

Portland Public Schools Board of Education



2009-2010

Agenda

Regular Meeting
January 11, 2010

Graduation Policy First Reading • Creative Science School Initiation

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
January 11, 2010

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

Note: *Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All citizens must abide by the Board's Rules of Conduct for Board meetings.*

Citizen comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Citizen comment on all other matters will be heard during the "Remaining Citizen Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1. **STUDENT PERFORMANCE** 7:00 pm
 - *Poetry Reading* - Anderson DuBoise, Lincoln High School

2. **STUDENT TESTIMONY** 7:10 pm

3. **SUPERINTENDENT'S REPORT** 7:15 pm
 - School Board Appreciation Month

4. **EXCELLENCE IN TEACHING AND LEARNING** 7:25 pm
 - Creative Science School Initiation – *(action item)*
 - Graduation Policy First Reading – *(information item)*
 - High School Redesign – *(information item)*

5. **COMMITTEE REPORTS** 9:00 pm
 - Charter School Committee
 - Community and Student Affairs Committee
 - Finance, Audit and Operations Committee
 - Student Achievement Committee

6. **BUSINESS AGENDA** 9:15 pm

7. **OTHER BUSINESS** 9:20 pm
 - Board Leadership Election - *(action item)*
 - Measures 66 and 67 – *(action item)*

8. **CITIZEN COMMENT** 9:35 pm
9. **ADJOURN** 9:50 pm

The next regular meeting of the Board will be held on **January 25, 2010** at 7:00 pm at the Blanchard Education Service Center.

NOTE: The Board's agendas are focused on the five strategic operatives of the District as found in the 2005-2010 Strategic Plan: Excellence in Teaching and Learning; Excellence in Operations and Services; Strong Partnerships with Families and Community; Leadership for Results; and Continuous Learning Ethic.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P



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STAFF REPORT

SUPERINTENDENT RECOMMENDATION TO THE BOARD

DATE: November 5, 2009

TO: Carole Smith

FROM: Charles Hopson, Deputy Superintendent, District Wide Programs

SUBJECT: Creative Science School Status

I. EXECUTIVE SUMMARY

This item is a follow-up to Board resolution 3639 and which required a review of the Creative Science School (CSS) program status following their move to their own building in 2008. As of the fall of 2009, Creative Science School has fulfilled the requirements of the school initiation process and is operating as a school in all aspects except official status. The Creative Science School has met all elements of the district's definition of a school as per the definitions stated in PPS School Board policy 6.10.022-P. Staff therefore recommends that the Board vote to confer official school status on CSS, effective immediately.

II. BACKGROUND

Creative Science School has been in existence as a program for 23 years in PPS. In 2008, the CSS program moved to the Clark building under the guidance of Board resolution XX and was required to document a growth plan with the goal of provide evidence that sufficient demand existed to warrant official school status by 2009. In June 2009, following the first year in the Clark building, the CSS community asked the Board to consider granting school status, given the evidence of demand and consistent enrollment growth over the previous 2 years. Since that time, CSS has added an additional 42 students in the fall of 2009, and has undertaken to document how the requirements of the PPS school initiation policy have been met. The requested Board action therefore represents the final in a series of actions related to enabling the program to become an official school.

III. FISCAL IMPACT

CSS is currently treated like a school for staffing and operational support purposes, so this status change while not impact the services it receives from the District in a meaningful way. The general fund budgetary impact of moving CSS from a program to a school are limited to the increased administrative cost of shifting from an Assistant Principal position to a Principal to lead the school.

IV. **RELEVANT POLICIES (if applicable)**

This recommendation is governed by the School initiation, reconfiguration and closure policy, 6.10.022-P. CSS will continue to operate as a focus option school governed by the PPS student assignment policy.

V. **COMMUNITY OR JURISDICTION INVOLVEMENT**

Staff has worked with the school administration and Site Council to analyze the requirements of the school initiation policy and to identify how CSS has fulfilled those requirements. This recommendation has been reviewed by the Deputy Superintendents and Chief Academic Officer.

VI. **BOARD COMMITTEE REVIEW**

CSAC will review the recommendation prior to any Board vote.

VII. **STAFF RECOMMENDATION**

After a review of the CSS school initiation report and supporting data, staff recommends that Creative Science School be granted school status, beginning immediately. A summary of our analysis in support of this recommendation is below.

CSS has a pedagogical model and focus that is unique within the PPS portfolio of schools and is serving an area with limited other choice options. Student achievement is strong.

- CSS offers a unique curriculum, and is the only constructivist, inquiry/project-based district-wide choice located in outer North/Southeast Portland.
- Demand is strong across the district for schools with inquiry based instruction, and proving the stability of school status to CSS will help to meet that demand.
- As a Title I program, it is a choice option that is more accessible to students living in poverty than other PPS focus option programs have been to date
- Academic achievement is strong at the school, with 79% of students meeting or exceeding in reading and 89% of students meeting or exceeding in writing.

Enrollment has grown rapidly over the last 2 years and is on track to a sustainable size within the next several years.

- Since the year before it moved to the Clark building, enrollment at CSS has grown from 140 to 260 to 302.
- The program is on track to grow to approximately 45 students, or 2 classes per grade level, in the next 3-5 years, resulting in 450-500 students by 2012-2014. The level of transfer applications indicates that the school could grow at both K and 1st grades and at 6th grade, if slots are made available.
- A recent survey of parents affirms that the CSS community is committed to growing and strengthening the 6-8 element of the program, which currently serves just 64 students
- School status will provide CSS with the symbolic stability to continue to attract families interested in a 9 year commitment.

CSS' growth is not having a disproportionate impact on any surrounding schools.

- Students attend from 37 neighborhoods in PPS, with no one school comprising more than 23% of enrollment. There has been no observable impact on the incoming Kindergarten classes at surrounding schools during the period that CSS has added a section of K.
- Bridger, the home of CSS until 2008, is the largest "sending" neighborhood for CSS. However, as the program has become more well known, the acceptance level from Bridger has dropped. Bridger neighborhood students were 12% of the new students approved to CSS in the 2009 lottery.

- The program also receives 4% of its students from outside PPS, as well as students who had previously attended private and home schools, thus adding to the overall enrollment of PPS.
- CSS will be the only focus option school in the outer northeast and outer southeast section of the city

Diversity is lower than surrounding schools but is increasing.

- CSS has fewer students of color and low-income students than the schools that surround it. However, diversity is slowly increasing as the school grows.
- The number of students who qualify for free & reduces-price meals has risen from 39.6% in 2008 to 41.35%, qualifying CSS for Title I services.
- The number of students who applied for kindergarten at CSS from Head Start programs has increased from 1 in 2007 to 7 in 2009. The CSS community has pledged to build closer ties with the Head Start families who are served in the Clark building, as one strategy to increase the diversity of the school.

The operational impacts of conferring school status are minimal.

- CSS is currently treated like a school for staffing and operational support purposes, so this status change while not impact the services it receives from the District in a meaningful way.
- However, school status will enable CSS to receive Title I services on an equal footing with other title I schools.
- The budgetary impacts of moving from a program to a school are limited to the increased administrator cost of shifting the building leadership from an Assistant Principal position to a Principal position (approximately \$8,000).
- As CSS grows, there will be less space for other service programs to be co-located in the Clark building. A dialogue between staff representing CSS, Head Start and Columbia Regional Programs will be facilitated by Deputy Superintendent Charles Hopson to assure that future facility decisions are made with full input of all stakeholders.

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



**Carole Smith
Superintendent
Portland Public Schools**

Date: November 6, 2009

Creative Science School Initiation Report

This report has been prepared by parents and staff of the Creative Science School Program, with supporting documentation provided by the PPS System Planning and Performance department, in accordance with the District's School Initiation and Closure policy.

I. Overview

The community of staff, parents, and students at Creative Science School wish to be initiated as a school within the Portland Public School District during the fall of 2009. With the move to the former Clark building in 2008, the Creative Science School now fulfills every aspect of the district's definition of a school as per the definitions stated in PPS School Board policy 6.10.022-P. With official school status comes the stability that will allow CSS to move forward with all the momentum of our 23 years to continue to serve our constructivist mission and mindfully serve our students and families.

We will enthusiastically add to our responsibilities the charge to be active participants and proud advocates of the Portland Public School district: a district that strives to balance the needs of its diverse student body. The socio-economic diversity in the CSS population continues to expand and as we have reached 41% free & reduced students in our population, we wish to apply for Title I funding, which is not possible with the current designation of "program".

With school initiation approval, the CSS community will be able to focus its attention on important tasks such as building our middle school program, encouraging interest from under-served populations, and supporting our continued growth. Thank you for your time in this process and we look forward to a positive outcome.

II. Background

Creative Science School has been in existence as a program for 23 years in PPS. In 2008, the CSS program moved to the Clark building under the guidance of Board resolution 3790 (attachment A) and was required to document a growth plan with the goal of providing evidence that sufficient demand existed to warrant official school status by 2009. In June 2009, following the first year in the Clark building, the CSS community asked the Board to consider granting school status, given the evidence of demand and consistent enrollment growth over the previous 2 years. Since that time, CSS has added an additional 42 students in the fall of 2009, and has undertaken to document how the requirements of the PPS school initiation policy have been met. The requested Board action therefore represents the final in a series of actions related to enabling the program to become an official school.

