

Policy Committee Meeting
Wednesday, August 28, 2024 4:30 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. Introductions
2. Public Comment - 5 two-minute slots *(To provide public comment call 503-916-3741 or email publiccomment@pps.net)*
3. Policies for Revision - Discussion and Potential Action
 - 3.(a) High School Credit Earned Prior to Ninth Grade 6.10.011-P
 - 3.(b) Diploma Policy 4.20.042-P
4. Policies for Consideration - Discussion Only
 - 4.(a) Cell Phones in Schools
 - 4.(b) Zone Voting for Board Members Policy
5. Policies in the Public Comment Period
 - Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P
 - Promotion and Retention of Students 6.50.010-P
6. Adjourn

6.10.100-P High School Credit Earned Prior to

Ninth Grade

The purpose of this policy is to define how students can earn high school credit prior to Ninth Grade. High school credit is granted for equal performance, based on the level and quality of academic achievement rather than the grade level of the student. The policy includes specific considerations for students enrolled in Portland Public Schools and students who are transferring into Portland Public Schools. ~~to give equal credit for equal performance, based on the level and quality of academic achievement rather than the status of the student.~~

- (1) For students already enrolled in middle grades in Portland Public Schools, the Superintendent or their designee will identify which Portland Public School Pre-Ninth Grade courses are eligible for high school credit. ~~Any Portland Public School student who is not enrolled as a high school student who completes a high school level course with a grade of "C" or better or "pass" shall be granted high school credit for that course.~~

- (a) Any Portland Public School student who completes an approved high-school level course with a grade "C" or better shall be granted high school credit for that course.
- (b) Granting high school credit allows students to participate in more accelerated classes in their high school years and will not compel students to graduate early.
- (c) Approved high-school level courses in middle school are aligned to state standards and have content that matches or exceeds equivalent high school courses. Eligible courses include:
 - (A) Designated high school courses taken at a Portland Public School high school with a high school teacher;
 - (B) Designated PPS middle school courses equivalent to high school courses, as determined by the Superintendent or the Superintendent's designee, according to the following criteria:
 - Course content, goals and syllabus aligned to high school program;
 - Textbooks and instructional materials aligned with a high school program;
 - Assessments, assessment criteria, and methods aligned with high school program;
 - Time allotment equivalent to a high school program;
 - Facilities, supplies, and equipment appropriate for meeting course goals; and
 - Staff qualifications and credentials equivalent to a high school program.

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from promotion into a higher level class can be found in the Promotion and Retention of Students Policy 4.20.010.-P

6.10.100-P High School Credit Earned Prior to

Ninth Grade

- (8) ~~This entire policy shall take effect beginning with school year 1999-2000.¶ For courses qualified under section 4(a) of this policy, it will take effect immediately and be retroactive for currently enrolled students.~~

Legal References:

History: Adpt 5/24/99, BA 0114, Rpl Admin Reg 6.10.100 [Iss 4/77, Amd 5/81], __/24



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June 12, 2024

Dr Hristic, Dr Fast Buffalo Horse,

As a PPS parent advisory board, TAGAC is tasked with providing feedback to the Superintendent, PPS staff, and School Board. We have long held concerns regarding how high school credits earned prior to HS enrollment are assessed and counted in PPS. The Board policy (I6.10.100-P High School Credit Earned Prior to Ninth Grade) and current practice are not aligned. We agree that a reassessment of this 25-year-old policy is important and that policy and practice should be in alignment, and support the breadth of student needs. TAGAC reviewed the video from the May 20, 2024 Policy Committee meeting and was surprised by the staff and board discussion on this policy.

Any policy revision must be thoroughly student-centered, maximize student success and allow all students to reach their full potential and to follow their interests and passions. The concerns raised during the meeting seemed focused on maximizing time spent in PPS high school classrooms rather than on students' academic or social/emotional well-being.

The issues voiced in the May policy committee meeting appear to be these:

1. Students should be taking every class in their neighborhood high school.
2. All students must take part in the Freshman Academy.
3. Allowing students to apply outside credits to their transcripts could lead to early graduation.
4. Acceptance of outside credits will result in open periods.
5. Open periods may result in students choosing not to be in school.

Our primary concern is that committee members and staff are confusing students' gaining and retaining outside credits with students failing to complete a full and well-rounded HS education. This line of reasoning shows that there is not enough nuanced consideration of the academic and social/emotional well-being of students and too much attachment to propping up systems within schools for the sake of these systems. Staff did not offer reasoning to support the idea that early graduation is harmful to students. Likewise, it is unclear that it is in every student's best interest to take classes only in their neighborhood high school for all four years.

It's true that freshman academies can be essential to at-risk students, and we understand why the district has chosen this strategy. However, the research findings are in reality mixed (1), showing evidence that accelerated students and Special Education students both benefit more from an individualized approach; as with any educational support, one size does not fit all.

The issue of open periods (and to an extent, early graduation) is clearly one of the unconsidered consequences of moving PPS high schools to an 8-class schedule and the creation of a system that requires completion of 8 credits beyond the number required by ODE to graduate. Many students, in fact, will complete most of their graduation requirements by the end of their junior year, and as staff pointed out, many senior students will only have Senior English as a required class, leaving them the option of open periods for the rest of the day. The district has created this problem, not students. If PPS decides that students are not allowed to add outside credits to their transcripts or take classes when they are ready for them, in favor of keeping them enrolled in unnecessary PPS classes, the district will be punishing students for a situation it created. The apparent success of a system or structure designed by the district is not the students' responsibility.

The issues around 8th grade algebra credit were brought up, but staff seems to agree those issues have been addressed by the new MS math pathways. Students who have mastered grade level standards should be placed accordingly, whether the subject is math, English or social studies. It is PPS' responsibility to support student's social/emotional health and wellbeing, and appropriate academic placement is key in this.

While our charter is to support highly-capable and accelerated students, we strongly believe a student-centered approach will consider all PPS students, and include a comprehensive examination of data and best practices, transparent reasoning and decision-making, outreach to all communities, flexibility, and will result in clear, accessible, and well-reasoned rules and guidance for families and administrators.

Accelerated students are often TAG students. PPS staff overseeing TAG, and the TAG Advisory Council, must be involved in the development of policy revisions in this area. TAGAC in particular has a depth of knowledge, experience, and access to parent input that is not held by staff. Please, utilize our expertise to benefit this process.

Thank you,

Jessica Colby, TAGAC Chair

(1)

1. [The Relationship Between the Implementation of Freshman Academies and Student Achievement in Math, English, and Science for Schools in Arkansas](#)

This one finds little measurable impact:

“No significant difference existed between all student’s achievement scores for students taught in a freshman academy versus not being taught in a freshman academy. In addition, there was no significant difference by ethnicity or socioeconomic status in achievement scores for students taught in a freshman academy versus not being taught in a freshman academy.”

2. [THE IMPACT OF A FRESHMAN ACADEMY ON ACADEMIC ACHIEVEMENT AND ENGAGEMENT](#)

“academic achievement indicators did not differ significantly between pre- and post-freshman academy implementation, while the freshman academy implementation had a positive, statistically significant impact on behavioral engagement indicators.”

3. [An Exploration of Experience: Students with Learning Disabilities Transition Through a Freshman Academy](#)

“The findings in this study suggest that participation in a freshman academy has the potential to positively affect students with learning disabilities in the social and academic domains. However, the schools attended by the students in this study lacked specific best practices recommended for both freshman academies and students with learning disabilities, which limited the success experienced by the students.”

4. [Easing the Transition to High School: Effects of a Freshman Academy on Student Success](#)

“We note that the FA is associated with a narrowing of test score distributions – a reduction in the number of students at both the lower and upper ends. The positive FA effects at the lower end of the test score distributions are reflected in a higher rate of promotion to tenth grade among FA students. While less grade retention and fewer low-scoring students are clearly consistent with program goals, a decline in the proportion of high scorers is a worrisome unintended consequence. Concerns about this outcome led the FA leadership at Westside to reinstate some curricular tracking in the ninth grade after the pilot year, such that students with stronger academic backgrounds would have access to honors core courses. The pattern of effects on strictly academic outcomes suggests that FA programs may benefit from a design that customizes the type of transition support provided to different groups of students. Programs that include all ninth graders must address needs for remediation as well as for enriched curricula; attempting to serve all students with the same coursework may be counterproductive for higher achieving students and dilute the effects for students who enter high school with a weaker academic background.”



Board Policy

4.20.042-P

Diploma Requirements

Diploma requirements reflect 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 that 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.

