

Policy Committee Meeting  
Wednesday, February 26, 2025 4:30 PM

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

## **Agenda**

1. Call to Order / Introductions
2. Public Comment - 5 *Two-Minute slots* \*To sign-up for public comment email *PublicComment@pps.net* or call 503-916-3741
3. Draft Revisions to Policy 1.20.010-P Board of Education - Board vacancy revision to align with statute - Potential Action
4. Draft Revisions to Policy 5.10.066-P Ethics and Conflict of Interest Policy - Potential revision pertaining to the district employment of Board Members. Potential Action
5. Draft Proposed New Policy x.xx.xxx-P: Solicitation Registration and Reporting - Discussion only
6. Update on Access to Advanced Placement Courses
7. 4.10.020-P Compulsory Enrollment: Age and Grade Level at Entrance - Discussion, Potential Action
8. Adjourn



# Board Policy

## Board of Education

1.20.010-P

### I. Composition/Elections

(1) The Board of Portland public school district No. 1 Multnomah County, Oregon, shall consist of seven (7) school board members, nominated by zone and elected at large in accordance with the elections laws of the State of Oregon. Elections shall take place in each odd-numbered year on the third Tuesday in May.

### II. Eligibility

(1) To be eligible for a position on the Board of the Portland public school district No. 1 Multnomah County, a person must at the time of their election:

- (a) Be a citizen of the United States and of Oregon;
- (b) Have been a resident of the district for a period of one (1) year immediately preceding their election; and,
- (c) Be a registered voter and a resident of the respective zone to which they seek nomination or appointment.

(2) No person who is an employee of the district is eligible to serve as a board member while so employed.

### III. Term

- (1) Each Board member shall serve for a term of four (4) years; three shall be elected at one biennial election and four in the subsequent biennial election, except where additional vacancies of Board positions occur because of temporary appointments. The term of office of regularly elected board members shall begin on July 1 next following the election.
- (2) In the event of a Board vacancy, the position shall be filled by majority vote of the remaining members of the Board.
- (3) The Board member so designated shall meet the eligibility requirements of ORS 332.018 and reside in the zone in which the vacancy occurs. The Board shall advertise for a 20-day period in an attempt to find an eligible resident from the same zone to fill the vacancy. ~~If no eligible zone resident declares interest in the vacant position, the Board shall appoint an eligible resident from the district at large.~~ The Board member appointed shall serve until June 30 following the next regular district election, at which time his/her successor shall be elected to fill the



## Board Policy

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### Board of Education

remainder, if any, of the unexpired term. If the term to which the Board member was appointed expires on June 30 following the election of the successor, the successor shall be elected to a full term.

(4) In the event a majority of the Board member positions are vacant, the governing body of the Multnomah Education Service District shall fill the vacancies according to law.

#### V. Student Representation

1) In addition to the seven (7) Board members, there shall be one (1) student representative on the Board to provide for the efficacious representation of students.

(2) The student representative shall be entitled to all the rights, responsibilities, duties, and privileges of a Board member with the following exceptions:

(a) The student representative shall not have an official vote in Board matters, but shall be entitled to an unofficial vote recorded in the minutes.

(b) The student representative shall not be involved in, have an unofficial vote on, or receive materials pertaining to personnel or legal matters except as designated by the Board.

(c) The student representative shall not participate in or attend executive sessions without the consent of the Board.

(d) The student representative shall not be held responsible for representing constituencies aside from the district student body.

(3) The student representative shall be a student regularly attending a district high school in grades ten (10) through twelve (12).

(4) The student representative shall serve on the Board for a period of one (1) year.

#### V. Election of Board Chair and Vice Chair

(1) The Board shall elect one of its members as Board chair and one of its members as Board vice chair. The Board shall elect by majority vote the chair and vice chair at such times and for such periods as follows:

(a) At the first regular meeting in January for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding July;

(b) At the first regular meeting in July for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding January.



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## Board of Education

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- (2) The Board may, for any reason it deems adequate, elect any members to serve as chair and vice chair; provided however, that in no case may a Board member serve as chair for more than four consecutive years.

Legal References: ORS 255.335; ORS 332.015; ORS 332.016; ORS 332.118; ORS 332.122; ORS 332.124; ORS 332.040; Oregon Constitution, Article II, Section 2

History: Adpt 6/71; Amd 5/21/01, BA 1878; Amd. 9/9/02; BA 2417; Amd. \_\_\_\_\_

## 1.20.010-P Board of Education

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- (2) No person who is an employee of the district is eligible to serve as a board member while so employed.

