Policy Committee Meeting
Tuesday, October 27, 2026 4:30 PM

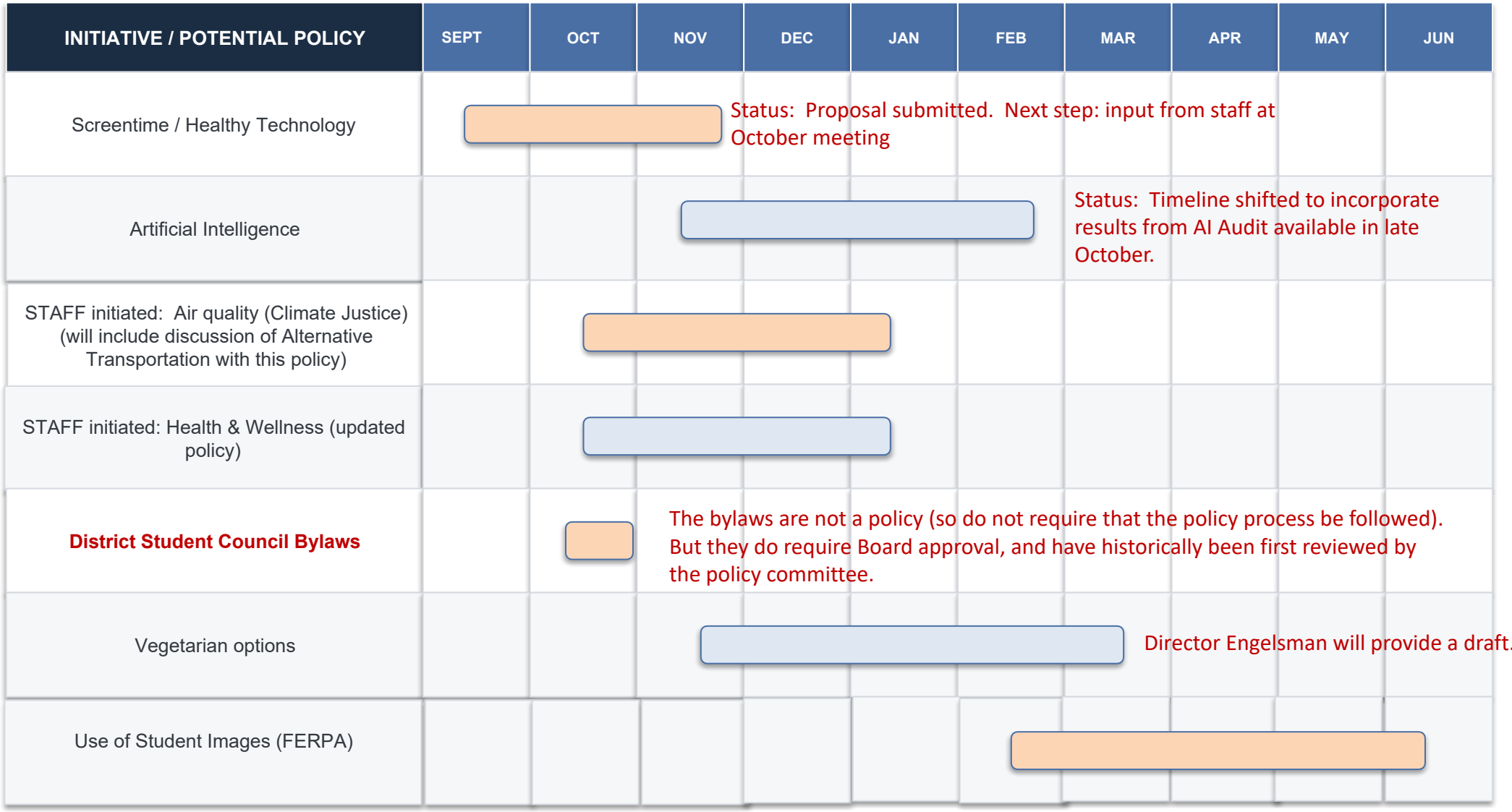
Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

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. Update: Committee Work Plan
4. District Student Council Bylaws
5. Update: Artificial Intelligence
6. Health and Wellness Policy
7. Proposed Revisions to 3.30.080-P: PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy
8. Digital Device and Screen Use Policy
9. Other Business and Future Agenda Items
10. Adjourn