III. Creative Science School model and student achievement

The Creative Science School is a Portland Public School focus option program. CSS is a constructivist school that also uses the Storyline method. CSS is the only school with this unique combination of inquiry based approaches in the Portland Public School District.

Constructivism is the approach to teaching based on the research findings of psychologist Jean Piaget. Piaget's seminal child development research examined how children's thinking develops and matures. Storyline is one of the integrated methods through which CSS educators deliver this shared approach. In line with tenets of constructivism and Storyline, CSS school culture (as defined and supported by the administration, staff, and families):

- Acknowledges and respects all children as problem solvers capable of constructing their own understanding of the world around them.
- Identifies teachers as key facilitators of their students' construction of knowledge; teachers play a critical role in the classroom as they provide pathways and provocations to engage their classroom communities.
- Allows plenty of time and space for children to involve themselves in the active construction of meaningful mental models. (Each child comes with prior personal experience and connections that drive this learning).
- Recognizes that all learning—academic, socio-emotional, the arts—has real-world connections. The learning process is as valued as the end result. Children compare what they see and there is a process of discovery along the way.
- Engages and fosters critical thinking skills through the scientific process/method and inquiry-based curriculum, which is aligned with the PPS and statewide benchmarks.
- Models classroom: collaboration, cooperation, creativity, and communication through the sharing of ideas. Children have more time to listen, hear each other and make decisions based on a wider range of perspectives.
- Underlines its shared commitment to the constructivist theory and Storyline method by including related instruction/professional development in its SIP.

In addition, CSS school culture acknowledges that each child experiences and constructs understanding in different ways. The Storyline method's collaborative nature is ideal for supporting a spectrum of learning styles and abilities. Since children drive their own exploration, they will approach challenges from their strengths while teacher and peers scaffold divergent approaches and perspectives. Members of the group can experiment with new techniques and learning styles within the safety of their close classroom community. This may account for the relatively high percentage (15.4%) of students at CSS who are identified as needing special education services.

As CSS continues to grow, the program utilizes the talents of both our staff and parent community to offer students a wide variety of enrichment, such as Art, Drama, Wellness, Technology, PE, Music, Environmental Education, Gardening. Likewise our growing middle school program will benefit from these offerings as electives. One of the

advantages of being a middle-school student in a small K-8 is the opportunity to mentor younger students. This year, our middle school students are paired with 1st and 2nd grades to enjoy literacy, math, science and storyline together. It is a wonderful opportunity for our students to develop their identities as community members and leaders and to build crucial interpersonal skills.

Student achievement on OAKS for 2009 for Creative Science School Students in grades 3-8 were above district averages at almost all grades, with the exception of writing. Aggregate test scores for all grades are below.

- 79% meeting or exceeding in Reading (%)
- 89% meeting or exceeding in Mathematics (%)
- 36% meeting or exceeding in Writing (%)
- 85% meeting or exceeding in Science. (%)

Creative Science School recognizes the importance of standardized test scores as a measurement of academic achievement and as a source of data to evaluate and plan instruction. However, the program does not believe in “teaching to the test,” or spending an inordinate amount of time instructional time to teach test-taking skills. The program emphasizes teaching students to think critically and solve problems. The Storyline method facilitates this as child work individually and in groups to analyze and solve problems that the teacher presents throughout the storyline. Students are encouraged to explain what their solutions and the processes and strategies they utilized.

Throughout their Storyline students compile their work in topic books, which include brainstorming lists, biographies, their character, pictures, written assignments, vocabulary words, art projects, and/or reflections. The students and teachers may then reflect and assess the work that has gone into the Storyline and have it as a record of their efforts. Topic books may be used for evaluation of a student's abilities and improvement and a way to collect authentic evidence of children's learning. They are a systematic, purposeful and meaningful collection of students' work that reflect and record the day-to-day learning activities of students. It allows teachers to assess children's individual learning styles, enhances their ability to communicate with parents about children's learning, and ensure that the focus and content of assessment are aligned with curriculum goals.

Our Growing Middle School Program

According to a school-wide survey conducted this fall, CSS's status as a K-8 played a significant factor in our families' attraction to CSS: both for the continuity of educational approach and the social-emotional benefits of a tight-knit community that extends through the 6-8 years.

Our middle school program is unique in that we have blended classrooms for a large part of the day. This allows students to move beyond their grade level. It also allows for mentoring of younger students and leadership opportunities for older students. A blended classroom reinforces the idea of the K-8 model. Our students are not isolated; they are part of a smaller 6-8 community *and* the larger K-8 community. They are able to advance beyond their grade level when they are ready. Algebra and Geometry classes are offered

for high school credit and they follow the high school model to allow students to acclimate to the routines and demands of high school.

Our small middle school community allows the teachers to have a personal relationship with students and help them to make the difficult middle school transition. This strong sense of place and recognition results in a stronger sense of belonging and empowerment that can serve them well in their high school careers. Our students leave CSS with a solid foundation in creative critical thinking, collaboration, communication, and cooperation—all identified as crucial for self-motivated success in high school, higher education and the 21st century workplace.

IV. Financial Impact

CSS is currently treated like a school for staffing and operational support purposes, so this status change will not impact the services it receives from the District in a meaningful way. However, school status will enable CSS to receive Title I services on an equal footing with other Title I schools.

The budgetary impacts of moving from a program to a school are limited to the increased administrator cost of shifting from an Assistant Principal to a Principal.

V. Projected enrollment

In Spring 2009, the Strategic Planning and Performance department launched an enrollment data analysis of all elementary, middle and K-8 schools. Schools were ranked based on factors such as sustainable enrollment size, particularly at grades 6-8 in K-8 schools, the density of school building use, and a composite student achievement ranking. CSS was flagged for small size and very small 6-8 grade size. It was also flagged for building density (which did not take into account the space used by other programs on the campus).

While enrollment at CSS is smaller now than the ideal K-8 school size of 450+ students, since the year before it moved to the Clark building, enrollment at CSS has more than doubled from 140 to 260 to 302. Table 1 shows that the program is on track to grow to approximately 45 students, or 2 classes per grade level, in the next 3-5 years, resulting in 450-500 students by 2012-2014.

The expansion of CSS increases access to inquiry based instruction for students from across the district. Students attend from 37 neighborhoods in PPS, with no one school comprising more than 23% of enrollment. Table 2 shows the distribution by neighborhood of the CSS students in October 2008. Table 3 indicates the lottery applicants and approval by neighborhood for the 2009-10 school year. As these reports show, CSS draws a number of students from outside the PPS boundary.

As a focus-option school without a neighborhood catchment, the CSS population is predominantly white (75%). Per the Enrollment and Transfer data, 64% percent of all 2009/10 applicants were White, however 75% of them were accepted. Likewise, while African-American, Asian/Pacific Islander, and Hispanic students comprised 13.7% of the

applicant pool, only 9% were approved. As there is no weighting in the lottery for any ethnic or racial group, we will continue to focus on increasing our diversity to the best of our abilities within the parameters of the existing the lottery system.

While CSS has fewer students of color and low-income students than the schools that surround it, as illustrated in Table 4, diversity is slowly increasing as the school grows. In October 2009, the percentage of students attending CSS that qualified to receive free and reduced price meals was measured at 41.35%, making it the second K-8 focus-option program or school that qualifies for Title I supports (Ockley Green is the other). Focus option programs such as Sunnyside and Odyssey at Hayhurst which share some similar elements of the CSS model are significantly less diverse.

VI. Neighborhood outreach

Our deeply committed administration, staff, and families have demonstrated our commitment to and respect for our neighborhood in the single year we've been in our new location! Present and planned community partnerships include, but aren't limited to the following companies and organizations: The Montavilla Neighborhood Association, The Montavilla Business Association, Portland Nursery, Xerxes Society, Kelly Moore Paints, Urban Forestry Department of Portland Parks and Recreation, SE Uplift, Lowe's, 4-H, Department of Fish and Wildlife, Nike, Oregon State University, and DePave.

CSS has also led or participated in a number of events and neighborhood improvements open to the entire community including: tree recycling, gardens and grounds improvements, a rummage sale, Art Night, and Earth Day celebration. Neighborhood outreach occurred for all of these.

Last year CSS focused a lot of our efforts on improving the school grounds. As such, significant consideration was given to enhancing spaces we share with our neighbors. With the help of partners, we've planted a community butterfly garden at the front of the building. Future plans include transforming the median along the front of the school into a native woodland walk.

This year, in collaboration with local businesses and organizations including The Montavilla Neighborhood Association, CSS is planning a Spring Montavillage Fair that will celebrate and support our community. The event will feature engaging cultural activities and offer valuable resources reflective of our diverse neighborhood's character and needs.

Increased outreach through the Head Start program located on the Clark campus may support the goal of increasing diversity at CSS. As Table 5 shows, enrollment of kindergarten students from Head Start has increased from 0 to 5 since the move from Bridger to the Clark campus.

