



# Board of Education

## Staff Report to the Board

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**Board Meeting Date:** June 26, 2018

**Executive Committee Lead:** Brenda Martinek

**Department:** Funded Programs

**Presenter/Staff Lead:** Leslie O'Dell, Senior  
Director of Funded Programs

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<b>SUBJECT: Homeless Students Policy</b>
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### BACKGROUND

In January 2018, Oregon Department of Education (ODE) conducted a scheduled Desk Monitoring of our McKinney-Vento Homeless Program. Seven of eight required areas that were reviewed were compliant. We have not received the final report, however, verbal and email communication from Dona Bolt, ODE's Homeless Education Specialist stated that the following area was considered not compliant.

- The Local Education Agency (LEA) has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth.
- Evidence to Provide:
  - School Board adoption of Oregon School Board Association (OSBA) 2017 Policy and Administrative Rules for Homeless Students and date of adoption. [2017 OSBA Policy and Administrative Rules for Homeless Students](#)
    - If policy has been revised, show edits.
  - OR if alternate policy is used, provide documentation.

Communication with the ODE specialist indicated that our Administrative Directive did not contain the detailed elements contained in the OSBA Policy updated after the passage of the Federal Every Student Succeeds Act (ESSA), nor had it been reviewed by the school board in several years.

Per an email by Ms. Bolt, these are the main elements that are expected to be addressed in a District Policy on Homeless Students:

- Assurance that homeless students are identified and assessed for needed services;
- Provision of Dispute Resolution when eligibility or school placement are in dispute;
- Ensure homeless students do not face barriers to accessing academic and extracurricular activities, including magnet schools, summer school, CTE, AP, online learning and charter school programs;

- Immediate enrollment and retention of homeless students, despite lack of records or documentation, or unpaid fees or fines, or absences.

In addition, she states that districts are further advised to periodically review and revise policies and practices to remove barriers to the identification, enrollment and retention of homeless students.

The proposed draft policy aligns with the recommendations and adequately addresses the needed corrective action.

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### **BOARD COMMITTEE REVIEW (IF APPLICABLE)**

On June 11, 2018 staff presented the policy draft to the Teaching and Learning Committee. The committee reviewed it and moved it forward to the full board and it had a first reading on June 26, 2018.

### **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

6.40.012-AD – Instructional Materials/Student Fees and Low Income Students  
4.10.05-P – Student Enrollment and Transfers  
4.10.100-P – Student Transportation Services

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### **PROCESS / COMMUNITY ENGAGEMENT**

Document Development – McKinney-Vento Homeless Student Staff  
Document Review and Edit – Senior Director, Funded Programs  
Presentation to Teaching and Learning Committee – Senior Director, Funded Programs, McKinney-Vento Homeless TOSA  
Draft Policy Posted for public comment from June 26, 2018-July 17, 2018

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### **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

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The draft McKinney-Vento Homeless Policy is aligned to the Board of Education mission for Portland Public Schools, which states, “The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.”

It is the LEA's obligation to review and revise policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth. Although this policy is not specific to race, our students of color are experiencing homelessness at much higher rates than our white students.

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## **BUDGET / RESOURCE IMPLICATIONS**

This policy does not have any significant budget implications. Working with our Transportation Department, we have not seen an impact due to the new language in ESSA. Our homeless population numbers, not the draft policy, impact projected transportation costs.

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## **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

The first reading of the policy occurred on June 26, 2018. Notice of the new policy was posted for 21 days for public comment and no comments were received. The second reading of the policy will be on August 14, 2018.

Upon the adoption of a board policy, staff will work to revise the Administrative Directive to align with the new policy.

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## **QUESTIONS FOR BOARD DISCUSSION**

None

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## **ATTACHMENTS**

Draft McKinney-Vento Homeless Board Policy



## Homeless Students

### Overview

1. Homeless students in the District shall have equal access to the same free, appropriate education and other services, including public preschool education, as other students.
2. The McKinney-Vento Homeless Assistance Act requires that the District:
  - a. Ensure that homeless students are not stigmatized or segregated on the basis of their homeless status;
  - b. Designate a homeless liaison to coordinate services to ensure that homeless students enroll in school and have the opportunity to succeed academically;
  - c. Develop an appeal procedure for the prompt resolution of disputes that is accessible to all parties; and
  - d. Educate school staff and administrators about the rights of homeless students and families by providing information about the homeless assistance act and this directive in schools and administrative offices.

### Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When a student who has been designated as McKinney-Vento (homeless) has completed the final grade served by the school of origin, *if the student is still in a homeless living situation*, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

3. “Homeless student” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
  - a. Students who are temporarily staying at the housing of other persons due to loss of housing, economic hardship, emergency crisis situation, fire,



### Homeless Students

- natural disaster, or a similar reason. This may include “couch surfing” or moving often between numerous other people’s residences;
- b. Students who are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
  - c. Students who are living in homeless shelters, domestic violence shelters, or agency based transitional housing program sites;
  - d. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - e. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
  - f. Migratory students who qualify as homeless because the students are living in circumstances described in a.-e.
4. “Unaccompanied Youth” means a student not living with or being supported by a parent or legal guardian. They may be completely out on their own or staying informally with one or more adults that are not their parent/legal guardian. It does *not* include students in Foster Care, unless a Foster Care student has run away from the foster home.

#### Assignment to School

The district shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness, or enroll the student in a district school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend. Homeless students seeking enrollment in schools with specific admission criteria or lottery based enrollment rather than neighborhood attendance boundaries (such as magnet, charter, immersion, etc.) need to follow the same protocols for entry as non-homeless students. If deadlines for application at those types of special schools were missed due to homelessness, the liaison will work with the school to see if exceptions can be made if there is space available.

In determining the best interest of the student, the district shall:

1. Presume that keeping the student in their school of origin is in their best interest, unless doing so is contrary to the request of the student’s parent or guardian;



### Homeless Students

2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;
3. Ensure that the district's liaison helps with placement or enrollment decisions for an unaccompanied student and considers the request of the student, and provides a notice of the right to appeal on placement and enrollment decisions.

#### Enrollment

The district shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residence or other documentation.

The district shall immediately contact the school last attended to obtain relevant academic and other student records.

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the district's liaison, who will help in obtaining necessary immunizations or records.

#### Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or district, consistent with state and federal law.

#### Enrollment Disputes

If a dispute arises over school selection, enrollment, or eligibility, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the McKinney-Vento Act dispute resolution



### Homeless Students

and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator.

The student, parent or guardian shall be referred to the district's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

#### Services

Each homeless student shall be provided with services comparable to services offered to other students, including the following:

1. Transportation services;
2. Education services for which the student is eligible, such as:
  - a. Title 1\*;
  - b. Special education;
  - c. Programs for English Learners;
  - d. Career and technical education;
  - e. Talented and gifted programs.
3. \*All homeless students are automatically eligible for Title I services, regardless of their current academic performance.
4. School nutrition programs.
  - a. All homeless students are direct certified as Free Lunch status upon qualification as McKinney-Vento Homeless for that school year.
5. The designation of McKinney-Vento Homeless status for a student lasts from the time of identification/qualification until the end of that school year, regardless of whether the student subsequently becomes housed. The designation does not roll over into the following school year. Students must be referred to the McKinney-Vento program each year and be qualified or not based on the current living situation.



### Homeless Students

#### Coordination

The district shall coordinate the provision of services to homeless students with local social service agencies, and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on inter-district issues such as transportation, transfer of school records and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services.