Updated: October 21, 2026

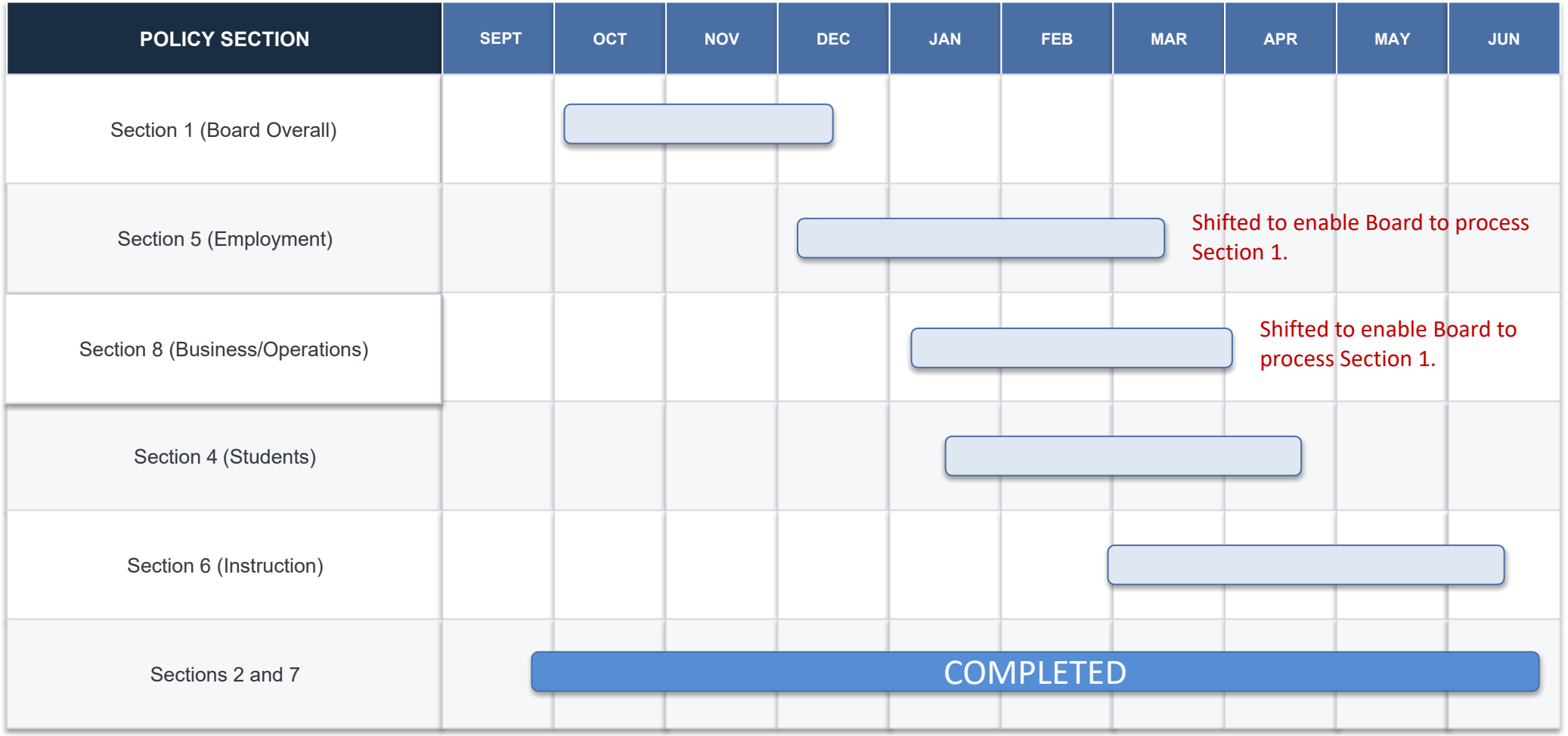
26-27 WORKPLAN FOR SUBSTANTIVE CHANGES



Updated: October 14, 2026

26-27 WORKPLAN FOR ROUTINE REVIEW

See Policy 1.70.020-P for review timeline: "The Board of Board committee shall strive to review all policies at least once every four (4) years . . ."



PROPOSED AMENDMENT TO BOARD POLICY 3.30.080-P

Board Policy 3.30.080-P (Climate Crisis Response, Climate Justice and Sustainable Practices) Section: Pillar 2: Improve Health and Wellness

Goal 2.1, Item 2

Pillar 2: Improve Health and Wellness 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, and while meeting requirements of the USDA Child Nutrition Program, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while ~~meeting requirements of the USDA Child Nutrition Programs.~~ offering a hot plant-based option at every lunch.

"As Amended" Version (Final Text)

Pillar 2: Improve Health and Wellness 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, and while meeting requirements of the USDA Child Nutrition Program, prioritize foods that are local, organic, seasonal and minimally processed and/or minimally packaged, while offering a hot plant-based option at every lunch."