### III. Term

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## 1.20.010-P Board of Education

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- (2) The student representative shall be entitled to all the rights, responsibilities, duties, and privileges of a Board member with the following exceptions:
  - (a) The student representative shall not have an official vote in Board matters, but shall be entitled to an unofficial vote recorded in the minutes.
  - (b) The student representative shall not be involved in, have an unofficial vote on, or receive materials pertaining to personnel or legal matters except as designated by the Board.
  - (c) The student representative shall not participate in or attend executive sessions without the consent of the Board.
  - (d) The student representative shall not be held responsible for representing constituencies aside from the district student body.
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## 1.20.010-P Board of Education

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History: Adpt 6/71; Amd 5/21/01, BA 1878; Amd. 9/9/02; BA 2417





## Board Policy

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# Ethics and Conflict of Interest Policy

### 1. Purpose

Board of Education (Board) members and employees are expected to perform the District's business with integrity and accountability to the law and the community we serve; as responsible stewards of the District's resources; and without undue or the perception of undue influence in the performance of our jobs. Board members and employees have been entrusted with the important task of educating our community's children and should strive to live up to the highest ethical standards.

This policy establishes ethical standards of conduct for Board members and employees, whether elected or appointed, paid or unpaid, and sets forth conduct that is incompatible with such standards. Violations of this policy may subject employees to discipline, up to and including dismissal.

### 2. Definitions

"Actual Conflict of Interest" means any action, decision, or recommendation by a person acting in a capacity as a District representative, the effect of which is to the private financial benefit or avoidance of financial detriment to the person or the person's relative(s) or any business with which the person or a relative of the person is associated unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person's official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- c) Membership on the board of directors of or service in a nonremunerative capacity for a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



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### Ethics and Conflict of Interest Policy

“Confidential Information” means specific information, rather than generalized knowledge, that is shared only with a specific person or persons within the District, including information made confidential by law.

“District action” means (i) a decision, determination, finding, ruling, purchase order, grant, payment, award, license, contract, transaction, sanction, approval or denial, authorization, or other similar action, or (ii) any proceeding, application, submission, request for a ruling or other determination, contract, claim, case, or other such matter that the Board member or employee believes, or has reason to believe, is one to which the District is, or will be a party or is one in which the District has a direct and substantial interest.

“Gift or Gratuity” means anything with an aggregate value in excess of \$50 to a Board member or District employee from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision, authorization, or vote of that Board member or District employee.

“Member of household” means any person who resides with the District employee or Board member.

“Potential Conflict of Interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private financial benefit or detriment of the person or the person’s relative, or a business with which the person or the person’s relative is associated, unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person’s official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged.
- c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



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### Ethics and Conflict of Interest Policy

“Participate” means to personally and substantially consider, investigate, advise, recommend, approve/disapprove, authorize, decide, or take other similar action.

“Reasonable travel expenses” are those expenses that either (1) do not exceed the District established per diem for travel or (ii) are otherwise reimbursable under District policy.

“Relative” means spouse or domestic partner, child, step-child, parent, step-parent, sibling, step-sibling, child-in-law of the employee; or the parent, step-parent, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides financial benefits to the employee, or who receives any direct benefit from the employee’s public employment.

#### 3. Code of Ethics

All Board members and District employees shall act with trust, equity, and accountability.

a. Trust. All Board members and District employees shall treat their office as a public trust. They should avoid the appearance of impropriety and conflicts of interest, and take District Actions and implement policies in good faith as equitably as possible.

b. Equity. Board members and District employees will create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population, employees, and community.

c. Accountability. Board members and employees will strive to carry out their work efficiently and transparently.

#### 4. Gifts

State law limits Gifts and Gratuities to Board members or employees, their relatives, and members of their household. Gift or gratuity does not include the following items:

- a. Anything of value that is received as District property and used for District purposes (such as textbooks and classroom supplies);
- b. Discounts available to an individual as a member of an employee group, occupation or similar broad-based group;



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- c. A plaque, trophy, or other honoraria;
- d. Unsolicited awards for professional achievement;
- e. Reimbursement to the District for enrollment and course fees and reasonable travel expenses incurred by the District in connection with a Board member's or employee's speech, presentation, or appearance made in an official capacity; provided that the reimbursement is memorialized in writing;
- f. Campaign contributions that are solicited or received and reported by an elected official or candidate in accordance with applicable law; and
- g. Employee or Board compensation.

