	1,059,913	1,217,466	1,079,762	(137,704)	-11.3%
HVAC MAINTENANCE	534,024	517,703	595,514	77,811	15.0%
MOWING/PLOWING/FIELDMAINT	566,297	610,766	610,766	-	0.0%
ASBESTOS/MOLD SVCS	15,379	20,000	20,000	-	0.0%
VEHICLE & EQUIPMT REPAIR	25,979	26,000	31,000	5,000	19.2%
WASTE DISPOSAL SERVICES	106,366	101,126	114,242	13,116	13.0%
RECYCLING SERVICES	111,676	122,040	122,040	-	0.0%
HAZ WASTE DISPOSAL SVCS	-	8,000	8,000	-	0.0%
PEST MGMT SERVICES	16,157	17,850	17,850	-	0.0%
FIRE EXTINGUISHER MAINT SVCS	10,162	10,000	10,000	-	0.0%
RENTALS	322,805	378,230	381,130	2,900	0.8%
COMPUTER LEASE	238,533	239,600	46,000	(193,600)	-80.8%
LEASES-NOT DOE APPROVED	5,800	-		-	0.0%
OTHER PURCHASED SERVICES	953	1,450	1,360	(90)	-6.2%
STUDENT TRANSPORT SVCS	-	250	250	-	0.0%
STUDENT TRANS PURCH-PRIV	181,499	315,000	315,000	-	0.0%
STUDENT TRANS/PRIV-SPED OOD	309	15,000	15,000	-	0.0%
STUDENT TRANS/PRIV-HOMELESS	3,558	15,000	15,000	-	0.0%
INSURANCE-GEN LIABILITY	436,532	521,924	603,719	81,795	15.7%
POSTAGE	60,756	75,763	71,279	(4,484)	-5.9%
PHONE	173,369	146,652	158,052	11,400	7.8%
INTERNET CONNECTIVITY	51,576	52,426	52,426	-	0.0%
EBOOKS &ONLINE SUBSCRPTNS	32,811	31,219	37,634	6,415	20.5%
ADVERTISING	4,524	16,000	15,750	(250)	-1.6%
ADULT ED ADVERTISING	15,395	25,000	25,000	-	0.0%
PRINTING/BINDING	27,150	52,252	57,743	5,491	10.5%
PHOTOCOPYING	136,809	157,800	157,800	-	0.0%
TUITION TO IN-STATE SAU	125,940	110,550	122,510	11,960	10.8%
TUITION TO PRIVATE SOURCE	607,594	808,016	843,166	35,150	4.4%
TUITION TO POST-SECONDARY	15,265	15,000	15,000	-	0.0%
STAFF TRAVEL	146,840	235,942	224,551	(11,391)	-4.8%
ADULT ED TRAVEL-STATE MTG	-	200	200	-	0.0%
TOTAL CONTRACTED SERVICES	**7,745,615**	**8,995,732**	**8,892,111**	**(103,621)**	**-1.2%**
SUPPLIES					
GENERAL SUPPLIES	626,855	698,883	699,684	801	0.1%
CUSTODIAL SUPPLIES	281,375	240,475	240,475	-	0.0%
INSTRUCTIONAL SUPPLIES	604,542	658,556	677,483	18,927	2.9%
NATURAL GAS	910,323	1,062,000	943,800	(118,200)	-11.1%
ELECTRICITY	891,162	1,131,060	1,117,062	(13,998)	-1.2%
BOTTLED GAS	9,632	19,700	19,700	-	0.0%

Portland Public Schools
FY2022 Detail Expenditure Budget
Superintendent's Recommended Budget
March 16, 2021

	FY20 Actual	FY21 Approved	FY22 Supt Recommended	$ +/(-) v FY21	% +/- v FY21
OIL	43,516	67,000	67,000	-	0.0%
GASOLINE	58,523	127,082	127,082	-	0.0%
FOOD	1,244,557	1,549,283	1,549,283	-	0.0%
NON-FOOD SUPPLIES	124,036	146,077	146,077	-	0.0%
BOOKS/PERIODICALS	394,892	467,014	445,657	(21,357)	-4.6%
TECH-RELATED SUPPLIES	72,533	146,770	142,080	(4,690)	-3.2%
SOFTWARE LICENSES	423,926	548,555	585,995	37,440	6.8%
AUDIOVISUAL SUPPLIES	1,097	6,745	4,895	(1,850)	-27.4%
TOTAL SUPPLIES	**5,686,971**	**6,869,200**	**6,766,273**	**(102,927)**	**-1.5%**
MISCELLANEOUS					
DUES AND FEES	137,283	171,584	181,230	9,646	5.6%
BANK FEES	639	3,000	2,000	(1,000)	-33.3%
MAINE STATE BILLING FEES	31,555	68,452	68,452	-	0.0%
SCHOOL BOARD CONF FEES	-	2,000	2,000	-	0.0%
BAD DEBT	5,466	-	-	-	0.0%
FIELD TRIP TRANSPORTATION	264,705	347,111	334,921	(12,190)	-3.5%
MISC EXPENDITURES	1,364	8,673	7,550	(1,123)	-12.9%
OTHER ITEMS	9,030	96,000	96,000	-	0.0%
FUND TRANSFERS OUT	1,740,602	25,000	-	(25,000)	-100.0%
TOTAL MISCELLANEOUS	**2,190,642**	**721,820**	**692,153**	**(29,667)**	**-4.1%**
CAPITAL EQIUPMENT					
EQUIPMENT > $10,000	67,381	109,000	64,000	(45,000)	-41.3%
EQUIPMENT < $10,000	-	11,000	10,000	(1,000)	-9.1%
TECH-RELATED EQUIP < $10,000	82,621	195,950	127,675	(68,275)	-34.8%
STUDENT TRANS. VEHICLES	91,000	-		-	0.0%
TOTAL CAPITAL EQUIPMENT	**241,002**	**315,950**	**201,675**	**(114,275)**	**-36.2%**
DEBT SERVICE					
DEBT SERVICE - OTHER	7,834,449	8,382,169	9,200,132	817,963	9.8%
DEBT SERVICE - BUSES	31,343	30,039	21,388	(8,651)	-28.8%
DEBT SERVICE - TECHNOLOGY	13,983	11,236	8,558	(2,678)	-23.8%
BOND ISSUANCE	-	-	325,000	325,000	100.0%
TOTAL DEBT SERVICE	**7,879,775**	**8,423,444**	**9,555,078**	**1,131,634**	**13.4%**
TOTAL EXPENDITURES	**$ 115,650,135**	**$ 119,862,677**	**$ 125,815,760**	**$ 5,953,083**	**5.0%**

Portland Public Schools
Superintendent's Recommended Budget
FY2022 Expenditures by State Budget Categories
March 16, 2021

	State Budget Category	FY20 Actual	FY21 Approved	FY22 Supt Recommended	$ +/(-) v FY21	% +/- v FY21
1.	Regular Instruction	$ 45,734,596	$ 47,816,535	$ 49,012,977	$ 1,196,442	2.5%
2.	Special Ed. Instruction	17,215,740	18,240,094	19,480,692	1,240,598	6.8%
3.	CTE (Voc.) Instruction	3,169,812	3,224,162	3,242,859	18,697	0.6%
4.	Other Instruction	2,018,971	2,322,625	2,232,342	(90,283)	-3.9%
5.	Student & Staff Support	10,035,285	10,548,935	12,049,369	1,500,434	14.2%
6.	System Administration	3,804,809	4,238,092	4,739,437	501,345	11.8%
7.	School Administration	5,691,923	5,736,533	5,928,915	192,382	3.4%
8.	Transportation & Buses	3,000,509	3,349,809	3,633,282	283,473	8.5%
9.	Facilities Maintenance	12,096,272	11,549,622	12,463,403	913,781	7.9%
10.	Debt Service	6,194,685	6,016,698	6,041,774	25,076	0.4%
11.	All Other Expenditures	1,076,146	499,850	561,207	61,357	12.3%
	Total General Fund	**$ 110,038,749**	**$ 113,542,955**	**$ 119,386,257**	**$ 5,843,302**	**5.1%**
	Adult Education	2,336,891	2,536,294	2,586,590	50,296	2.0%
	Food Service	3,274,496	3,783,428	3,842,913	59,485	1.6%
	Total	**$ 115,650,135**	**$ 119,862,677**	**$ 125,815,760**	**$ 5,953,083**	**5.0%**