VII. Facility considerations

As CSS grows, there will be less space for other service programs to be co-located in the Clark building, as illustrated in Tables 6 and 7. A dialogue between staff representing

CSS, Head Start and Columbia Regional Programs will be facilitated by Deputy Superintendent Charles Hopson to assure that future facility decisions are made with full input of all stakeholders.

VIII. Benefits to District

- Serves as a model for innovative teaching methods.
- Offer an overall demand within the district for alternative learning that cannot be met by other focus options alone.
- Satisfies an overall demand for alternative educational programs within the district to families regardless of income.
- Retains PPS families that would otherwise choose private schools or home school. As stated in the attached report from Enrollment and Transfer: The applicants for grades 1–8 not attending PPS schools either attended school in another district, a charter or private school, or were home schooled. These are students who might not have attended a PPS school, if not for their approval into CSS. This applicant pool grew from 14 to 54 students over the three year period (growing from 44% to 56% of all 1st choice applicants who met criteria), while the approvals grew from 3 to 26 students (growing from 27 to 33% of all approvals in grades 1-8).
- Attract families from outside PPS.

IX. Conclusion

The Creative Science School has grown from a PreK to a fully functioning K–8 over the last 23 years. The momentum and stability gained by achieving official school status from the district will allow CSS to move forward with our commitment to increasing diversity and general outreach. CSS will:

- Be eligible to apply for Title I status
- Continue to build strong partnerships with Head Start/Preschool programs in our vicinity.
- Forge stronger community partnerships for continued support
- Coordinate with PPS’s Office of Family Support to make school materials available in multiple languages. These materials will then be made available at local events and organizations. (Storyline a great tool for teaching ESL.)
- Collaborate with our ESL teacher and Head Start neighbors to better appeal to non-English speaking families through improved school information content and distribution.
- Continue to attract families who are not currently enrolled in PPS schools including private, charter and home-schooling networks—particularly in the middle-school grades

RESOLUTION No. 3790Creative Science School**RECITALS**

- A. On January 22, 2007, the Board of Education for Portland Public Schools voted on Resolution No. 3639 which resolved to have a series of community meetings to assess enrollment, staffing and space needs of the K-8 Creative Science School program (CSS), currently housed within Bridger School.
- B. In accordance with the resolution, the Superintendent was charged to lead a process, in consultation with the CSS community that would identify a suitable building for CSS to occupy in Fall 2008. This building would allow CSS to operate as an independent focus school and have sufficient space to grow to a K-8 of 400-600 students. The District hired a facilitator to conduct multiple community meetings and to work closely with the CSS teachers, principal and community members to ensure a balanced and thoughtful school and community process.
- C. Upon the identification of a suitable building, the Superintendent was directed to provide CSS with appropriate administrative leadership and staff support to complete a growth plan and a school initiation process. The process is to include specific targets and criteria for growth to a K-8 school of 400-600 students.

RESOLUTION

- 1. The Board of Education supports the Superintendent's recommendation that the Creative Science School (CSS) program be moved into the Clark School building commencing with the 2008-09 school year, and that transition planning occur during the 2007-08 school year to be ready for the District's Celebration event in 2008.
- 2. Because the present Clark School building has the capacity for approximately 475 students and CSS currently has approximately 165 students enrolled, CSS will co-locate with a compatible program, to be determined by Portland Public School staff with a report to the Student Support and Community Relations Committee.
- 3. In order for the CSS program to continue in an independent facility, the program must be able to demonstrate the ability to grow its enrollment toward 400 students over time.
- 4. The Board of Education directs the Superintendent to provide a status report back to the Student Support and Community Relations Committee by February 1, 2009. Portland Public School staff will work with the CSS program to determine appropriate milestones and a timeline for growth. Enrollment of the CSS program will be assessed within the context of the Marshall cluster schools.
- 5. Administrative support will be provided to the CSS program in accordance with regular District procedures.
- 6. The CSS program and its transition to the Clark School building will be under the supervision of the Marshall Cluster Area Director.

W. Poinsette

10/8/07

Table 1

**Creative Science School Program
Growth Scenarios**

SCHOOL YEAR	KG	1	2	3	4	5	6	7	8	Total
CSS October Enr.	47	37	27	27	28	27	20	23	24	260
CSS 9/22 Physical Count	51	62	43	26	27	29	25	19	20	302

All scenarios assume that CSS will be able to attract students to fill in slots for students who will be lost by attrition, as well as additional students where indicated for expansion (Green shading) and infill (yellow shading).

Growth Scenario I: Incremental Growth from Kindergarten with 2 sections per grade level, plus infill at 1st grade.										
YEAR	KG	1	2	3	4	5	6	7	8	Total
General Ed. Only	51	62	43	26	27	29	25	19	20	302
2010-11	50	54	62	43	26	27	29	25	19	335
2011-12	50	54	54	62	43	26	27	29	25	370
2012-13	50	54	54	54	62	43	26	27	29	399
2013-14	50	54	54	54	54	62	43	26	27	424
2014-15	50	54	54	54	54	54	62	43	26	451
2015-16	50	54	54	54	54	54	54	62	43	479
2016-17	50	54	54	54	54	54	54	54	62	490

Growth Scenario II: Incremental Growth from Kindergarten and infill at 1st grade plus taking additional students at 6th grade										
YEAR	KG	1	2	3	4	5	6	7	8	Total
General Ed. Only	51	62	43	26	27	29	25	19	20	302
2010-11	50	54	62	43	26	27	45	25	19	351
2011-12	50	54	54	62	43	26	50	45	25	409
2012-13	50	54	54	54	62	43	54	50	45	466
2013-14	50	54	54	54	54	62	54	54	50	486

Table 2

Portland Public Schools

Neighborhood Distribution of Students Attending Creative Science (October 2008)

Creative Science										
Neighborhood Where the Students Live	Grade									Total
	KG	01	02	03	04	05	06	07	08	
Abernethy	1			1		2				4
Alameda	1	2				2				5
Arleta	1			2	1			2		6
Atkinson	4	4	1	3						12
Beaumont							1		1	2
Beverly Cleary	1	1	1							3
Bridger	5	5	7	10	8	4	3	6	11	59
Bridlemile					1					1
Capitol Hill	1									1
Chief Joseph					1					1
Clark @ Binnsmead	6	6	2	2	2	4	2	5	3	32
Creston	2	4		1	3	2	3	2	1	18
Faubion	1									1
Glencoe	3	2	2	1	2	1				11
Grout	1				1					2
Hosford								1		1
Humboldt			1				1			2
James John		1				1				2
Kelly	4	1	1	1						7
Lane							1	3		4
Laurelhurst						1	1			2
Lee	2		1			1				4
Lent	1									1
Lewis		1								1
Llewellyn	1									1
Marysville	1	1	2		2		1			7
Mt. Tabor								2	1	3
Rose City Park	1	1	1		1	1				5
Scott	1	2	4	1			1			9
Sellwood							3			3
Sunnyside Environmental					1					1
Vernon	1			1		1	1			4
Vestal	4	5		1	2	2	1	1	5	21
Whitman	1			1	1	1				4
Woodlawn						1				1
Woodmere	2	1			1	1				5
Woodstock			1	1		1				3
Out of District	1		3	1	1	1	1	1	2	11
Creative Science Total	47	37	27	27	28	27	20	23	24	260

**CREATIVE SCIENCE SCHOOL PROGRAM LOTTERY RESULTS
FOR THE 2009-10 SCHOOL YEAR
APPLICANTS INTO CSS**

TABLE 3

Neighborhood School	Status					Total Applicants
	Placed	Waitlisted	Denied-Space	Denied-Criteria Not Met	N/A	
Abernethy E.S.	1		1		1	3
Alameda E.S.		1		1		2
Arleta E.S.	3	2	2	1		8
Atkinson E.S.	2	1	3		1	7
Beach E.S.	1		1		1	3
Beaumont M.S.					1	1
Beverly Cleary School	1	3			1	5
Bridger E.S.	12	3	7	3	5	30
Capitol Hill E.S.			1		2	3
Chief Joseph E.S.	3				1	4
Clark @ Binnsmead K-8	12	8	2	3	2	27
Creston E.S.	3	3		1	5	12
Duniway E.S.	3	2	1			6
Faubion E.S.	1					1
Glencoe E.S.	8	4	2	1		15
Grout E.S.	1	1	1		2	5
Hosford M.S.	2	1		1		4
Humboldt E.S.			1			1
Irvington E.S.	1					1
Kelly E.S.				1		1
King E.S.	1	1		1		3
Lane M.S.					1	1
Laurelhurst E.S.	3	1			1	5
Lee E.S.	3				1	4
Lent E.S.	5	1		1	1	8
Lewis E.S.		2			1	3
Llewellyn E.S.	2					2
Marysville E.S.	8	2		5	3	18
Mt. Tabor M.S.	2	2				4
Ockley Green Arts School					1	1
Rigler E.S.	1					1
Roseway Heights	1	1			4	6
Sabin E.S.		2				2
Scott E.S.	3	4	3	1	2	13
Sellwood M.S.					1	1
Sunnyside Environmental	1	1		1		3
Vernon E.S.	3	1	1	3	3	11
Vestal E.S.	4	4	2		4	14
Whitman E.S.	2	2		1	1	6
Woodlawn E.S.	1	1	1			3
Woodmere E.S.		1	1	1		3
Woodstock E.S.	3			1	2	6
NonResident	4	2	19	2	1	28
Total Applicants	101	57	49	29	49	285