#### 5. Conflicts of Interest.

All Board members and District employees must disqualify themselves from participating in District Actions in which they have an actual conflict of interest.

This means, among other things, that:

- a. Use of Position. Board members and District employees may not use their position to obtain financial gain or avoidance of financial detriment for themselves, as well as for their relatives and members of their households. Additionally, Board members are prohibited from being compensated by the District as an employee or contractor, and no Board member or employee may benefit under any District contract for which they participated in the authorization for two years following Board service or employment, respectively.
- b. Sale of instructional or training materials. Employees may not claim, promote, or sell instructional, training, or other materials and/or equipment to third parties developed on District time or District property nor may they promote or sell instructional, training, or other materials they developed on their own time to the District. Exceptions may be granted under exceptional circumstances with the written consent of the Superintendent.



### Ethics and Conflict of Interest Policy

- c. Confidential Information. Board members and employees may not use confidential information gained in the course of or by reason of their position or activities for personal gain or advantage to them or their relatives or members of their household.
- d. Interest in Contracts. Board members and employees, along with their relatives and members of their household, may not take District Action related to any District contract for which they have a financial interest.
- e. Use of District Time. A District employee may not perform any duties related to an outside job during their regular scheduled or actual working hours unless leave is approved pursuant to District procedures; nor may an employee use any District facilities, equipment, resources or materials in performing outside work.

**Retaliation Prohibited.** Retaliation or threats of retaliation, both direct and indirect, for good-faith reporting of possible violations of this policy or ORS chapter 244 are prohibited. Any employee found to have engaged in any such conduct shall be subject to disciplinary action.

#### Notice.

- 1. Board Member. If a Board member has a potential or actual conflict of interest, they should state the conflict at the meeting when the agenda item is raised.
  - 2. Employee. If an employee has an actual conflict of interest, they must notify a supervisor in writing of the nature of the conflict. The supervisor should assume responsibility for or reassign the matter creating the conflict. If an employee has a potential conflict of interest, they should notify a supervisor in writing of the nature of the potential conflict of interest, and the supervisor will determine if any reassignment of the matter creating the potential conflict is appropriate.
6. **Avoiding the Appearance of Conflicts of Interest**
- Board Members and District employees should avoid the appearance of a conflict of interest when feasible.



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#### 7. **Complaints Against Employees**

Concerns that an employee is engaged in a District Action for which they have an actual conflict of interest shall be reported to the employee's supervisor (who should report it to Human Resources) or Human Resources. If the employee is the Superintendent, the concern shall be raised to the Board Chair.

#### 8. **Restrictions on Board Member Employment by District**

~~Current Board members and those who have served as a Board member within the preceding 365 days may not apply for or accept any offer of employment from the District.~~



**Ethics and Conflict of Interest  
Policy**

**8. Annual Training for Board Members and Senior District Leadership**

Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024



# Ethics and Conflict of Interest Policy

### 1. Purpose

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### Ethics and Conflict of Interest Policy

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### Ethics and Conflict of Interest Policy

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#### **6. Avoiding the Appearance of Conflicts of Interest**

Board Members and District employees should avoid the appearance of a conflict of interest when feasible.

#### **7. Complaints Against Employees**

Concerns that an employee is engaged in a District Action for which they have an actual conflict of interest shall be reported to the employee's supervisor (who should report it to Human Resources) or Human Resources. If the employee is the Superintendent, the concern shall be raised to the Board Chair.



## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

#### **8. Annual Training for Board Members and Senior District Leadership**

Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024

## Registration and Reporting

Portland Public Schools is a public entity with significant contracts and expenditures, and the District has a comprehensive public contracting and purchasing policies and practices. District staff and members of the Board of Education regularly approve contracts and expenditures. It is important for the District to inform the public about individuals or entities that engage with the District with the purpose of obtaining certain District contracts and expenditures.

This policy is in addition to any other District requirement or legal obligation related to contracting, conflicts of interests, or ethical implementation of District policies and programs.