#### District Liaison

The district's liaison shall ensure that:

1. Homeless students are identified and assessed for needs;
2. Homeless students enroll in and have a full and equal opportunity to succeed in district schools;
3. Homeless families and students have access to and receive educational services through Head Start, Early Intervention and preschool services;
4. Homeless families and students receive educational services for which they are eligible, as well as information about and referrals to health care services, dental services, mental health services, shelters and housing services, and other appropriate services;
5. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
6. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, shelters, public libraries, and food banks);
7. Enrollment disputes are mediated through McKinney-Vento Act dispute resolution procedures;
8. The parents of homeless students, or any unaccompanied student, is fully informed of all transportation services for which they are eligible, including transportation to the school of origin, and is assisted in accessing transportation to the school selected;
9. School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.



## **Board Policy**

**4.10.014-P**

### **Homeless Students**

The district's liaison shall coordinate and collaborate with the ODE state coordinator, community and school personnel responsible for the provision of educational and related services to homeless students.

Legal references: USED Non-Regulatory Guidance (July 27, 2016); McKinney-Vento Act – Education for Homeless Children and Youth Program, as amended December 2015 under ESSA; ORS 109.056; ORS 327.006; ORS 339.115; ORS 339.133; ORS 433.267; OAR 581-021-0045 to – 0046;



# School Improvement Bond Update

Board of Education Quarterly Update

August 2018



## Accomplishments

- Cost/SF analysis on-going
- Performance Audit proposals and interviews
- Bond Team Update for BESC
- Cost validation/Constructability scoped for inclusion in major projects
  - 3<sup>rd</sup> party constructability/estimating/value engineering
- Bond Commissioning program initiated
- CMAA Owner's Discussion
- Program management plan comprehensive review initiated
- OSM Audit Update





## Upcoming Events/Milestones



- Optimization of OSM project management software system
- Commissioning program kick off
- Integration of value engineering processes into capital project delivery models
- Integration of constructability reviews into capital project delivery models
  - Madison and Kellogg
- Updates to Program Management Plan and BIM Guidelines
- BIM to FM
- Continued outreach to construction market
- Continued outreach to our peer organizations



## Challenges & Opportunities

- Staffing and ability to secure resources**
  - BHS Sr PM**
  - LHS CM**
- Continued pressure in the construction market**
- Competition with peer organizations**
- Tariffs impacting material costs and availability**



## Accomplishments since last BAC meeting

- Continued work to wrap up RHS
- Land Use approval for scoreboards
- Direction for Ph 4 – delayed into future following CTE discussion
- Addressing stakeholder/end user needs
- Working/coordination closer with FAM/O&M

## Upcoming Events/Milestones

- Completion of Ph 3
- Commissioning of complete facility
- Certificate of Occupancy
- Field remediation



## Challenges & Opportunities

- Assessing needs created by value engineering efforts in the past
- Heat gain issue on south façade
- Mechanical systems integration
- Construction fatigue
- Change order in staff – PM and CM
- Portland Fire Bureau – multiple inspectors/revisions to approvals post inspection
- Phase hand-over of facilities – where is the end of the project?

## Areas of BAC Assistance

- None



## Accomplishments since last BAC meeting

- Stakeholder engagement to review the 100% CD's completed
- Significant progress on structural and MEP systems
- New gym structure approximately 80% complete
- Initiated additional DAG meeting to review options for new Softball field

## Upcoming Events/Milestones

- Completion of the structural steel and concrete package by September 2018.
- Exterior façade work towards dry-in
- New gym structure complete by August 2018
- Framing, Drywall and MEP will continue through 2018



## Challenges & Opportunities

- Challenges have included:
  - Unanticipated amount of hazardous material necessary to be removed
  - Integrity of the existing structure being less than anticipated
  - Finding the right solution for a new softball field on the GHS campus
- Opportunities
  - Engaged with Grant Alumni effort to raise funds to restore the historic murals in the auditorium.
  - Alumni and public engagement through on-going tours
  - Student participation with videography project 

## Areas of BAC Assistance

- None



## Accomplishments

- Lewis, Fernwood and King projects under way for summer 2018
- Scope developed for summer 2019: Jackson, Rigler, Hayhurst, Sitton, Chapman and Jackson
- Tubman School, Asbestos removal for middle school conversion
- Survey and design for asbestos removal at Beaumont, Chapman, Jefferson, Ockley Green, and Vernon
- Bidding of Chapman and Jefferson asbestos flooring removal and new replacement flooring
- Paint stabilization program moved to OSM
- Water fixture replacements continue
- 17 Schools immediately determined hazards mitigated during original assessment: 2016-17
- PPS in-house painting crew has completed large-scale repainting at 3 schools: 2017-18
- Draft Lead Paint Work Plan submitted to OSM Director
- Draft Lead Paint Work Execution Plan submitted to OSM Director



## Next Steps

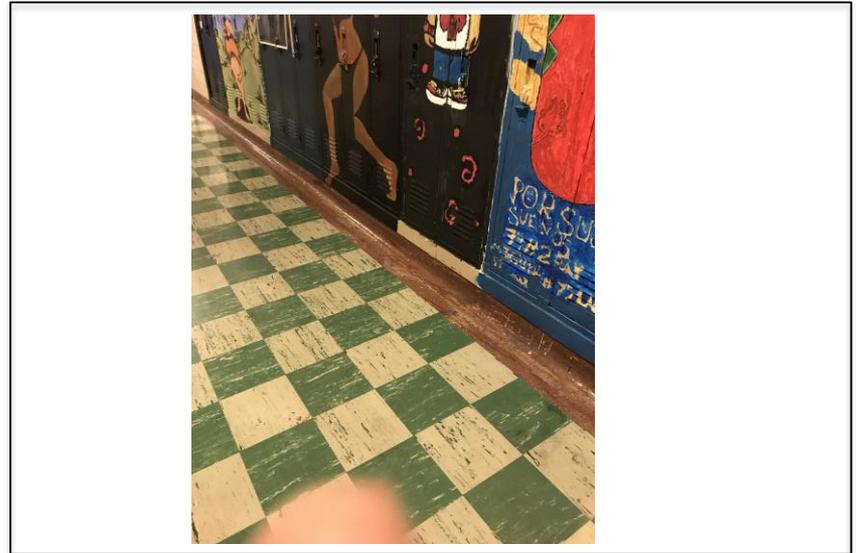
- Design of summer 2019 projects
- Refinement of H&S approach – composite and regulatory compliance project teams
- Rush to end of summer!
- Abatement of Chapman and Jefferson flooring: Summer 2018
- Survey and design of 10 – 12 additional school abatement projects: Summer – Fall 2018
- Bidding 2019 summer abatement projects: Fall / Winter 2018
- Abatement of Marysville crawlspace: Spring Break 2019
- Abatement of up to 10 schools crawlspace and flooring projects: Spring / Summer 2019
- Development of new lead paint stabilization specifications
- Development of standard template documents for lead paint work
- PPS in-house painting crew starting on Phase - I priority sites
- RFP for painting contractors – master contracts
- Pre-Work assessment of priority site by OSM / PPS painting crew
- Start lead paint stabilization work on Phase – I (Priority – 2) locations: Summer / Fall 2018



## Challenges/Opportunities

- Coordination of large numbers of sites across multiple program areas: Asbestos, Paint, Water, Composite projects**
- Integration of programs that have been outside OSM and developing prioritizations, scoping and execution plans**
- Construction market continues to be a challenge – Rigler No-Bid, Asbestos @ 3x normal prices**
- I-5/I-84 construction work in July/August expected to have impacts**
- Subcontractor market – no bid scopes and/or loss of subcontractors**
- Staffing reductions in Central office – 14 F/A compliance sites moved to OSM**
- Delaying asbestos projects due to need for facilities this summer**
- This work covers all District facilities and over 10,000 specific areas to prioritize and address**
  - **Phase – I has approx. 2,500 priority locations**
- No existing master contracts**
- Limited in-house painting crew**
- Work needs to be performed on school breaks or after-hours / weekends**