Portland Public Schools
Superintendent's Recommended Budget
FY2022 Cost Center Summary - Expenditure
March 16, 2021

	Cost Center	FY20 Actual	FY21 Approved	FY22 Recommended	$ +/(-)	% +/-	
Elem.	Cliff Island	$ 128,062	$ 135,255	$ 141,541	$ 6,286	4.6%	
	East End	4,730,969	5,014,739	5,324,931	310,192	6.2%	
	Longfellow	3,100,783	3,090,465	3,248,970	158,505	5.1%	
	Lyseth	4,648,336	5,321,251	6,035,814	714,563	13.4%	*
	Ocean Avenue	4,951,704	5,218,617	5,257,099	38,482	0.7%	
	Peaks Island	842,214	941,283	970,931	29,648	3.1%	
	Presumpscot	2,767,226	2,806,896	3,145,044	338,148	12.0%	
	Reiche	4,525,935	4,511,077	4,936,701	425,624	9.4%	
	Rowe	4,866,320	4,699,697	4,931,925	232,228	4.9%	
	Talbot	5,994,915	6,090,931	6,130,002	39,071	0.6%	
Middle	King	6,010,584	6,413,835	6,663,921	250,086	3.9%	
	Lincoln	5,830,827	6,093,379	6,349,780	256,401	4.2%	
	Moore	6,301,055	6,625,893	7,380,582	754,689	11.4%	
High	Portland	9,409,634	9,818,382	10,026,303	207,921	2.1%	
	Deering	9,856,111	10,109,435	10,542,337	432,902	4.3%	
	Casco Bay	3,334,007	3,574,834	3,654,109	79,275	2.2%	
	PATHS	3,169,812	3,224,162	3,242,859	18,697	0.6%	
Other	Special Education	2,406,593	2,597,163	2,755,297	158,134	6.1%	**
	Summer School	32,170	17,187	-	(17,187)	-100.0%	
	Breathe Program	1,879,077	1,918,033	420,003	(1,498,030)	-78.1%	***
	Communications Office	284,695	270,750	298,281	27,531	10.2%	
	School Board	205,207	394,886	403,812	8,926	2.3%	
	Superintendent	632,974	639,264	636,344	(2,920)	-0.5%	
	Assistant Superintendent	224,029	257,139	391,540	134,401	52.3%	
	Finance	1,734,606	1,224,952	1,269,106	44,154	3.6%	
	Debt Service	6,194,685	6,016,698	6,041,774	25,076	0.4%	
	Human Resources	1,037,282	951,986	1,268,770	316,784	33.3%	
	District-wide benefits	643,105	769,865	769,865	-	0.0%	
	Facilities Department	6,033,640	5,322,768	5,894,929	572,161	10.7%	****
	IT Department	1,660,892	1,863,868	1,830,621	(33,247)	-1.8%	
	MultiLingual/District ELL Prgms	1,575,825	1,600,263	2,756,558	1,156,295	72.3%	*****
	Department of Academics	1,723,175	1,781,162	2,221,787	440,625	24.7%	
	District-wide PreK	182,735	647,931	548,513	(99,418)	-15.3%	***
	Transportation Services	3,119,566	3,578,909	3,896,208	317,299	8.9%	
	Total General Fund	**$ 110,038,749**	**$ 113,542,955**	**$ 119,386,257**	**$ 5,843,302**	**5.1%**	
	Adult Education	2,336,891	2,536,294	2,586,590	50,296	2.0%	
	Food Service	3,274,496	3,783,428	3,842,913	59,485	1.6%	
	Total	**$ 115,650,135**	**$ 119,862,677**	**$ 125,815,760**	**$ 5,953,083**	**5.0%**	

**Includes $1,284,121 in debt service for Lyseth school improvements*
***The majority of this budget is located in school cost centers*
****FTEs previously budgeted centrally in Central Breathe and PreK Cost Center now budgeted in schools*
*****Includes an increase of $592,051 in debt service categorized in the Facilities cost center per state requirements.*
******Increase includes entire proposed ELL programs investment of $1,031,625.*

Portland Public Schools
Superintendent's Recommended Budget
FY2022 Tax Rate Computation
March 16, 2021

		General Fund		Food Service		Adult Ed		TOTAL
Total Expenditures	$	119,386,257	$	3,842,913	$	2,586,590	$	125,815,760
Less: General Revenue		(1,824,147)		(3,387,008)		(772,847)		(5,984,002)
State EPS		(14,364,498)						(14,364,498)
State reimbursed Debt Svc		(3,364,840)						(3,364,840)
Use of Fund Balance per Policy DA		(500,000)		(250,000)		(20,000)		(770,000)
Tax Levy	$	99,332,772	$	205,905	$	1,793,743	**$**	**101,332,420**
Valuation		8,155,000,000						
Tax Rate:								
FY22	$	12.18	$	0.03	$	0.22	$	12.43
FY21	$	11.47	$	0.01	$	0.21	$	11.69
$ Increase	*$*	*0.712*	*$*	*0.017*	*$*	*0.007*	***$***	***0.736***
% Increase		*6.21%*		*189.67%*		*3.37%*		***6.29%***

Portland Public Schools
Superintendent's Recommended Budget
FY22 Comparative Tax Levy Summary
March 16, 2021

	FY20	FY21	FY22	$ +/(-)	% +/-
Food Service					
Expenditures	$ 3,772,269	$ 3,783,428	$ 3,842,913	$ 59,485	1.6%
Revenue	(3,647,824)	(3,713,087)	(3,637,008)	76,079	-2.0%
Tax Levy	124,445	70,341	205,905	135,564	192.7%
Adult Ed					
Expenditures	2,432,506	2,536,294	2,586,590	50,296	2.0%
Revenue	(714,071)	(819,075)	(792,847)	26,228	-3.2%
Tax Levy	1,718,435	1,717,219	1,793,743	76,524	4.5%
General Fund					
Expenditures	111,184,495	113,542,955	119,386,257	5,843,302	5.1%
Revenue	(19,682,237)	(20,991,771)	(20,053,485)	938,286	-4.5%
Tax Levy	91,502,258	92,551,184	99,332,772	6,781,588	7.3%
Total					
Expenditures	117,389,270	119,862,677	125,815,760	5,953,083	5.0%
Revenue	(24,044,132)	(25,523,933)	(24,483,340)	1,040,593	-4.1%
Tax Levy	$ 93,345,138	$ 94,338,744	$ 101,332,420	$ 6,993,676	7.4%

Portland Public Schools
Superintendent's Recommended Budget
FY21 to FY22 Comparative Staffing--Locally Funded
March 16, 2021