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	3
Social Studies (including ½ credit of Civics and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2



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Diploma Requirements

Career and Technical Education, the Arts, or a third credit of World Language	1
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	5
Total Credits	24

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Complete two Career Related Learning Experiences,
 - c. Complete a Resume, and
 - d. Complete an Extended Application/My Plan Project.
 2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.
- B. Proficiency credit:** Proficiency credit will be awarded in accordance with State law and District guidelines.
- C.** If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:



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1. A foster child;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

D. Essential Skills:

Essential skills credit will be awarded in accordance with State law¹ and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

¹ The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.



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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 District's 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
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12



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Diploma Requirements

Credits	24
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4. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Complete two Career Related Learning Experiences,
 - c. Complete a resume and,
 - d. Complete an Extended Application/My Plan Project.
- C. Proficiency credit may be awarded in accordance with State law and District guidelines.
- D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

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; or
3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or



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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, with no more than 6 of those credits being earned in a self-contained classroom:

Subject	Credits
Language Arts	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

IV. Certificate of Attendance

- A. Certificate of Attendance 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. Certificate of Attendance will be awarded to students who have maintained regular full-time attendance for at least four years beginning in grade nine. .



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- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Beginning in grade five or beginning after a documented history to qualify for a certificate of attendance, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of a certificate of attendance.

V. Additional Information

E. A. Exceptions to PPS-specific Graduation Requirements

The Superintendent may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.
 2. A student may satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.
- C. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or certificate of attendance have the



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option of participating in a high school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

- D. 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, and
 3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and
 4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
 5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

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); Amd. 2/10; Amd 1/18; Amd 1/20; Amd _/22; Amd 5/2024



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Electives	5
Total Credits	24

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Complete two Career Related Learning Experiences,
 - c. Complete a Resume, and
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- B. Proficiency credit:** Proficiency credit ~~may will~~ be awarded in accordance with State law and District guidelines.
- C.** If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:
1. A foster child;
 2. Homeless;



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3. A runaway;
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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 District's Board of Education for a diploma

¹ The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.



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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
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	24

4. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,



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- b. Complete two Career Related Learning Experiences,
 - c. Complete a resume and,
 - d. Complete an Extended Application/My Plan Project.
- C.** Proficiency credit may be awarded in accordance with State law and District guidelines.
- D.** Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

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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; or
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, **with no more than 6 of those credits being earned in a self-contained classroom:**



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

IV. ~~Certificate of Attendance Alternative Certificate Requirements~~

- A. ~~Certificates of Attendance 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. ~~Certificates of Attendance An alternative certificate~~ will be awarded to students who have maintained regular full-time attendance for at least four years beginning in grade nine. ~~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.
- D. Beginning in grade five or beginning after a documented history to qualify for a ~~certificate an certificate of attendance alternative certificate~~, the District shall annually provide to the parents or guardians of the student, information about the availability and



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requirements of a ~~certificate of attendance~~ ~~alternative certificate~~.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.
2. A student may satisfy the requirements for a modified diploma, an extended diploma or a ~~certificate of attendance~~ ~~alternative certificate~~ in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

- C. Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or ~~certificate of attendance~~ ~~alternative certificate~~ have the option of participating in a high school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.



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Diploma Requirements

- D. 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, and
 3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and
 4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
 5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

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 581022-1130, 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); Amd. 2/10; Amd 1/18; Amd 1/20; Amd __/22; Amd 5/2024; Amd __/2024

- SUGGESTED CHANGES REFLECT THE COMMITTEE'S PRIOR DISCUSSIONS OR ARE FOR **THE** COMMITTEE'S FURTHER CONSIDERATION;
- POLICY CHOICES ARE SET FORTH IN BRACKETS, AND STAFF RECOMMENDATION IS HIGHLIGHTED

Student ~~Use of Cell Phone Use and Personal Electronic Devices~~ in Schools X-XX-XXX-P

Portland Public Schools is committed to supporting student mental health and wellbeing and creating environments where students feel safe, welcome, and excited to learn. The importance of peer and student-to-teacher interactions are fundamental to learning, and we must create the conditions that allow for students to be engaged, focused, and challenged in order to reach their full potential.

1. Definitions

“Personal Electronic Device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information, depictions, and/or data.

2. General Guidelines:

a. Students are permitted to personally possess cellular phones, tablets, pagers, watches, or ~~electronic signaling other Personal Electronic d~~Devices (“~~Cell Phones or Similar Devices~~”) on campus provided that any such device remains “off” and stored in a locker, backpack, purse, pocket, school-designated place, or other place where it is not visible during

~~normal school hours, unless used for academic activities or otherwise permitted under this policy [or school activities].~~

[Policy Choices:

- (1) Schools may prohibit vs. District prohibits
- (2) Academic activities as determined by PPS staff/Administrators?
Who decides^[1]?
- (1)(3) School hours vs. school activities?

b. Students are permitted to use ~~Cell Phones or Similar Personal Electronic~~ Devices on campus only before and after school, and during lunchtime unless the school has adopted a stricter ~~practice~~ policy.

[Policy Choice: Central policy re lunchtime/passing time vs. school-based decision on nonclassroom time.]

c. ~~Students may not take No~~ videos or photos of any kind ~~shall be taken during school hours on school grounds~~ using ~~Personal Cell Phones or Similar Electronic~~ Devices if such videos or photos are used to harass or bully another individual or violate PPS's Student Anti-harassment and Teen Dating Violence Policy
<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.30.060-P.pdf> or other policy, unless under the direction of an adult for educational purposes and only with the consent of the person whose photo is being taken.

[Policy Choice: On school grounds vs. school activities]

d. Students must comply anytime a request is made by school staff to cease the use of a ~~Cell Phone or Similar Personal Electronic~~ Device while before or after school on school grounds or during school activities.

August 28, 2024 Policy Committee Draft

[Policy Choice: Just school hours or school activities?].

e. If such a device is observed by staff being used contrary to this policy or a school-based practice, during school hours or activities, it shall [may] be confiscated until redeemed by a parent/guardian/caregiver or as determined by the school administration. The school will advise students and parents of this prohibition and any other school-based restrictions annually, including that the District is not responsible for students' lost or stolen cell phones or pagers.^[2] The school administrator may establish and enforce a stricter policy.

[Policy choice:

(1) Instruct [authorize] educators/staff to confiscate personal property vs. send students out of classroom vs. other.]

f. ~~ef.~~ Nothing in this policy shall interfere with a student's Individual Education Plan (IEP), 504 Plan, or other requirement to access the educational programming or communication at school.

g. The District shall establish a process and timeline for responding to a student's request to use a Personal Electronic Device otherwise not permitted by this policy [or a school practice] and any appeal of that response.

3 2. **Disciplinary Consequences for not ~~f~~Following the ~~s~~School ~~u~~Use ~~p~~Policy**

~~f~~Students who refuse to adhere to this policy or the Personal Electronic Device requirements ~~cell phone policy~~ of their school may be subject to discipline^[3] as outlined in the District's Student Rights and Responsibility Handbook^[4].

August 28, 2024 Policy Committee Draft

3. Staff Responsibility for Confiscated ~~Cellular Phones~~ Personal Electronic Devices ~~or Pagers~~

a) District employees who take physical possession of any personal property of a student ~~with the intention of returning it at a later time~~, have the responsibility to ensure that the property is placed in a properly secured location. ~~Placing the item on top of or inside an unlocked desk or cabinet is not considered a properly secured location.~~ [5] [Same policy question as above re instructing staff to confiscate personal property. Staff recommendation is to not require that.]

b) School administrators should communicate to staff the procedure under which staff can turn in confiscated personal property of students, so that the property is placed in a secured ~~and locked~~ location. ~~A log noting an accurate descriptions of the devices should be maintained, including when items are of items placed in or removed from the secured and locked location. Access should be limited to an administrator or designee.~~ [6]

4. District Support

The District shall provide the necessary support and/or resources for schools to implement this policy. [Policy choice: stated as a goal or mandate to provide (if so, provide what?). Is this a mandate to the Board in future budgeting?]

4. Definitions

“Personal Electronic Device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information, depictions, and/or data.

OTHER POLICY CONSIDERATIONS

- Alternative School exception? Scope of school discretion in implementation for alternative schools.
- How are impacts of cell phones not being available to students addressed? e.g., parents calling office, student needing to use school phone? What else?
- What supports and/or resources are needed to implement the policy?
- ELL real-time translation as example of use to access academic material. Discretion to determine such uses?
- How to address concerns about disproportionate discipline?

2020 Census Redistricting Study: Portland Public Schools

Date: 2022-03-14



PRC's mission is to be a world-class center of training and knowledge for solutions to problems in applied demography, including population estimates, projections, geospatial analysis, and census-taking.