## Lead Paint- Photos





## Accomplishments

- Demolition: abatement and salvage work complete, mass demolition underway**
- Design Development: Design Development phase 80% complete**
- City of Portland Land Use: Conditional Use package submitted to City**
- Board Presentation: update to Board following changes between Master Planning and SD**

## Next Steps

- Design Review: Design Development phase design review process to begin in July, 2018**
- Budget Reconciliation: budget reconciliation process to begin in August, 2018**
- Construction Documents: Construction Document phase to begin in September, 2018**

## Challenges & Opportunities

- Lack of Existing Kellogg School/Community: the challenge of not having a built-in stakeholder group, and the opportunity of forming a representative Design Advisory Group to help set priorities for a new Kellogg Middle School**
- Escalation and Market Conditions**
- Feeder School and Staffing Decisions**





## Accomplishments

- Full master plan approved by Board
- 100% schematic design complete
- General contractor selected
- Cost reconciliation efforts targeted @ \$195-200M

## Next Steps

- Stakeholder engagement is happening now to review/approve general layout, adjacencies, and sizes of spaces along with large system selection
- Reconciled cost estimate to Board in early Aug to set budget for project
- Review of Design Development documents before Thanksgiving

## Challenges & Opportunities

- Yet to meet with Parks about moving community garden and changing access to Glenhaven Park
- Discussing some safety upgrades to 82<sup>nd</sup> Ave (crosswalks) with ODOT
- Market escalation and steel tariffs continue to be risk factors





# MHS Site Plan



food / rr

grandstands



## Accomplishments

- Master Plan review with Board
- Scope consolidation – reduction in height
- Program reconfiguration based on BOE approach to Madison

## Next Steps

- CM/GC RFP to be released July/Aug
- Project staff on-boarding
- Public outreach events: DAG, public design workshop, Open house

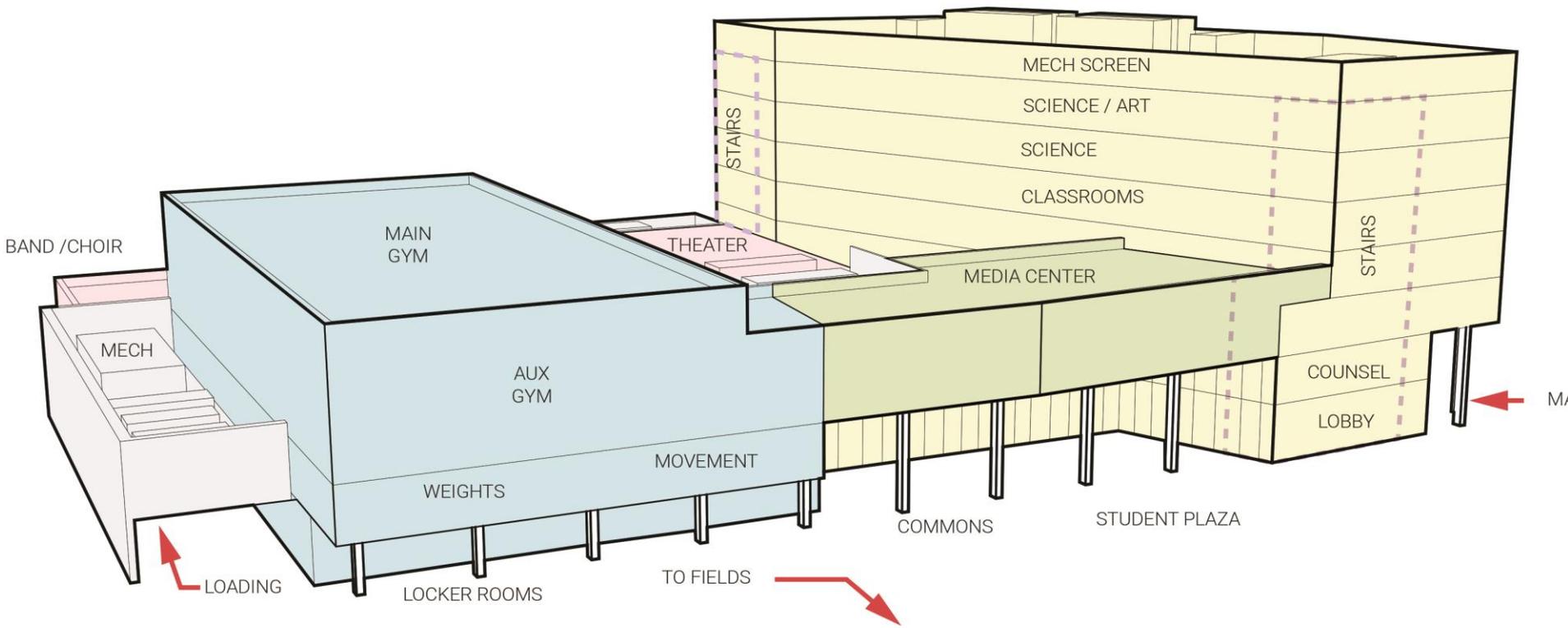
## Challenges & Opportunities

### Challenges:

- Central City design requirements and constrained/occupied site
- Budget challenges continue
- Geotechnical site conditions
- Utility Easements (no-build zones)

### Opportunities:

- Potential program partnerships with Portland State University and others





## Accomplishments

- Continued work to assess costs
- Industry Outreach efforts are underway

## Next Steps

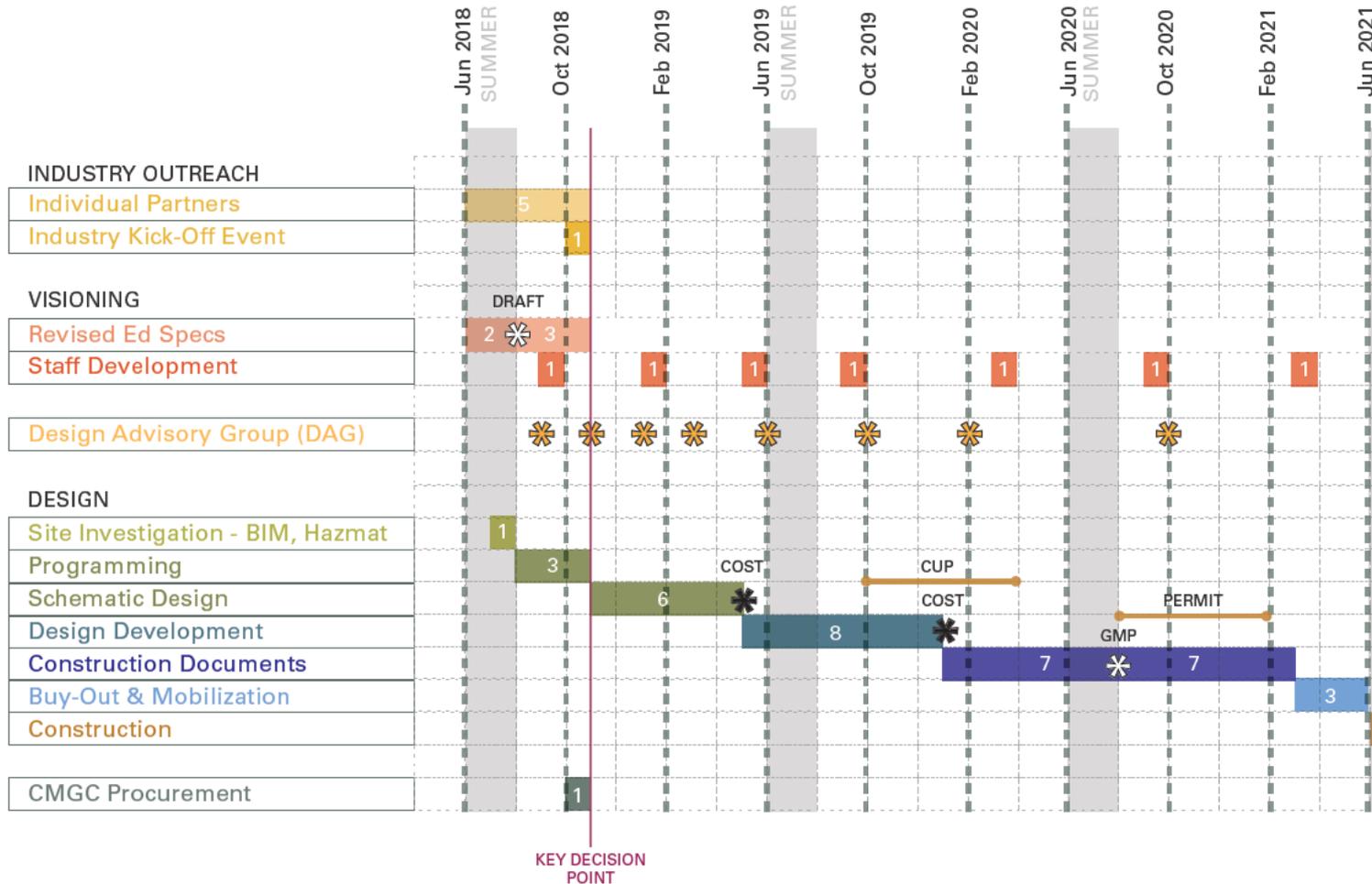
- Finalize the Benson Ed Spec
- Finish programming phase
- Approve Master Plan