**Contracts and expenditures subject to solicitation disclosure (Eligible Contracts and Expenditures):** Eligible Contracts and Expenditures are those expense contracts or other District expenditures that are expected to exceed \$100,000 in a fiscal year, but Eligible Contracts & Expenditures do not include:

- Contracts subject to a Request for Proposal (RFP) under the PPS Purchasing & Contracting rules
- Collective bargaining agreements

**Economic interests to be disclosed:** When an individual or entity engages with District staff or Board members for the purpose of obtaining an Eligible Contract, Expenditure or other qualifying economic interest in a District decision that exceeds \$100,000 in a fiscal year, the individual and the entity they represent, if applicable, must register with the District if such actions or communications with District staff or Board total more than [five] hours per calendar quarter.

**District Registration and Reporting:** The District shall establish a public registration and reporting system on its website for those required to register under this policy.

- Registrations are required to be maintained for at least 90 days after the individual or entity has engaged with staff or board member for the purpose of obtaining an Eligible Contract, Expenditure, or other qualifying economic interest.

This policy does not apply to individuals or entities that are advocating for District funding, policies, or other decisions in which there is no direct financial impact to them.

### Compliance with Other State Requirements

In addition to complying with this policy, individuals and entities engaging with District staff or board members for the purpose of obtaining an Eligible Contract or Expenditure are expected to comply with ORS chapter 244 and applicable District policies as are District staff and members of the Board of Education.





# PORTLAND PUBLIC SCHOOLS

## OFFICE OF TEACHING AND LEARNING

### Advanced Placement

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

Mailing Address: P. O. Box 3107 / 97208-3107

To: Portland Public Schools School Board

From: Christopher Brida, Director of CTE, AP & IB

Date: February 2, 2025

Subject: PPS Advanced Placement Overview, Course Guide Review, Next Steps

The Advanced Placement (AP) program is critical to our district's commitment to academic excellence and college readiness. To ensure equitable access, alignment, and student success in AP courses, we have comprehensively reviewed AP offerings across our schools. This memo provides an overview of the current AP landscape, highlights key findings from our review, and outlines the following steps to improve alignment and access, focusing on addressing disparities in student participation and outcomes.

## Overview of AP in Our District

The Advanced Placement (AP) program is critical in providing rigorous academic opportunities for students across our district. The following data provides a snapshot of our current AP landscape:

### AP Subjects Offered by School:

- **Benson** – 10 subjects
- **Franklin** – 22 subjects
- **Grant** – 18 subjects
- **Ida B. Wells** – 24 subjects
- **McDaniel** – 19 subjects
- **Roosevelt** – 14 subjects

The district offers Every AP subject except Latin, Italian, and German.

### 2023-2024 AP Participation & Performance:

- **Total AP students:** 2,894 (+6.8% from previous year)
- **Total AP exams taken:** 4,747 (+9.2% from previous year)
- **Average AP exam score:** 3.2
- **Percent of exams with a score of 3 or higher:** 69% (+17.4% from previous year)

### AP Participation and Performance by Grade Level:

- **Grade 9:** 106 students | 113 exams | Avg. Score: 3.2 | 73% scored 3+
- **Grade 10:** 921 students | 1,187 exams | Avg. Score: 3.2 | 70% scored 3+
- **Grade 11:** 1,071 students | 1,933 exams | Avg. Score: 3.1 | 66% scored 3+
- **Grade 12:** 796 students | 1,514 exams | Avg. Score: 3.2 | 71% scored 3+



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### AP Participation and Performance by Race:

| Race             | Students | Exams Taken | Exams Per Student | Exams Scoring 3+ (%) |
|------------------|----------|-------------|-------------------|----------------------|
| American Indian  | 9        | 15          | 1.67              | 46.7%                |
| Asian            | 277      | 475         | 1.71              | 60.4%                |
| Black            | 77       | 105         | 1.36              | 34.3%                |
| Hispanic         | 343      | 517         | 1.51              | 53.8%                |
| Pacific Islander | 7        | 9           | 1.28              | 11.1%                |
| White            | 1,827    | 3,042       | 1.67              | 74.1%                |
| Multiple         | 271      | 463         | 1.71              | 70.4%                |
| No Response      | 62       | 87          | 1.40              | 70.1%                |

### AP Test Taking Participation by Underserved vs Not Underserved

| Category        | Number of Enrollments | Number of Exam Takers | Percentage |
|-----------------|-----------------------|-----------------------|------------|
| Not Underserved | 4031                  | 2898                  | 71.9%      |
| Underserved     | 1034                  | 615                   | 59.4%      |

While overall performance is strong, disparities in AP participation and success rates among racial groups exist. Addressing these gaps is a critical priority moving forward.



