

Policy Committee Meeting
Tuesday, September 22, 2026 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. Discussion: 2026-27 Committee Work Plan
4. Discussion: Schools Beyond Screens Digital Device and Screen Use Policy Draft
5. Discussion: Artificial Intelligence (AI) Policy
6. Other Business and Future Agenda Items
7. Adjourn

26-27 WORKPLAN FOR SUBSTANTIVE POLICY CHANGES

INITIATIVE / POTENTIAL POLICY	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Screen time / Healthy Technology										
Artificial Intelligence										
STAFF initiated: Climate Crisis Response Policy (update to address air quality)										
STAFF initiated: Comprehensive Health & Wellness Policy (updated policy)										
Alternative Transportation										
Vegetarian Options										
Use of Student Images (FERPA)										

REVIEW

See Policy 1.70-020-P for review timeline: “The Board or Board committee shall strive to review all policies at least once every four (4) years . . .”

POLICY SECTION	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Section 1 (Board of Education)										
Section 5 (Employment/Personnel)										
Section 8 (Business/Operations)										
Section 4 (Students)										
Section 6 (Instruction)										
Sections 2 (District Administration) and 7 (Community)	COMPLETED 2025-26									

Board Policy 3.30.080-P: PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Contents

Summary of Revisions – pp. 1-4

Revisions in Context of Full Policy – pp. 5-11

Summary of Revisions

In the introduction:

Current language:

Our goal is for all students to be environmentally literate, and to understand the connections between their daily actions and the natural world ~~by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.~~

Revise to:

Our goal is for all students to be environmentally literate, and to understand the connections between their daily actions and the natural world, **as well as the larger social, economic, and infrastructural systems that drive environmental change, climate disruption, and public health. The District supports students' environmental literacy** by using community-based learning and civic action as a context for meeting academic goals described in the [Graduate Portrait](#).

In Pillar 1, under Goal 1.3:

Current language:

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.

Revise to:

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods **and Portland's urban heat islands.**

In Pillar 2: Improve Health and Wellness, Goal 2.1:

Current language:

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees.

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management.
2. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.

Revise to:

Goal 2.1: PPS will address environmental health and climate-based impacts on health, safety, and wellness of its students and employees.

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management.
2. Establish and regularly update emergency response plans for climate-related extreme events to prevent foreseeable facility damage and protect student and staff safety. Develop public plans for ice storms and snow, wildfire smoke, and flooding; maintain and improve current heat illness/extreme heat plans. Protocols should include pre-event building preparation (such as shutting off water mains and preparing HVAC systems for extreme conditions) and clear communication with families and staff.
3. Address excessive heat and cold in buildings through measures such as installing new HVAC systems, restoring operable windows that were sealed up in past decades, optimizing window restrictors to balance safety with effective heat relief, adjusting window-use policies to allow overnight cooling during heat events while maintaining security, expanding shade structures and trees, deploying temporary heating and cooling systems, and other adaptive strategies that protect health and learning. Generators for heating and cooling systems should be electric and avoid fossil fuels to the maximum extent practicable.
4. To protect health, equity, and learning, continuously improve indoor air quality by pairing ventilation and in-room filtration. Use energy-efficient ways to increase ventilation to a goal of 6 effective air changes per hour; use quiet, effective in-room filtration strategies to provide more clean air and increase effective air changes per hour beyond 6 and closer to 12. Do not purchase technologies marketed for air cleaning that lack the scientific evidence for safety and effectiveness that ventilation and filtration have. Examples include electronic air cleaning technologies and chemical room-fogging systems marketed as air cleaners, whether stand-alone or for installation in HVAC systems. Issue guidance to turn these features off when present in air purifiers.
5. Transition air quality monitoring from a complaint-based system to installation of continuous, real-time, in-room sensors that provide publicly-available readings, including carbon dioxide, temperature, humidity, and PM_{2.5}. Interim targets for parameters: <1000 ppm carbon dioxide, >60 degrees Fahrenheit, heat index <80 degrees Fahrenheit, PM_{2.5} under 5 µg/m³; long-term goals: <750 ppm carbon dioxide, 68-74 degrees Fahrenheit, strive for measuring airflows every 5 years. Use monitoring results as an opportunity for education and communication with staff, students, and community to deepen understanding of how indoor air quality

impacts transmission of respiratory infections, asthma and allergy incidence, cardiopulmonary health, cognitive performance, and student learning and attendance; support timely action when parameters fall outside targets; and reinforce practices that maintain healthy classroom environments.

6. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.