## Challenges & Opportunities

- Impact of potential change of district wide CTE plans
- Funding to complete the project to be determined



## DESIGN SCHEDULE /





# BAC Discussion

Questions

**Narrative Comments:**

1. The Grant project team continues to go an excellent job managing the project. Construction is approximately 50% complete and are target for student use in fall 2019.
2. Kellogg is proceeding with the design phase. Increased cost estimates pose a challenge to the project budget.
3. Madison received master plan approval in May.
4. Lincoln anticipates master plan approval in July or August.
5. Health & Safety projects continue to be completed (water fixture replacement, painting) and significant summer projects have begun construction (roofs, accessibility, fire alarms, fire sprinklers, asbestos, etc.).

Color Key	
	Good
	Concerns
	Difficulty



Perspective	Perform
Budget	
Schedule	
Stakeholders	
Equity	
Average	

**Active Projects**

	Grant HS	Roosevelt HS	Franklin HS	Faubion K8	Kellogg	Madison HS	Lincoln HS	Benson HS	Health & Safety				
Overall Project Performance													
Perspective Budget													
Perspective Schedule													
Perspective Stakeholders													
Perspective Equity													

**Narrative Comments:**

- Grant continues to track on budget.
- Roosevelt continues to project budget savings through the end of Phase 3. Phase 4 is currently budgeted at \$5M.
- Franklin is working on final closeout and projects to finish slightly under budget.
- Faubion is working on final closeout and cost reconciliation with partner funds. We anticipate Faubion will finish slightly over budget.
- Kellogg's cost estimates have continued to increase after the initial master plan estimate. The third party DD cost estimate is due in July.
- Madison received master plan approval with a budget range of \$181M - \$196M. Project team is currently reconciling the CMGC and Professional Cost Estimator estimates.
- The initial Benson master plan estimate (for full master plan scope) is significantly over current budget.
- A \$2.5M SRGP grant has been awarded for Hayhurst K-5.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

**Active Projects**

Grant HS	Roosevelt HS	Franklin HS	Faubion K8	Kellogg	Madison HS	Lincoln HS	Benson HS	Health & Safety				

Strategic Objectives	Performance Measures	Performance Targets
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Objective A Project Budget and Scope Aligned	1	Initial Project Budget and Scope Identified	Green > 10% Project Contingency Yellow 0% - 10% Project Contingency Red < 0% Project Contingency
	2	Master Plan Budget and Scope Aligned	


Objective B Planning & Design Costs within Budget	3	Schematic Design Budget and Scope Aligned	Green > 10% Project Contingency Yellow 0% - 10% Project Contingency Red < 0% Project Contingency
	4	Design Deve Budget and Scope Aligned	
	5	Construct Docs Budget and Scope Aligned	


Objective C Construction Costs within Budget	6	Project Budget and Scope Aligned at Construction Award / GMP	Green > 10% Project Contingency Yellow 0% - 10% Project Contingency Red < 0% Project Contingency
	7	Project Budget and Scope Aligned at 50% Complete	Green > 5% Project Contingency Yellow 0% - 5% Project Contingency Red < 0% Project Contingency


Objective D Project within Budget	8	Current Project Budget	Within Budgeted Amount
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**Narrative Comments:**

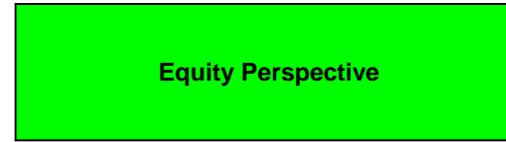
1. Overall OSM is tracking at 25% and 14% for consultants and contractors respectively for certified business participation, for a cumulative of 16%. A 2% increase in the last 6 months! Qualifying costs breakdown as:

MBE: 24%  
 WBE: 59%  
 SDVBE: 0%  
 ESB: 17%

2. OSM continues to exceed the 20% apprenticeship trade hours goal (currently 25% overall).

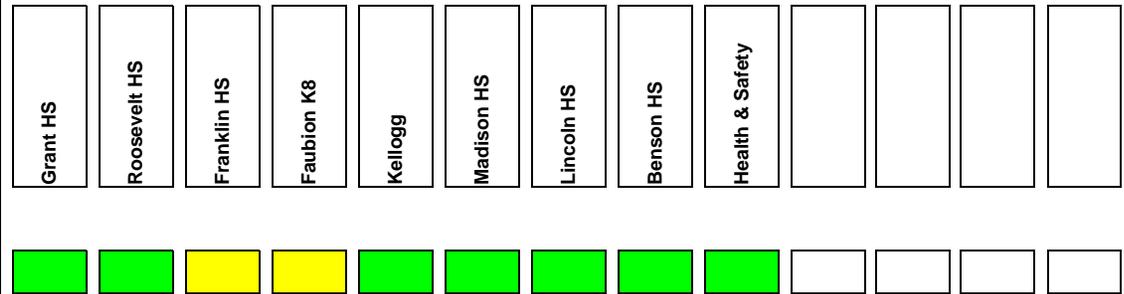
3. Student engagement continues to be a positive story.