District Student Council Bylaws

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SCHOOLS REPRESENTED:

Alliance, Benson, Cleveland, Franklin, Grant, Ida B. Wells-Barnett, Jefferson, Lincoln, Leodis V. McDaniel, Metropolitan Learning Center, and Roosevelt.

PURPOSE:

The mission of the DSC is to represent all students across PPS in an advocacy and action-oriented capacity.

DSC REPRESENTATIVES:

DSC Representatives are expected to:

1. Attend regularly scheduled DSC meetings to the best of their ability.
2. Establish a relationship and maintain regular communication with their school's affinity groups, clubs, school's ASB or equivalent governing body, if such a governing body exists.
3. Attend and support the planning of the PPS Student Summit.
4. Attend and/or watch at least one School Board meeting a year.
5. Ensure their school elects or appoints at least one representative for the succeeding year.

ATTENDANCE:

1. Regularly scheduled meetings occur biweekly. To maintain good standing, DSC representatives are expected to attend 80% (13/16) of these meetings in order to receive 1 elective credit and stoles for seniors.
2. If a representative cannot make a specific meeting, they are expected to communicate the reason for the absence to the staff liaison prior to the meeting. The staff liaison will ensure that the Chair is informed of absences.

3. Remember that as student representatives, you are representing your student body, and so attendance must be prioritized.

SESSIONS & REPRESENTATIVE TERMS:

1. Regular Sessions of the DSC shall last from most high school students' first day of school through the final day of the physical school year.
    a. The DSC shall also meet for a Summer Session between July 1st and most high schoolers' first day of school, during which time the DSC shall convene less frequently.
2. Representatives shall serve a term of one Regular Session and one Summer Session.
3. Newly elected or appointed representatives shall take office upon the end of their predecessor's term.
4. Schools are encouraged to hold DSC elections or appointments either in the fall or the spring, to allow for smooth transitions at the beginning of new DSC sessions.
5. Representatives may serve a maximum of three terms, so long as they are re-elected or re-appointed upon the end of each term.

MEETINGS:

1. It will be the responsibility of the Leadership team to schedule meetings.
2. A majority of DSC representatives can also schedule meetings.
3. Agreement of the Chair and Vice Chair is required to cancel a meeting.
4. Agendas will be created by the leadership team before meetings.
    a. If a DSC representative wants to add items to the agenda, the representative shall submit this request to the Leadership Team. A majority of the Leadership Team is required to approve this request.

Meeting Types:

1. Regularly scheduled meetings: These meetings are scheduled at least a month in advance, but will be scheduled at the beginning of each year and adjusted slightly, as necessary.
    a. These will occur before School Board meetings or on a bi-weekly basis, as determined by the Leadership team.
    b. All DSC representatives are expected to attend.
    c. These meetings are the only meetings that will count for attendance towards receiving an elective credit.
2. Subcommittee meetings: These meetings will typically be recurring over a given period of time. Such meetings will focus on a specific topic important to the DSC at that time. These meetings will be for DSC representatives that are interested in that topic. Those who express interest and are appointed to that subcommittee will be expected to be in attendance. All DSC representatives will be invited to these meetings.
    a. Suggestions will be developed at these meetings and reported at the next regularly scheduled meeting. At the regularly scheduled meeting, the subcommittee will be given guidance on how to best proceed, and any vote proposed by the subcommittee is required to be on the agenda and thus be voted upon.
    b. No resolutions shall be passed at subcommittee meetings.
3. Executive session meetings: These meetings will occur when the DSC does not feel it appropriate for the staff liaison to be present. These meetings will not be recurring.
    a. An executive session can be called at any time by the Chair in a recurring meeting of any type.
    b. If the meeting is called in advance and is not during any other DSC related meeting, then it must be scheduled 24 hours in advance.
    c. The Chair can decide to go into an executive session meeting, or the majority of present DSC councilors can also do so.
    d. No decisions can be made in an executive session meeting.

Meeting Etiquette:

1. Regularly scheduled meetings may be recorded. If meetings are recorded, it will be the entire meeting.
    a. The Leadership Team shall ensure that all publicly available recordings and documents are provided to each High School's newspaper in a timely fashion, when requested.
2. During official meetings, the District Student Council should make efforts to follow, to a degree deemed appropriate by meeting context setting, Robert's Rules of Order.

SUBCOMITTEES:

1. Subcommittees will be composed of at least 3 representatives.
2. Subcommittees will be formed at the recommendation of the Chair or a DSC member, and approved through resolution by the DSC.
3. When voting on the resolution, at least 3 representatives shall volunteer to be on the subcommittee. They will be expected to attend all said subcommittee meetings.