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Mail Code PRC, PO Box 751, Portland, OR 97207
Phone: +1 503-725-3922, Email: askprc@pdx.edu, Website: pdx.edu/prc

Background

ORS 332.132 provides that, if a school district is zoned, it “shall divide the district into the necessary number of zones as nearly equal in population, as shown by the latest federal census, as practicable, taking into account attendance areas where possible.” Portland Public Schools (PPS) requested from the Population Research Center (PRC) a proposal for two scenarios for new boundaries for its board member electoral districts (“zones”) that meet these requirements. This summary report describes the data and methodology used to conduct the redistricting analysis, along with final results.

Data

ORS requires use of the latest federal census data, which motivated the use of the Public Law 94-171 Redistricting Data File from the 2020 Census, released during August, 2021.^[1] The redistricting analysis was conducted during census tabulation block level geography, which is the smallest geographic unit at which population and housing counts are available. Block boundaries for the 2020 Census were obtained from the US Census Bureau.^[2] Building footprints from the Oregon Department of Geology and Mineral Industries (DOGAMI) Statewide building footprints for Oregon (SFBO) dataset were also used to model spatial population distribution.^[3]

Methodology

PRC developed a Geographic Information System (GIS) workflow to accomplish the following tasks:

- Determine the current population of each board member zone and the total population of the district;
- Adjust boundaries of the current districts so as to make zones as equal in population as feasible, and such that the spread between the lowest and highest population zones is under 10 percent.

These goals were accomplished by adjusting boundaries inside the perimeter of the district by following existing geographic and political boundaries such as major roads, parks or public spaces, neighborhood association and coalition boundaries, city and UGB boundaries, and school attendance zones.

In some cases, census blocks do not align with the boundaries of PPS’s jurisdiction. When this occurred, the total population of a census block was allocated into building footprints within the block, in proportion to the square footage of the building footprints. Then, the population on either side of a line drawn through a block was included with the population of the other blocks wholly contained on either side (Figure 1). This methodology yields more accurate estimates of population than simpler methods.^[4]



Figure 1: Example population estimation per building footprint within a block. Red boundaries indicate a census block. Black boundaries indicate a building. Numbers indicate an actual (if known) or estimated population per building within the block (summing to the block population as reported from the 2020 Census). Figure adapted from [4].

Results

In the current boundaries, the 2020 Census found that Zones 1 and especially 2,3 grew more quickly than average, and as a result would need to contract. Zones 4,5,6,7 grew less than average and would need to add population (Table 1). The total population of the PPS district is 519,967, translating to a target population (average) of 74,281 persons per district.

Table 1: Population of PPS Board Member Zones as of 2020 Census

Baseline: Current Zones	1	2	3	4	5	6	7
TOTAL Population	75,048	79,330	79,540	72,145	70,934	71,346	71,624
Deviation:	767	5,049	5,259	-2,136	-3,347	-2,935	-2,657
Percent	1.0%	6.8%	7.1%	-2.9%	-4.5%	-4.0%	-3.6%
Non-Hispanic, by race:							
White	58,295	56,596	57,356	44,825	50,907	48,637	48,353
Black	1,752	5,455	2,395	6,545	3,916	2,728	2,135
American Indian/Alaska Native (AIAN)	495	447	520	511	376	380	425
Asian	3,635	3,185	6,622	2,941	3,253	7,170	6,919
Native Hawaiian or Pacific Islander (NHPI)	183	185	155	672	153	316	342
Other	513	584	583	462	425	533	422
Two or more races, of which:	5,288	5,839	5,524	5,494	4,863	5,128	5,285
Black and White	689	803	724	1,079	841	681	752
AIAN and White	920	1,182	964	1,119	848	1,064	1,075
Asian and White	1,927	1,816	2,037	1,312	1,498	1,614	1,655
Other combinations	1,752	2,038	1,799	1,984	1,676	1,769	1,803
Hispanic:							
(Any race)	4,887	7,039	6,385	10,695	7,041	6,454	7,743

To generate the redistricting proposal, two alternatives were generated:

- Plan A attempts to preserve the current boundaries as much as possible.
 - Plan A.1 was the initial version presented on February 22, 2022, and
 - Plan A.2 was a new version presented on March 14, 2022, which modifies Zones 4 and 5 in order to keep the Cully neighborhood within one zone.
- Plan B reconfigures board member zones to accord to high school attendance zones.

After consideration at the February 22 meeting and a follow up work session on February 28, the PPS Board opted to pursue Plan A.2. Where changes to the current board member zones were needed, they were done in consideration of neighborhood association boundaries, and natural boundaries such as water or major roads. PRC determined that under both plans, the proposed zones did not cause any incumbent member of the board to reside in a different zone from the one in which they were elected.

Compared to baseline, the proposed boundaries have a maximum spread between largest and smallest districts of 0.9% (was: 11.6%).

Table 2: Population of PPS Board Member Zones under 2020 Census Redistricting Proposals

Plan A.2	1	2	3	4	5	6	7
TOTAL Population	73,994	74,373	74,142	74,632	74,131	74,631	74,064
Deviation:	-287	92	-139	351	-150	350	-217
Percent	-0.4%	0.1%	-0.2%	0.5%	-0.2%	0.5%	-0.3%
Non-Hispanic, by race:							
White	57,219	52,568	53,045	46,263	53,001	52,488	50,385
Black	1,767	5,492	2,324	7,046	3,722	2,500	2,075
American Indian/Alaska Native (AIAN)	476	433	512	533	436	334	430
Asian	3,693	3,001	6,387	2,937	3,920	6,573	7,214
Native Hawaiian or Pacific Islander (NHPI)	182	198	151	666	195	246	368
Other	490	537	560	497	441	553	444
Two or more races, of which	5,327	5,474	5,081	5,677	5,111	5,441	5,310
Black and White	694	793	674	1,122	868	686	732
AIAN and White	887	1,127	920	1,127	925	1,074	1,112
Asian and White	1,998	1,647	1,841	1,377	1,527	1,857	1,612
Other combinations	1,748	1,907	1,646	2,051	1,791	1,824	1,854
Hispanic:							
(Any race)	4,840	6,670	6,082	11,013	7,305	6,496	7,838

A basic map of the proposed zones under Plan A.2 is provided below (Figure 2). Additional maps are included as attachments with additional detail.

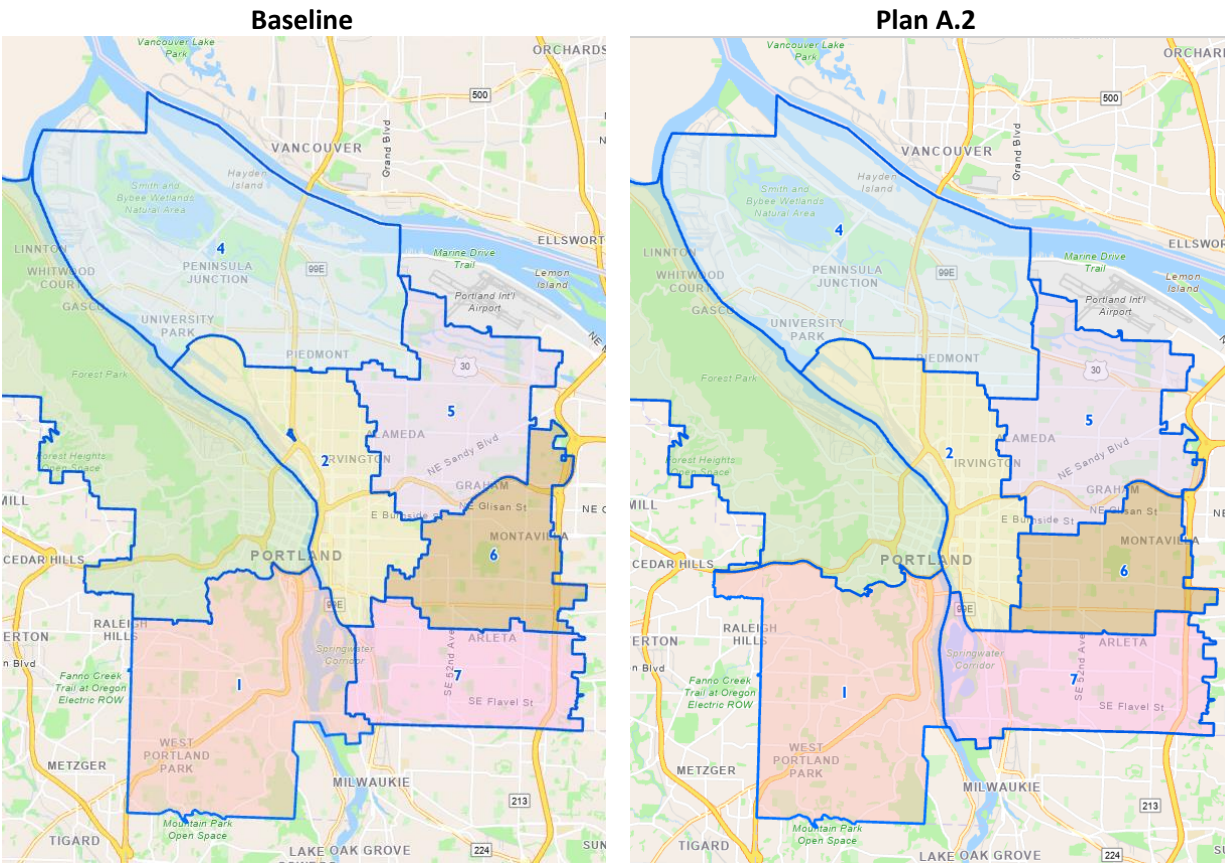


Figure 2: Proposed PPS Board Member Zones (see attachments for further detail).