Under Glossary of Definitions, add the following definitions:

Airflows: Volumes of outdoor air, total air, and air recirculated through MERV-rated filters per unit time delivered to each room via the HVAC system measured via test, adjust, balance methods, and volumes of clean air per unit time delivered by in-room air filtration. Typically in cubic feet per minute, which can also be converted to air changes per hour or per-person rates.

Effective air changes per hour: A measure of how many times in one hour ventilation and filtration systems deliver a volume of air equal to the size of the room. Effective air changes per hour include outdoor air from ventilation, recirculated air filtered through MERV-rated filters in HVAC systems, and in-room filtered air.

Electronic air cleaning technologies: Devices or features that use electricity, electric fields, UV light, or other additive technologies to produce ions, charged airborne particles, activated metal catalysts, or other reactive compounds. Examples include bipolar ionization, corona discharge, electrostatic precipitators, ionizers, needle point discharge, ozone, photocatalytic oxidation, plasma, and reactive oxygen species. These technologies can unintentionally alter room chemistry and produce harmful contaminants, such as ultrafine particles, formaldehyde, and other volatile organic compounds.

In-room filtration: The process of moving air through mechanical fibrous filters in air purifiers located inside classrooms and other occupied school spaces in order to remove airborne particles and aerosols. Air purifiers that can provide in-room filtration have a measurable clean air delivery rate (the volume of clean air the device supplies per unit time) and include portable floor models, wall-mounted filters, table-top units, and furniture- or ceiling-integrated units. These devices may operate via electronic / digital control panels needing active management (daily turning on by staff or students) or with mechanical switch-based designs that can be paired with external timers or motion sensors to enable automatic operation.

PM_{2.5}: Fine particulate matter in air; a mix of inhalable solid particles and liquid droplets with diameters of 2.5 micrometers or smaller. Sources of PM_{2.5} include vehicle exhaust, wildfires, wood burning for winter home heating, dust, mold, combustion from school boilers and heating equipment, cooking operations in school kitchens, and secondary formation from indoor chemical reactions.

Urban heat islands: Areas within cities that lack adequate vegetation and become significantly hotter due to concrete and asphalt absorbing, retaining, and re-releasing heat.

(See also: [EPA EnviroAtlas Urban Heat Islands and Vulnerable Communities in Portland, OR](#))

Ventilation: The process of supplying and removing air within a building to maintain indoor air quality; includes both outdoor air brought in through mechanical or natural ventilation systems and indoor air recirculated through MERV 13 or higher-rated filters to remove respiratory aerosols, particulates, and other filterable air pollutants.

Revisions in Context of Full Policy

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate, and to understand the connections between their daily actions and the natural world, [as well as the larger social, economic, and infrastructural systems that drive environmental change, climate disruption, and public health](#). [The District supports students' environmental literacy](#) by using community-based learning and civic action as a context for meeting academic goals described in the [Graduate Portrait](#).

The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement, Resilience, and Wellness: The District will take steps to prepare schools for the effects of climate change, and will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

As the District works to meet these climate and sustainability goals and targets, it will maximize, minimize, and take other actions to reduce carbon emissions and increase sustainable practices when alternatives exist that meet District standards, are aligned with carbon-reduction targets, are cost competitive over time, and available technology exists.

It should be noted that these goals are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a regular cycle to support infrastructure investment; and the District will allocate general fund budget to help reach these goals.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals:

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency, maximize the use of renewable energy sources, and minimize the use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and that are more sustainable.
7. Design, renovate, and construct new facilities to improve resiliency to climate-related emergencies.

Goal 1.2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including recycling and food waste reduction at campuses.
3. Minimize disposable materials.

Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes.

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods [and Portland's urban heat islands](#).
2. Maximize onsite stormwater management in compliance with city code.
3. Establish green school yard plans to care for school grounds.

4. Phase out gas-powered equipment used for grounds maintenance.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.

1. Establish school-based infrastructure and support for staff and students to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Transition PPS and contracted vehicle fleet to electric or low emissions or renewable fuels. Work with industry, utilities, and the state and federal governments to reduce the costs of shifting towards electric or low-emission vehicles.
3. Educate and communicate to students, parents and staff about benefits of and opportunities to reduce single-occupant car commuting and idling.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

1. Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidance to schools to support sustainable, climate-preferred product and services purchasing.
2. Transition to increased electronic communication and reduce paper copying and maximize recycled content in paper used.
3. PPS will produce a report at least annually of PPS investments in fossil fuels with information that, in light of state-mandated investments, is reasonably accessible and available to it. Investments in state investment funds will be reported, recognizing that the Oregon State Treasury controls the decision-making for state investment funds.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address [environmental health and](#) climate-based impacts on health, safety, and wellness of its students and employees.