VOTING:

1. If a vote is initiated, all representatives present at the meeting must cast their vote during the meeting or abstain from the vote.
2. Once a vote is cast and counted, representatives may not change their vote.
3. To pass anything (resolutions, positions, board matters, and all other matters) the motion must be approved by a majority of voting-eligible DSC representatives.
4. In the event of a tie, the Chair's vote will be cast as a tiebreaker.
5. All voting results will be recorded in the notes, including who voted for what, except for when voting on Leadership positions in the DSC.

Types of Votes:

1. Voting for Positions: There is no quorum needed to initiate this vote.
    a. Representatives may vote after the meeting has occurred, but only after listening to the candidate's proposed remarks.
    b. All DSC representatives are expected to vote on this matter.
    c. For the positions of Chair, Vice Chair, and Secretary, all votes shall be cast by anonymous ballots.
2. Voting on Board Matter: A quorum of 51% of DSC representatives is needed to initiate a vote.
    a. DSC representatives may submit their vote before the meeting, if they are unable to attend the meeting.
    b. These are public votes.
3. Resolution Passing: The quorum for this vote is 51%.
    a. DSC representatives may cast their vote before or after the meeting if they are unable to attend.
    b. DSC representatives must cast a vote.
    c. All votes must be cast prior to the start of the next regularly scheduled DSC meeting.
    d. These votes are public.

Voting Procedure:

1. The Chair of a meeting may bring an agenda item up for consideration by requesting a motion and receiving a second from the DSC.
2. Discussion is hence opened up, where the DSC is given due time to discuss the motion.
3. The Chair may then call for a vote on the matter.

LEADERSHIP:

1. The DSC shall elect a Chair, Vice Chair, Secretary, and Corresponding Secretary to serve for the duration of the regular session.
2. Elections for the Chair Position shall be held in early May of the previous year.
    a. The elected individual does not assume the title of Chair until the beginning of the next regular session.
    b. The Summer Session shall be used for Onboarding between the current Chair and the Chair Elect.
3. Elections for the Vice Chair, Secretary, and Corresponding Secretary positions shall take place at the second DSC meeting in October.
    a. In the event that most schools lack representation on the DSC by the second meeting in October, or the DSC feels there isn't adequate representation of the PPS student body on the DSC, this vote can be delayed until the second meeting in November.
4. DSC representatives must state their intent to run for positions at least one week prior to the election by informing the Chair and Staff Liaison.
    a. At the election meeting, candidates will give a speech.
    b. Candidates may also submit a video speech, which will be played during the meeting.
    c. Candidates will focus on why they would be a good fit for the position.
    d. A minimum of two questions from the DSC must be answered by the candidate regarding their platform.
    e. There shall not be any campaigning outside of prepared remarks.
5. Representatives cannot hold multiple roles on the leadership team.
6. All Leadership members are expected to show up to all leadership meetings; if they are unable to attend, they shall inform their leadership colleagues 24 hours in advance.

Leadership Roles:

1. Student Representative to the Board of Education, Chair:
   To qualify to run for the position of Chair, representatives must have one year of experience on the DSC.
   Their roles and responsibilities shall be to:
   a. Attend Board of Education meetings and to represent the diverse voices of the district student body at such meetings.
   b. Cast their unofficial vote on the Board in the best interest of students.
   c. Set the DSC meeting agendas in collaboration with the rest of the Leadership Team.
   d. Chair DSC meetings.
   e. Provide the DSC with updates and seek feedback regarding board matters.
2. Vice Chair:
   Their roles and responsibilities shall be to:
   a. Chair meetings in the absence of the Student Representative.
   b. Attend School Board meetings when the Chair is unable to attend, and represent the voices of all of the student body at such meetings.
   c. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
   d. Serve as an advisor to the Chair.
   e. Assume all responsibilities of the Chair in their absence.
3. Secretary:
   Their roles and responsibilities shall be to:
   a. Take notes at DSC meetings.
   b. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
   c. Manage the shared DSC Google Drive, which shall contain all DSC materials.
   d. Distribute necessary meeting materials to the DSC.
4. Corresponding Secretary:

Their roles and responsibilities shall be to:

a. Manage the DSC's Instagram, Twitter, TikTok, and other social media accounts.
b. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.

5. Other roles:
   Additional leadership roles can be proposed by the Leadership Team and must be voted on by the DSC.

Staff Liaison:

1. The Staff Liaison's main role should be to support the DSC in the pursuit of greater student voice.
2. The Staff Liaison shall not act or make decisions on behalf of the DSC without explicit consent.
3. The Staff Liaison will have no voting power and shall respect the autonomy of the Chair and the DSC.
4. The Staff Liaison will make sure that both the DSC and themselves are informed of the happenings of the district.
5. The Staff Liaison is responsible for reserving conference rooms at the District office known as the Prophet Education Center (PEC).
6. The Staff Liaison is responsible for ensuring food/snacks are available at regular meetings.