Color Key	
	Good
	Concerns
	Difficulty



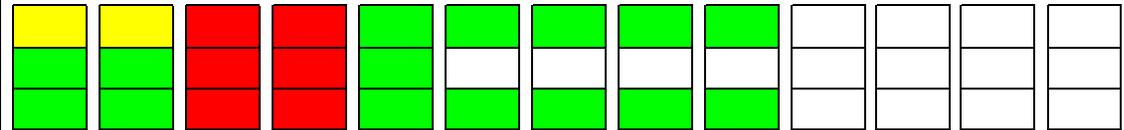
Strategic Obj.	Perform
A	
B	
C	
Average	

**Active Projects**

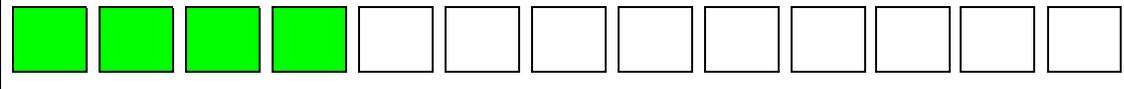


Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Aspirational Certified	1	Consultants - % of payments made to Certified owned	Green: Certified >18% Yellow: Certified >10% Red: Certified <10%
	2	Contractors - % of payments made to Certified owned	
	3	Project Overall - % of payments made to Certified owned	



Objective B apprenticable trade participation	4	Contractors % of labor hours/apprenticable trade	Green: participation >20% Yellow: participation >10% Red: participation <10%
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Objective C Meets student participation	5	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100
	6	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20
	7	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5





**Narrative Comments:**

- Grant continues to track on overall schedule. The recovery schedule to make up lost days in winter has made great progress.
- Roosevelt is nearing completion of Phase 3. Phase 4 is on hold, awaiting direction to proceed by October 2018.
- Kellogg MS abatement is complete and demolition is underway.
- Madison HS is proceeding with schematic design. CMGC is onboard.
- Lincoln anticipates master plan approval in July/August. In an effort to retain the current schedule, work has begun on schematic design.
- Benson continues with programming and industry outreach.
- Health and Safety summer projects are underway.

Color Key	
	Good
	Concerns
	Difficulty

**Schedule Perspective**

Strategic Obj.	Perform
A	
B	
C	
D	
Average	

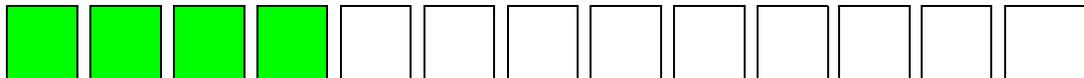
Strategic Objectives	Performance Measures	Performance Targets
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**Active Projects**

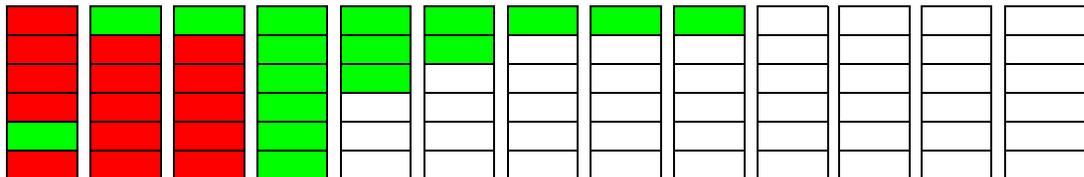
Grant HS	Roosevelt HS	Franklin HS	Faubion K8	Kellogg	Madison HS	Lincoln HS	Benson HS	Health & Safety				
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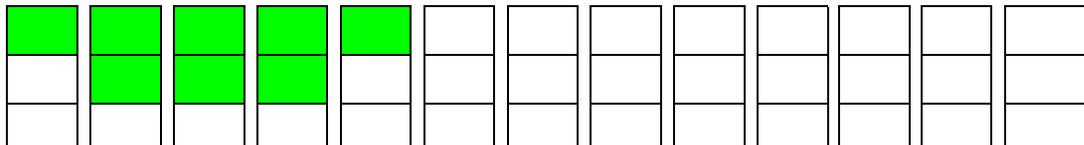
<b>Objective A</b> Establish Schedule Target & Strategy	1	Baseline Schedule Established	Green = completed
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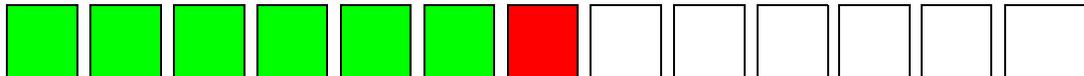
<b>Objective B</b> Planning, Permitting & Design Phases on Schedule	2	Design Contract Award	Green = < 0 weeks impact Yellow = 0 - 4 weeks Red > 4 weeks  (measured from baseline schedule)
	3	Schematic Design Completed	
	4	Design Development Completed	
	5	Construction Contract Documents	
	6	Land Use Permit Approved	
	7	Building Permit Approved	



<b>Objective C</b> Construction on Schedule	8	Construction Started	Green = < 0 weeks impact Yellow = 0 - 4 weeks Red > 4 weeks  (measured from baseline schedule)
	9	Substantial Completion	
	10	Final Completion	



<b>Objective D</b> Meet Occupancy / Completion Schedule Target	11	Current Project Schedule	On target for school opening
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## **MEMORANDUM**

**Date:** August 7, 2018  
**To:** Members of the Board of Education  
**From:** Bond Accountability Committee (BAC)  
**Subject:** 22nd BAC Report to the Board

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### **Background**

In November 2012, voters approved a \$482M capital improvement bond for Portland Public Schools. The PPS Board appointed a Citizen Bond Accountability Committee to monitor the planning and progress of the bond program relative to voter-approved work scope, schedule and budget objectives.

In May 2017, voters approved a \$790M capital improvement bond measure that included a requirement for citizen accountability and oversight.

The current members of the BAC are:

Tenzin Kalsang Gonta  
Charlie Johnson  
Willy Paul  
Tom Peterson  
Kevin Spellman, Chair  
Cheryl Twete

### **Recent Activities**

The BAC's regular quarterly meeting was held on July 18 at Beaumont Middle School. Directors Kohnstamm and Moore attended all or part of the meeting. As is the case with all regular BAC meetings, it was publicly noticed and open to the public. Staff presentation materials and meeting minutes, along with BAC reports, are regularly posted on the District website.

Prior to the meeting, some Committee members toured the construction site at Grant High School and met with District, contractor and architect members of the project team.

Office of School Modernization (“OSM”) staff continues to be very helpful and supportive of BAC’s oversight, and demonstrates a consistent commitment to transparency and clarity in its dealings with the Committee and its members.

As always, the BAC made time for public comment at the start of the meeting. One member of the public expressed significant concerns over the District’s management of warranty obligations and maintenance operations at completed bond-funded projects, with specific reference to Franklin High School. While maintenance expenses are not covered by bond funds, we agree that it’s important that the District takes appropriate action to protect its bond investments. The written comments are posted along with the meeting minutes on the District website.

As this report is written, PPS staff is managing the following work:

- Closeout of Phase 3 construction at Roosevelt High School (Phase 4 remains on hold).
- Final closeout at Franklin and Faubion schools.
- Construction work at Grant High School.
- Health and Safety work covered by the 2017 bond.
- Demolition work at Kellogg and design of the replacement Middle School.
- Planning and design work for Madison, Lincoln, and Benson High Schools.

We were advised that several key positions within OSM have been filled over the past quarter, and were happy to be introduced to Claire Hertz, the District’s new Deputy Superintendent for Business and Operations. OSM continues to recruit for other positions but faces severe regional shortages of design and construction professionals,

## **2012 Bond Program**

Work covered by the 2012 Bond is proceeding well.

Construction at Grant High School continues at a significant pace and we were happy to hear that the recovery schedule has successfully made up time lost to weather and unforeseen conditions. The project is now back on a more normal (if intense) schedule to achieve opening as planned in

2019. Current projections also show it to be completed within the current budget amount. Project contingencies have been depleted due to weather and other issues, including unexpected hazardous materials and shortcomings in the existing structure; however, the project team expects the remaining contingencies to be sufficient to avoid budget overruns.

Alternative solutions to the Grant softball field location were briefly described to us. The matter will be presented shortly to the Board.

Closeout is still being addressed at Roosevelt High School, including issues related to some value engineering decisions made earlier in the project. The closeout process is always challenging but it seems to be proceeding in a way that's consistent with a project of this magnitude and complexity. The Roosevelt project should still come in about \$800,000 under budget.