Location	Student Enrollment		Teachers (PEA)		Ed Techs		Principals (PAA)		Support Staff (BASE)^		Admin & Support (Non-union)		Total		
	10/1/2019	10/1/2020	FY21	FY22	FY21	FY22	FY21	FY22	FY21	FY22	FY21	FY22	FY21	FY22	Diff.
Cliff Island Elementary	5	3	1.40	1.40	-	-	-	-	0.25	0.25	-	-	1.65	1.65	-
East End Community	419	423	38.18	44.68	16.79	18.29	2.00	2.00	6.00	4.00	0.18	0.18	63.14	69.15	6.01
Longfellow Elementary	327	295	27.86	27.86	4.09	4.09	1.50	1.50	1.50	4.00	0.18	0.18	35.12	37.62	2.50
Lyseth Elementary	511	496	38.79	42.99	8.00	10.00	2.00	2.00	2.00	2.00	0.18	0.18	50.97	57.17	6.20
Ocean Avenue Elem.	341	336	39.28	39.28	23.29	24.79	2.00	2.00	6.00	3.00	0.18	0.18	70.74	69.24	-1.50
Peaks Island Elem.	40	33	6.90	6.80	2.00	2.00			2.50	2.50	0.18	0.18	11.58	11.48	-0.10
Presumpscot Elem.	271	247	24.53	27.53	5.00	5.50	1.00	1.00	3.00	3.00	0.18	0.18	33.71	37.21	3.50
Reiche Elementary	446	394	39.15	43.35	8.30	10.15			2.00	3.75	0.18	0.33	49.63	57.58	7.95
Rowe Elementary	426	437	38.54	43.54	15.93	17.72	2.00	2.00	2.00	2.50	0.18	0.18	58.65	65.93	7.28
Talbot Elementary	438	384	45.38	48.18	24.00	24.00	2.00	2.00	2.00	2.75	0.18	0.18	73.56	77.11	3.55
King Middle School	476	479	52.17	53.34	9.80	9.80	2.00	2.00	7.25	7.25	0.50	0.50	71.72	72.89	1.17
Lincoln Middle School	502	467	50.42	51.89	7.00	9.00	2.00	2.00	8.50	8.00	0.19	0.19	68.11	71.08	2.97
Moore Middle School	486	484	50.04	56.70	16.00	20.50	2.00	2.00	8.50	8.00	0.19	0.19	76.73	87.39	10.66
Casco Bay High	389	394	32.74	33.14	1.20	1.20	1.00	1.00	2.00	2.00	-	-	36.94	37.34	0.40
Deering High School	798	735	72.59	75.50	15.03	20.96	4.00	4.00	12.75	12.75	3.20	3.20	107.57	116.41	8.84
Portland High School	873	888	67.98	69.48	14.60	13.60	4.00	4.00	13.00	13.00	3.20	3.20	102.78	103.28	0.50
PATHS	-	-	20.00	20.00	5.00	5.00	1.00	1.00	8.50	8.50	0.20	0.20	34.70	34.70	-
Breathe Program*	-	-	17.50	3.50	10.00	-	-	-	1.00	1.00	-	-	28.50	4.50	-24.00
Special Services	-	-	5.70	5.70	2.70	2.70	1.00	1.00	1.00	1.00	5.18	5.18	15.57	15.57	-
Superintendent Office	-	-	-	-	-	-	-	-	-	-	3.00	3.00	3.00	3.00	-
Asst Supt/School Mgmt	-	-	-	-	-	-	-	-	-	-	2.00	3.00	2.00	3.00	1.00
Asst Supt/Academics	-	-	5.40	6.60	-	-	-	-	-	-	3.70	5.70	9.10	12.30	3.20
District-wide PreK**			3.00	-	3.00	-	-	-	-	-	1.50	1.50	7.50	1.50	-6.00
Multilingual/Lang Dev.	-	-	3.97	4.70	-	-	-	-	2.00	2.00	13.25	13.55	19.22	20.25	1.03
Communications Office	-	-	-	-	-	-	-	-	0.60	0.60	1.50	1.80	2.10	2.40	0.30
Finance	-	-	-	-	-	-	-	-	1.00	1.00	8.00	8.00	9.00	9.00	-
Human Resources	-	-	-	-	-	-	-	-			7.00	8.00	7.00	8.00	1.00
Information Technology	-	-	-	-	-	-	-	-	5.00	5.00	6.00	6.00	11.00	11.00	-
Facilities	-	-	-	-	-	-	-	-	7.65	7.65	3.00	3.00	10.65	10.65	-
Transportation	-	-	-	-	-	-	-	-	35.87	40.25	2.92	3.32	38.79	43.57	4.78
Adult Ed	-	-	8.93	9.03	-	-	2.00	2.00	6.63	6.63	2.00	2.00	19.56	19.66	0.10
Food Service	-	-	-	-	-	-	-	-	34.94	34.94	1.00	1.00	35.94	35.94	-
Total	**6748**	**6495**	**690.45**	**715.19**	**191.71**	**199.28**	**31.50**	**31.50**	**183.44**	**187.31**	**69.10**	**74.25**	**1,166.20**	**1,207.52**	
Change		**-253**		**24.74**		**7.57**		**0.00**		**3.87**		**5.15**		**41.32**	

**Most Breathe staff budgeted centrally in FY21 now reflected in school-based costs centers.*

***Partner site & expansion classroom staffing previsouly reflected in district-wide now reflected at Reiche, where students are rostered. Proposed partner expansion reflected at Talbot.*

^All changes to BASE staff in elementary schools represents differences in which custodial staff (20 FTEs) were shifted to CARES funding in FY21 versus the budget due to grant stipulations.

Portland Public Schools
FY2021 Staffing Changes During Fiscal Year--Locally Funded
Superintendent's Recommended Budget
March 16, 2021

FY21 Budgeted Positions at Beginning of the Year		**1,166.20**		
Approved during FY21:				
	Nurse	0.20	Lyseth	Teacher
	Communications Coordinator	0.30	Communications	Non-Union
	Adult Ed Literacy Teacher	0.10	Adult Ed	Teacher
	Teaching Strategist	0.50	King Middle School	Teacher
	Teaching Strategist	0.50	Lincon Middle School	Teacher
	Teaching Strategist	0.50	Moore Middle School	Teacher
	World Language Teacher	(0.50)	King Middle School	Teacher
	School Secretary	(0.50)	Lincon Middle School	BASE
	School Secretary	(0.50)	Moore Middle School	BASE
*	Custodian (net FTE adj, cost neutral)	0.50	Custodians	BASE
**	Classroom Teacher (FY21 budget error)	(1.00)	Ocean Ave	Teacher
	Misc. adjustments (net)	0.02	Misc.	Misc.
		0.12		
FY21 Current Staffing		**1,166.32**		

Notes

* *In the FY21 budget, 20.5 custodial FTEs were budgeted to shift to CARES funding. Ultimately, the position mix identified for grant funding only allowed to 20.0 FTEs to be shifted. The total cost of those 20 positions was the same as the originally identified 20.5 positions.*

** *The # of FTEs for Ocean Ave. classroom teachers was inadvertently overbudgeted in FY21. This does not reflect a reduction in a current teacher position.*

Portland Public Schools
FY2022 Staffing Changes Proposed--Locally Funded
Superintendent's Recommended Budget
March 16, 2021

FY21 Current Staffing		**1,166.32**		
Proposed in FY22:				
Investments	Pre-K Teacher	1.00	Lyseth	Teacher
	Pre-K Teacher	1.00	Partner Site	Teacher
	Pre-K Ed Tech	1.00	Lyseth	Ed Tech
	Pre-K Ed Tech	1.00	Partner Site	Ed Tech
	Bus Drivers (Pre-K Transportation)	2.00	Transportation	BASE
	Bus Aides (Pre-K Transportation)	3.00	Transportation	BASE
	Special Ed ASD Teacher	1.00	Ocean Ave	Teacher
	Special Ed ASD Ed Techs	3.00	Ocean Ave	Ed Tech
	Special Ed ASD Teacher	1.00	Lincoln Middle School	Teacher
	Special Ed ASD Ed Tech	1.00	Lincoln Middle School	Ed Tech
	Special Ed Functional Life Skills Teacher	1.00	Deering High School	Teacher
	Special Ed Functional Life Skills Ed Tech	1.00	Deering High School	Ed Tech
	Dual ID Special Ed/ELL Teacher	1.00	District	Teacher
	ELL Teacher (0.5 Pre-K)	2.50	East End	Teacher
	ELL Teacher (1.0 Pre-K)	2.00	Lyseth	Teacher
	ELL Teacher	0.50	Presumpscot	Teacher
	ELL Teacher	2.00	Reiche	Teacher
	ELL Teacher (1.0 Pre-K)	2.00	Rowe	Teacher
	ELL Teacher (1.0 Pre-K)	2.00	Talbot	Teacher
	ELL Teacher	0.50	Deering High School	Teacher
	ELL Teacher	0.50	Portland High School	Teacher
	ELL SLIFE Literacy Teacher	1.00	Deering High School	Teacher
	ELL SLIFE Ed Tech	1.00	Deering High School	Ed Tech
	ELL SLIFE Social Worker	0.50	Deering High School	Teacher
	Social Worker	0.50	East End	Teacher
	Social Worker	1.00	Lyseth	Teacher
	Social Worker	0.20	Presumpscot	Teacher
	Social Worker	0.50	Reiche	Teacher
	Social Worker	0.80	Talbot	Teacher
	Social Worker	0.50	Casco Bay High School	Teacher
	High School Math Coach	1.00	District/Academics	Teacher
	Social Studies Teacher Leader	0.20	District/Academics	Teacher
	Outdoor Learning Teacher Leader	1.00	District/Academics	Teacher
	Technology Integration Coordinator	1.00	Academics	Non-Union
	Director of Diversity, Equity & Inclusion	1.00	Academics	Non-Union
	BIPOC Career Pathways Coordinator	1.00	Human Resources	Non-Union
	Ombudsperson	1.00	Asst Superintendent	Non-Union
Reductions	Professional Learning Teacher Leader	(1.00)	Academics	Teacher
		41.20		
FY22 Proposed Staffing		**1,207.52**		
FY21 Authorized Positions (Budget)		**1,166.20**		
	FTE Change	***41.32***		