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management.
2. [Establish and regularly update emergency response plans for climate-related extreme events to prevent foreseeable facility damage and protect student and staff safety. Develop public plans for ice storms and snow, wildfire smoke, and flooding; maintain and improve current heat illness/extreme heat plans. Protocols should include pre-event building preparation \(such as shutting off water mains and preparing HVAC systems for extreme conditions\) and clear communication with families and staff.](#)
3. [Address excessive heat and cold in buildings through measures such as installing new HVAC systems, restoring operable windows that were sealed up in past decades, optimizing window restrictors to balance safety with effective heat relief, adjusting window-use policies to allow overnight cooling during heat events while maintaining security, expanding shade structures and trees, deploying temporary heating and cooling systems, and other adaptive strategies that protect health and learning. Generators for heating and cooling systems should be electric and avoid fossil fuels to the maximum extent practicable.](#)

4. To protect health, equity, and learning, continuously improve indoor air quality by pairing ventilation and in-room filtration. Use energy-efficient ways to increase ventilation to a goal of 6 effective air changes per hour; use quiet, effective in-room filtration strategies to provide more clean air and increase effective air changes per hour beyond 6 and closer to 12. Do not purchase technologies marketed for air cleaning that lack the scientific evidence for safety and effectiveness that ventilation and filtration have. Examples include electronic air cleaning technologies and chemical room-fogging systems marketed as air cleaners, whether stand-alone or for installation in HVAC systems. Issue guidance to turn these features off when present in air purifiers.
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6. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.

Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

1. PPS will coordinate with state, regional, and local jurisdictions and community-based organizations to communicate with and support PPS students and families during climate-related events and natural disasters, such as wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events. The District will make available its facilities, as appropriate, during community response efforts to climate events.
2. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities and frontline communities.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower staff as allies for a healthy climate.

1. Provide learning opportunities for staff on climate science/climate justice.
2. Continuously collaborate with staff to utilize sustainability practices in the performance of their work and provide information, support, and tools to help implement those practices.

Goal 3.2: With guidance from frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences

of climate change, understand climate justice, and have opportunities to practice climate solutions.

1. Develop and deliver curriculum and resources to help students understand, prepare for, and respond to climate change impacts.
2. Teaching and learning about climate change will recognize and support the emotional and other impacts of climate change on individuals.
3. Provide opportunities for students to probe the underlying causes of the climate crisis and the structural racism embedded in climate change due to actions by majority white countries with disproportionate negative burdens and impacts on people of color, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.

Goal 3.3: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities for students from frontline communities.
2. Support student-led climate justice, climate action, and climate resiliency initiatives.
3. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space.
4. Support students in their ongoing and critical role as climate response, climate justice, and sustainability advocates.

CLIMATE CRISIS RESPONSE COMMITTEE

To monitor effective implementation, transparency, and tracking of progress, PPS will establish a committee of no more than nine persons that is made up of a majority of members who identify as people of color, and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board but does not have decision-making authority.

Glossary of Definitions

Scope 1 Emissions: direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, water heaters, vehicles).

Scope 2 Emissions: indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling. Although scope 2 emissions physically occur at the facility where they are generated, they are accounted for in an organization's GHG inventory because they are a result of the organization's energy use.

Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization's scope 1 and 2 boundary. The scope 3 emissions for one organization are the scope 1 and 2 emissions of another organization. Scope 3 emission sources include emissions both upstream and downstream of the organization's activities.

(Scope emissions defined by [EPA Center for Corporate Climate Leadership Home](#))

Airflows: Volumes of outdoor air, total air, and air recirculated through MERV-rated filters per unit time delivered to each room via the HVAC system measured via test, adjust, balance methods, and volumes of clean air per unit time delivered by in-room air filtration. Typically in cubic feet per minute, which can also be converted to air changes per hour or per-person rates.

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Feasible: capable of being done or carried out. Feasibility will include the following factors: economics/available funding and appropriate trade-offs (i.e. the district will not spend general funds on energy efficiency if it is in lieu of incremental staffing in schools).

Frontline Communities: Communities that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas, and indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities.

In-room filtration: The process of moving air through mechanical fibrous filters in air purifiers located inside classrooms and other occupied school spaces in order to remove airborne particles and aerosols. Air purifiers that can provide in-room filtration have a measurable clean air delivery rate (the volume of clean air the device supplies per unit time) and include portable floor models, wall-mounted filters, table-top units, and furniture- or ceiling-integrated units. These devices may operate via electronic / digital control panels needing active management (daily turning on by staff or students) or with mechanical switch-based designs that can be paired with external timers or motion sensors to enable automatic operation.