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## Findings from the AP Course Guide Review

Over the past few months, we have conducted an in-depth course guide analysis of AP courses, alignment, and access across the district. This review has revealed areas of strong consistency and places where greater clarity is needed.

- **High Alignment:** Most schools consistently offer AP courses with standardized prerequisites, grade-level access, and core/elective designation.
  - **Example: AP English Literature & Composition** – Core course in grades 11-12 across nearly all schools.

| School      | Grade(s) Offered | Core/Elective | Prerequisites              |
|-------------|------------------|---------------|----------------------------|
| Benson      | 11, 12           | Core          | English 5-6                |
| Franklin    | 12               | Core          | English 5-6                |
| Grant       | 11, 12           | Core          | English 5-6                |
| Ida B Wells | 12               | Core          | English 5-6 or AP Language |
| McDaniel    | 12               | Core          | English 5-6 or AP Language |
| Roosevelt   | 11, 12           | Core          | English 3-4                |

- **Moderate Alignment:** Courses where the grade levels, core/elective designation, or prerequisites vary slightly but do not create significant access barriers.
  - **Example: AP Calculus AB** – Offered at all schools but varies in core vs. elective designation.

| School      | Grade(s) Offered | Core/Elective | Prerequisites               |
|-------------|------------------|---------------|-----------------------------|
| Benson      | 11, 12           | Elective      | None                        |
| Franklin    | 10, 11, 12       | Elective      | Precalculus                 |
| Grant       | 11, 12           | Core          | Precalculus                 |
| Ida B Wells | 10, 11, 12       | Core          | Precalculus                 |
| McDaniel    | 10, 11, 12       | Core          | Precalculus or Math 111/112 |
| Roosevelt   | 11, 12           | Elective      | Precalculus                 |



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**Low Alignment:** Courses with significant variation in grade availability, core vs. elective status, or prerequisites, potentially limiting student access.

- **Example:** AP Physics courses – Prerequisites and core/elective status differences create inconsistent access.

| School      | Grade(s) Offered | Core/Elective | Prerequisites  |
|-------------|------------------|---------------|--|
| Benson      | 11, 12           | Elective      | NGSS Physics, C or better in Algebra 3-4, 2 credits of science |
| Franklin    | 10, 11, 12       | Elective      | NGSS Physics, Algebra 1-2                                      |
| Grant       | 10, 11, 12       | Elective      | Geometry or enrollment in Algebra 3-4                          |
| Ida B Wells | 11, 12           | Core          | NGSS Physics and NGSS Chemistry                                |
| McDaniel    | 11, 12           | Core          | Algebra 3-4  |
| Roosevelt   | 10, 11, 12       | Core          | Geometry or enrolled in Algebra 3-4                            |

While alignment across AP courses is a key issue, it is also important to acknowledge the disparities in outcomes, particularly for historically underserved student populations. The data underscores the need for targeted support structures to improve equitable access and success.

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### Next Steps: Engaging Stakeholders

We will engage with stakeholders to ensure a districtwide approach to AP access and alignment. The primary focus areas will include:

1. **Expanding equitable access** means ensuring that all students, particularly those from historically underserved backgrounds, have opportunities to enroll in AP courses.
2. **Improving alignment** – Refining course availability, prerequisites, and core/elective designations across the district.
3. **Enhancing student success** – Implementing additional supports to increase AP performance, particularly among students who have traditionally faced barriers.

Our next phase involves convening educators, administrators, counselors, and students to discuss these issues, gather feedback, and identify actionable solutions.



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### Anticipated Outcomes

As we move through this work, we anticipate several key outcomes that will shape the future of AP in our district:

- **Administrative Directive on AP Course Alignment** – Establishing clear guidance on prerequisites, grade-level offerings, and core/elective designations.
- **Updated District Course Guide** – Aligning course descriptions and availability to reflect the findings from this review and stakeholder input.
- **Family Outreach and Communication Plan** – Ensuring families are well-informed about AP opportunities, pathways, and expectations.
- **Strengthened Systems and Supports for AP Success** – Expanding tutoring, teacher training, and other student supports to improve success rates, particularly for historically underserved students.