**CREATIVE SCIENCE SCHOOL PROGRAM 3-YEAR SUMMARY
LOTTERY PROCESS ONLY**

TABLE 4

All Applicants

School Year	Applicants by Ethnicity										F/R Meal Eligibility		Total Applicants
	White # %	African American # %	Hispanic # %	Asian/Pacific Islander # %	American Indian/Alaskan Native # %	Multiple # %	Unknown # %	Yes # %	No # %				
2007-08	97 66.0%	6 4.1%	7 4.8%	14 9.5%	2 1.4%	2 1.4%	19 12.9%	37 25.2%	110 74.8%	147			
2008-09	154 71.3%	6 2.8%	7 3.2%	28 13.0%		6 2.8%	15 6.9%	71 32.9%	145 67.1%	216			
2009-10*	183 64.2%	9 3.2%	5 1.8%	23 8.1%	2 0.7%	8 2.8%	55 19.3%	82 28.8%	203 71.2%	285			

Approvals

School Year	Approvals by Ethnicity										F/R Meal Eligibility		Total Approvals
	White # %	African American # %	Hispanic # %	Asian/Pacific Islander # %	American Indian/Alaskan Native # %	Multiple # %	Unknown # %	Yes # %	No # %				
2007-08	65 74.7%	1 1.1%	6 6.9%	7 8.0%	2 2.3%		6 6.9%	21 24.1%	66 75.9%	87			
2008-09	80 77.7%	3 2.9%	3 2.9%	14 13.6%		1 1.0%	2 1.9%	38 36.9%	65 63.1%	103			
2009-10*	76 75.2%	3 3.0%	2 2.0%	5 5.0%		4 4.0%	11 10.9%	31 30.7%	70 69.3%	101			

* For the 2009-10 school year, Free/Reduced Eligibility data is based on preliminary application data as of 9/9/09.

**CREATIVE SCIENCE SCHOOL PROGRAM
APPLICANT REVIEW
SCHOOL YEARS 2007-08 THROUGH 2009-10
LOTTERY PROCESS ONLY**

**Kindergarten Applicants Attending Head Start Pre-K Programs
At Time Of Application**

School Year	1st Choice Applicants Meeting Criteria Kindergarten	Head Start 1st Choice Applicants*		Head Start 1st Choice Approvals		Total CSS Slots	Head Start % Total CSS Approvals
		#	%	#	%		
2009-10	64	7	11%	5	71%	50	10%
2008-09	53	4	8%	4	100%	50	8%
2007-08	34	1	3%	0	0%	25	0%

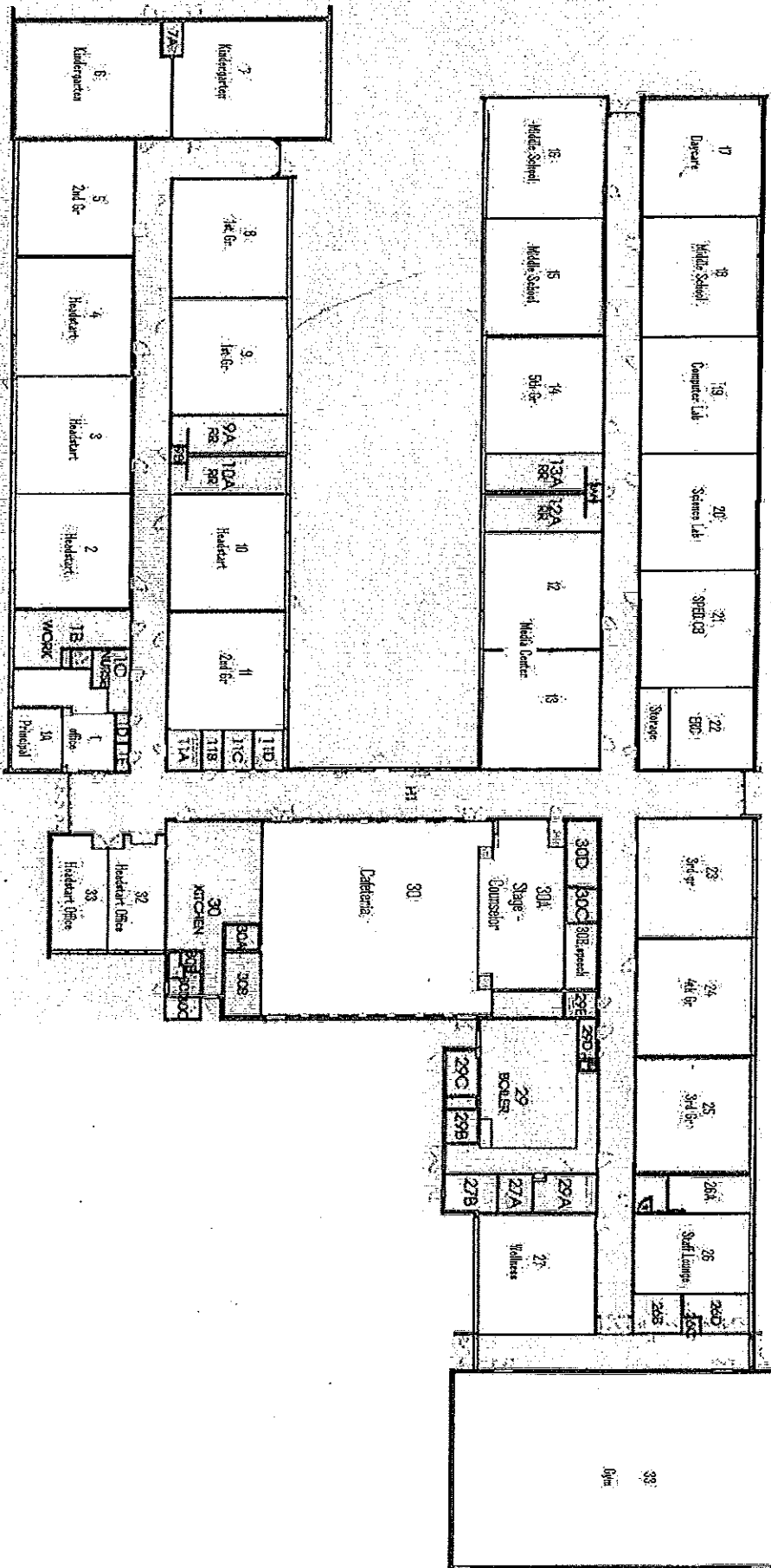
**Grades 1 Through 8 Applicants Attending Non-PPS Schools
At Time Of Application**

School Year	1st Choice Applicants Meeting Criteria Grades 1-8	Non-PPS School 1st Choice Applicants*		Non-PPS School 1st Choice Approvals		Total CSS Slots	Non-PPS School % Total CSS Approvals
		#	%	#	%		
2009-10	97	54	56%	26	48%	78	33%
2008-09	87	22	25%	9	41%	73	12%
2007-08	32	14	44%	3	21%	11	27%

Note: Non-PPS School includes home schooled, private, charter and non-resident applicants.

* Includes applicants meeting criteria only.