PM_{2.5}: Fine particulate matter in air; a mix of inhalable solid particles and liquid droplets with diameters of 2.5 micrometers or smaller. Sources of PM_{2.5} include vehicle exhaust, wildfires, wood burning for winter home heating, dust, mold, combustion from school boilers and heating equipment, cooking operations in school kitchens, and secondary formation from indoor chemical reactions.

Systems Thinking: a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time.

Urban heat islands: Areas within cities that lack adequate vegetation and become significantly hotter due to concrete and asphalt absorbing, retaining, and re-releasing heat.

(See also: [EPA EnviroAtlas Urban Heat Islands and Vulnerable Communities in Portland, OR](#))

Ventilation: The process of supplying and removing air within a building to maintain indoor air quality; includes both outdoor air brought in through mechanical or natural ventilation systems and indoor air recirculated through MERV 13 or higher-rated filters to remove respiratory aerosols, particulates, and other filterable air pollutants.

SCHOOLS BEYOND SCREENS PORTLAND DIGITAL DEVICE AND SCREEN USE POLICY DRAFT

Sept. 15, 2026

I. PURPOSE AND SCOPE

A. Purpose. This Policy establishes rules for the evaluation, deployment, and use of digital technologies and screen-based devices within Portland Public Schools. It supports [PPS's Graduate Portrait](#) and Portland Public Schools' mission to provide an equitable, high-quality education by safeguarding students' physical, social-emotional, and cognitive development, and by ensuring that adopted technologies enhance, rather than diminish learning outcomes and instructional time.

Through clear, consistent, age-appropriate expectations, this Policy reflects a shared responsibility among schools, families, and students to promote academic focus, critical thinking, and healthy, lifelong learning habits, preparing students to be responsible digital citizens throughout their school years and beyond.

B. Scope. This Policy applies to all faculty, staff, students, and administrators across all school grade levels and programs.

II. GUIDING PRINCIPLES

These guiding principles were conceived with the whole child in mind, centering around the question of what is truly best for all children's learning and development.

A. Research-backed Pedagogy. Neuroscientific research shows that effective learning requires sustained focus, deliberate effort, and emotional, and relational connection.¹ Students require a balance of direct instruction, social interaction and collaboration, physical activity, and hands-on learning. Technology use should not replace these essential experiences. Reading comprehension is often lower when on a screen rather than paper. Multitasking and ²gamification can diminish learning. Whenever possible, independent research should be used to ³evaluate the efficacy of digital tools.

¹ [Written Testimony of Dr. Jenny Radesky and Written Testimony of Dr. Jean Twenge](#), Hearing before the U.S. Senate Committee on Commerce, Science, and Transportation (Jan. 15, 2026).

² American Psychological Association. (2026). [Children's and adolescents' learning with educational technology](#); Tiffany Munzer, et al., [Digital Ecosystems, Children, and Adolescents: Policy Statement](#). Pediatrics February 2026; 157 (2): e2025075320. 10.1542/peds.2025-075320

³ Michael D. Hanus, Jesse Fox, [Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance](#), Computers & Education, Volume 80, 2015, Pages 152-161, ISSN 0360-1315, <https://doi.org/10.1016/j.compedu.2014.08.019>.

B. Teacher-led Instruction First: Learning is the most effective when directed and guided by skilled educators and meaningful human interaction. Technology should support and enhance ⁴ teacher-led instruction, not replace the essential role of educators in fostering engagement, relationships, and learning.

C. Adaptability. Cognitive skills and habits of mind enable students to adapt to evolving circumstances and future technological trends. Teaching students to think deeply enables them to use any tool; teaching students to use a specific tool limits them to that tool.

D. Real-life and Multi-sensory Practices. Analog learning methods—including whole book reading and handwriting as well as paper based math and use of manipulatives—reliably produce stronger comprehension and retention than digital methods.⁵

E. Student Health and Well-Being. Excessive device use has been shown to be correlated with poor attention, distraction, anxiety, depression, myopia, and sleep disruption among children and adolescents. Students deserve learning environments that minimize distractions and maximize ⁶ engagement. Portland Public Schools devices and systems should prioritize curriculum-aligned educational resources and prohibit access to content that does not directly support learning.

F. Equity and Inclusion. Excessive reliance on edtech can reinforce inequity and widen the achievement gap. The new “digital divide” will be defined by access (or lack thereof) to high quality, screen-free instruction. However, students will need to have access to meaningful ⁷ opportunities to engage with technology, including for tech education, assessments, differentiated learning, instructional accommodations, and accessibility supports while ensuring that no group of students experiences disproportionate exposure to passive or excessive screen time. Use of devices for students with diverse needs, including but not limited to students with disabilities and English Learners, gifted learners, and students requiring specialized instructional support, shall be protected.