ONBOARDING:

Onboarding the Chair Elect:

1. Onboarding shall occur the remainder of the Regular Session as well as the Summer Session following the election of the new Chair.
2. The Chair Elect shall be invited to all leadership meetings for the remainder of the year if they are not in leadership before being elected.

3. The Chair Elect shall meet with the Manager of the Board and Staff Liaisons to support the transition of the Chair and DSC.
4. The Chair Elect is recommended to meet with Board members and the superintendent following their election
5. The Chair Elect is recommended to attend Board meetings and work sessions for their tenure as Chair Elect.

Onboarding new DSC members:

1. The DSC shall host an event with the School Board and Leadership Team with the goal of letting all DSC members grow familiar with the Board and the Leadership Team.
2. The Chair shall meet with all new DSC members individually.

REMOVAL:

Purpose:

This process should be carried out when the DSC feels that a representative should be removed from a leadership position. Any representative removed from a leadership position shall remain on the DSC as a representative but no longer in their leadership position. Impeachment can only be for abuse of power or refusal to follow Board policy or Bylaws.

Process:

1. In order for a member of The Leadership Team to be removed from office, articles of impeachment must first be brought forward by a simple majority of DSC representatives during a regularly scheduled meeting.
2. At the following regularly scheduled meeting, a debate shall be held between the representatives who brought forth the articles of impeachment and those who are opposed.

    a. The Chair shall proceed over the impeachment process.
    b. The Chair will not participate in any debate.
3. The impeachment will follow this basic structure:
    a. At the end of the meeting after the debate, a vote will be taken. Two-thirds (⅔) of the DSC must be in agreement to remove the individual, following which they will be removed immediately.
    b. Representatives may also vote by a simple majority to postpone the vote and continue the debate at the next regularly scheduled meeting.
    c. Every DSC Representative must vote.
    d. The only way that representatives can vote is to remove, postpone debate, or acquit.
    e. All votes will be public.
4. After a leadership position is impeached:
    a. Within four weeks of the removal of a leadership position, an election must be held for that position. The elected individual shall take office immediately after the election results are finalized.
    b. If any representative in a leadership position resigns from that role, the above shall also apply.

Petition the Board to Remove the Student Representative (Chair):

Process:

1. In order for the DSC to petition the Board to remove the Student Representative, two-thirds (⅔), of the DSC must vote yes to remove the Student Representative (Chair).
2. The DSC shall vote on a resolution to petition the School Board to remove the Student Representative (Chair) in a regularly scheduled meeting.
3. The School Board shall dictate the process of voting on the motion to remove a Student Representative (Chair).

BYLAWS:

1. Nothing in these bylaws shall be construed to conflict with legally given rights, responsibilities, duties, or privileges reserved by PPS or by state and federal law.
2. Bylaws may be amended after DSC decision.
3. Amendments shall be drafted by a DSC subcommittee, and the proposed edits will be voted upon.
4. Any changes to the bylaws shall be passed via a resolution.
5. Bylaws must be approved by the Board of Education

FURTHER AGREEMENTS:

1. The DSC welcomes the opportunity to hear other perspectives from the student body when requested. There may be times when non-representatives and/or subcommittees will be invited to provide outside perspectives.
2. The DSC shall take every reasonable effort to assist District staff and the Board on any initiatives by giving the perspective of the DSC. The DSC shall invite District staff and Board members to DSC meetings when the Leadership Team deems it necessary.
3. The DSC shall invite District Staff and members of the Board when the Leadership Team deems appropriate and beneficial.

PPS STUDENT SUMMIT:

The PPS Student Summit is strongly suggested by policy and must include:

1. Prioritizing outreach to affinity groups.
2. Accurate representation of the student body through a just and equitable lens.

PORTLAND PUBLIC SCHOOLS
PROGRAMS AND PATHWAYS
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STAFF REPORT

Date: October 20, 2026

To: Policy Committee

From: Dr. Kimberlee Armstrong, Superintendent
Dr. Jenny Lind Withycombe, Assistant Director of Health and Physical Education

Subject: Comprehensive Health and Wellness Policy: Revision of 6.40.013-P (Comprehensive Health Education) and Rescission of 3.60.060-P (Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities)

BACKGROUND

Portland Public Schools is committed to creating safe and healthy learning environments that support the academic, physical, social, and emotional development of every student. The proposed revision to Board Policy 6.40.013, Comprehensive Health Education, establishes a comprehensive Health & Wellness Policy that aligns district policy with the Whole School, Whole Community, Whole Child (WSCC) framework.