Enclosures

1. GIS format (shapefile) boundaries
2. PDF format maps
3. 2020 Census PL94-171 data for census blocks in the State of Oregon are available in repackaged form at <https://pdx.edu/prc/census-data-oregon>

References

[1] U.S. Census Bureau. 2020 Census: P.L. 94-171 Redistricting Data File. August 16, 2021. URL: <https://www.census.gov/programs-surveys/decennial-census/about/rdo/summary-files.html>

[2] U.S. Census Bureau. 2020 Census: P.L. 94-171 Redistricting Data Shapefiles. January 25, 2021. URL: <https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-line-file.2020.html>

[3] Williams, M. “Statewide building footprints for Oregon: Release 1.0 (SFBO-1)”. Oregon Department of Geology and Mineral Industries (DOGAMI), 2021. URL: <https://www.oregongeology.org/pubs/dds/p-SBFO-1.htm>

[4] Lwin, K and Murayama, Y. “A GIS Approach to Estimation of Building Population for Micro-spatial Analysis”. *Transactions in GIS*, 2009, 13(4): 401-414. doi: 10.1111/j.1467-9671.2009.01171.x

Portland Public School District 1st Reading

DATE OF FIRST READING: August 06, 2024

PUBLIC COMMENT FOR

Revision of Policy 6.50.010-P:

Field Trips, Foreign Travel, and Other Off-Campus Activities

The Portland Public School District is providing Notice of Proposed Revised Policy 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 website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:

August 27, 2024

Summary: Field Trips, Foreign Travel, and Other Off-Campus Activities
6.50.010-P

1st Reading by: Director Julia Brim-Edwards
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

Contact: Rosanne Powell, Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

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PORTLAND PUBLIC SCHOOLS

Office of School Performance

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STAFF REPORT

Date: July 21, 2024

To: Portland Public Schools Board of Directors

CC: Kimberlee Armstrong, Superintendent
Liz Large, Contracted General Counsel

From: Jon Franco, Chief of Schools
Christyn McCloskey, Senior Director of Schools
Margaret Calvert, Assistant Superintendent

Subject: Proposed revision to Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50-010-P

BACKGROUND

Board Policy 6.50.010-P (Field Trips, Foreign Travel, and Other Off-Campus Activities) was last updated in 2019 to mitigate the adverse academic impacts on students traveling as well as students who remain on campus. Since the update, we have reviewed and approved planning for international off-campus learning activities that meet the five-day threshold contained in the Administrative Directive that implements the policy, including trips to Taiwan and Japan. The schools were able to meet their learning objectives and stay within guidelines by scheduling trips in coordination with non-instruction days, including breaks, weekends, and holidays. Two DLI programs in particular have struggled to meet this requirement, thus prompting an exception in 2023 for two trips and then again in 2024 for just one trip. As a result, the Policy Committee has proposed to amend Board Policy 6.50.010-P to extend the time students can be away from campus up to 10 days, so long as certain criteria are met. Staff has expressed and continues to have concerns about the academic impacts on traveling students and students remaining at the school when students are gone for ten consecutive days for international trips.

RELATED POLICIES/BEST PRACTICES

[6.50.011-AD](#) Field Trips

[6.50.012-AD](#) Travel Study Programs

[6.50.021-AD](#) Foreign Travel- Study Programs

ANALYSIS OF SITUATION

The District recognizes the value in off-campus learning experiences for students while also acknowledging that these experiences provide learning opportunities for a portion of the participant's classes. In the past year, we reviewed over 200 requests from schools to travel for student learning experiences that were either overnight or wilderness. In addition, the Office of

Teaching and Learning has been developing a Middle Grades Redesign to include a capstone project tied to a field trip for all middle schoolers. It is the intention of the District for all Middle Grade students to have place-based learning experiences that are connected to a capstone project.

In looking at how to provide these off-campus learning experiences, we must balance the undeniable educational value of the trip (language and cultural immersion, especially) against potential educational losses that come from students being absent from ongoing classroom work (math and language arts, especially) that is not connected to the trip, as well as disruptions in the continuity of the curriculum in the other classes for both traveling and non-traveling (6th through 8th grade) students.

School Environment/Nontraveling Students: In assessing the proposed policy amendment, we also need to look at the impact of the teachers' and administrators' absence in the building when they supervise a student trip and are off-campus for two weeks. Administrator presence at school sites support student learning and a healthy school climate by providing consistency and guidance to staff, students and community members. This can be particularly important when they are addressing staff and student concerns or when incidents arise in the building or when managing relationships with families and communities at large. When teachers chaperone off-campus learning with some of their students, students who remain on-site (in the classes that are traveling and in courses not included in the trip) are provided substitute teachers, which interrupts the learning experience for the students who remain on campus. For some of the immersion classes, a substitute teacher brought in to cover classes may not be bilingual, causing even greater disruption to their learning. These are examples of the impacts we consider when balancing the positive experiences of extended travel/experiences.

Traveling Students: In addition, there are collateral academic impacts on traveling students, as well. For example, traveling for ten school days off campus could consume up to half of a math unit. Depending on the grade level, this could hold true for not only math, but the other courses that are not in the integrated unit of study, which could be up to five subject areas. Schools outline support for students traveling, some of which ask students to complete units of study prior to departure, which include having materials ready for them during school break (e.g., having a language arts unit posted on Canvas during spring break). This becomes more challenging for students with special educational and language learning needs, particularly for extended trips. Another strategy to support student learning described by one school was for the teachers of non-DLI courses to make themselves available to students upon their return during academic support time, if it exists at the site, to answer questions or review material. The longer the trips, the more complex the plans have to be to help all students maintain academic momentum in all of their courses.

With respect to changes to the policy, much of the discussion on traveling for off-campus learning has centered on a few of the twelve DLI programs (Japanese, Mandarin and Vietnamese at the middle school level); it did not address other grade levels or Russian or Spanish programs. The policy applies to all off-campus learning and other international travel and field trips.

Many international trips have been able to meet the five-day threshold, as well as their learning objectives, while staying within policy guidelines. The trip leaders used natural breaks in the school calendar (planning days, spring break, etc.) to extend the trip thereby minimizing the adverse impact on the students' education across the span of their enrolled courses. Both the MDLI and VDLI programs were also able to meet the policy guidelines this year:

- Vietnamese DLI trip: May 17-27, 2024 (8 students), 5 school days and using Memorial Day weekend
- Mandarin DLI trip: March 24 - April 8, 2024 (29 students), Spring Break, 5 school days and the grading day on April 5

- Only the JDLI trip operated outside of policy expectations and the 5-day threshold.

Additional information on these trips can be found [here](#).

FISCAL IMPACT

International trips require a building administrator and one or more teachers to attend. This requires airfare, lodging, meals, etc., and also securing an administrator and teacher substitutes to cover the building while the principal or assistant/vice principal and the teacher are on the trip. Doubling the number of school days missed with this policy change also doubles the cost of admin/teacher subs. During the Policy Committee meeting on June 10, it was suggested that perhaps administrator attendance is unnecessary on international trips. After gathering input from four school leaders whose programs embarked on international trips this spring, all were in agreement that an administrator presence is necessary for the safety of students and adults on the trip. Some of their reasons include:

- Providing student management and chaperone support
- Serving as ambassadors while attending school visits and meeting with local school boards and mayors
- Navigating emergencies (big or small) as they arise

Schools also need to hire substitute teachers to cover the 6th and 7th grade classes for the teacher(s) chaperoning the trip, which carries a fiscal impact on the school building. Substitute teachers receive \$247.58 per day. \$276 per day if they go over 10 days. Substitute administrators receive \$75/hour.