G: Set educators up for success. Educators need robust support, including time for professional development around research-backed analog instruction and differentiation methods, use of

⁴ Written Testimony of Dr. Jared Cooney Horvath, Hearing before the U.S. Senate Committee on Commerce, Science, and Transportation (Jan. 15, 2026).

⁵ Dr. Jared Cooney Horvath, *The Digital Delusion*; [New York Times](#), *Kids Rarely Read Whole Books Anymore, Even in English Class.*

⁶ Meri, R., Hutton, J., Farah, R., DiFrancesco, M., Gozman, L., & Horowitz-Kraus, T. (2023). [Higher access to screens is related to decreased functional connectivity between neural networks associated with basic attention skills and cognitive control in children](#). *Child Neuropsychology*, 29(4), 666-685; Ha A, Lee YJ, Lee M, Shim SR, Kim YK. [Digital Screen Time and Myopia: A Systematic Review and Dose-Response Meta-Analysis](#). *JAMA Netw Open*. 2025;8(2):e2460026; Tiffany Munzer, et al., [Digital Ecosystems, Children, and Adolescents: Policy Statement](#). *Pediatrics* February 2026, 157 (2): e2025075320. 10.1542/peds.2025-075320.

⁷ The Atlantic, [The Best Parenting Hack Is Being Rich](#) (Aug. 2026); UNESCO. (2023). [Global education monitoring report 2023: Technology in education: A tool on whose terms?](#); Faith Bonniger et al., National Education Policy Center, [Fit for Purpose? How Today's Commercial Digital Platforms Subvert Key Goals of Public Education](#).

technology-based curriculum with intention and confidence to support student learning, and teaching digital literacy effectively.⁸

H.. Technology Education vs. Technology-Delivered Education. Technology Education ("TechEd") is distinct from Education Technology ("EdTech"). TechEd refers to a curriculum of computer literacy and may include, among other things, typing and research instruction. EdTech refers to digital tools, software, platforms, and devices used to deliver core subject content.

I. Transparency. Educators need clear guidelines on acceptable digital platforms, devices, and screen use. Families need clear communication at the start of each school year about what to expect regarding screen time, educational app and tool use, and the data privacy policies governing these tools.⁹

J. Data privacy. Some data can help show when and why a learner is struggling, but the same information can be used for marketing, product development, or other purposes that do not directly benefit the learner. Policies should protect learners, only allowing vetted products and tools with compliant data collection and privacy policies.¹⁰

III. STANDARDS FOR SCREEN USE IN INSTRUCTION

A. Proven Benefit Standard. Screens shall be implemented only when other methods of meeting curricular objectives have been found inadequate.

B. Multi-Sensory Learning Priority. Screens shall be used only for specific, approved purposes and shall not replace hands-on, experiential learning.

C. Paper-Based Materials. Paper materials shall be the default for all reading, writing and math instruction and assignments.

IV. GENERAL RULES AND RESTRICTIONS

The following rules shall apply to all digital device and screen use, except as dictated by Individualized education plans (IEPs), 504 plans, or Personalized education plans (PEPs):

A. Screen-free K-2. Individual screen use shall be prohibited for students in grades K-2, except as required by state law.

B. Centralized Device Use for 3-8. Screen use shall be limited to dedicated computer labs or supervised computer carts for grades 3-8.

⁸ American Psychological Association. (2026). [Children's and adolescents' learning with educational technology](#).

⁹ UNICEF, [Child Protection in Digital Education](#)

¹⁰ The Markup, [This Private Equity Firm Is Amassing Companies That Collect Data on America's Children: Vista Equity Partners has been buying up software used in schools.](#); NBC News, [Google's work in schools aims to create a 'pipeline of future users,' internal documents say.](#)

C. K-8 Screen-Free Periods. Recess, lunch, music, library, art, physical education, and passing periods, shall be screen- and device-free for grades K-8 by default. Digital device and media use by students during these times, including movies, videos, gaming or streaming content may be allowed with administrative approval.

D. Screen-Free Lunch and PE for Grade 9-12. The use of computers during high school lunch periods shall be restricted to specific classrooms or library areas specifically designated as study halls.

F. Offline Homework. Homework assignments shall be offered in a paper format whenever possible. Internet connectivity shall not be required for the completion of homework assignments.