Portland Public Schools

Certified October 1st Attending Enrollment~

Cost Center	ELEMENTARY SCHOOLS	Oct 2015 (FY16)	Oct 2016 (FY17)	Oct 2017 (FY18)	Oct 2018 (FY19)	Oct 2019 (FY20)	Oct 2020 (FY21)	*Oct 2021 Proj 1 (FY22)**	*Oct 2021 Proj 2 (FY22)**
010	Cliff Island	4	5	2	2	5	3	*3*	*5*
030	East End	405	400	416	384	419	423	*420*	*420*
040	Rowe	395	425	403	435	426	437	*458*	*459*
050	Longfellow	337	315	334	334	327	295	*282*	*304*
060	Lyseth	504	471	491	515	511	496	*488*	*516*
065	Ocean Ave	416	405	381	357	341	336	*339*	*371*
070	Peaks Island	40	38	37	39	40	33	*36*	*38*
080	Presumpscot	268	252	248	246	271	247	*237*	*272*
090	Reiche	427	434	437	436	446	394	*392*	*468*
100	Talbot	468	457	442	437	438	384	*376*	*415*
	PK exp							*32*	*32*
	Total Elementary	**3,264**	**3,202**	**3,191**	**3,185**	**3,224**	**3,048**	***3,063***	***3,300***
	MIDDLE SCHOOLS								
110	King	517	517	519	497	476	479	*476*	*504*
120	Lincoln	485	499	513	528	502	467	*457*	*492*
130	Moore	480	501	444	453	486	484	*528*	*564*
	Total Middle School	**1,482**	**1,517**	**1,476**	**1,478**	**1,464**	**1,430**	***1,461***	***1,560***
	HIGH SCHOOLS								
310	Portland	793	734	756	741	873	888	*881*	*901*
340	Deering	901	908	913	906	798	735	*657*	*676*
340	Casco Bay	389	378	386	385	389	394	*393*	*396*
	Total High School	**2,083**	**2,020**	**2,055**	**2,032**	**2,060**	**2,017**	***1,931***	***1,973***
TOTAL SCHOOL ENROLLMENT		**6,829**	**6,739**	**6,722**	**6,695**	**6,748**	**6,495**	***6,455***	***6,833***
	Change	-158	-90	-17	-27	53	-253	-40	338
	Percent change	-2.3%	-1.3%	-0.3%	-0.4%	0.8%	-3.7%	-0.6%	5.2%
	Subsidy (EPS) counts	***6,789***	***6,740***	***6,695***	***6,672***	***6,730***	***6,471***	***6,431***	***6,809***

** Projection 1 is based on current year enrollment, which has been significantly impacted by the pandemic. Projection 2 assumes a return to pre-pandemic enrollment trends.*

Notes:

Counts reflect attending enrollment as certified by the Maine Department of Ed. except for FY22, which are projections only.

Only Portland resident PATHS students are included above, and are counted at their home school.

~ Data provided by Maine Dept of Education at https://www.maine.gov/doe/data-reporting/reporting/warehouse/enrollment

Investment Narratives

Investment	**Curriculum Support**	
Sponsor	**Melea Nalli, Assistant Superintendent of Teaching & Learning**	
FTE Additions	**1.2 FTE**	**$103,808**
Non-FTE Additions	**n/a**	**$0**
Reduced Costs	**n/a**	**$0**
Total Budget Impact		**$103,808 or $0.01 on the tax rate**

FTE Detail

Position	**Location**	**Total Cost (Salary & Benefits**
1.0 HS Math Coach	Academics	$84,003
0.2 Social Studies Teacher Leader	Academics	$19,805
	Total	**$103,808**

Narrative:

1.0 HS Math Coach
For the last 5 years, Math has been the focus of our instructional priorities within the Portland Promise. We have invested significantly in math coaching at the elementary and middle school level because we believe that embedded professional development is what best supports teachers, resulting in the most sustainable transformation to instructional practice and the greatest coherence across the system. We began the math transformation work with a "vertical team" of representatives in PK-12 and drafted a vision. Meanwhile, we ensured that every elementary and middle school had a math coach, and provided each coach with professional development and their own coaching to support teachers in aligning instruction to our vision. We also adopted a consistent problem-based math curriculum that aligns to our district vision. Coaches have been supporting the implementation of that curriculum while still focusing broadly on the key practice changes that align with our vision.

This year, students entering 9th grade will have benefited from this laser-like focus on math. Students will have had teachers who had a math coach for 4 years, as well as an engaging, accessible, and aligned curriculum--Illustrative Mathematics--for 3 years. We are ready to align our instruction PK-12 to a vision of math that is joyful, believes that all students can achieve at high levels, values students' thinking, and fosters discourse and language development within the math classroom. This HS math coach will support 3 schools, roughly 30 math teachers, special educators, and EL teachers that support math, and ensure that all students in Portland have access to high quality math instruction. This coach will be able to pull in an understanding of the work at the elementary and middle school levels to ensure coherence in the math experience at the high school level. They will also be able to collaborate with middle and elementary coaches on what students are missing at the high school level in order to refine the work at the younger grades. They will provide coaching and support meaningful collaboration across high school math departments.

.2 Social Studies Teacher Leader

Fiona Hopper is our part-time Social Studies Teacher Leader, and is currently leading a process involving over 30 educators and countless community members to develop a Wabanaki Studies curriculum that is viewed as a model for the State of Maine. This curriculum, supported and vetted by tribal leaders, scholars, and parents, will benefit all students in Portland in grades Pre-K through 12. Ms. Hopper, along with the educators that she is leading and coordinating, is also developing a scope and sequence for Social Studies that will align the content and approach to Social Studies across the curriculum to be culturally responsive, decolonized, and also ensure that students, regardless of which school they attend, will learn both broad knowledge needed to succeed in the world, as well as the depth of knowledge needed to think critically about such important topics as power, economics, and natural resources.

Next year, Ms. Hopper will continue this work and with the additional time afforded by this increase in FTE, will take on coordinating and leading the development of an Africana Studies curriculum for PK-12. Students, educators and the community have been calling on Portland to expand its social studies curriculum to deeply embed African and African American Studies for years. We have great urgency to continue the momentum that was started this year and to move into deeper curriculum development work next year. This additional .2 FTE will afford Hopper the time needed to write and coordinate, along with educators, community members, and scholars in this field, a comprehensive curriculum for students at every age in Portland.