The cost of the trip and how it is funded varies by school and program. The overall cost to the District inevitably increases as the trip length extends. The most recent JDLI trip, for instance, cost over \$300,000 dollars.

COMMUNITY ENGAGEMENT

Community members and staff who lead the JDLI, MDLI, and VMLI trips presented their positions at a variety of Board Committee meetings, as well as before the full Board and in written comments.

CONNECTION TO BOARD GOALS

Board goals are incrementally implicated if students are traveling for ten school days, specifically as it relates to eighth-grade math and reading goals. A number of courses are not explicitly incorporated into the interdisciplinary DLI off-campus learning unit, which may mean students miss explicit math and reading instruction and compromise the continuity curriculum for up to two weeks (10 school days, as proposed).

STAFF RECOMMENDATION

Ten-day absences are not recoverable by all traveling students in all classes. In addition, the impact on the school environment of absent students, absent teachers, and absent administrators is also too significant for 10 consecutive days. As an alternative to the proposed amendment, staff recommends Board Policy 6.50.010-P keep the 5-school day threshold intact, with an allowance for 2 additional days for trips that require over 10 hours of travel.



Board Policy

6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

The District believes in the value of experiences outside the classroom and endeavors to make these opportunities available to all. As in all other aspects of school life, PPS is committed to both the access to and the inclusivity of off-campus activities. In planning and authorizing off-campus activities, primary consideration shall be given to the educational outcomes derived, the safety and welfare of students involved, District expectations of conduct and behavior on the part of all participants, and the selection of appropriate adult supervision in accordance with Board Policy [5.10.064-P Professional Conduct between Adults and Students](#).

I. District-Sponsored Activities

Special activities outside the classroom are an important part of an educational experience. Students shall be allowed to participate in carefully planned learning experiences or co-curricular activities, which fall outside the normal school program, school day, and/or are off-campus when they serve a legitimate educational purpose. Off-campus activities should promote and not compromise the integrity and purpose of the District's educational programs. Plans for continuity of curriculum must be made for the off-campus activity and likewise for students remaining on campus. This policy applies to all off-campus activities, unless otherwise noted.

- 1) As authorized through this policy and Administrative Directives, the Superintendent's designees may authorize field trips and other extra-curricular activities involving travel off-campus when such activities contribute to educational goals.
- 2) District staff responsible for overseeing extended travel must notify building administrators in advance of the trip so that plans for continuity of curriculum and instruction can be assured for students remaining on campus. Those plans will be communicated to the school community and observed so that no disruption in curriculum or programming will occur for students remaining on campus.



Field Trips, Foreign Travel, and Other Off-Campus Activities

- 3) Certain trips may be authorized for an extended time when the distance traveled requires additional time, such as international travel, and when the trip involves a rigorous academic experience, as long as the following conditions are met:
 - a. Reasonable accommodations have been made to minimize the impact on students remaining on campus
 - b. Use of staff not usually assigned to the students traveling should take into consideration the needs of the students who remain at the school and the operations of the school, generally.
 - c. The plans made to minimize impacts have been approved by the school principal and the principal's supervisor.
 - d. If these conditions are met, the standard allowable travel time shall be 10 school days, although the Superintendent may approve longer durations when necessary to fulfill the educational purposes of an overseas trip.
- 3) Schools and staff to submit field trip requests for review, and approval or denial, prior to any planned activities.
 - a. Principals shall have the authority to approve regular off-campus field trips, subject to Risk Management approval, occurring during the course of one school day.
 - b. All off-campus trips comprising more than one school day will be reviewed by Risk Management and approved by the supervising Area Assistant Superintendent.
 - c. Specific timelines, procedures, and requirements of this field trip approval process will be outlined in a related Administrative Directive.
- 4) All out-of-state and foreign travel shall require prior Board approval with the exception of travel up to 150 miles from the PPS headquarters.
- 5) In planning for off-campus activities, staff members must avoid factors that might



Board Policy

6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

prohibit student participation, including financial burden, as well as any hazards or barriers for students arising from discriminatory policies or practices in the destination or during transit based on race, religion, culture, gender orientation, sexual identity, or immigration status. Trips should be designed to promote healthy, safe, and inclusive experiences for all students, and consider the identified special needs and required accommodations of students with an Individualized Education Plan (IEP) and/or plans under Section 504 of the Rehabilitation Act of 1973. .

- 7) Both students and adult supervisors should be acquainted with and comply with relevant District policies, administrative directives, and other guidance, including the *PPS Student Responsibilities, Rights, and Discipline Handbook*, while representing the District. These expectations should be reviewed again by all students and staff prior to any extended off-campus activity.



Field Trips, Foreign Travel, and Other Off-Campus Activities

II. Non-School Sponsored Off-Campus Activities Must Clearly Indicate They Are Not Affiliated with the District

The unique professional status of District staff members may at times make it difficult for students and families to distinguish between school-sponsored off-campus activities from non-school privately sponsored off-campus activities. While working as PPS staff and/or representing PPS, District staff may not develop, plan, and/or supervise off-campus activities represented as "school, class, club, etc." other than what has been approved under this policy and the implementing administrative directives. In addition, District staff or other persons may not use District email, social media, hardcopy distribution to students, or other methods of District-controlled distribution that are not open to the general public to communicate to District students or families about private, non-school sponsored off-campus activities, without the pre-approval of the school building administrator and in adherence with PPS Disclaimer Requirement (11.1.a)

1) Travel Study Programs

Travel Study Programs are activities involving student travel that are planned, marketed, and conducted by organizations other than Portland Public Schools. Portland Public Schools does not fund, sponsor, or endorse any such programs.

- a) Disclaimer Requirements: Any information about travel study programs must include the following disclaimer: "Portland Public Schools does not fund, sponsor, or endorse this travel study program. The District is not responsible for conducting or supervising this trip. Portland Public School employees who participate in travel study programs are not acting in their capacity as District employees and do so at their own risk. Students participating in travel study programs do so at their own risk."
- b) Any information distributed about travel study programs cannot contain the name of the District or any Portland Public school.
- c) Distribution of information by travel study organizations must follow distribution guidelines in Board Policy 3.30.035-P Distribution of Materials and Information to Students and Administrative Directive 3.30.038-AD. Information distributed about



Board Policy

6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

travel study programs shall not be made through PPS email, without the pre-approval of the school-building administrator and in adherence with PPS Disclaimer Requirement (see 11.1.a).

- d) Travel study organizations must use the Civic Use of Buildings (CUB) procedures for informational/planning meetings after the school day. See Policy 3.30.010-P Community Use of School Buildings and Facilities and 3.30.011-AD Community Use of School Buildings and Facilities: Short-Term Use.

Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019



Field Trips, Foreign Travel, and Other Off-Campus Activities

Original/Current Policy

The District believes in the value of experiences outside the classroom and endeavors to make these opportunities available to all. As in all other aspects of school life, PPS is committed to both the access to and the inclusivity of off-campus activities. In planning and authorizing off-campus activities, primary consideration shall be given to the educational outcomes derived, the safety and welfare of students involved, District expectations of conduct and behavior on the part of all participants, and the selection of appropriate adult supervision in accordance with Board Policy [5.10.064-P Professional Conduct between Adults and Students](#).

I. District-Sponsored Activities

Special activities outside the classroom are an important part of an educational experience. Students shall be allowed to participate in carefully planned learning experiences or co-curricular activities, which fall outside the normal school program, school day, and/or are off-campus when they serve a legitimate educational purpose. Off-campus activities should promote and not compromise the integrity and purpose of the District's educational programs. Plans for continuity of curriculum must be made for the off-campus activity and likewise for students remaining on campus. This policy applies to all off-campus activities, unless otherwise noted.

- 1) As authorized through this policy and Administrative Directives, the Superintendent's designees may authorize field trips and other extra-curricular activities involving travel off-campus when such activities contribute to educational goals.
- 2) District staff responsible for overseeing extended travel must notify building administrators in advance of the trip so that plans for continuity of curriculum and instruction can be assured for students remaining on campus. Those plans will be communicated to the school community and observed so that no disruption in curriculum or programming will occur for students remaining on campus.