Table 6



CREATIVE SCIENCE

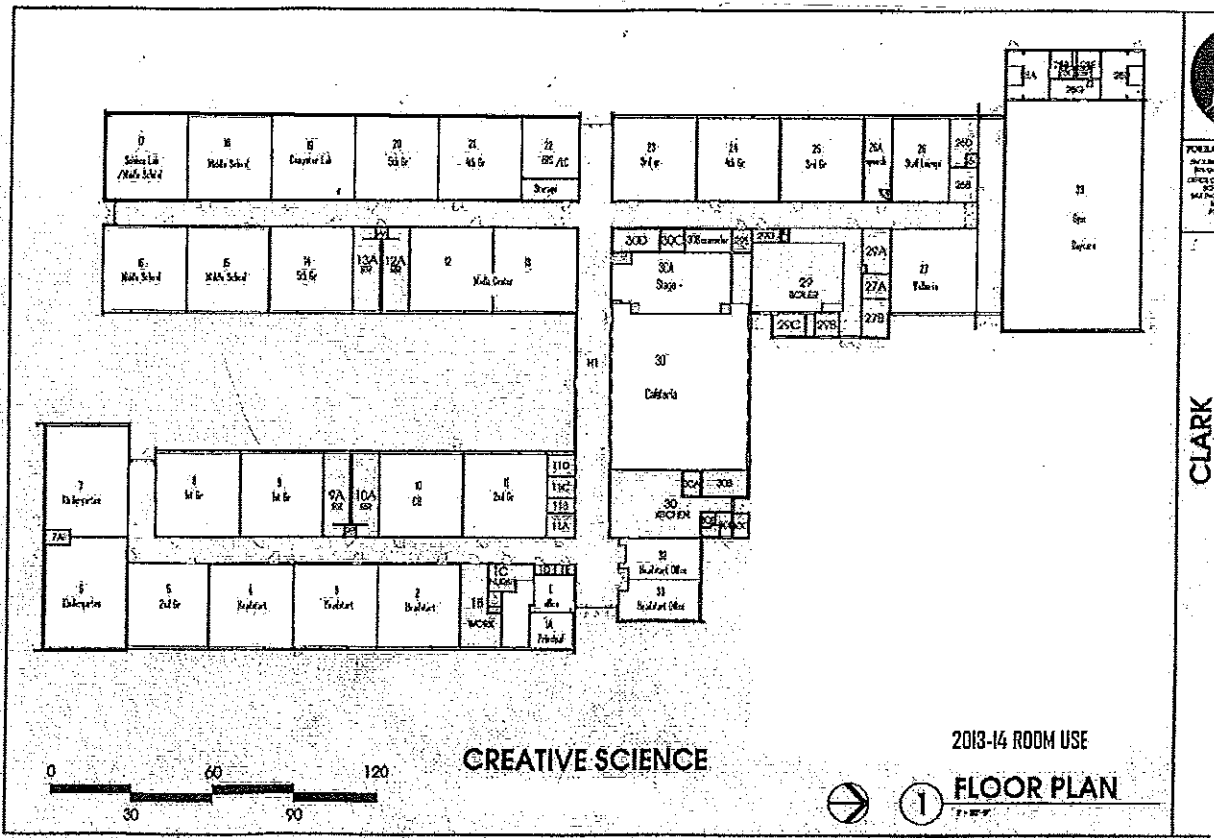


1 FLOOR PLAN

2010-11 ROOM USE



Table 7





PORTLAND PUBLIC SCHOOLS

Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107
Telephone: (503) 916-3741 • FAX: (503) 916-2724

BOARD ITEM STAFF REPORT

FROM: Xavier Botana

DATE: January 6, 2010

RE: Policy Change Recommendation 4.20.042-P

BOARD ITEM STAFF REPORT

I. BACKGROUND

In 2005, the Portland Public Schools Board of Directors approved a diploma requirements policy which set out expectations beyond the State requirements in math, science, world language and Pathways. Since that time the State Board of Education has increased state diploma requirements and has eliminated the Certificate of Initial Mastery (CIM) and the Certificate of Advanced Mastery (CAM). These changes need to be made to PPS policy in order to appropriately comply with the State. In May 2009, the Board reviewed one of these changes and approved a waiver for the Pathways Portfolio requirement until the Class of 2011. At that time Board members asked staff to make all the needed changes to align with State regulations. As the team reviewed PPS policy and practices, it became clear additional changes would be necessary. Staff have been focused on researching the programmatic and fiscal impact of implementing the current PPS defined world language and Pathways requirements. This research was shared with principals and they investigated and discussed the impact at their schools. In August 2009, the diploma requirements policy was discussed at a Board work session. Based on this research and subsequent discussions, staff is recommending a number of specific changes to the policy. At this time, these changes are primarily designed to move PPS into full compliance with the graduation requirements for the State of Oregon.

II. STAFF RECOMMENDATION

Change Policy 4.20.042-P to:

1. Move the requirement for the Senior Portfolio from the class of 2009 to 2011. (This aligns with the waiver approved by the Board in May 2009.)
2. Align the policy to revised State regulations:
 - a. Remove CIM and CAM requirements;
 - b. Include personalized learning requirements: (1) Develop a personalized learning plan, (2) demonstrate career related learning standards, (3) participate in career related learning experiences, and (4) complete an extended application;
 - c. Revise the Modified Diploma, Extended Diploma and Alternative Certificate options;
 - d. Remove Pathways credits requirement; and
 - e. Include credit for proficiency.

III. FISCAL IMPACT

These changes do not have significant fiscal implications.

IV. COMMUNITY OR JURISDICTION INVOLVEMENT

The Diploma Policy work team, who developed the initial staff recommendations, is made up of administrators from various District departments and the recommendations have been reviewed by high school principals.

V. LINK TO CURRENT SCHOOL POLICIES (If any)

This is a change to current policy. Subsequently, Administrative Directives will be developed to guide implementation of this policy.

VI. BOARD COMMITTEE REVIEW

The Student Achievement Committee reviewed initial changes in May 2008. They had an update on the work in Fall 2008. They again reviewed the policy in April 2009. In August 2009, at a Board of Directors Retreat the Diploma Policy work team briefed the Board about the policy and the need for specific changes. The Student Achievement Committee had reviewed and recommended these policy revisions to the full Board on January 5, 2010.

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



**Carole Smith
Superintendent
Portland Public Schools**

January 6, 2010

Date

Portland Public School District 1st Reading

DATE: January 11, 2010

Notice of Proposed Policy Amendment and Public Comment for Diploma Requirements – 4.20.042-P

The Portland Public School District is providing Notice of Proposed Policy Amendment and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district Web site noted below. Written comments must be submitted by 5:00 p.m. on the Last Date for Comment listed below.

1st Reading by: Trudy Sargent, Co-Chair, Portland Public School Board

Summary: This action would amend existing policy.

Draft Policy Web Site:

<http://www.pps.k12.or.us/departments/board/872.htm>
(click on draft policy link).

Recommended for 1st Reading by: Student Achievement Committee

Policy Contact: Lynda Rose, Board Office

Last Date for Comment: February 1, 2010

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: lrose@pps.k12.or.us

Last Date for Comment: February 1, 2010



BOARD POLICY

Diploma Requirements

4.20.042-P

Diploma requirements are a significant indicator of the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements as well as all district requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate which meet or exceed state requirements.

I. High School Diploma Requirements

A. To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

B. **Class of 2010**

Subject	Credits
English	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	8
Total Credits	24

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application.



BOARD POLICY
Diploma Requirements

4.20.042-P

C. Class of 2011

Subject	Credits
English	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third World Language credit	1
Electives	6
Total Credits	24

1. In addition to the above credit requirements, students must:
 - a) Develop a Personal Education Plan,
 - b) Demonstrate Career Related Learning Standards,
 - c) Participate in Career Related Learning Experiences,
 - d) Complete an Extended Application
2. Effective July 1, 2010, each student must meet the requirements for the year in which the student receives the diploma.



BOARD POLICY
Diploma Requirements

4.20.042-P

D. Class of 2012 and Beyond

Subject	Credits
English	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	1
Electives	6
Total Credits	24

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application.
 2. If they were enrolled in grade 9 during the 2008-09 school year or after, students must demonstrate proficiency in the Essential Skills using assessment options that are approved by the State Board of Education. Requirements and procedures for assessment options will be specified in an accompanying Administrative Directive approved by the Superintendent.
- E. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.



BOARD POLICY
Diploma Requirements

4.20.042-P

- F. Proficiency credit will be awarded in accordance with State law and district guidelines.

II. Modified Diploma Requirements

- A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.
- B. To be eligible for a modified diploma a student must:
1. Have a documented history of an inability to maintain grade level achievements due to significant learning and instruction barriers; or
 2. Have a documented history of a medical condition that creates a barrier to achievement.
 3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
English	3
Mathematics	2
Science	2
Social Studies	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	24



BOARD POLICY

Diploma Requirements

4.20.042-P

4. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application
- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Proficiency credit may be awarded in accordance with State law and district guidelines.
- E. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.
- F. Students who entered high school prior to July 1, 2007 will meet the requirements that were in place at the time of enrollment.

III. Extended Diploma Requirements

- A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.
- B. To be eligible for an extended diploma a student must:
 1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
 2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.
 3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
 4. Have a documented medical condition that creates a barrier to achievement.
 5. Earn the following 12 credits between grade nine through the completion of high school:



BOARD POLICY
Diploma Requirements

4.20.042-P

Subject	Credits
English	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Students who entered high school prior to July 1, 2007 will meet the requirements that were in place at the time of enrollment.

IV. Alternative Certificate Requirements

- A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
- B. An alternative certificate will be awarded based on a student's needs and achievement.
- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

V. Additional Information

- A. **Graduating in Less Than Four Years:** The district will award a diploma to a student fulfilling graduation requirements in less than four years upon



BOARD POLICY

Diploma Requirements

4.20.042-P

the request of the student and, if required, the consent of the student's parent or guardian.

- B. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless student is deemed ineligible due to discipline violations.
- C. **Issuance of Diplomas to Veterans:** As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:
 - 1. The person was discharged or released under honorable conditions, and
 - 2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313)

4.20.042-P Graduation Requirements – High School

Recognizing that graduation requirements are a significant indicator of the high expectations Portland Public Schools maintain for every student, the Board will establish graduation requirements that meet or exceed state standards. A student graduating from a Portland Public School District High School shall have completed all state requirements as well as all district requirements including those specified here.