Investment	Enable Collaboration and Specialized ELL Instruction (Lau Plan)	
Sponsor	Melea Nalli, Assistant Superintendent of Teaching & Learning	
FTE Additions	15.5 FTE	$1,031,624
Non-FTE Additions	n/a	$0
Reduced Costs	n/a	$0
Total Budget Impact		$1,031,624 or $0.13 on the tax rate

FTE Detail

Position	Location	Total Cost (Salary & Benefits
8.5 ELL Teachers	East End (2.0), Lyseth (1.0), Presumpscot (0.5), Reiche (2.0), Rowe (1.0), Talbot (1.0), Deering (0.5), Portland (0.5)	$552,532
3.5 PreK ELL Teachers	East End (0.5), Lyseth (1.0), Rowe (1.0), Talbot (1.0)	$227,514
1.0 Dual ID Special Ed/ELL Teacher	District	$109,209
1.0 SLIFE Literacy Teacher	Deering High School	$65,004
0.5 SLIFE Social Worker	Deering High School	$32,502
1.0 SLIFE Ed Tech	Deering High School	$44,863
	Total	**$1,031,624**

Narrative:

ELL Teacher Roles

Background & Current State

One year ago we revised the district Lau Plan and explained the moral and legal obligation that we have to serve our English Learners (ELs). In order to operationalize this commitment, we recognize the importance and value of collaboration among general educators and EL teachers and must keep in mind the requirement of providing direct specialized language instruction to ELs. Currently, we are underserving our English Learners who must receive direct instruction from an ESOL (English for Speakers of Other Languages) endorsed teacher.

Students with more basic knowledge of English must receive more intensive instruction. Students close to proficiency must receive less intensive direct English instruction. All ELs will learn best when their classroom teacher has the tools and mindset to collaborate with EL teachers to maximize academic content instruction and English language development. This investment takes into consideration the need for smaller class ratios at the elementary level, the balance of direct instruction and teacher co-planning and co-teaching and the recommended pedagogy of English development. This request was brought forward last year and remained unfunded. We are bringing it forward again. The needs remain an urgent priority, especially in the context of our Equity goal.

<u>Process to Get to This Level of Service</u>

For the past four years we have been monitoring closely the number of ELs and EL staff at each school and across the district throughout the school year. We have looked at the complexity of ELs including their date of arrival, native language literacy, McKinney-Vento status, Long Term EL status, social-emotional needs, dual identified (Special Education/EL) status and other key factors that must be considered in delivering EL services to students. Based on that analysis, as well as February 2020 guidance from the MDOE regarding required frequency of direct English instruction and each school's proposal for meeting the needs of their EL population, the Department of Language Development has landed on current recommendation of staffing.

<u>Five-Year Goal</u>

The long-term goal of this investment is to maximize our general educators' expertise in working with English Learners. Collaboration and ESOL certification for educators are two key ways to develop our teaching staff. Though the benefits are predominantly for our English Learners, all academic language learners will be the beneficiaries of this investment in core instruction.

<u>Portland Promise Goal</u>

Collaboration among EL teachers and general educators will help us achieve the Equity and Achievement goals of our Portland Promise. This investment is designed to meet the needs of our current students and to help us build momentum as an organization in transformative core instructional practices.

This Investment Allows us to:

- Meet the needs of our current English Learners as described in the revised PPS Lau Plan
- Be in compliance with MDOE expectations for EL instruction
- Professionally develop classroom teachers and equip them with the tools and mindset to effectively meet the needs of English Learners

<u>SLIFE Roles</u>

Over the last five years, Portland has received an increasing number of students who are at the beginning of their English language journey, more of whom have experienced limited or interrupted education. In order to meet the needs of Students with Limited or Interrupted Formal Education (SLIFE) at the secondary level, we will provide English language development, heritage language support, foundational literacy/numeracy instruction and social-emotional support using a Mutually Adaptive Learning Program (MALP). This approach and staffing is based on research and best practice. It calls for the following:

- A full-time EL teacher / Reading teacher who can work directly with secondary students *on reading instruction* and co-plan with EL teachers / Literacy and Math coaches *to scaffold instruction* or *modify curriculum*. Students would receive direct services from this teacher while Individual Language Plans are kept by the Language Acquisition Committee and implemented by school staff in conjunction with this itinerant teacher.
- A full-time Language Acquisition Ed Tech (or Support Contractors in multiple languages) to help students with the transition to American schools and to provide language support in primary language. Currently there is a need for Portuguese and Spanish speakers. This may change depending on the countries of origin of our students.
- A part-time social worker to help students with the social emotional support needs associated with various ACES common among immigrants arriving in the U.S. with limited or interrupted education

Dual Identified Role

With close to 260 students identified to receive English Learner and Special Education services across the district, and many more students referred to Response to Intervention programming regularly and at a disproportionate rate, this population is characterized by complex identification and programming. This role would be filled by a full-time dual-certified special education teacher who is ESOL endorsed (or EL teacher with an SE background). This person would also have an early literacy background/emergent reading for older students, along with skills and experience in diagnostic, standardized and formative assessments. Part of this role includes the creation of systems, documenting them, and working with building administrators, special educators, and EL teachers to develop them in school personnel in order to ensure that students get the language development/ special education services and academic support they need from the adult professionals. This resource is most needed in self-contained special education district-programs (FLS, FA, Breathe,Beach, Gov. Baxter School, SLIFE).

When an EL student is being considered for special education, whether informally or through the referral process, the person in this position will be involved in planning and assessing the RTI, evaluations, and other data collected. They will guide the team in thinking about how to consider language needs when determining special education eligibility, to ensure that students are identified only when appropriate.

Investment	ACAA Harassment Policy Implementation	
Sponsor	Aaron Townsend, Assistant Superintendent	
FTE Additions	1.0 FTE	$91,801
Non-FTE Additions	Stipends	$30,007
Reduced Costs	n/a	$0
Total Budget Impact		$121,808 or $0.01 on the tax rate

FTE Detail

Position	Location	Total Cost (Salary & Benefits
1.0 Ombudsperson	Administration	$91,801
	Total	**$91,801**

Background and Current State
The Portland Board of Education approved modifications to Policy ACAA (Harassment, Sexual Harassment and Discrimination) this past Fall after a year-long process of review and community engagement. The policy has far reaching implications for how the district receives and investigates allegations. In order to operationalize it effectively, this budget investment provides the staffing needed to oversee and manage this process. It includes a staff role reporting to the Assistant Superintendent for School Management and stipends for school liaisons at each secondary school in the district.

Last summer, a large number of students and former students came forward through a series of social media posts alleging multiple violations of this policy. This event highlighted the fact that some students/former students did not know how to make those claims visible at the school or had previously come forward with concerns within their school but perceived that nothing changed as a result.

This highlights an opportunity for us to create a system to make it easier for students and others to raise concerns about PPS to a central resource, who can then ensure that complaints are addressed in a fair and consistent manner, and with clear communication.

Investment	**Portland Pre-Kindergarten Promise**	
Sponsor	**Melea Nalli, Assistant Superintendent of Teaching & Learning**	
FTE Additions	**9.0 FTE**	**$459,335**
Non-FTE Additions	**Supplies, Contractual**	**$62,000**
Revenue Offset	**32 students x $9,400**	**($300,800)**
Reduced Costs	**n/a**	**$0**
Total Budget Impact		**$220,535 or $0.03 on tax rate**

FTE Detail

Position	Location	Total Cost (Salary & Benefits
2.0 Teachers	Lyseth and Partner	$130,008
2.0 Ed Techs	Lyseth and Partner	$89,725
2.0 Bus Drivers	Transportation	$102,295
3.0 Bus Assistants (4 positions @ 0.75 FTE each)	Transportation	$137,307
	Total	**$459,335**

Narrative:

This year's proposed investment in the Pre-Kindergarten Promise provides staffing for two additional Pre-K classrooms and expands transportation to Pre-K students, addressing one of the key barriers families face in accessing Pre-K.

Portland's public Pre-K program was established in 2010 with a grant from the Cohen Foundation and was folded into the district budget in 2011. As of today, the district runs twelve classrooms (with an additional mixed Pre-K/K class at Peaks Island Elementary School), serving a total capacity of approximately 195 students. Including the class at Peaks, nine classrooms are located in elementary schools, one is housed at Portland Arts and Technology High School, and three are located in community partnership sites.

In 2016, we partnered with Starting Strong in a year-long process that helped us understand the need in our community in terms of the number and location of Pre-K seats, and the barriers families face when trying to take advantage of this opportunity.

The barriers include the need for an extended day, transportation, and flexible enrollment. In FY20, the Board of Education committed to increasing by seven the number of pre-kindergarten classrooms in the district. In the summer of 2019, we hired a Pre-K director to lead the expansion efforts, provide oversight of the program, and enhance communication and collaboration with building leaders and community partners.