Field Trips, Foreign Travel, and Other Off-Campus Activities

Original/Current Policy

- 3) Schools and staff to submit field trip requests for review, and approval or denial, prior to any planned activities.
 - a. Principals shall have the authority to approve regular off-campus field trips, subject to Risk Management approval, occurring during the course of one school day.
 - b. All off-campus trips comprising more than one school day will be reviewed by Risk Management and approved by the supervising Area Assistant Superintendent.
 - c. Specific timelines, procedures, and requirements of this field trip approval process will be outlined in a related Administrative Directive.
- 4) All out-of-state and foreign travel shall require prior Board approval with the exception of travel up to 150 miles from the PPS headquarters.
- 5) In planning for off-campus activities, staff members must avoid factors that might prohibit student participation, including financial burden, as well as any hazards or barriers for students arising from discriminatory policies or practices in the destination or during transit based on race, religion, culture, gender orientation, sexual identity, or immigration status. Trips should be designed to promote healthy, safe, and inclusive experiences for all students, and consider the identified special needs and required accommodations of students with an Individualized Education Plan (IEP) and/or plans under Section 504 of the Rehabilitation Act of 1973. .
- 7) Both students and adult supervisors should be acquainted with and comply with relevant District policies, administrative directives, and other guidance, including the *PPS Student Responsibilities, Rights, and Discipline Handbook*, while representing the District. These expectations should be reviewed again by all students and staff prior to any extended off-campus activity.



Field Trips, Foreign Travel, and Other Off-Campus Activities

Original/Current Policy

II. Non-School Sponsored Off-Campus Activities Must Clearly Indicate They Are Not Affiliated with the District

The unique professional status of District staff members may at times make it difficult for students and families to distinguish between school-sponsored off-campus activities from non-school privately sponsored off-campus activities. While working as PPS staff and/or representing PPS, District staff may not develop, plan, and/or supervise off-campus activities represented as "school, class, club, etc." other than what has been approved under this policy and the implementing administrative directives. In addition, District staff or other persons may not use District email, social media, hardcopy distribution to students, or other methods of District-controlled distribution that are not open to the general public to communicate to District students or families about private, non-school sponsored off-campus activities, without the pre-approval of the school building administrator and in adherence with PPS Disclaimer Requirement (11.1.a)

1) Travel Study Programs

Travel Study Programs are activities involving student travel that are planned, marketed, and conducted by organizations other than Portland Public Schools. Portland Public Schools does not fund, sponsor, or endorse any such programs.

- a) Disclaimer Requirements: Any information about travel study programs must include the following disclaimer: "Portland Public Schools does not fund, sponsor, or endorse this travel study program. The District is not responsible for conducting or supervising this trip. Portland Public School employees who participate in travel study programs are not acting in their capacity as District employees and do so at their own risk. Students participating in travel study programs do so at their own risk."
- b) Any information distributed about travel study programs cannot contain the name of the District or any Portland Public school.
- c) Distribution of information by travel study organizations must follow distribution guidelines in Board Policy 3.30.035-P Distribution of Materials and Information to Students and Administrative Directive 3.30.038-AD. Information distributed about



Board Policy

6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

Original/Current Policy

travel study programs shall not be made through PPS email, without the pre-approval of the school-building administrator and in adherence with PPS Disclaimer Requirement (see 11.1.a).

- d) Travel study organizations must use the Civic Use of Buildings (CUB) procedures for informational/planning meetings after the school day. See Policy 3.30.010-P Community Use of School Buildings and Facilities and 3.30.011-AD Community Use of School Buildings and Facilities: Short-Term Use.

Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019

Proposed amendment for Committee Consideration

Yes, below is the staff recommendation I would like to offer as an amendment.

" As an alternative to the proposed amendment, staff recommends Board Policy 6.50.010-P keep the 5-school day threshold intact, with an allowance for 2 additional days for trips that require over 10 hours of travel."

August 26, 2024

To: PPS School Board
From: Representatives of the Asian DLI parent groups
Re: PPS Field Trip Policy 6.50.010 Staff Report

Dear PPS School Board Members,

We appreciate that the District recognizes the value of programs like the DLI Research Residencies (RRs) and other place-based learning experiences. We are proud to be part of a school district that promotes bilingual and bicultural education and acknowledges the impact dual-language immersion programs have on overall student success and achievement. However, we find that the Staff Recommendations misinterpreted or misconstrued a number of points specific to the Asian language Research Residencies, which we have addressed below.

ANALYSIS OF SITUATION

School Environment/Non-traveling Students

Currently, only DLI program teachers travel, which limits the effect that their absence has on non-traveling students. While it is true that substitutes do not always have the language credentials to teach the target language, DLI program teachers plan for this well in advance. For example, teachers may assign independent work that allows non-traveling students to keep up with the academic benchmarks set for their level and traveling DLI teachers keep in regular contact with non-traveling students via email during the research residency. DLI parent organizations often arrange for native language parent and community volunteers to assist, which allows parents, caregivers, and other community members the opportunity to contribute meaningfully to the programs and connect with the schools. Lesson plans are arranged and communicated with substitute teachers ahead of time.

Similarly, traveling school administrators hardly leave their schools untended. In addition to competent, capable assistant administrators and substitutes, traveling administrators are able to address most student and staff concerns virtually, via email, phone, and even video conferencing.

In the event that other DLI programs develop their own research residencies, the policy allows individual school administrators to work with their own faculty teams to tailor those programs to meet the goals of the District and their schools. (See also: the Oregon Research Residency piloted by Mt. Tabor Middle School in the spring of 2024.)

Traveling Students

Students traveling on DLI RRs recognize that it is their responsibility to keep up with missed classroom assignments and units and in past years students and parents in the VDLI and JDLI have signed and sometimes even notarized an agreement to that effect. Continued academic

performance in all other classes is an explicit prerequisite for participation in the DLI Research Residencies.

The staff recommendation letter states:

With respect to changes to the policy, much of the discussion on traveling for off-campus learning has centered on a few of the twelve DLI programs (Japanese, Mandarin and Vietnamese at the middle school level); it did not address other grade levels or Russian or Spanish programs. The policy applies to all off-campus learning and other international travel and field trips.

The proposed policy language is tailored specifically to apply not to “all off-campus learning,” but rather:

Certain trips may be authorized for an extended time when the distance traveled requires additional time, such as international travel, and when the trip involves a rigorous academic experience...

In addition, the policy requires that:

The plans made to minimize impacts have been approved by the school principal and the principal's supervisor.

There is considerable opportunity for school administrators, who understand the student body and school climate, to work with teachers to ensure that the substitute plans have minimum adverse effect on non-traveling students. In fact, this has been the practice since the inception of the Research Residencies.

While other language programs do not currently incorporate Research Residencies into their curriculum, it is our desire and aspiration to serve as a model for other DLI programs in the future.

Regarding spring 2024 travel:

The trip leaders used natural breaks in the school calendar (planning days, spring break, etc.) to extend the trip thereby minimizing the adverse impact on the students' education across the span of their enrolled courses. Both the MDLI and VDLI programs were also able to meet the policy guidelines this year. [...] Only the JDLI trip operated outside of policy expectations and the 5-day threshold.

While it is true that the MDLI agreed to use spring break to supplement their RR in 2024, the trip directors also made it clear that this was not a sustainable solution for teachers or students. It is unreasonable to require teachers to annually utilize Spring Break to deliver core curriculum over very long work days. Additionally, the MDLI travel created undue hardship for their partner school as it was during the time the partner school students were preparing for their high school

entrance exams. The partner school in Taiwan has made it clear they are not likely to be able to host students on that same timeline again.

Both the VDLI and the JDLI traveled over Memorial Day weekend, which greatly impacted both the cost of flights (see below under “Fiscal Impact”) as well as the ability of students to recover from jet lag, participate fully in classes upon their return, and complete their capstone research projects before the end of the school year. Travel is only one piece of the year-long capstone project that incorporates primary research, statistical analysis, and presentation of findings in English and the target language. Once students return, they must compile and analyze data collected in the target language before preparing presentation materials and videos in English and the target language for the capstone presentation, a process that typically requires at least five weeks to complete. Traveling over Memorial Day left students with only one week to complete this in-depth work.

Finally, it is important to note that while the trip directors make every effort to take advantage of planned school closure days in order to minimize the RR’s impact on the school, these planned closures do not always match the schedules of our international partner schools, who are key to the depth and quality of the Research Residencies.

FISCAL IMPACT

The Staff Recommendation letter states:

The cost of the trip and how it is funded varies by school and program. The overall cost to the District inevitably increases as the trip length extends. The most recent JDLI trip, for instance, cost over \$300,000.

We find this analysis to be, at best, misleading, and at worst, patently false. While the assessment of the costs is fundamentally correct, the District fails to recognize in this document that **costs related to the DLI Research Residencies are not covered by the District or by any individual school**. The fees for substitute teachers and administrators as listed in the Staff Recommendations are billed to back to the parent organizations, which pay those salaries from money collected from:

- Trip fees (paid by the families of traveling students)
- Fundraising activities organized by parent organizations and volunteers
- Grants and other donations from external organizations

The fiscal impact of these programs on the District, in other words, is negligible, if it exists at all.