Franklin is expected to generate some minor savings from budget, and Faubion is expected to run over slightly. Projections for the 2012 program as a whole show that it will be completed within budget.

## **2017 Bond Program**

The budget situation for the 2017 Bond program is very different. Although there are many moving parts and many estimates remain incomplete, the current projections for Madison, Lincoln, Kellogg and Benson reveal unfunded costs of \$190 million.

Over the past quarter, in accordance with the Board's prior action, work on the District's Middle Schools Conversion amounting to \$11.4 million has been "funded" by reducing the budgets for Madison, Lincoln, and Benson by \$3.8 million each. As the Board is aware, the BAC opposes the use of bond funds for this purpose that we consider to be outside the scope approved by the voters. In our judgment, funding this work by reducing the already inadequate budgets for approved High School work simply underscores the error.

The BAC also opposed the Board's recent approval of the master plan for Madison High School with an undetermined budget, but one that likely exceeds the bond budget by well over 35%. Current estimates for Lincoln and Benson surpass their bond budgets by a similar magnitude.

In our judgment, budget discipline on the 2017 bond was abandoned with the Madison vote. Firm budgets should be immediately re-established for

the high schools, and the project teams should be instructed to adhere to them.

There has been much discussion at the Board level about how the budgets were set for the bond referral. Our emphasis has instead been on the actual designs and associated estimates. Like everyone, we understand that there are significant cost effects of the over-heated regional design/construction market (which tariffs will exacerbate) so we have long encouraged OSM to explore external validation of these project estimates, and we are pleased that some data has indeed been collected.

As it was presented to us, appropriate caveats were included – the analysis is incomplete, “apples to apples” cost information is difficult to validate, every project has unique characteristics, etc. These are all appropriate and should encourage caution in reaching conclusions from the data. We agree that there is a limit to how valuable this comparison can be, but in general terms, we think it can still be instructive. In the broadest sense, Franklin and Roosevelt’s costs are in a “reasonable” zone while Madison and Lincoln’s are not.

Faced with this challenge, we are encouraged that OSM has explored some innovative approaches to the problem. Staff has begun a cost exercise comparing Franklin/Roosevelt/Grant to Madison and Lincoln through a meaningful process and we look forward to seeing the outcome. As we have said many times, we believe that the 2012 bond program was a success, and it therefore can and should be used as a benchmark going forward. For instance, we (and the taxpayers) will want to know with some specificity why, if Franklin’s modernization could be completed last year for \$113 million, the projections for Madison and Lincoln are so high.

The Design Development estimate for Kellogg Middle School is also substantially over budget and a comprehensive reconciliation process is underway. Although this project is not using a CM/GC process, OSM has engaged a contractor for a constructability analysis that should produce some benefits.

OSM is also exploring engagement of outside value engineering services to introduce new perspectives beyond project team VE expertise and constructability reviews. OSM is also engaging with other capital project owners to address common issues and best practices. Further, a comprehensive review of the District’s Program Management Plan has commenced. These are all positive moves.

Work on the Health and Safety packages has continued as planned. (A comprehensive report was recently delivered to the Board by OSM.) Larger projects are underway this summer at Lewis (Interior seismic upgrades, ADA improvements, and fire sprinklers), King (seismic roof upgrades, fire sprinklers and alarm, ADA improvements, and elevator), and Fernwood (seismic roof upgrades, fire sprinklers, and ADA improvements). Work is planned for summer 2019 at Rigler, Jackson, Hayhurst, Sitton, and Chapman, with the goal being to bid these packages earlier in the year. In addition, work on lead abatement (paint and water) and asbestos abatement work continues across the District.

Health and safety work that is part of the District's Middle Schools conversion project is also being funded out of the H&S allocation in the bond.

## **Other Issues**

*Equity.* Results are still being tracked at the project level but, overall, the two programs are now combined. Certified business participation is now at 25% for consultants and 14% for contractors, for a cumulative 16%. The District's aspirational goal remains at 18%.

Apprentice trade hours are at 25%, well ahead of the 20% goal.

Goals for student engagement have been met for 2018, although every opportunity will be explored over the rest of the year.

*Safety.* We did not receive any safety data this quarter, but will be sure to get back on track next time.

*Audits.* We are pleased that a new performance audit firm has been selected by the District, and we look forward to working with their staff as they ramp up their efforts.

*Role of the BAC.* The Committee briefly discussed concerns over our current lack of clarity over our role and the Board's expectations of our work. The Board of Education is, of course, the only policy- and decision-making body for the District. It seems, though, that to be most effective, the BAC should have been more engaged and consulted on the recent major decisions that had such budget impacts. Both bond measures require citizen oversight and accountability and we would like a better understanding of expectations. Informal discussions with Chair Moore are planned.

## **Summary**

There are major challenges ahead on the 2017 bond program. However, we remain impressed by the quality and professionalism of OSM staff as they take on multiple issues, and are pleased that some new approaches are being considered. We thank the Board for this opportunity to serve and play a small part in your bond programs.



# Staff Analysis to the Board of Education

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Board Meeting Date: August 14, 2018  
Senior Lead: Kregg Cuellar  
Department: Office of School Performance  
Staff Lead: Joe La Fontaine/Courtney Westling

**SUBJECT: Instructional Time (OAR 581-022-2320) Projections and Implications.**

## **I. BACKGROUND**

*(Include information related to the history of the item and any relevant timing issues)*

In October 2013, the PPS Parent Coalition lodged a formal complaint that PPS enrollment violated state law.

In March 2014 – ODE found that only 51% of high school students were attending a full day of school. PPS was required to present a Corrective Action plan by June of 2014.

In January 2015, the State Board of Education revised the administrative rules governing instructional time and the awarding of credit. Under the revised standard, districts must now provide a minimum number of instructional hours and ensure that a certain percentage of students are scheduled to receive the minimum hours. The rule provides for a four-year phase-in of the new requirement:

<b>Year</b>	<b>Requirement</b>
2015-16	<b>80% of students in the district</b> must be scheduled to receive annually the minimum hours of instructional time
2016-17	<b>85% of students in the district</b> must be scheduled to receive annually the minimum hours of instructional time
2017-18	<b>90% of students in the district</b> must be scheduled to receive annually the minimum hours of instructional time
2018-19	<b>92% of students in the district and 80% of all students at each school operated by the district</b> must be scheduled to receive annually the minimum hours of instructional time

An October 2017 analysis showed that 70% of PPS high school students were receiving at least the minimum hours of instruction required by grade.

## **II. RELATED POLICIES/BEST PRACTICES**

*(Explain how the item relates to the District's policies, including the District's Racial Equity Policy. Also describe any best practice research used to lead staff to their recommendation)*

The Office of School Performance has made an initial draft of a policy which would require that all 9<sup>th</sup> through 11<sup>th</sup> grade students take a full schedule of courses (eight periods). This directive has been discussed with high school administration and they understand this practice should be in place for the 2018-19 school year. Students are allowed to use coursework taken at college or university to count towards this requirement. In addition, students who are working, participating in an internship, or volunteering can use that time as part of their course load if they are completing the required academic work outlined in the credit for proficiency packet. In rare situations based on documented need, families can petition for student to take less than a full load of courses. These requests must be approved by the students' parent and the school principal.