This year's budget includes the scheduled expansion of two classrooms (bringing total classrooms to 14 plus Peaks). Staffing requested includes two teachers and two ed techs. The cost of classroom expansion is largely offset by the increase in state EPS funding we receive by enrolling an additional 32 Pre-K students in the district. The state allows districts who are expanding Pre-K classrooms to count those Pre-K seats toward subsidy for the year in which the expansion will occur (normally EPS is based on the enrollment count of the year prior, not anticipated future enrollment). That means that our EPS subsidy for FY22 includes funding (at about $9,400/student) for the 32 new students we intend to enroll in our expansion classrooms.

Transportation is especially important for those families who live in neighborhoods in which there is no Pre-K classroom in their neighborhood elementary school. We also believe that many families do not even engage in our PPS Pre-K lottery process due to lack of transportation. In our FY22 budget we propose providing transportation services to Pre-K students. This will require a staffing investment of 5.0 FTEs at a cost of about $240K. This will allow us to add two pre-kindergarten dedicated routes and ensure that all of our buses transporting pre-kindergarten students have a monitor on board.

Investment	Special Ed: Extend the Continuum of Service for Students with Autism	
Sponsor	**Melea Nalli, Assistant Superintendent of Teaching & Learning**	
FTE Additions	**6.0 FTE**	**$309,458**
Non-FTE Additions	**n/a**	**$0**
Reduced Costs	**n/a**	**$0**
Total Budget Impact		**$309,458 or $0.04 on the tax rate**

FTE Detail

Position	Location	Total Cost (Salary & Benefits
1.0 Special Ed Teacher	Ocean Ave	$65,004
3.0 Ed Techs	Ocean Ave	$134,588
1.0 Special Ed Teacher	Lincoln Middle School	$65,004
1.0 Ed Tech	Lincoln Middle School	$44,863
	Total	**$309,458**

Narrative:

Middle School BEACH Program (1 teacher, 1 ed tech)

The District has had the BEACH Autism Spectrum Disorder (ASD) elementary program for many years, and recently added a high school program as well. However, there has never been a counterpart program at the middle school level. While some students in the BEACH elementary program are able to gain skills and strategies to successfully transition to their neighborhood school prior to leaving 5th grade, others continue to require BEACH supports in middle school and beyond. Middle school students who do not receive these supports are currently served either in programs that do not have the full capacity to address their needs, such as Functional Life Skills or Breathe, or in some cases require placement at special purpose schools outside of the district. This happens at a cost that can go up to $83,000 a year per student. Even though we now have a high school level program, it can be difficult to bring students back to our schools once they have been placed out of the district. Therefore, we propose to establish a middle school BEACH program to serve a projected 10-12 students next year. This will allow students to access the BEACH continuum for as much of their time in PPS as needed. This program will be staffed by one teacher and three ed techs, with the other two ed tech FTEs being reassigned from existing middle school positions.

Elementary BEACH Program (1 teacher, 3 ed techs)
There are 8-10 students who are entering PPS in the fall from preschool who are projected to require the BEACH program, and the two existing program classrooms are already projected to be at the maximum capacity of eight students each. As with the middle school program, students that we cannot serve in the BEACH program may end up in other district programs not totally designed to meet their needs, or with a high-cost out of district placement. Therefore, we propose establishing a third elementary BEACH program to serve these students.

The FY2021 budget impact for these increases would be $309,458 for 2 FTE teachers and 4 FTE educational technicians.

Investment	**Special Ed: Functional Life Skills**	
Sponsor	**Melea Nalli, Assistant Superintendent of Teaching & Learning**	
FTE Additions	**2.0 FTE**	**$109,867**
Non-FTE Additions	**n/a**	**$0**
Reduced Costs	**n/a**	**$0**
Total Budget Impact		**$109,867 or $0.01 on the tax rate**

FTE Detail

Position	Location	Total Cost (Salary & Benefits
1.0 Special Ed Teacher	Deering High School	$65,004
1.0 Ed Tech	Deering High School	$44,863
	Total	**$109,867**

Narrative:

High School Functional Life Skills and Functional Academics Programs (1 teacher, 1 ed tech)

In January 2021, the Maine DOE directed school districts that effective immediately, students with IEPs are eligible for services until they turn 22, or graduate from high school. Previously, the rule had been that students had been eligible until the end of the year in which they turned 20 (or graduated from high school). For the vast majority of students with IEPs, this change will likely have no effect, as they will still graduate by age 19 or 20. But for the small group of students with the highest needs, the IEP teams will now likely determine that their transition plan should continue until age 22. This year, almost all of the students who would have aged out, except for this new rule, attend the Functional Life Skills (FLS) and Functional Academics (FA) programs at Deering High School . There are eight total students in these two programs that we now anticipate staying past this year, who would not have done so under the old eligibility rules.

Therefore, we propose adding another special education teacher and ed tech to Deering High School, allowing the district to reorganize these two programs and serve the oldest students separately. Without this change, we will end up with a range of students from ages 14-21 in the same classrooms, and will put the FLS class above its maximum capacity. Given the differences that could exist in these students physically, as well as in terms of their academic and functional needs, it is in their best interests to have another class for the oldest students.

Investment	**Diversity Hiring and Support**	
Sponsor	**Barbara Stoddard, Executive Director, Human Resources*** **Grace Valenzuela, Executive Director, Communications and Community Partnerships**	
FTE Additions	**1.0 FTE**	**$100,008***
Non-FTE Additions	**Stipends/Temp** **Course Reimbursement** **Fees/Training** **Pay Level Upgrade** **Extended Work Year**	**$92,812*** **$59,520*** **$13,700*** **$87,072** **$46,535**
Total Budget Impact		**Combined impact of $399,647 or $.05 on the tax rate**

FTE Detail:

Position	Location	Total Cost (Salary & Benefits
1.0 Director of BIPOC Career Pathways & Leadership Development	Human Resources	$100,008
	Total	**$100,008***

Narrative:

The FY22 Diversity Hiring & Support budget is a research-based proposal to respond to the needs of our Black, Indigenous and People of Color (BIPOC) students and staff, and to implement three out of five strategies named in the Portland Promise People goal.[1]

The budget funds efforts to increase the diversity of our staff and is grounded in research showing that there are cognitive, social and emotional benefits for <u>all</u> students who interact with classmates and educators from different backgrounds, cultures, and orientations to the world**.** Studies show that the impact of teachers of color is especially significant for students of color who have higher test scores, fewer unexcused absences, are less likely to be chronically absent, and are more likely to graduate high school and to succeed in college when they've had teachers of color who serve as role models and support connections to school and to learning. Current PPS demographics indicate that our student body is almost 50% students of color, yet our overall staff and our educators are only 11% and 6% BIPOC, respectively. Our schools

[1] 1. Articulating our **core values** and unique PPS identity to attract new talent and strengthen organizational culture, 2. Build **career pathways** that motivate and retain our talented and diverse people, and 3. Build and implement a **diversity recruitment** strategy.

need to be representative of everyone and we need our teaching staff to reflect the diversity of our school community.

Additionally, from an organizational perspective, research shows that more diverse organizations perform better on key organizational metrics like recruiting and employee satisfaction; ethnically/racially diverse organizations are 35% more likely to outperform their peers. To achieve these gains as an organization, we need to focus on our organizational culture, specifically, inclusion and belonging. Creating strong inclusive cultures in the district is the lever to our diversity work and is the key to staff retention. We learned about the need for inclusive and equitable practices in a recent study of PPS BIPOC educators. We learned that a deep disconnect is experienced by our BIPOC staff who think our focus on equity is intended for students alone, and not our staff. The *Educators of Color* report highlighted that without a focus on inclusion and belonging, without attention to our internal staff culture and the workplace environment where we want highly qualified and diverse talent to stay, without addressing the structural and cultural barriers that exist for BIPOC staff, we won't be able to achieve the goals set out in the Portland Promise.

For all of these reasons we need to have the work grounded in a dedicated leadership role. This 1.0 FTE role will focus on growth & retention of BIPOC staff, will be involved in our recruiting efforts, work as part of our educator mentoring team, and will support the diverse needs of BIPOC staff ranging from organizing affinity groups to helping navigate the certification process ($100,008).