I. Residence and Attendance Requirements

- (1) Senior Residence. To receive a diploma from Portland Public Schools, the student must be in attendance at least one semester of his/her senior year, except on recommendation of the principal with the approval of the Office of the Superintendent.
- (2) Resident at State Institutions. A student, upon successful completion of a high school program in certain state institutions as described in ORS 339.860, shall be issued a diploma by Portland Public Schools when requested to do so by that institution, even though provision (1) above has not been met.
- (3) Attendance Requirements. Students are urged to attend secondary schools for a full four-year period. By so doing, they will be able to take advantage of the rich array of opportunities available within each Portland Public Schools secondary school, as well as through participation in alternative programs. Variations, however, both in terms of early or delayed graduation, shall be available to students as needed. Accordingly, provisions may be made for a student to complete requirements for graduation in as short a time as three years, or as long as five years. The principal will determine the duration of the program based on the needs of the student, the request of the parents, and the recommendation of the teachers and the student's counselor.

II. Credit Requirements

4.20.042-P Graduation Requirements – High School

- (1) Through the class of 2008, a minimum of 22 units of credit, including four credits of Language Arts, three credits of Social Science, two credits of Mathematics, two credits of Science, one credit of Physical Education, one credit of Health, and one credit of either Applied Arts, Fine Arts or World Language, shall be required for graduation from Portland district schools. The State Board of Education and/or the Portland Public Schools Board of Education shall specify these units. In addition, a specific school with the approval of the district may increase the number of unit requirements up to 24 when the nature of an alternative program or special area of study requires additional units of work for mastery. The school shall then be responsible for publishing and making known to all students and parents any special requirements, which may be adopted.
- (2) Beginning with the class of 2009 a minimum of 24 units of credit, including four credits of Language Arts, three credits of Social Science, three credits of Mathematics, three credits of Science, one credit of Physical Education, and one credit of Health shall be required for graduation from Portland Public Schools. The State Board of Education and/or the Portland Public Schools Board of Education shall specify these units. In accordance with State Board of Education amended diploma requirements as defined in OAR 581-022-1130, Portland Public Schools graduates will earn one proficiency-based credit for the development of a Senior Career Pathway Portfolio/Project that documents a collection of evidence in support of their Education Plan and Profile, and eight elective credits, one of which will be either Applied Arts, Fine Arts or World Language, and at least three of which are aligned to one of the six Career Pathway areas (Business Management Systems, Health Systems, Human Resources, Arts and Communications, Industrial/Engineering and Natural Resource Systems).
- (3) Beginning with the class of 2011, in addition to the requirements set out in (2) above, all graduates will also be required to complete two credits of the same World Language and earn 25 total credits.

4.20.042-P Graduation Requirements – High School

- (4) Unit requirements for graduation shall be designed to develop understandings and skills beyond the minimum competencies level. They shall provide for enriching opportunities for educational growth and development in all areas of learning, including the academic and career goals associated with the transition to postsecondary education.
- (5) Certificate of Initial Mastery. Students meeting all state Certificate of Initial Mastery (CIM) requirements shall earn one (1) proficiency-based elective credit. Beginning with the class of 2009, graduates shall either meet Oregon CIM requirements, or demonstrate a Portland Public Schools proficiency level through the completion of the eight (8) CIM work samples for those requirements not met on the state CIM assessments.
- (6) Certificate of Advanced Mastery. Students meeting all state CAM requirements shall earn one (1) proficiency-based elective credit. Beginning with the class of 2007, students shall be required to participate in Oregon Certificate of Advanced Mastery (CAM) related learning experiences as defined by the Portland school district. Beginning with the class of 2009, graduates shall either meet CAM requirements, or demonstrate a Portland Public Schools proficiency level on their CAM related learning experiences through their Senior Career Pathway Portfolio/Project. Students shall demonstrate proficiency levels to meet either district or state CAM standards.
- (7) Options for Earning Units of Credit. Credit may be earned toward graduation through:
- (a) Satisfactory completion of a planned course meeting the specifications of State Standards.
 - (b) Off-campus accredited programs including correspondence courses and distance-learning programs, which meet the criteria established by the state for units of credit and by the Portland Board of Education for off-campus programs. Students may utilize off-campus credit in meeting part of

4.20.042-P Graduation Requirements – High School

their graduation requirements;

- (c) Credit may be offered for selected academic courses taken prior to grade nine if the pre-grade nine course meets the same, or equivalent, criteria as the high school course. Students must earn a grade of satisfactory or better, and enroll in the next appropriate course at the high school.
- (d) Proficiency credit may be awarded in accordance with amended State Board of Education policy as defined in OAR 581-022-1131 and district guidelines.

III. Miscellaneous Course Specifications

- (1) Combined Courses. Units and grades earned in combined classes such as English-Social Studies shall be recorded separately according to the appropriate subject areas.
- (2) Course Syllabi shall be written for courses in grades nine through twelve and shall be available to students, staff, parents, the district school board and other interested individuals in accordance with State Board of Education Policy as defined in OAR 581-022-1130 and district guidelines.
- (3) The district reserves the right to limit class offerings due to low classroom enrollment.

IV. Summer Completion

A student who fails to obtain the required credits and minimum competency requirements by the end of the senior year and makes up the work during the summer shall receive a diploma upon satisfactory completion of District requirements. Such students may participate in graduation exercises held the following year, with building principal approval. Participation in graduation exercises before all necessary requirements are met is not permitted.

V. Transfer of Credits

4.20.042-P Graduation Requirements – High School

- (1) Standard Secondary Schools. Schools will accept credits from an accredited standard secondary school in this or other states on the same basis as if the work had been completed in this state and in this District. Students will be eligible for credit in academic courses such as Comparative Religion, but not for courses of religious instruction.
- (2) Nonstandard Secondary Schools. The value of credit from nonstandard secondary schools must be determined through individual examination of each case. Students transferring from Districts requiring different kinds of courses than are specified in Portland Public Schools should receive comparable credit as seems reasonable by the principal.
- (3) Foreign Study/Foreign Schools. Principals have the responsibility for equating subjects taken under the various approved foreign study programs. Principals may waive graduation requirements because transcripts are unavailable or because certain courses, such as Physical Education, related to earlier years in high school are not recorded. Since some documents are impossible to obtain, it is appropriate to conditionally accept students at the level in high school, which the parent(s) assert was their former placement. If they perform satisfactorily in high school during the time they are in fact enrolled, then this could be taken as evidence that they have satisfactorily completed all course work for earlier grade levels. Students can then be granted diplomas. The school shall place on transcripts the statement that previous high school credits earned have been accepted without documentation because of exceptional circumstances.
- (4) Correspondence Courses. Transfer of credit is granted for accredited correspondence courses provided such work has been taken from the Division of Continued Education, the Oregon State System of Higher Education, or another member of the National University Extension Association.
- (5) Private Alternative Schools
 - (a) Upon entering or re-entering a public school from a private alternative school, the state standards require that the school principal determine the amount of credit to be accepted for work done in the private or non-accredited schools.

4.20.042-P Graduation Requirements – High School

- (b) In the case of students transferring from a private alternative program which is funded by the District, such credit for work satisfactorily completed, pursuant to OAR 581-022-1350, will be granted by the local high school on the basis of a favorable evaluation of the private alternative program by Alternative Education Services.
- (c) Credits earned in a private alternative school by a student who has never been enrolled, or who does not return to the public school after enrollment in a private alternative school, need not be entered on the student's transcript. Likewise, no graduation recognition or modified diploma should be awarded for work done in the private alternative school unless the student has in fact transferred to the public school. In instances where the student does wish to transfer to the public school to receive credit for graduation purposes, such re-enrollment and attendance must be for not less than one semester of their senior year.

VI. Diplomas

- (1) Types of Diplomas. Diplomas awarded will be of two types, the regular and the modified.
 - (a) A **regular high school diploma** shall be issued to students who meet regular unit credits and competency requirements as defined by Portland Public Schools Board of Education Policy 4.20.042-P. Students with sensory handicaps only will be regarded as having met the regular competencies if unit requirements are otherwise met. The regular diploma will indicate completion of Certificate of Initial Mastery and/or Certificate of Advanced Mastery, as appropriate.
 - (b) A **modified high school diploma** may be issued to a qualified student who may not have been able to meet course competencies due to an identified learning disability or limited English proficiency. Students earning a modified diploma will have met the minimum credit requirements (24) through a combination of regular and modified programming.
- (2) Signatures. The diplomas of high school graduation students shall bear the signature of the Board Chair(s) in office on the

4.20.042-P Graduation Requirements – High School

date of graduation, the Superintendent and the principal of the particular school.

VII. Graduation Lists

- (1) To avoid the exploitation of students, the names and addresses of students of the District's schools shall not be supplied to any individual, institution or organization for any purpose, except as follows: those firms selected by a school to supply graduation announcements, jewelry, portraits, etc. may receive the names and addresses of seniors in the school, which they are designated to serve. Such a list shall be accompanied by a letter from the principal advising the selected firm that the names and addresses may not be supplied to any other individual, institution or organization for any purpose, and shall be returned to the school upon completion of contracted commitments. Failure to comply with these conditions may result in future disqualification of non-complying firms.

Note: Other pertinent policies and administrative directives:

- 4.20.041-AD – Promotional Exercises-Eighth Grade
- 4.20.043-AD – Graduation Requirements – High School- Credit by Examination
- 4.20.044-AD – Graduation – Pregnant or Parenting Students
- 4.20.045-AD – Graduation – Exchange Students
- 4.20.046-AD – Graduation and Commencement – Related Activities
- 4.20.047-AD – Commencement Exercises

History: Adpt 6/71; Amd 10/72; Amd 6/72; Amd 5/76; Amd 10/76; Amd 2/84; Amd 9/9/02 (BA 2420); Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313).