In addition, parent organizations raise money to ensure that no student who wishes to participate in a DLI RR is excluded based on financial need. This has led to 96-100% participation every year (1-2 8th grade students per class choose not to travel). Students who choose not to participate generally do so because of family obligations or other personal reasons.

We would like to note that the bulk of the costs related to these exchanges is airfare. The 2024 trips were *severely* impacted by limited ticket availability over the allowed travel dates. Traveling over US holidays (such as spring break or Memorial Day) and local holidays (such as Golden Week in Japan) significantly increases costs to families and exacerbates fundraising needs to ensure equitable student participation.

Example: 2024 Japan Research Residency

Dates coordinated with partner schools in Japan:	Suggested compromise dates:	Actual travel dates:
April 14-27, 2024	May 9-20, 2024	May 17-27, 2024
Airfare: \$1,912	Airfare: \$2,109	Actual Airfare: \$2,598
School Days Missed: 10	School Days Missed: 8	School Days Missed: 6

Increase in cost to families: \$686 per student

It should be noted that returning on Memorial Day (May 27) not only increased the cost of airfare, but forced the students back into school (unless they called out sick) with no recovery from 24 hours of travel or adjustment for the 16-hour time difference. In addition, in-country travel costs (train, busses, etc.) and hotel costs increased due to the timing and lack of planning time.

CONNECTION TO BOARD GOALS

Board goals are incrementally implicated if students are traveling for ten school days, specifically as it relates to eighth-grade math and reading goals. A number of courses are not explicitly incorporated into the interdisciplinary DLI off-campus learning unit, which may mean students miss explicit math and reading instruction and compromise the continuity curriculum for up to two weeks (10 school days, as proposed).

DLI students complete a capstone project that is designed specifically to incorporate grade-level analytical math and reading skills in addition to the language and social studies components inherent in the immersion curriculum. DLI teachers work with core subject teachers to ensure that learning goals are met and that DLI and non-DLI students alike have comparable academic experiences by aligning their curricula. PPS administration has not presented any data - to the best of our knowledge - that demonstrates any learning loss or missed concepts in either math or reading due to traveling off-campus. To our knowledge, no Math or English instructor has noted reduced achievement on standardized testing or in grading for these students between their 7th grade performance and performance during their 8th grade year when they participate in the DLI Research Residencies.

Additionally, PPS states on its own website:

The district's growing Dual Language Immersion program is closing the racial educational achievement gap and improving reading achievement in native and non-native speakers alike, according to a 2015 national study.
(<https://www.pps.net/domain/265>)

And:

Even though DLI students spend half their academic day on English they tend to outperform their non-immersion on academic achievement tests in English
(Turnbull, Hart & Lapkin 2000). (<https://www.pps.net/Page/885>)

It is our opinion and experience that the DLI Research Residencies, when given adequate time for effective teaching and learning, overwhelmingly contribute to the overall academic success of our students.

STAFF RECOMMENDATION

Ten-day absences are not recoverable by all traveling students in all classes. In addition, the impact on the school environment of absent students, absent teachers, and absent administrators is also too significant for 10 consecutive days. As an alternative to the proposed amendment, staff recommends Board Policy 6.50.010-P keep the 5-school day threshold intact, with an allowance for 2 additional days for trips that require over 10 hours of travel.

There is currently no PPS data - again, to the best of our knowledge - that supports the staff's statement, despite a 20+ year history of successful DLI Research Residencies. Anecdotal evidence from non-traveling teachers in core subjects at multiple DLI schools suggests that the academic and environmental impact on traveling and non-traveling students alike is minimal, and in some cases, the temporarily smaller class sizes provide some benefits to non-traveling teachers and students, while traveling students show little to no learning loss from their absence from their home campuses.

In fact, data suggests that the benefits outweigh the drawbacks. According to Penn State University professor Celeste Kinginger: "While 10 days (17 with weekends, etc.) may not seem like much in total, twice the exposure time (and proportionally more time recovered from jet lag, etc.) has benefits that could impact long term commitment to language study as a result of social integration with local communities."

This is spelled out in a recent co-authored publication (Zhuang & Kinginger, 2024) that describes a large follow-on research project of US-based study abroad alumni, using a nationwide survey (approximately 4900 respondents) and 54 life history interviews. The study finds that longer-duration study abroad stays leads to more social integration/friendship development, which in turn leads to improved long-term language learning outcomes.

It is our contention that the staff recommendation does not satisfy the concerns that the policy change proposal was designed in part to address, namely, that more time is needed for students to reap the full benefits from an academically rigorous language and cultural immersion program and achieve the stated fluency goals of the DLI programs. It curtails the ability to provide a productive cultural exchange with host families and schools, which is a priority for our international partners.

DLI PROGRAM RECOMMENDATION

The PPS Policy Committee and the Asian DLI faculty, trip directors, and parent groups have worked closely together for several months to develop a new policy for international research residencies and other academically rigorous travel programs that will satisfy the District's academic and fiscal goals as well as the goals of our nationally-recognized Asian language immersion programs. Indeed, we hope that similar opportunities - whether international or domestic - will eventually be extended to all 8th graders in the District. We respectfully request that the School Board honor that work and the good intentions of the committee and implement the policy as drafted by the committee.

Sincerely,

Christine Hanolsy, Vice President, Oya No Kai (JDLI)
Maya Mori, Co-President, Oya No Kai (JDLI)
Kelli George, Chair, Shu Ren of Portland (Harrison Park MDLI)
Letha Tawney, Chair, Jin Ren of Portland (Albina MDLI)
James Luu, Trustee, Research Vietnam (VDLI)

Portland Public School District 1st Reading

DATE OF FIRST READING: August 06, 2024

PUBLIC COMMENT FOR

Revision of Policy 4.20.010-P:

Promotion and Retention of Students

The Portland Public School District is providing Notice of Proposed Revised Policy 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 website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:

August 27, 2024

Summary: **Revision of Promotion and Retention of Students Policy
4.20.010-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

Contact: **Rosanne Powell, Senior Board Manager**
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

Included in Packet	Page
Staff Report	03
Redlined Policy with Proposed Changes	05
Original Policy	09



PORTLAND PUBLIC SCHOOLS

Office of Teaching & Learning

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: June 17, 2024

To: PPS School Board

CC: Kristina Howard, CAO

From: Dr. Emily Glasgow, Senior Director PK-5 Academics

Subject: Revised Retention & Promotion Policy (4.20.010-P)

BACKGROUND

On Tuesday, January 24, 2023, the PPS Board of Education voted to modify our PPS Compulsory Enrollment; Age and Grade Level at Entrance Board Policy (4.10.020-P). This modification eliminated our previous practice of offering an Early Entry to Kindergarten exception. It was brought to our attention this year that Board Policy 4.20.010-P still contained language in support of an Early Entry to Kindergarten exception. In reviewing policy 4.20.010-P, we came to understand that, in several ways, it did not fully reflect our research-based updated practices related to student retention and acceleration. We also found the policy to be too broad, allowing for subjectivity and potential bias in high-stakes decisions about student pathways.

RELATED POLICIES/BEST PRACTICES

While reviewing this policy, we looked at the internal retention guidance developed post-COVID as well as our current Whole Grade and Single Subject Acceleration practices.

ANALYSIS OF SITUATION

Research shows that both retention and acceleration can be appropriate interventions for a very small number of students, but can also have adverse impacts--particularly on our students of color and students with disabilities--when applied inappropriately. Without clear district-level guidance and objective tests of proficiency to guide decision-making about these exceptional cases when a student is deemed to be a candidate for either retention or acceleration, we are at risk of critical decisions about student pathways being made in subjective and potentially biased ways. An internal review of current school-based practices suggests that our guidance is not yet clear enough to ensure that all schools are using the same factors and practices to drive decision-making in these areas.

FISCAL IMPACT

The fiscal impacts related to acceleration include the cost of staffing to support central management of the Single Subject and Whole Grade Acceleration process, the cost of assessments to support these processes, and the current part-time FTE dedicated to instruction in Single Subject Acceleration in mathematics for students at transition grades (e.g. 5th and 8th

grade students taking 6th and 9th grade math). The only fiscal impact related to retention is the cost of supporting students in our K-12 pathway for one additional year.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Our TAG Advisory Committee has shared feedback on our acceleration practices and is in support of continued revision of Board policy to reflect and codify these practices. We are working with our Special Education Family Engagement team to make space for a family focus group with special education families on this policy as well.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Our goal would be to have this policy revised and approved by August 2024 so that we can update our internal practices in alignment with the policy in time to implement adjustments for the 2024-25 school year.