The State of Oregon has a postsecondary goal outlined as follows:

*"Oregon's postsecondary attainment goal for 2025, adopted in 2011, calls for 40 percent of Oregon adults to have a bachelor's degree or higher, 40 percent to have an associate's degree or postsecondary certificate, and the remaining 20 percent to have a high school diploma or equivalent (S. 253, Or. 2011). As in other states a central strategy for increasing postsecondary attainment in Oregon is to promote accelerated college credit options—such as Advanced Placement, International Baccalaureate, dual credit, and dual enrollment courses—that enable high school students to earn college credit." (Regional Educational Lab, 2017)*

PPS Administrative Directive 4.30.031-AD details the methods by which students are offered alternative educational settings. This 2002 Administrative Directive displays the length and depth of the commitment PPS leadership has made to sustaining alternative educational programs.

## **III. ANALYSIS OF SITUATION**

*(Use this section to provide analysis to the options of the action requested. This would include implications of the action if taken or not taken)*

The eight period day allows schools the opportunity to provide support classes for students who need additional support to be successful. High school principals attribute our rising graduation rates to the fact that we can provide these students additional support classes inside their school day. These opportunities are absolutely critical for special needs students (16% of most recent 4-year graduating cohort), second language learners (6% of cohort), and late joiners (17% of cohort). (Eight periods over four years creates 32 possible credits. 24 credits are required for graduation. A student must acquire six credits a year to stay on track to graduate.)

In a seven period day, these students would be compelled to choose between taking the support class they need to be successful and an elective. They can't take both. Seven periods over four years creates 28 possible credits, only four more than are required for graduation.

Below we discuss the exemptions under consideration by the State Board of Education, and how each would benefit PPS students.

### **1. 581-022-2320 (2) (a) Students who have fulfilled all state requirements for graduation**

As of end of June, approximately 40 2018-19 seniors had enough or more than enough credits to graduate. This number may increase as summer school credits are added to student transcripts. These students may choose to pursue opportunities outside school, such as part-time employment to help earn money for college; community engagement and volunteer work, or travel.

**2. 581-022-2320 (2) (b) Students who at the start of their senior year are on track to exceed all state requirements for graduation.**

As of end of June, approximately 2,200 2018-19 seniors were on track to graduate according to PPS’ definition (used to produce the Notice of Progress toward Graduation). PPS’ definition of On Track looks not solely at total credits, but the distribution of those credits by diploma subject requirements and is likely more stringent than a definition provided by ODE would be.

**3. 581-022-2320 (2) (c) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship or work experience opportunities, credits by proficiency.**

In 2017-18, 54% of PPS comprehensive HS students were enrolled in at least one AP, IB, or college credit course over the school year. See below.

School	Has None	Has At Least One	Grand Total	Percent Has At Least One
Benson	532	434	966	45%
Cleveland	660	904	1564	58%
Franklin	563	1089	1652	66%
Grant	663	814	1477	55%
Jefferson	348	271	619	44%
Lincoln	746	896	1642	55%
Madison	497	596	1093	55%
Roosevelt	465	357	822	43%
Wilson	691	746	1437	52%
<b>Total</b>	<b>5165</b>	<b>6107</b>	<b>11272</b>	<b>54%</b>

In terms of work experience, there is an important distinction between “work experience” and “work release.” Work release would support the needs of our families who need their children to work to provide for the family. This should be viewed separately than “work experience.”

**4. 581-022-2320 (3) A school district may request permission to exempt an alternative education program.**

These schools and programs of Portland Public Schools Multiple Pathways to Graduation, which include Alliance HS, Metropolitan Learning Center, and Community Based Organizations, serve students who have not experienced success in traditional educational environments. During the 2016-17 school year, the 33 schools and programs that constitute MPG:

- Served over **10,000** K-12 students,
- Served over **5,000** K-12 students in full day schools,
- Provided re-engagement and dropout recovery services to over **1,000** grade 6-12 students,
- Helped **448** students complete with a diploma or GED.
  - **84** Alliance HS students (28 Alliance at Meek, 56 Alliance at Benson)

- **26** Metropolitan Learning Center students
- **338** CBO contracted alternative school students (DePaul, Helensview, Mt Scott Learning Center, NAYA, Open School, PCC, Portland Youth Builders, Rosemary Anderson, SE Works, Youth Progress)

Many of these students would have remained disengaged from their education without the opportunity to return to an alternative setting. By providing a spectrum of alternative educational services to disengaged youth, MPG schools and programs have positively impacted the district’s graduation and completion rates. From 2013 to 2016, students who graduation from MPG schools added an average of:

- **Two** percentage points to the district’s four-year graduation rates,
- **Three** percentage points to the district’s five-year graduation rates,
- **Four** percentage points to the districts four-year completion rates,
- **Seven** percentage points to the five-year completion rates.

The outcomes described in the previous section are largely due to MPG alternative schools’ intentional evidence-based efforts to provide personalized and flexible learning environments for students who have struggled in traditional settings. The literature on dropout behavior suggests that students disengage from their education in response to a combination of individual and institutional factors that *push* and *pull* students out of school (Boylan & Renzulli, 2014; Orfield, 2004; Rumberger, 2011). In other words, some students may feel pushed out of school because of a poor sense of belonging, academic struggle, cultural incongruence, and/or discipline issues, while other students may feel pulled out of school in response to adverse life events, mental illness, and/or the need to work or parent.

In October 2017 (prior to the implementation of the new directive that 9<sup>th</sup>-11<sup>th</sup> graders be fully scheduled), an analysis of our 2017-18 school data showed 73% of students enrolled in full schedules, and only two schools meeting the impending 80% per school requirement. If we show last year’s 9<sup>th</sup> – 11<sup>th</sup> graders as if they were taking eight classes (as we are requiring for 2018-19), then we see that all comprehensive high schools could be over 80%.

School	% of 2017-18 Students that are Full-Time	% of 2017-18 Students Full-Time (if 9-11 graders all took 8 classes)
Benson	67%	85%
Cleveland	69%	83%
Franklin	79%	85%
Grant	72%	82%
Jefferson	72%	87%
Lincoln	68%	81%
Madison	82%	86%
Roosevelt	84%	87%
Wilson	67%	83%
<b>Summary</b>	<b>73%</b>	<b>84%</b>

**IV. FISCAL IMPACT**

We have budgeted for school staffing for fall, as well as PAT overage payment projections, to ensure there are a sufficient number of seats to accommodate at least 80% of students taking classes. This would align with the 2018-19 instructional time requirements and does not assume any exemptions are adopted.

Cleveland (83%), Grant (82%), Lincoln (81%) and Wilson (83%) are modeled as just being over the 80% threshold. PPS uses a racial equity lens and differentiates staffing. These four schools are more affluent and have better graduation rates and will not receive Equity FTE and are not subsidized for being enrolling fewer than 1000 students (this subsidy is to ensure course parity with larger schools).

School	% of 2017-18 Students Full-Time (if 9-11 graders all took 8 classes)	General Fund Equity FTE		Poverty (%DC)	2016-17 Four-year Grad Rates (most recent available to show)
		allocated for 2018-	Projected Enrollment		
Benson	85%	7.50	1061	31%	87%
Cleveland	83%		1664	14%	88%
Franklin	85%	11.00	1677	28%	85%
Grant	82%		1478	9%	92%
Jefferson	87%	7.00	633	40%	83%
Lincoln	81%		1742	4%	95%
Madison	86%	9.50	1108	39%	81%
Roosevelt	87%	8.50	897	48%	73%
Wilson	83%		1480	12%	88%

Without exemptions, it is possible that these four schools will appear to have less than 80% of students scheduled, and PPS will be obligated to disproportionately allocate both school staffing for the Fall as well as PAT overage payments to these four schools, rather than investing in higher leverage strategies to close the achievement/opportunity gap.

If we adopt the policy, that requires 9<sup>th</sup>-11<sup>th</sup> graders to take a full load, this will likely result in an even greater number of students who at the start of their senior year are on track to exceed all state requirements for graduation. Without this exemption, for 2019-20 and on additional FTE (or other solution) will be needed to cover 12<sup>th</sup> grade.