The proposed policy recognizes that student health and academic success are interconnected and that supporting student wellness requires coordination across instructional, operational, clinical, and administrative functions. The policy therefore establishes a comprehensive framework addressing School Food and Nutrition, Physical Education and Physical Activity, Comprehensive Health Education, Healthy School Environments, Safe and Supportive Environments, Health Services, and Employee Wellness.

The proposed policy also formally establishes a District Wellness Council, currently referred to as a School Health Advisory Council (SHAC), to coordinate, monitor, and evaluate implementation of the policy and an annual Wellness Action Plan[1].

As part of this policy revision, staff recommends rescinding Board Policy 3.60.060-P, Student Wellness through Nutrition and Physical Activity. The proposed Comprehensive Health &

[1] Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. § 1758b. National School Lunch Program, 7 C.F.R. Part 210. School Breakfast Program, 7 C.F.R. Part 220

Wellness Policy incorporates the wellness, nutrition, physical activity, and related provisions addressed by those policies into a single comprehensive framework.

RELATED POLICIES/BEST PRACTICES

The proposed policy is related to and should be implemented in coordination with existing PPS policies addressing:

- Non-discrimination/Anti-Harassment (1.80.020-P)
- Racial Educational Equity (2.10.010-P)
- Tobacco Possession & Use (3.30.021-P)
- Student Suicide Prevention (4.30.050-P)
- Student Anti-Harassment and Teen Dating Violence (4.30.060-P)
- Title IX Student-to-Student Sex-Based Discrimination and Harassment (4.30.063-AD)
- Transgender, Nonbinary and Gender Diverse Students (4.30.061-AD)
- Harassment, Sexual Violence, and Teen Dating Violence (4.30.071-AD)

The policy is also informed by the Whole School, Whole Community, Whole Child (WSCC) model and applicable federal and state requirements, including Oregon statutes, administrative rules, and federal school nutrition requirements.

ANALYSIS OF SITUATION

The proposed revision to Board Policy 6.40.013-P establishes a single, coherent policy framework for student and staff health and wellness consistent with the Whole School, Whole Community, Whole Child (WSCC) model. The current policy structure addresses comprehensive health education and student wellness through separate policy documents, which can result in overlapping policy direction and fragmented implementation. The new approach more accurately reflects the interconnected conditions that support student health, engagement, attendance, and academic success.

The proposed revision also establishes a governance and accountability structure not present in the existing policy framework. The Superintendent would appoint a District Wellness Council to advise on wellness-related policies, establish roles and timelines through an annual Wellness Action Plan, assess implementation, and recommend continuous improvement.

Rescission of Board Policy 3.60.060-P is appropriate because the substantive subject matter addressed by the policy—student wellness through nutrition and physical activity—is incorporated into the proposed Comprehensive Health & Wellness Policy.

FISCAL IMPACT

The proposed policy itself is not anticipated to create a direct fiscal impact. The policy establishes a framework to coordinate, implement, monitor, and continuously improve existing district wellness responsibilities.

Implementation may require staff time and coordination across instructional, operational, clinical, and administrative departments. The proposed policy does not, by itself, establish new staffing levels, programs, or funding requirements.

COMMUNITY ENGAGEMENT

Community engagement is an explicit component of the proposed policy. PPS will communicate opportunities for community participation in developing, implementing, reviewing, and updating the Wellness Policy and Wellness Action Plan. Community participation in the District Wellness Council/School Health Advisory Council is one identified engagement mechanism.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Upon Board approval, staff will transition implementation to the Comprehensive Health & Wellness Policy framework and begin developing and refining the annual Wellness Action Plan.

The District Wellness Council will delineate roles, responsibilities, and actions within the Wellness Action Plan and assess progress toward implementation annually. The District will assess and review the policy every three years and update it as needed.

Implementation should include:

- Establishment or confirmation of the District Wellness Council membership;
- Development of the annual Wellness Action Plan;
- Identification of responsible departments and staff for each WSCC component;
- Establishment of implementation measures and monitoring processes; and
- Periodic review and reporting on progress and recommended improvements.

CONNECTION TO BOARD GOALS

The proposed policy supports the Board's commitment to equitable student outcomes by establishing equitable access to health education, wellness supports, nutritious food, physical activity, safe and supportive environments, and health services.

The policy also supports student academic success by recognizing the relationship between students' physical and emotional well-being, attendance, engagement, and learning.

The emphasis on continuous improvement, equity, collaboration, and student access provides a districtwide framework for addressing conditions that support students' ability to thrive.