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

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REGULAR BUSINESS MEETING

January 11, 2010

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4196 through 4201

RESOLUTION No. 4196

Election of Temporary Administrators

RECITAL

The following persons have served or will serve in administrative positions with the District, and the Superintendent recommends them to the Board of Education ("Board") for election as Temporary Administrators.

RESOLUTION

The Board accepts the Superintendent's recommendation and by this resolution hereby elects as Temporary Administrators for the school year 2009-10 the following persons, according to the employment terms and conditions set out in the standard District contract, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

First	Last	ID
Sally	Johnson	003061
Susan	Tong	004839

H. Harris

RESOLUTION No. 4197

Election of First-Year Probationary Teachers (Full-Time)

RECITAL

The Superintendent recommends to the Board of Education (“Board”) the following named persons for election as First-Year Probationary Teachers.

RESOLUTION

The Board accepts the recommendation and by this resolution hereby elects as First-Year Probationary Teachers for the school year 2009-10, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last	ID
Isabel	Recht	016146
Jerae	Bjelland	018695
Kate	Dilworth	018692
Jenny	Gapp	018693
Christine	Klein	018626
Erin	McDonnell	018694
Hannah	Miljkovic	017285
Nicole	Miller	018678
Harold	Sairanen	018723
Emilia	Schwing	018625
Kristine	Suihkonen	018686
Thomas	Thompson	018679
Sofia	Segurola-Calderon	018691

H. Harris

RESOLUTION No. 4198

Election of Second-Year Probationary Teachers (Full-Time)

RECITAL

The Superintendent recommends to the Board of Education (“Board”) the following named persons for election as Second-Year Probationary Teachers.

RESOLUTION

The Board accepts the recommendation and by this resolution hereby elects as Second-Year Probationary Teachers for the school year 2009-10, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last	ID
Christina	Braun	013883
Sarah	Bacus	016013
Elizabeth	Middleton	015617

H. Harris

RESOLUTION No. 4199

Election of Third-Year Probationary Teachers (Full-Time)

RECITAL

The Superintendent recommends to the Board of Education (“Board”) the following named persons for election as Third-Year Probationary Teachers.

RESOLUTION

The Board accepts the recommendation and by this resolution hereby elects as Third-Year Probationary Teachers for the school year 2009-10, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last	ID
Trevor	Butenhoff	016633

H. Harris

RESOLUTION No. 4200

Election of First-Year Probationary Teachers (Part-Time)

RECITAL

The Superintendent recommends to the Board of Education (“Board”) the following named persons for election as First-Year Probationary Teachers.

RESOLUTION

The Board accepts the recommendation and by this resolution hereby elects as First-Year Probationary Teachers for the school year 2009-10, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last	ID
Jeffrey	Berliss	018992
Marie	Meyer	016498
Helen	Wahl-Stephens	011123
Lydia	Wells	018678
Anne	Witt	008208

H. Harris

RESOLUTION No. 4201

Appointment of Temporary Teachers and Notice of Nonrenewal

RESOLUTION

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

Full Name	Location	Job Title	FTE	Start Date	End Date
	SPED Itinerant @	Teacher-SPED Sp/Lang			
Bartels, Mary J	BESC	Path	0.20	11/30/2009	6/18/2010
Collins, Diana C	George MS	Teacher-MS LA	1.00	1/11/2010	4/12/2010
		Teacher-SPED Learning			
Combs, Michael R	Benson HS	Center	0.50	11/24/2009	6/18/2010
Gibson, Neil K	Lincoln HS	Counselor-HS	1.00	11/16/2009	6/24/2010
Haskell, April M	BESC	Teacher-K8 Reading	1.00	9/1/2009	6/18/2010
Hatswell, Samantha		Teacher-SPED Learning			
	Madison HS	Center	1.00	9/1/2009	6/18/2010
Heiney, Kay A	BESC	TOSA - SPED	1.00	11/19/2009	3/20/2010
	SPED Itinerant @				
Nicholson, Todd L	BESC	School Psychologist	0.90	11/30/2009	6/18/2010
		Teacher-ES-ESL/BSmall			
Packard, Jane	ESL @ Roosevelt	School Sup	.25	9/2/2009	6/18/2010
Reiner, Kenneth G	Jackson MS	Teacher-MS Gr 8 Math	1.00	12/7/2009	3/28/2010
Shipley, Kathleen E	Rigler K-8	Teacher-K8 ESL/Bilingual	1.00	12/1/2009	6/18/2010
	Ockley Green	Teacher-K8 Gr 6			
Sinnott, Jill A	K-8	LA/Math/Sci	1.00	11/16/2009	3/28/2010
Smith, Suzanne L	Maplewood K-5	Teacher-ES Gr 4	1.00	3/1/2010	6/18/2010
Spotts, Allison F	George MS	Teacher-MS ESL	1.00	11/23/2009	6/18/2010
Stahl, Susan	Wilson HS	Counselor-HS	0.80	1/4/2010	6/24/2010
Tighe, Betsy J	Rice Site	Media Specialist(190)	0.50	12/4/2009	5/1/2010
Urbano-		Teacher-ES Gr 4-5			
Neilson, Diane	Atkinson K-5	Sp Immer/ELD	1.00	12/3/2009	4/3/2010
	Southwest	Teacher-SPED Learning			
Zambrano, Betty L	Charter School	Center	0.50	1/4/2010	6/18/2010

H. Harris

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4202 and 4203

RESOLUTION No. 4202

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

RECITAL

Board Policy 8.90.101-P, "Contracts," requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount reaches \$25,000 or more annually per contractor. Contracts meeting this criterion are listed below.

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Fund, Department, Grant/Project	Contract Amount, Payment Total*	Responsible Administrator
CDW Government, Inc.	12/15/09	Purchase Order PO 89799	Lane 6-8: Ratification of Purchase Order for mobile computer lab for Striving Readers Grant reading intervention classroom.	Fund 205 Dept. 5407 Grant G0718	\$26,507 \$2,062,969	X. Botana
Oregon Museum of Science and Industry	09/11/09 through 06/15/10	Personal / Professional Services PS 57143	Pauling Academy 9-12: Ratification of contract for camps and museum passes.	Fund 299 Dept. 3621 Grant S0082	\$25,000 \$16,315	D. Hamilton
Right Systems, Inc.	01/12/10 through 03/31/10	Personal / Professional Services PS 57262	District-wide: Design and implementation of Active Directory software.	Fund 191 Dept. 5581 Project A1017	\$41,500 \$0	N. Jwayad
Robert Half International, Inc.	01/04/10 through 05/04/10	Personal / Professional Services PS 57XXX	BESC: Ratification of contract for hourly professional services of IT Senior Financial Analyst.	Fund101 Dept. 5581	\$40,000 \$61,844	N. Jwayad
Strada Communications	09/01/09 through 06/30/10	Personal / Professional Services PS 57192	District-wide: Ratification of contract for transcription services on a temporary basis for District deaf and hard of hearing students.	Fund 101 Dept. 5414	\$35,000 \$30,135	J. Mabbott
Grainger	12/07/09	Purchase Order PO 89530	District-wide: Custodial lighting and building supplies, per State of Oregon contract no. 5160-PA.	Fund 101 Dept 5593	\$60,000 \$36,622	T. Magliano

Open Meadow	11/15/09 through 12/15/09	Personal / Professional Services PS 57195	POWER Academy 9-12: Ratification of contract for site visits, interviews, observations and feedback from students and staff on how racial and ethnic diversity impact the school climate and student success. Professional development with teachers and post-assessment follow ups.	Fund 205 Dept. 3332 Grant G0658	\$3,500 \$1,084,489	C. Williams
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AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Fund, Department, Grant/Project	Amendment Amount, Contract Total, Payment Total*	Responsible Administrator
Jan Howell-Spiesman Counseling & Consulting	12/01/09 through 06/15/10	Personal / Professional Services PS 55130 Amendment 6	George 6-8: Ratification of contract for school improvement training and coaching of ENVoY Nonverbal Classroom Management for staff during school year 2009-10.	Fund 205 Dept. 2156 Grant G1069	\$7,000 \$35,900 \$8,450	C. Brush
Catapult Learning, LLC	11/09/09 through 06/30/10	Personal / Professional Services PS 57096 Amendment 1	Multiple Sites: Ratification of contract for additional Title I tutoring services in literacy and math at Open Meadows Middle and High Schools and De La Salle High School.	Fund 205 Dept. 6928 Dept. 6938 Grant G 0987	\$40,243 \$454,238 \$139,824	C. Brush
Garten Services, Inc.	07/01/09 through 06/30/10	General Services GS 56157 Amendment 3	District-wide: One-year renewal for electronic waste removal and recycling service.	Fund 101 Dept. 5581	\$30,000 \$132,400 \$43,355	N. Jwayad
School-Link Technologies, Inc.	01/01/10 through 12/31/10	Personal / Professional Services PS 51799 Amendment 10	District-wide: Ratification of contract for Nutrition Services information system annual maintenance renewal.	Fund 202 Dept. 5570	\$63,618 \$1,1186,779 \$4,010	N. Jwayad
Modern Building Services, Inc.	01/12/10	Purchase Order PO 84924 Change Order 1	Green Thumb: Purchase of modular classroom building – electrical and delivery changes.	Fund 205 Dept. 5414 Grant G0986	\$3,696 \$139,091 \$289,490	T. Magliano

Pinnacle Risk Management Services, Inc.	01/20/10 through 01/19/11	Service Requirements SR 53337 Amendment 7	District-wide: Workers' compensation claims management.	Fund 601 Dept. 5540	\$218,000 \$1,038,095 \$79,348	B. Meyers
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INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

Contractor	Contract Term	Contract Type	Description of Services	Fund, Department, Grant/Project	Contract Amount	Responsible Administrator
University of Oregon	12/01/09 through 07/31/10	IGA 57242	District-wide: Ratification of contract for foreign language assistance program.	Fund 205 Dept. 5408 Grant G0964	\$25,000	D. Fernandez

* “Payment Total” is the total amount actually paid to the vendor since July 1, 2009, and thus may be more or less than the “Contract / Amendment Amount” or “Contract Total.” Payment Total is not included for IGAs.