**V. COMMUNITY ENGAGEMENT (IF APPLICABLE)**

*(Review of all stakeholders, including students and union partners, involved in the development of the proposed policy or resolution)*

No formal dialogue has been held recently.

**VI. TIMELINE FOR IMPLEMENTATION/EVALUATION**

*(What is the timeline? How will progress be measured?)*

There is a public hearing on August 20, 2018, followed by a formal vote by the State Board of Education on September 20, 2018.

The PPS Board should decide whether to take a position in advance of the August 20 public hearing.

## **VII. BOARD OPTIONS WITH ANALYSIS**

*(What action is requested? Outline options and acknowledge other perspectives. Financial costs associated with specific options may be included.)*

### **Option A** Take a position against the proposed Exemptions.

- For 2018-19, this could result in an immediate financial impact of concentrating resources in four High Schools, rather than providing flexibility to target those resources where the highest needs are. School staffing set-aside for the Fall is to be responsive to student and schedule challenges but also for the ESSA-required development of district-managed supports and interventions to schools that get identified later this Fall per the Oregon State Plan. This may mean difficult decisions around trading off
  - concentrated at a few high schools a combination of high class size (and resulting PAT overage payments) as well as last minute FTE (late hires) with
  - having less resources to intervene at struggling schools.
- For 2019-20, without exemptions and with more seniors starting on track, mathematically, there will be additional challenges with keeping an eight period schedule and also having 80% of students fully scheduled. This will result in difficult decisions trading off
  - Continuing an 8 period schedule and maintaining current staffing levels/ distribution resulting in even greater PAT overage payments and high class sizes in a few high schools.
  - Switching to a 5 of 7 schedule (at some or all high schools) and maintaining current staffing levels/ distribution. This would reduce PAT overage concerns, with fewer overall students per teacher, but would result in higher class sizes, fewer course offerings and elective choices, fewer opportunities for ESL and SPED students to take electives, and less time to make up failed courses within the school day. This approach would contradict our stated aims in the High School Four Year Plan tied to Measure 98 funding.
  - Continuing an 8 period schedule and improve staffing at the schools closest to not meeting 80%. Through either
    - Less differentiation of staffing across the high schools, but the same overall amount to all high schools. This would result in transferring FTE away from the schools with the lowest graduation rates to schools with the highest.
    - Increasing staffing at high schools. 2019-20 is the year in which there will be additional PERS obligations, which means that this option will be difficult without reducing service levels in other parts of PPS.

### **Option B** Take a position for the proposed Exemptions

With all of the Exemptions applied, all high schools will comply with 80% of their students being fully scheduled. See staff recommendation (VIII) below.

### **Option C** Take a position for some of the proposed Exemptions, but not others.

Below is a table summarizing the percentage of students, who were fully scheduled at Non-alternative High Schools in October of the 2017-18 school year, with and without the exemptions applied. The percentages in the middle include all of the Exemptions, except the one listed in the table header. For example, if 12<sup>th</sup> Grade On-Track was not an allowed exemption, then only Madison and Roosevelt would meet the 80% of students scheduled full-time. Whereas, if all of the exemptions were allowed except AP courses, then all of the High Schools, except Benson and Wilson would meet the 80% requirement.

School	2017-18 Percent of Students Scheduled Full-Time						
	All Exemptions <i>EXCEPT</i>						All Exemptions
	Without Any Exemptions	Completed Grad. Req.	12th Grade On-Track	College Courses	AP Courses	IB Courses	
Benson	67%	82%	70%	82%	77%	82%	82%
Cleveland	69%	97%	74%	97%	97%	80%	97%
Franklin	79%	93%	78%	93%	90%	93%	93%
Grant	72%	89%	69%	89%	86%	89%	89%
Jefferson	72%	84%	74%	80%	84%	84%	84%
Lincoln	68%	91%	68%	91%	91%	81%	91%
Madison	82%	94%	80%	94%	92%	94%	94%
Roosevelt	84%	94%	83%	94%	93%	94%	94%
Wilson	67%	86%	72%	86%	76%	86%	86%
<b>Total</b>	<b>73%</b>	<b>90%</b>	<b>74%</b>	<b>90%</b>	<b>87%</b>	<b>86%</b>	<b>90%</b>

The table below shows the percentage of Students, attending Non-alternative High Schools in October of the 2017-18 school year, who would qualify for an Exemption. Many students would qualify for more than one exemption, so the column on the end is the de-duplicated percent of students meeting any exemption. For example, a student could be a 12<sup>th</sup> grader On-Track to graduate and be taking an AP course, so this student would be included in the percentage under both 12<sup>th</sup> Grade On-Track and AP Courses.

School	2017-18 Percent of Students by Exemption					Any Exemption
	Completed Grad. Req.	12th Grade On-Track	College Courses	AP Courses	IB Courses	
Benson	0%	18%	0%	21%	0%	29%
Cleveland	0%	19%	0%	0%	58%	58%
Franklin	0%	17%	0%	36%	1%	42%
Grant	0%	21%	1%	35%	0%	48%
Jefferson	0%	15%	6%	0%	0%	20%
Lincoln	0%	20%	0%	0%	51%	55%
Madison	0%	20%	0%	31%	0%	42%
Roosevelt	0%	15%	0%	18%	0%	29%
Wilson	0%	16%	0%	32%	0%	37%
<b>Total</b>	<b>0%</b>	<b>18%</b>	<b>1%</b>	<b>20%</b>	<b>15%</b>	<b>43%</b>

### **VIII. STAFF RECOMMENDATION**

*(Convey the specific recommendation on any and all of the options listed or overall recommendation regarding the item.)*

#### **There are four exemptions under consideration:**

1. Students who have fulfilled all state requirements for graduation;
2. Students who at the start of their senior year are on track to exceed all state requirements for graduation;
3. Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship or work experience opportunities, credits by proficiency.

4. A school district may request permission to exempt an alternative education program.

**We recommend the board support all four of these exemptions.**

1. We have very few students who have fulfilled all state requirements, so this would have little impact. A few students may finish all grad requirements by the end of 11<sup>th</sup> grade but want to graduate with their cohort and continue to take classes. These students maybe put in a position where they must graduate early or take all eight courses.
2. For high school seniors on track to graduate. These students represent a large portion of students choosing not to take a full load. This portion of students will only increase as all 9<sup>th</sup> through 11<sup>th</sup> graders are to be fully scheduled, (which would not have been in previous years). Without this exemption there maybe fiscal and/or equity challenges that will be magnified starting 2019-20.
3. Our current system offers students opportunities to pursue AP, IB, dual credit, internship and work experience. These options help prepare our students for college and career. Our district has struggled to provide these types of opportunities throughout the range of our K-12 experience. Every one of our high schools offers this type of opportunity for our students. Our challenge is that these don't always fit snugly into an eight period day. Commonly there is travel time or the challenge of the course work demands a load lighter than eight full time classes. We recommend the school board support an exemption for any student willing to take on these challenges.
4. Without exempting our alternative programs, we will fail to meet Division 22 standards annually, or potentially be forced to close these schools.

**IX. I have reviewed this staff report and concur with the recommendation to the Board.**



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**Guadalupe Guerrero**  
Superintendent  
Portland Public Schools

August 9, 2018

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**Date**

**PPS District Priorities FY 2018-19**

1. *Set a clear Vision and Strategic Plan*
  2. *Create equitable opportunities and outcomes for all students*
  3. *Ensure systems and structures for performance*
  4. *Allocation of budget, funding and resources to achieve desired outcomes*
-