STAFF RECOMMENDATION

Staff recommends that the Board:

- Approve the revision of Board Policy 6.40.013, Comprehensive Health Education Policy, as the Comprehensive Health & Wellness Policy
- Rescind Board Policy 3.60.060-P, Student Wellness through Nutrition and Physical Activity

The proposed action establishes a comprehensive and coordinated policy framework for student and staff wellness consistent with the Whole School, Whole Community, Whole Child model. It consolidates related policy provisions, reduces duplication, establishes clearer responsibility for implementation and evaluation, and provides for an annual Wellness Action Plan and ongoing review through a District Wellness Council.

ATTACHMENTS

A. Proposed Board Policy 6.40.013-P, Comprehensive Health & Wellness Policy
B. Current Board Policy 6.40.013-P, Comprehensive Health Education Policy
C. Current Board Policy 3.60.062-P, Student Wellness through Nutrition and Physical Activity

Board Policy 6.40.013-P

Comprehensive Health & Wellness Policy

I. Background

A. Portland Public Schools (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. The development of health literacy- the ability to access, understand, appraise, apply, and advocate for health information and services to maintain or enhance one's health and the health of others- is necessary for students to be healthy throughout their lives.

B. The Whole School, Whole Community, Whole Child (WSCC) model responds to the call for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development. It incorporates the components of a coordinated school health program, grounded in the tenets of a whole-child approach to education, and provides a framework for addressing the symbiotic relationship between learning and health.

C. PPS will take a comprehensive approach to reviewing and incorporating changes in policy, curriculum, and operating procedures to promote lifelong healthy behaviors and sustainable wellness practices for all students and staff. Implementing this policy relies on the collaboration of instructional, operational, clinical, and administrative staff at schools and central office departments. The PPS Wellness Policy will encompass the following:

i. School Food and Nutrition Program

ii. Physical Education & Physical Activity

iii. Comprehensive Health Education

iv. Healthy School Environment

v. Safe and Supportive Environment

vi. Health Services

vii. Employee Wellness

D. This Comprehensive Health and Wellness Policy, coupled with the associated Administrative Directives, will serve as overarching guidelines for each element of PPS's Whole School, Whole Community, Whole Child model.

II. Policy

A. PPS is committed to eliminating disparities in health and educational outcomes by ensuring equitable access to wellness supports, health education, nutritious food, physical activity, safe environments, and health services for all students. To that end, the Superintendent will appoint a District Wellness Council, sometimes known as a

School Health Advisory Council (SHAC), to manage, coordinate, and evaluate the implementation of this wellness policy. The Council will:

i. Develop, recommend, review, and advise on implementing PPS policies addressing student and staff wellness.

ii. Delineate roles, responsibilities, actions, and timelines specific to the annual Wellness Action Plan;

a. The Action Plan will include specific goals and objectives for all components of the PPS WSCC Model and will operate in accordance with state and federal laws and the Oregon Department of Education's relevant educational standards.

iii. The District Wellness Council will periodically assess PPS's progress toward implementing the Wellness Policy and Wellness Action Plan and recommend continuous improvement efforts to the Superintendent.

iv. The Comprehensive Health and Wellness Policy and accompanying Wellness Action Plan will be reviewed periodically and updated as needed in accordance with federal and state requirements.

B. Family Engagement & Community Involvement

i. PPS will actively communicate ways in which the community can participate in the development, implementation, periodic review, and update of the District Wellness Policy and Action Plan through a variety of means appropriate for PPS. One of these methods will include community participation in the School Health Advisory Council. PPS will also ensure that communications are culturally and linguistically appropriate for the community and delivered through the same communication channels used by PPS central office and schools.

C. School Food & Nutrition Program

i. Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-informed techniques and nutrition messages, creating food environments that encourage healthy nutrition choices, and encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment.

ii. Integral aspects of School Food & Nutrition Programs include, but are not limited to: school cafeteria and meal expectations, staff qualifications and professional development, competitive foods and beverages, celebrations and rewards, fundraising, and food and beverage marketing in schools.

Comprehensive Health & Wellness Policy

D. Physical Education & Physical Activity

i. Physical activity opportunities will be incorporated throughout the school experience for students in grades pre-K–12 and may include standards-based physical education, recess, classroom movement activities, and co-curricular opportunities. PPS will not withhold physical activity as punishment for any reason. OAR 581-022-2263 sets physical education requirements, and PPS will fulfill them accordingly.