This work will lay the foundation for a more equitable, aligned, and effective AP program across the district. We look forward to engaging in these next steps and appreciate the leadership and collaboration that will make this effort successful.

Sincerely,

Filip Hristić  
Senior Director of Core Academics 9-12  
fhristic@pps.net

Chris Brida  
Director of CTE, AP, and IB  
cbrida@pps.net



### Compulsory Enrollment; Age and Grade Level at Entrance

All children between the ages of 6 and 18 years who have not completed the 12<sup>th</sup> grade are required to regularly attend public school full-time, unless exempted by ORS 339.030 and PPS 4.10.010-P.

- 1) **Preschool through First grade:** Admission is allowed for children whose birthdays occur on or before September 1, as follows:
  - a) **Preschool:** A child is eligible to apply for Preschool if their third birthday occurs on or before September 1.
  - b) **Pre-Kindergarten:** A child is eligible to apply for Pre-Kindergarten if their fourth birthday occurs on or before September 1.
    - i) A child whose fifth birthday occurs on or before September 1 is not eligible for Pre-Kindergarten.
  - c) **Kindergarten:** A child will be admitted to Kindergarten if their fifth birthday occurs on or before September 1.
    - i) A student whose sixth birthday occurs on or before September 1 may enroll in Kindergarten if they have not successfully completed a kindergarten program.
    - ii) If the parent/guardian wishes, a student who has been enrolled in Kindergarten outside of PPS may be placed in Kindergarten when entering the District during the school year, even if their birth date occurs after September 1.
  - d) **First Grade:** A child will be admitted to the first grade if their sixth birthday occurs on or before September 1, or with evidence of successful completion of a kindergarten program.
    - i) A child whose sixth birthday occurs after September 1 who has been enrolled in first grade outside of PPS will be placed in first grade when entering the District during the school year.
- 2) **Second through Twelfth Grade:** A student newly enrolling in PPS will be assigned to a grade based on their prior school experience:
  - a) A student who has successfully completed a grade level will be enrolled in the next grade level when entering the District at the start of a school year.
  - b) A student who has been enrolled in a grade level outside of PPS will be placed in that same grade level when entering the District during the school year.



## Board Policy

4.10.020-P

### Compulsory Enrollment; Age and Grade Level at Entrance

- c) A student who is newly enrolling without educational records from a previous school will be placed in the appropriate grade level based on their age. Course selection for a middle or high-school student will occur in collaboration with the student, family, counselor and other school staff, and take into consideration student skill level and necessary high school graduation requirements.
- 3) Students 19 years of age: Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
- 4) Students 21 years of age: The District shall admit otherwise eligible students who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma or are receiving special education services and have not yet received a regular high school diploma. These students may attend school without paying tuition for the remainder of the school year.
- 5) Nothing in this policy prevents a family from seeking grade acceleration or retention, as allowed in [Policy 4.20.010-P](#).

Legal References: ORS 327.006; ORS 336.092; ORS 336.095; ORS 339.115

History:

Adpt 9/71; Amd 9/73; Amd8/81; Amd 10/27/83; Amd 8/95; Amd 9/9/02; BA 2420: Amd 4/19; 1/2023.



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    - i) A child whose fifth birthday occurs on or before September 1 is not eligible for Pre-Kindergarten.
  - c) Kindergarten: A child will be admitted to Kindergarten if their fifth birthday occurs on or before September 1. **A child may petition into kindergarten if their birthday occurs before September 30. The petition request will be on the enrollment form, and no testing or reference letters are required. As part of the enrollment process, PPS staff will provide information to parents about District-provided pre-kindergarten programs they may be eligible for.**
    - i) A student whose sixth birthday occurs on or before September 1 may enroll in Kindergarten if they have not successfully completed a kindergarten program. ii) If the parent/guardian wishes, a student who has been enrolled in Kindergarten outside of PPS may be placed in Kindergarten when entering the District during the school year, even if their birth date occurs after September 1.
  - d) First Grade: A child will be admitted to the first grade if their sixth birthday occurs on or before September 1, or with evidence of successful completion of a kindergarten program.
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- 2) Second through Twelfth Grade: A student newly enrolling in PPS will be assigned to a grade based on their prior school experience:
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  - b) A student who has been enrolled in a grade level outside of PPS will be placed in that same grade level when entering the District during the school year.



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**4.10.020-P**

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