Creating intentional pathways to accelerate our current BIPOC staff into teacher and leadership roles in the district includes allowances for additional coursework to attain the necessary Maine DOE certification ($59,520). Funds for fees and training are also budgeted for professional development, and the cost associated with testing and other teacher preparation work, as well as licensing for Educators Rising, a high school-based grow-your-own teacher program ($13,700).

Other related diversity hiring and support costs include stipends and additional pay for staff who are engaged in the hiring process, career pathways through mentoring, instructional support and teaching, and for those who will lead new formalized affinity groups for our diverse staff. Finally, funds are being dedicated for staff who are engaged in linguistic and identity-based work that is being recognized, elevated and expanded due to the importance and impact of this work on our most marginalized students and families ($92,812).

One of the things that the pandemic has magnified is the essential work that Parent Community Specialists do in serving multilingual families in Portland Public Schools. They ensure that families can access critical information that the district provides to them in a language that they speak, read, or write. They also act as culture brokers to bridge the cultural differences that can so easily lead to misunderstanding. They are trusted allies and important lifelines to families. As such, Parent Community Specialists feel obligated to respond even beyond work hours, particularly since many families work second or third shifts. Parent Community Specialists do their work above and beyond, despite being among the lowest paid employees in the district, because they understand that education is an equalizer and that educational justice is embedded in the work they do every day.

To meet the demands of the job and to professionalize the role, we propose a 12-month work year ($46,535) and an upgrade in their salary level (a total cost of $87,072). A new job description that matches the actual work they already do is being developed. The additional four weeks would help us catch up with translations of documents such as policies, guidelines, and school handbooks, as well as provide educational workshops and orientation sessions for parents.

Investment	Director of Diversity, Equity and Inclusion	
Sponsor	**Melea Nalli, Assistant Superintendent of Teaching & Learning**	
FTE Additions	**1.0 FTE**	**$120,208**
Non-FTE Additions	**n/a**	**$0**
Reduced Costs	**n/a**	**$0**
Total Budget Impact		**$120,208 or $0.01 on the tax rate**

FTE Detail

Position	Location	Total Cost (Salary & Benefits
1.0 Director of Diversity, Equity and Inclusion	Academics	$120,208
	Total	**$120,208**

Narrative:

This proposed investment related to the Equity Goal of the Portland Promise seeks to move the position of Director of Diversity, Equity and Inclusion into the local operating budget. It has been fully grant-funded since its inception.

This position was established in 2017 as a cross district role initially funded by a grant from the J.T.Gorman foundation following the adoption of the Portland Promise. Over the last several years the position has been funded through a second J.T. Gorman Foundation grant, the Barr Foundation and Title IX funds (related to professional development). As the focus on equity has grown and expanded in the district so have the responsibilities of the position.

The Director of DEI advances equity related work and consults with all departments and schools to help hold us all accountable for bringing an equity lens to all that we do. Examples of the current responsibilities include: building system-wide equity literacy via Equity Leaders Cohort; designing and distributing resources that are responsive to equity related needs (e.g. n-word guidance); improving school and district climate through equity focused audits and action planning; supporting school and district staff with response to issues and current events; training new employees on foundational equity literacy via new employee orientation; ensuring alignment with equity related PPS policies including Transgender and Gender Expansive Students policy, Harassment, Discrimination and Sexual Harassment Policy and district Equity Policy (in draft); collaboration with Human Resources to ensure equitable hiring practices.

The Director of DEI is an essential role for advancing the equity goal in the district. Local and national foundations have enabled the district to launch the role and prove its worth. It is time to embed it in the local budget.

Investment	Integrating Innovations	
Sponsor	Melea Nalli, Assistant Superintendent of Teaching & Learning	
FTE Additions	2.0 FTE	$216,879
Non-FTE Additions	n/a	$0
Reduced Costs	n/a	$0
Total Budget Impact		$216,879 or $0.03 on the tax rate

FTE Detail

Position	Location	Total Cost (Salary & Benefits
1.0 Tech Integration Coordinator	Academics	$123,400
1.0 Teacher Leader - Outdoor Learning	Academics	$93,479
	Total	**$216,879**

Narrative:
Outdoor Learning Coordinator (OLC): This Fall, Portland Public Schools sought to take teaching and learning outside. The intention behind this effort was to create safe, outdoor classroom sites on all our campuses for teachers and students to work together. It accomplished that goal--getting outside, but outdoor learning is so much more than just getting outside. The long term intention of the district is to continue nurturing, supporting and deepening these efforts long after Covid 19 dissipates. An OLC is needed to shepherd this work. PPS has built a great deal of momentum, locally and nationally, this position will allow the work to continue and grow. The OLC will help further the mission of outdoor learning, as well as, provide a hub where core curriculum, Equity, and SEL goals intersect with this type of learning to assist in fulfilling the vision of the Portland Promise. Please see this job description to see the roles and responsibilities of this position.

Tech Integration Coordinator: This fall, Portland Public Schools experienced an unprecedented leap in teachers integrating technology into their classrooms. Suddenly, all teachers, except for the very tech-savvy, were utilizing technology in ways that they never had before. There was a very steep learning curve. Some elementary teachers in Remote Academy, a new program that opened in September to meet the request for remote learning, needed tutorials on how to cut and paste or open a browser. Pre-K teachers learned how to engage 4-year-olds and their families remotely. Teachers in middle school and high school suddenly needed to lead remote and asynchronous classes with little training or support, except informally from their colleagues or through tutorials on youtube.

The learning, however, is not over. With a tech integration coordinator, we can capitalize on this moment, further our capacity and bring the district into the 21st Century. Without it, we will fall back to the tech-savvy, and not move forward into common and consistent practices. We believe a Tech Integration Coordinator is needed in order to codify what we learned, integrate the technology with our district's instructional vision, and provide intensive and ongoing professional development that teachers need to be able to use technology consistently.

Innovate K-12, a national consulting firm conducted an organizational review of the district's data and technology staffing and benchmarked it against national standards for technology support. Based on their assessment, the district should add 3 positions to support technology integration. This proposed investment is the first step in working toward that standard.

Investment	Pandemic Recovery - Physical and Mental Health	
Sponsor	Melea Nalli, Assistant Superintendent of Teaching & Learning	
FTE Additions	3.7 FTE	$274,778
Non-FTE Additions	n/a	$0
Reduced Costs	n/a	$0
Total Budget Impact		$274,778 or $0.03 on the tax rate

FTE Detail

Position Addition	Location	Total Cost (Salary & Benefits
0.5 Social Worker	**Casco Bay High School** The 0.5FTE social work position that was assigned to Casco Bay High School is being increased to 1.0 FTE to come into better alignment with the recommended ratios and to meet increased special education and mental health needs of students.	$36,343
0.2 Social Worker	**Presumpscot** The 0.2 FTE social work addition is currently funded by Title I. It is included in the local budget this year because it is likely this will not be able to be funded by Title I this year given the ranking and distribution formula and the resulting funds that the school is entitled to. This move guarantees the school will maintain a full time social worker, which they currently have.	$15,247
0.8 Social Worker	**Talbot** The 0.8 FTE social work addition is being included in the local budget, from Title I. It is included in the local budget this year because it is likely this will not be able to be funded by Title I this year given the ranking and distribution formula and the resulting funds that the school is entitled to. This move guarantees the school will maintain the three full-time social workers they currently have.	$76,188

1.0 Social Worker	**Lyseth** The 1.0 FTE social work addition is being included for Lyseth Elementary School (currently 478:1) given the extremely high ratio of students to social worker.	$65,004
0.5 Social Worker	**Reiche** Currently, Reiche has 1.0 social worker. The school has a high number of students experiencing homelessness, recently having experienced homelessness or at increased risk for experiencing homelessness. The 0.5 FTE social work addition is being included to support these students.	$32,502
0.5 Social Worker	**East End** Currently, Reiche has 1.0 social worker for the school (and 1.0 Breathe Social Worker). The school has a high number of students experiencing homelessness, recently having experienced homelessness or at increased risk for experiencing homelessness. The 0.5 FTE social work addition is being included to support these students.	$32,502
0.2 Nurse	**Lyseth**	$16,992
	Total	**$274,778**

Narrative:

Ratio Based Additions (CBHS and Lyseth)
School social workers are licensed professionals who consult and collaborate with students, families, colleagues, and community resources in areas that impact student learning. The primary role of the school social worker is to identify and assess needs through behavior assessment, counseling, and case management services and make appropriate referrals to community-based supports for assistance. It has become increasingly critical that we embrace and embed social and emotional support in our schools in an effort to reduce barriers to learning for our most vulnerable students.