BOARD OPTIONS WITH ANALYSIS

At a minimum, we need to remove the Early Entry to Kindergarten language from this policy as rescinding this practice was already approved by this Board. We are hopeful that the Board will join us in this opportunity to update the whole policy while it is under review.

CONNECTION TO BOARD GOALS

This policy is tightly connected to our academic Board goals. Both retention and acceleration, when applied appropriately and with careful consideration, can support students to develop and grow toward our district benchmarks at an appropriate and differentiated rate and level.

STAFF RECOMMENDATION

The Office of Teaching & Learning in partnership with the Office of School Programs recommends the revisions reflected in the updated draft of this policy.

ATTACHMENTS

- A. Red-lined draft of 4.20.010-P

	<p>BOARD POLICY</p> <p>PROMOTION RETENTION AND ACCELERATION OF STUDENTS</p>	<p>4.20.010-P</p>
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The curriculum and instruction program of the District is designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the District recognizes that all students do not learn at exactly the same rate or level. **Some In exceptional cases, some** students may benefit from additional instruction at a certain level (**aka retention**), while others may benefit from accelerated placement beyond the normal grade level assignment (**aka whole grade acceleration**).

Scope of Policy: This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans.

Policy:

- (1) **Retention:** The decision to retain ~~or accelerate~~ a student:
 - (a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.
 - (A) ~~The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year.~~ If the school team is considering the possibility of retention for a student, conversations with the family should begin no later than the end of the second grading period. Final decisions around retention should be made no later than the end of the third grading period.
 - (B) The decision to separate a student from his/her their age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth. The following criteria must be considered and discussed with the family as part of the decision-making process:

- ~~If the student is receiving special education, what is the impact of their disability on their academic progress and how are they progressing toward their IEP goals?~~
- ~~If the student is an English Language Learner, what is the impact of language development on their academic progress and how are they progressing toward their ELPA goals?~~
- In what ways has this student's academic progress been impeded by challenges with attendance and/or other disruptions to learning opportunities?
- What academic interventions have been provided to this student and how have they responded to this support?
- Given this student's age, race, disability identification, language needs, and social emotional profile, what are the costs and benefits of retention for this student?

(C)

If a student is recommended for ~~acceleration or retention~~, the ~~appropriate administrative directive shall be followed~~ principal must (1) inform their supervisor of the decision and (2) ensure that an individualized learning plan has been developed and shared with the family that includes:

- individualized learning goals and progress monitoring measures for the repeated year;
- targeted academic intervention and scaffolding plans that ensure the student will receive Tier 3 supports in addition to differentiated core instruction;
- as needed, family and community supports to ensure that attendance and other social-emotional needs impacting academic progress are being addressed;
- a progress monitoring plan that includes no less than quarterly meetings with the school team and family to review progress and adjust strategies throughout the repeated school year.

(b) ~~Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.~~

(2) **Acceleration:** The decision to ~~promote, retain or~~ accelerate a student:

(a) Shall be made in accordance with the district's Whole Grade Acceleration process. The district also may develop and support a process for Single Subject Acceleration.

(b) If the school team determines a student eligible for consideration of Whole Grade or Single Subject Acceleration, they will contact the District Talented and Gifted (TAG) Coordinator to initiate testing and data collection no later than the annual designated spring testing window.

PROMOTION AND RETENTION OF STUDENTS

4.20.010-P

- (c) Multiple factors will be considered in determining whether a student will benefit from Acceleration. These factors include:
- standardized testing results,
 - curriculum-embedded assessment information,
 - teacher questionnaire,
 - school team feedback,
 - and family feedback.
- (d) The District TAG Coordinator will review documentation, evaluate assessment results, and document the placement decision.
- (e) The District TAG Coordinator will notify the school(s) and family of the final decision in a timely fashion for student records to reflect the change for the next school year.
- (f) If a student is recommended for Whole Grade Acceleration, the principal must ensure that a personalized learning plan has been developed and shared with the family that addresses the academic and social-emotional needs of the student for the next school year.

- ~~(g) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.~~
- ~~(A) Intervention strategies and available programs, such as, summer school, tutoring, the Talented and Gifted program, remediation, etc., shall be considered in plans to assist the student.~~
- ~~(B) In the event that the plan is unsuccessful, the procedures and timeline set forth in the appropriate administrative directive shall be followed to best meet the future education needs of the student.~~
- ~~(3) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.~~
- ~~(4) Should a student be recommended for accelerated placement, the process set forth in the accompanying administrative directive will be followed.~~

(5) The superintendent shall develop administrative directives to implement this policy.

Legal References:

History: Adpt. as AD 6/71; Amd. 2/78; made into policy and Amd. 9/09/02, BA 2425, Amd. 6/24



BOARD POLICY

4.20.010-P

PROMOTION AND RETENTION OF STUDENTS

The curriculum and instruction program of the district is arranged in a manner designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the district recognizes that all students do not learn at exactly the same rate or level. Some students may benefit from additional instruction at a certain level, while others may benefit from accelerated placement beyond the normal grade level assignment.

Scope of Policy: This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans. Early entry may be granted for the intellectually advanced child who would not otherwise be allowed to enter school for another year due to date of birth. (See 6.10.015-P, Talented and Gifted Education, for early entry into Kindergarten)

Policy:

- (1) The decision to promote, retain or accelerate (e.g., double promote) a student:
 - (a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.
 - (A) The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year.
 - (B) The decision to separate a student from his/her age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth.
 - (C) If a student is recommended for acceleration or retention, the appropriate administrative directive shall be followed.
 - (b) Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.

PROMOTION AND RETENTION OF STUDENTS

4.20.010-P

- (c) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.
 - (A) Intervention strategies and available programs, such as, summer school, tutoring, the Talented and Gifted program, remediation, etc., shall be considered in plans to assist the student.
 - (B) In the event that the plan is unsuccessful, the procedures and timeline set forth in the appropriate administrative directive shall be followed to best meet the future education needs of the student.
- (2) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.
- (3) Should a student be recommended for accelerated placement, the process set forth in the accompanying administrative directive will be followed.
- (4) The superintendent shall develop administrative directives to implement this policy.

Legal References:

History: Adpt. as AD 6/71; Amd. 2/78; made into policy and Amd. 9/09/02, BA 2425

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Policy you are providing comment on *

Other (Please indicate which policy in the comments section below) ▼

Do you provide permission to post your comments on the PPS website? *

- Yes, with name
- Yes, without name
- No. Share only with Board and District staff

Name *

Cynthia Velasquez

Email *

cvelasquez@pps.net

Your School Community *

SS&H Admin

Please provide your comments below *

As a school psychologist with over 20 years of experience, retention of a student has and should never be used as an intervention or solution to address academic or social-emotional needs. Sadly, this practice continues to impact our students especially our Racially, Ethnically Diverse and Multilingual Students.

Portland Public Schools is committed to the examination of inequitable practices through a racial and social justice lens. By examining the current practices of retention and grade/ course repetition in PPS, we are able to consider the long-term impact of school- building based decisions on students from historically underrepresented populations.

According to research, students who are retained are at a higher risk of dropping out of high school (Bauer, Hughes, Kim & West 2017). Students who are at the highest risk of retention are Black, Latinx, Indigenous Students and English Language Learners. "On average, both Hispanic and Black students across grade levels are one and one half times more likely to be retained than White students" (U.S. Census, 2015). Additionally, English learners are retained at disproportionate rates nationally. In fact, except for kindergarten, English learners are overrepresented among retained students. In 11th and 12th grades, the percentage of retained students who were ELs was more than double the percentage of ELs enrolled in each grade. (U.S. Department of Education, 2016)" (Johnson 2018). In PPS, retention is a civil rights issue due to the fact that Black, Latinx, Native, Pacific-Islander Students and English Language Learners are disproportionately represented per data.

The current policy has not been revised since 2002 nor does it contain language that is inclusive of a racial equity- social justice lens or consider the long-term impact to students who are being considered for retention. At this time the following practices have been observed:

PPS does not collect data related to retention of students nor do individual school team examine retention data

Lack of a Racial Equity and Social Justice Lens when considering long-term impact of retention

No guided universal process among buildings when retention is being considered

Lack of or inconsistent caregiver/ parent involvement from beginning of process or difficulty when addressing parent request for retention of student

Instructional practices are not being examined in order to determine impact on student engagement and achievement related to retention

Schools do not collect evidence or document when a student is retained in records i.e Synergy

Retention of students is exceptionally subjective and harmful. Please reconsider the impact of retention. **NO CHILD SHOULD BE RETAINED.**

Google Forms