G. Use only district approved digital tools and apps. District approved digital tools/apps will be vetted and approved to ensure they are safe, effective, and legal. Use of pps teacher/student accounts to sign up for online accounts, digital tools, or apps outside of this process is prohibited.

H. Prohibition on Advertisement and Sales. No advertisements shall appear on any computer device or projected screen at school. Any device used at school, including those used by teachers or administrators, must be installed with premium ad blockers. Furthermore, students and families shall not be required to use any app or website that pushes “paid upgrades,” “premium services,” “in-app purchases,” or similar features.¹¹

I. Educational Use of Video, Visual Media, and Other Content. District devices shall only be used for curriculum-aligned educational purposes that promote active student engagement during the school day. Video and device use should not be used as a substitute for teacher-led instruction, classroom engagement, or active learning experiences, and should be followed by opportunities for discussion, reflection, application, or other forms of student interaction. Non-educational use including passive consumption for entertainment, or video streaming, shall be prohibited and blocked without administrator approval. Background video or visual media¹² not aligned to active instruction should not be used. When not in active use, devices and projection screens should be off and away.

J. Prohibition on Screen-Time as Reward. Individual digital device use or screen time shall not be used as a reward, incentive, or behavioral reinforcement for students.¹³

¹¹ American Psychological Association. (2026). [Children’s and adolescents’ learning with educational technology](#). ¹² Wall Street Journal, [Screens Have Taken Over Classrooms. Even Students Have Had Enough. Educators question whether the rapid shift toward more technology has benefited learning](#); New York Times, [How Much Screen Time Is Your Child Getting at School? We Asked 350 Teachers](#).

¹³ Deci, E. L., Koestner, R., & Ryan, R. M. (1999). [A meta analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation](#). Psychological Bulletin, 125(6), 627–668.

K. Data Collection. Students' personal data (including, but not limited to, health records, grades, behavior, test scores, immigration status, birth location, household income, and SSNs) shall not be harvested, packaged, or sold by apps or learning management systems. Any apps¹⁴ accessible to students must publish their complete terms of service and privacy policies. The District is not permitted to consent to these terms on behalf of students and families.

L. Platform and Content Restrictions. The District shall configure devices and systems with approved, curriculum-aligned applications and websites using an **allow list model**. This should effectively restrict access to platforms and websites primarily designed for entertainment or passive consumption.

The District will block access to student-led use of YouTube, social media, and streaming platforms, AI/LLM chatbot platforms (ie ChatGPT, Gemini, Claude, etc.), along with non-approved gaming platforms. Exceptions may only be permitted for educator-directed¹⁵ instructional use when a platform directly supports curriculum-aligned learning objectives, and follows an administrator approval process.

M. Generative Artificial Intelligence (AI) and Large Language Models (LLMs). Access to generative AI is prohibited on student-facing, district-issued devices until Board/District adopts an AI policy and research-backed AI literacy curriculum is implemented district wide.¹⁶

V. TIME LIMITATIONS ON DEVICE USE

A. Maximum Limits for Screen Use for K-12 (excluding TechEd). Total in-class screen time shall not exceed the following:

- **PK through Grade 2:** No routine use.
- **Grades 3-5:** Maximum twenty (20) minutes **per day, not to exceed 100 minutes per week.**
- **Grades 6-8:** Maximum forty-five (45) minutes **per subject, per week; not to exceed (315) minutes per week**
- **Grades 9-12:** Maximum sixty (60) minutes **per subject, per week; not to exceed (480) minutes per week.**

These limits apply to use of individual devices by students as well as “passive screen time” (i.e. teachers showing videos to the class). They do not apply to the use of static, projected materials (i.e. teachers projecting a document or slideshow for common reference).

¹⁴ NBC News, [Google's work in schools aims to create a 'pipeline of future users'](#)

¹⁵ The Conversation, [The 'one chatbot per child' model for AI in classrooms conflicts with what research shows: Learning is a social process](#); Ben Williamson et al., National Education Policy Center, [Time for a Pause: Without Effective Public Oversight, AI in Schools Will Do More Harm Than Good](#).

¹⁶ [3 reasons why 'going slow to go fast' is the right approach for AI in schools](#) (Brookings Institute, Sept 2026); NPR, [The risks of AI in schools outweigh the benefits, report says](#).

B. Exceptions: Exceptions to the time limitations set forth in this Section may be granted under the following circumstances: (i) IEPs, 504 plans, or PEPs. (ii) emergency situations requiring immediate communication or safety measures; (iii) temporary teacher substitutions where prepared lesson plans necessitate screen-based instruction; (iv) special assemblies featuring guest speakers or presentations that require audiovisual components; (v) other special circumstances approved in advance by the principal.