M. Gunter

RESOLUTION No. 4203

Expenditure Contracts that Exceed \$25,000 Limit for Delegation of Authority
Office of School Modernization Projects Fund

RECITAL

Board Policy 8.90.101-P, "Contracts," requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount reaches \$25,000 or more annually per contractor. Contracts meeting this criterion are listed below.

RESOLUTION

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

Office of School Modernization – Professional Services				Total Budget: \$8,194,204
Contractor	Contract Terms	Project Number(s)	Description of Contract / Amendment	Previously Committed Amount / This Amendment Amount
Colbi Technologies, Inc.	12/1/2009 through 03/31/2010 Personal / Professional Services - PS-57263	C0100	District-wide – Provide Executive staffing services to fill the interim Director of Office of School Modernization position.	\$60,000
			Total Project Budget	\$8,194,204
			This Resolution Request	\$60,000
			Previously Committed Amount	<u>\$1,028,178</u>
			Remaining Budget	\$7,106,026

Nine Solar Roof Projects 2009				Total Budget: \$15,824,500
Contractor	Contract Terms	Project Number(s)	Description of Contract / Amendment	Previously Committed Amount / This Amendment Amount
James G. Pierson, Inc.	12/28/09 through 03/31/10 Personal / Professional Services PS 56354 Amendment 4	C0709	Woodstock K-5: Provide roof elevations at regular intervals over the surface of the auditorium roof to address ponding issue.	\$201,225 \$3,500

McBride Architecture	12/28/09 through 03/31/10 Personal / Professional Services PS 56353 Amendment 4	C0701, C0702, C0703, C0704, C0705, C0706, C0707, C0708, and C0709	Roof access issues at Scott, Lent, Woodstock, Atkinson, Roseway, and Creston. Atkinson: entrance upgrades, Woodstock: address the deflection and ponding issues on the auditorium roof.	\$513,900 \$35,200
Total Project Budget				\$15,827,500
This Resolution Request				\$38,700
Previously Committed Amount				<u>\$13,780,814</u>
Remaining Budget				\$2,007,986

Modular Classrooms 2009				Total Budget: \$1,487,545
Contractor	Contract Terms	Project Number(s)	Description of Contract / Amendment	Previously Committed Amount / This Amendment Amount
Columbia-Cascade Construction, Inc.	12/28/09 through 01/31/10 Construction Contract C-56876 Change Order 3	C0401	Laurelhurst: Installation and set-up of modular classroom. Add miscellaneous construction items: Install marker boards, projections screens, maps, cork boards and TV's. Prepare underlayment for marmoleum floor covering, Revisions to deck, Add sheet metal shrouds over electrical conduits, relocate hand rails. Extend contract period to January 31, 2010.	\$58,981 \$3,727
Columbia-Cascade Construction, Inc.	12/28/09 through 01/31/10 Construction Contract C-56878 Change Order 3	C0403	Rieke: Installation and set-up of modular classroom. Add miscellaneous construction items: Install marker boards, projections screens, maps, cork boards and TV's. Prepare underlayment for marmoleum floor covering, Add sheet metal shrouds over electrical conduits. Extend contract period to January 31, 2010.	\$58,472 \$2,230
Columbia-Cascade Construction, Inc.	12/28/09 through 01/31/10 Construction Contract C-56879 Change Order 2	C0405	Scott: Installation and set-up of modular classroom. Add miscellaneous construction items: Install marker boards, projections screens, maps, cork boards and TV's. Prepare underlayment for marmoleum floor covering, Revisions to deck, Add sheet metal shrouds over electrical conduits. Extend contract period to January 31, 2010.	\$46,968 \$3,025
Total Project Budget				\$1,487,545
This Resolution Request				\$8,982
Previously Committed Amount				<u>\$1,075,958</u>
Remaining Budget				\$402,605

CJ Sylvester

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4204 through 4208

RESOLUTION No. 4024

Initiating the K-8 Creative Science School Program as an Autonomous School

RECITALS

- A. The Board of Education has previously approved the expansion of Creative Science School (CSS) to a K-8 Program (Resolution 3489, May 1, 2006), and approved the move of CSS to the Clark building to operate as a stand-alone program (Resolution 3790, October 8, 2007).
- B. In Resolution 3790, dated October 8, 2007, the Board also directed that the CSS community, in partnership with the District, define a growth plan to expand the program to 400-600 students over a reason period of time and to provide a status report to the Board in February 2009.
- C. Portland Public Schools has a clear initiation policy (6.10.030-P) that requires programs to undergo an application and review process by the School District before school status can be granted by the School Board.
- D. In June 2009, following the first year in the Clark building, the CSS community asked the Board to consider granting school status, given the evidence of demand and consistent enrollment growth over the previous two years. Since that time, CSS has added an additional 42 students in the fall of 2009, and has undertaken to document how the requirements of the PPS school initiation policy have been met. District staff has completed the application and review process in collaboration with the CSS community, which is documented in the CSS School Initiation Report of November 5, 2009.
- E. The Community and Student Affairs Committee has reviewed this action and recommends its approval to the Board of Education ("Board").

RESOLUTION

- 1. The Board finds that the Creative Science School has met the requirements of the School District's School Initiation Policy which states that school initiation is done in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students.
- 2. That the Board has reviewed the financial plans for the Creative Science School and in keeping with the Board's resolve to demonstrate financial accountability to appropriate use the School District's capital resources has indicated its support for the basic financial support for the new school to be successful.
- 3. The Board will review periodically the strong accountability measures and supplemental educational supports in future school year, as appropriate, make recommendations.
- 4. The Board endorses that the Creative Science School begin operations as a separate autonomous Portland District school.

C. Hopson

RESOLUTION No. 4205

Election of Board Chairperson

RESOLVED, That _____ is hereby elected Chairperson of the Board for the period January 12, 2010 until the first regular meeting of the Board in July 2010 and until, respectively, his/or her successor is elected.

RESOLUTION No. 4206

Election of Board Vice-Chairperson

RESOLVED, That _____ is hereby elected Vice-Chairperson of the Board for the period January 12, 2010 until the first regular meeting of the Board in July 2010 and until, respectively, his/or her successor is elected.

RESOLUTION No. 4207

Support for Ballot Measures 66 & 67 and Encouragement to Get Out and Vote

RECITALS

- A. When faced with a dramatic reduction in state and local revenues as a result of the continuing national fiscal crisis, the State Legislature in 2009 made significant cuts to the state budget and enacted a revenue package that includes increases to the corporate minimum tax, the corporate income tax, and income taxes on high income households and wage earners.
- B. Funds raised through the revenue package amount to approximately \$733 million for the 2009-2011 biennium which, when combined with related federal matching dollars, amounts to nearly \$1 billion in revenue for Oregon.
- C. Approximately 93% of Oregon's state budget is devoted to public education, public safety and human services.
- D. The revenue measures have been referred to voters in a January 26, 2010 statewide special election. A "yes" vote on Measure 66 (personal taxes) and Measure 67 (corporate taxes) would retain the revenues in the state budget; a "no" vote would eliminate the revenues from the state budget.
- E. The State Legislature enacted the 2009-2011 budget assuming that the revenue package is included, thereby protecting public education, public safety and human services from more significant budget cuts.
- F. Should the measures fail – thus invalidating the revenue package – Portland Public Schools would face a \$23 million reduction in revenue in its budget over the 2009 through 2011 school years. This amounts to approximately 16 instructional days or 271 teaching positions, depending on how the Board chooses to enact the cuts.

RESOLUTION

The Board of Education supports the 2009 Legislature's revenue package and encourages voters to get out and vote on or before January 26 and to protect teaching positions and/or instructional days by voting "yes" on Measures 66 & 67.

B. Regan

RESOLUTION No. 4208

Minutes

The following minutes are offered for adoption:
November 9 and 23, 2009