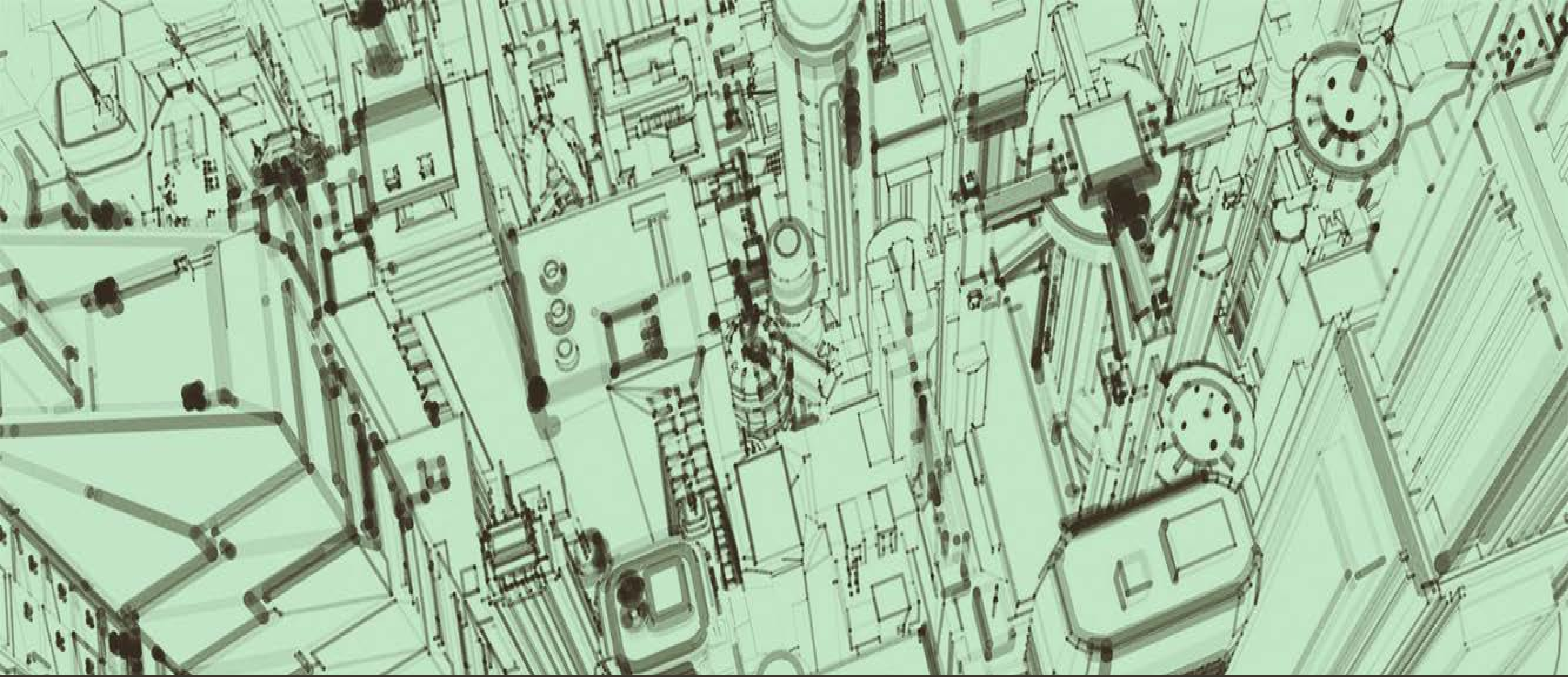
It is recommended that school social work services are provided at a ratio of one school social worker to each school building serving up to 250 general education students, or a ratio of 1:250 students. When a school social worker is providing services to students with intensive needs, a lower ratio, such as 1:50, is suggested (recommended ratios).

While many of our schools do not meet (or come close to meeting) the recommended ratios, we are prioritizing two schools that are especially far from best practice national norms. CBHS has a slightly higher ratio of social worker to students as compared to the other high schools and does not have a 0.5 dedicated Breathe social worker like the other two high schools have. Their combined mental health supports need to be increased and this add means that they will have a full time social worker on site and available to students. We are also recommending an additional social worker for Lyseth, which is our largest elementary school and the furthest from the recommended ratios.
Student: Mental Health Supports Ratios

Moving Title I Social Work Costs into Local (Presumpscot and Talbot)
Presumpscot and Talbot have portions of their social work funded out of Title I. Given the nature of the rank and distribution formula and its application to these schools, we are concerned that we may not be able to fund these positions out of Title I this year and so this move is intended to ensure these positions stay full time for the future.

Increasing Social Work Support for Schools Serving High McKinney Vento Populations
East End Community School and Reiche receive the highest number of students experiencing homelessness, being at risk for homelessness, or having recently experienced homelessness. These 0.5 adds would provide much needed additional social work support for these schools serving these

Nurse Addition: A 0.2 FTE reflects a commitment to meet student health needs during the pandemic and beyond, while also increasing Lyseth School's nursing staff to a 1.0 FTE consistent with nursing staff at other schools throughout our district (with the exception of Cliff and Peaks Island Elementary Schools). Additions of 0.3 FTE at Lyseth, 0.4 at Peaks, and 0.1 at Presumpscot were approved as part of the FY21 budget process, and those increases have also been retained in the FY22 budget.



American Rescue Plan Act of 2021

City of Portland, Maine
Update for Finance Committee – 3/25/21

Historic Intervention from the Federal Government

- The American Rescue Plan Act ("ARP") became law on March 11th, 2021 (P.L. 117-2) after nearly a year of direct lobbying effort by the City and many others.
- For the first time, all 19,000 municipal governments are entitled to a **direct**, non-competitive federal formula grant from the U.S. Treasury Department.

"Direct" funding means:

- All cities, towns, and villages are entitled to a federal grant from the new **Coronavirus Local Fiscal Recovery Fund** section of the ARP**.**
- Aid obligated to municipalities is not in any way mingled with aid obligated to state or county governments.
- Aid for municipalities is protected from state or county interference by iron-clad statutes compelling states to comply, including penalties for states that fail to carry out their responsibilities to small cities and towns.
- $65.1 billion for 19,000+ municipal governments

Grant Calculations for Cities, Towns, and Villages

- 65.1 billion in funding to address an estimated $90 billion combined revenue shortfall – this means most cities will not receive enough funding to fully address their revenue losses.

- Grant calculations based on a modified CDBG formula
  - 70% of funds, or $45.5 billion, is obligated to cities with 50,000 or more residents
  - 30% of funds, or $19.5 billion, is obligated to cities with fewer than 50,000 residents
- 2 Year Funding Certainty – First half payment made within 60-90 days of enactment, second half payment made one year later.
- Spending Deadline – Funding may be used through December 31, 2024 after which date remaining funds must be returned.

Regulatory Requirements and Known Restrictions

- Grant monies may not be used for pension funds - No state, metropolitan city, non-entitlement unit of local government, or county may use funds made available under this section for deposit into any pension fund.
- State governments are prohibited from spending to replace revenue declines resulting from tax cuts enacted since March 3, 2021. (Currently subject to lawsuits)
- No restrictions on local governments prohibiting tax-cuts.
- All grantees shall provide the Treasury Department with periodic reports providing a detailed accounting of the uses of funds

Next Steps

- City and our partners are working with the Treasury Department and White House on the implementation of the governments prohibiting tax-cuts, attending weekly calls and information sessions as they are made available.

- City is awaiting details on final payment amount and distribution date.

- Cities are awaiting further details on permitted uses and staff will update Finance Committee as new information is received.