C. Instructional Flexibility. The District recognizes that some courses and learning experiences may require greater use of technology to achieve their instructional objectives. Screen time guidance should be applied with consideration for the unique requirements of courses such as computer science, graphic design, digital media arts, yearbook, engineering, career technical education pathways, film studies, and other technology-intensive programs. In these courses and programs, technology use may exceed general screen time recommendations when it is directly connected to curriculum, student creation, design, programming, production, research, or other active learning experiences. Such use should remain purposeful, instructionally aligned, and consistent with the goals of this policy.

VI. PROHIBITION OF ONE-TO-ONE DEVICES

A. Prohibition on One-to-One Devices. District shall not issue individual devices to K-8 students. All student access to digital devices shall be limited to shared devices in dedicated computer labs or supervised computer carts as set forth in Section IV of this Policy.

B. Availability of “Home only” Devices for Optional Check-Out. The district will establish an “Opt-In” system where families may choose to receive a district-issued device for home use only, rather than requiring devices to travel between school and home daily.

This will be on an as-needed basis, with written permission from a parent or guardian, for school-related work or access to online services. This will ensure equity in at-home access to computers and online services for all students, regardless of socioeconomic status.

C. Exceptions. Exceptions to this prohibition may be granted when the student has a documented need requiring individual device access such as students under 504, PEPs, or Individualized Education Programs (IEPs), where use of assistive devices is explicitly required.

VII. Parent and Guardian Rights

A. Informed Consent. Parents and legal guardians will have the opportunity for annual informed consent for their children to use EdTech at school, including for the use of a school issued device and apps listed in the PPS digital toolkit.

For true informed consent, parents and guardians shall receive information regarding their child's

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use of digital tools, including estimated/actual total weekly time their child spends on a device; a complete list of apps, programs, Google Workspace Services, that are used for learning, including whether any tool or platform incorporates generative AI; information as to how those apps, programs, and websites were vetted to ensure they meet the standards and guidelines to have been deemed appropriate for educational and instruction use; and relevant data share/privacy policies.¹⁷

C. Opt-Out Rights. Parents/guardians may opt their student out of the use of specific digital tools or platforms—including any tool or platform that incorporates generative artificial intelligence—out of taking a device home, or out of device use altogether. If parents/guardians do not make the active annual choice to opt out, students will use digital tools and devices according to the standard curriculum.

The District requires schools to ensure that students whose parents or legal guardians have opted them out will be reasonably and meaningfully accommodated with paper-based lessons, homework, instructions, and assessments.

VIII. DIGITAL TOOL VETTING AND APPROVAL PROCESS

The District, in collaboration with the Technology Advisory Committee, will develop a formal, transparent rubric and vetting process to evaluate ed tech and digital tools. The rubric shall consider targeted learning objectives, cognitive processes, student data privacy and safety, independent efficacy research, and time bound requirements, adopting new student-facing digital products only when there are proven benefits over analog alternatives, and shall include a process for teachers and staff to request approval for a new tool or app.¹⁸

IX. TECHNOLOGY AUDIT PROCESS

A. Regular Technology Audit. The Office of Internal Performance auditor shall conduct annual audits of all digital tools and technologies currently in use across all grade levels and programs. These audits shall evaluate: (i) continued compliance with approval criteria; (ii) actual learning outcomes achieved; (iii) any reported adverse effects on student privacy, learning, physical and mental health; (iv) budget impacts. The Technology Advisory Committee (discussed below) shall review audit findings and make recommendations.

B. Removal of Tools. Any digital tool found to not meet approval criteria shall be removed from use within ninety (90) days of such determination.

¹⁷ ACLU, [Digital Dystopia: The Danger in Buying What the EdTech Surveillance Industry is Selling.](#); UNESCO. (2023). [Global education monitoring report 2023: Technology in education: A tool on whose terms?](#)

¹⁸American Psychological Association. (2026). [Children's and adolescents' learning with educational technology.](#) 7

X. FACULTY AND STAFF SUPPORT

A. **Ongoing Professional Support.** Educators shall have access to appropriately-compensated training regarding children's use of digital devices and platforms and associated risks and benefits.

XI. STAKEHOLDER COLLABORATION AND OVERSIGHT

A. **Technology Advisory Committee.** The District shall maintain a Technology Advisory Committee that ideally includes technology personnel, educators, administrators, psychologists, students, and parents. The Committee shall monitor how technology is implemented throughout the District, evaluating impacts on the learning and well-being of students and the community.

B. **Committee Responsibilities.** The Technology Advisory Committee shall: (i) work with district to develop a digital tool rubric (ii) review and recommend updates to this Policy annually; (iii) evaluate proposed new technologies prior to adoption; (iv) monitor research and developments in educational technology and child health; (iv) collect information from parents, faculty, and staff regarding technology use; and (v) report findings and recommendations to the school board..

XII. MONITORING, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT

A. **Policy Review.** The Technology Advisory Committee shall review this Policy annually and make suggestions to the board to update as necessary based on current research, stakeholder feedback, and operational experience. The policy will be updated as needed to reflect new research, implementation feedback, equity analyses, and emerging tools and information. The first annual review shall include feedback from students, educators, administrators, staff, parents, and families regarding policy implementation and perceptions of screen time usage, including focus groups and/or a School Experience Survey question.

B. District Annual Report to the Board

The District shall provide an annual report to the Board, presented no later than [month/timeframe — e.g., the end of each school year or start of the following year], detailing implementation of this Policy. The report shall include, at minimum:

1. Screen Time Data. A summary of average student screen time across the District, compared against the goals and benchmarks established under this Policy.

2. Digital Tools and Platforms in Use. A current inventory of approved applications, digital tools, and commonly used websites utilized for instructional purposes and associated costs. Data on learning outcomes for each tool should be presented as well.

3. Digital and AI Literacy Curriculum. An update on the implementation and status of digital

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and artificial intelligence literacy curricula, including progress made, instructional outcomes, and consistency of implementation across schools.

4. Data Privacy Incidents. A summary of any student data privacy issues or incidents that arose during the school year, including the nature of each issue and the steps taken to address or mitigate it.

5. Monitoring and Filtering Systems. An update on the effectiveness of device monitoring and content-filtering systems, including efforts to ensure device use remains educational, minimizes access to distracting or non-instructional content, and maintains a safe digital environment for students. Include filtering mishaps and mitigation strategies.

6. Emerging Research. A summary of relevant, current research on educational technology, screen use, and child development, and how such research may inform future updates to this Policy.

7. Disaggregation of Data. Wherever possible, data provided under this section shall be disaggregated by classroom, grade band, individual school, and historically underserved student groups, to allow the Board to identify disparities in implementation, access, or outcomes.

Note:

For further reading and supporting materials, please visit our recommended reading list here:

<https://schoolsbeyonscreens.com/c/portland/learn-more>

APPENDIX A: OTHER SCHOOL DISTRICT INITIATIVES

Below is a selection of districts that have approved or enacted policies to limit or reduce the use of screens and educational technology products. [For a current, comprehensive list, see here.](#)

IN CALIFORNIA:

- **Los Angeles Unified School District** The Los Angeles Unified School District (LAUSD) passed a sweeping policy placing strict limits on classroom screen time and banning student use of generative artificial intelligence on district-owned devices
- **Beverly Hills Unified School District** The Beverly Hills Unified School District (BHUSD) unanimously approved Board Policy, titled “Intentional Technology Use in the Classroom, Digital Learning, and Artificial Intelligence Education,” to limit screen time and regulate tech and AI use by grade level for 2026-27 school year.
- **San Marcos Unified School District** YouTube has been blocked for all K-8 students. Teachers can still embed links in Google Classroom for academic purposes.
- **Orange County Public Schools, Simi Valley Unified, and Fresno Unified** Transitioned to a school-based cart model for all TK-8 or TK-5 students. Devices are now stored and accessed at school rather than being assigned to individual students for home use.

IN OTHER STATES:

- **New York City** New York City Public Schools implemented a one-year moratorium (temporary pause) on student-facing generative artificial intelligence (AI) for grades 2K through 8 and strict daily screen time limits for younger students for the 2026–2027 school year, as outlined in the [NYCPS Guidance on Artificial Intelligence](#).
- **Baltimore County Public Schools (Maryland)** Elementary Schools discontinued one-to-one device practice. A reduced number of devices is provided during the school day and these are kept at school. Middle Schools no longer allow students to bring devices home.

IN OTHER COUNTRIES:

- **Sweden** After acknowledging the clear scientific evidence that digital tools impair rather than enhance student learning, the entire country has moved students off digital devices and reinvested in printed books and handwriting on paper.
- **Madrid, Spain** The regional government of Madrid has limited the use of computers and tablets to a maximum of one hour per week for students in grade 2 or below, 90 minutes per week for students in grades 3 and 4, and two hours per week for students in grades 5 and 6. Elementary school teachers are also banned from assigning screen-based homework.
- **Victoria, Australia** The state of Victoria has introduced 90 min daily screen time limits for kids in grades 3-6 and has eliminated the use of screens for grades TK-2.