E. Comprehensive Health Education

i. PPS requires all students in grades K–12 to receive comprehensive health education that is medically accurate, age- and developmentally appropriate, culturally and linguistically sustaining, inclusive of LGBTQ+ individuals and people of all abilities, and delivered in safe and supportive learning environments where all students feel valued. All PPS schools will take a skills-based approach to teach comprehensive health education that addresses a variety of topics, such as tobacco, alcohol, and other drug prevention and intervention, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, violence prevention, and comprehensive sexual health education that is LGBTQ+ inclusive.

ii. Per state law, all schools must provide all students with standards-based comprehensive health education (HE).

a. Schools serving grades K-8 must provide at least 9 weeks of standards-based comprehensive health education annually. All lessons must be aligned with all relevant state laws, mandates, and standards.

b. All high school students must complete two semesters of standards-based comprehensive health education to graduate.

c. In grades 6-12, a licensed and endorsed health education teacher will teach comprehensive health education.

F. Healthy School Environment

i. PPS is committed to maintaining school facilities that are safe, clean, sanitary, accessible, and conducive to learning. PPS will maintain buildings and grounds in accordance with applicable health, safety, environmental, and accessibility standards.

ii. PPS recognizes that healthy physical environments are critical to preventing asthma and other chronic and infectious diseases that affect learning. PPS is committed to providing school buildings and grounds that are clean and in good repair, with healthy indoor air and water quality, sanitary and accessible bathrooms, and efficient resource use. PPS departments and all schools will

comply with existing federal and state regulations, city ordinances, and PPS policies related to promoting and managing healthy school environments.

G. Safe and Supportive Environment

i. PPS recognizes that suicide is a leading cause of death among youth and that many more youth consider and attempt suicide. The possibility of suicide and suicidal ideation requires vigilant attention from all PPS staff. As a result, PPS is committed to implementing best practices in suicide prevention, intervention, and postvention strategies to reduce risk, increase help-seeking behavior, identify students in need of support, and prevent suicide attempts and deaths. PPS also prioritizes creating safe, inclusive, and nurturing school environments grounded in belonging, emotional safety, and school connectedness, where all students feel valued and supported.

ii. In addition to suicide prevention efforts, PPS is committed to fostering school climates that are trauma-informed, restorative, and free from bias, discrimination, and harassment. These approaches support positive relationships, strengthen student resilience, and promote equitable access to learning. PPS recognizes that students' emotional well-being is directly connected to attendance, engagement, and academic success, and therefore emphasizes practices that build strong relationships, reinforce protective factors, and promote students' sense of belonging and self-worth.

H. Health Services

i. PPS aims to provide comprehensive, prevention-oriented health services to support all students' well-being and academic success. This policy guides schools' health service delivery and communicable disease management to remove barriers to learning, improve school attendance, increase health literacy, reduce risky behaviors, and promote healthy lifestyle choices. Health Services includes school nursing, medication administration and management, chronic disease management, preventive screenings, emergency preparedness and response, and care coordination to support students' physical, mental, and emotional health needs.

ii. The goal of Health Services is to ensure the health and safety of all students at each PPS-owned or leased facility where students are present for regular programming, to promote healthy school environments, and to provide education and access to effective health services. PPS also recognizes the importance of partnerships with families, community providers, and behavioral health organizations to support student wellness, early intervention, and access to care

I. Employee Wellness

i. PPS encourages staff to pursue a healthy lifestyle that contributes to improved health, higher morale, and a greater personal commitment to the

school's overall wellness program. Many actions and conditions that affect employee health may also influence students' health and learning. Employees' physical and mental health is integral to promoting and protecting students' health and fostering their academic success.

III. Related PPS Policies

A. 1.80.020-P: Non-discrimination/Anti-Harassment

B. 2.10.010-P: Racial Educational Equity Policy

C. 3.30.021-P: Tobacco Possession & Use

D. 4.30.050-P: Student Suicide Prevention

E. 4.30.060-P: Student Anti Harassment and Teen Dating Violence Policy

F. 4.30.063-AD: Title IX Sexual Harassment

G. 4.30.061-AD: Transgender, Nonbinary and Gender Diverse Students

H. 4.30.071-AD: Harassment, Sexual Violence, and Teen Dating Violence

I. 6.40.013-P: Comprehensive Health Education Policy [REVISED]

Legal Reference(s): ORS 329.496; ORS 334.125(7); ORS 336.423; OAR 581-022-2045; OAR 581-022-2050; OAR 581-051-0100; OAR 581-051-0305; OAR 581-051-0306; Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. § 1758b; National School Lunch Program, 7 C.F.R. Part 210; School Breakfast Program, 7 C.F.R. Part 220

History: Adopted 6/4/18; Amended 3/2021

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

BOARD POLICY

On June 30, 2004, Congress passed Public Law 108-265 and reauthorized federal funding for Child Nutrition Programs. Section 204 of the Child Nutrition Reauthorization Act directs school districts participating in federally funded Child Nutrition Programs to establish a local school wellness policy for all schools in the district. The Board of Directors of the Portland Public School District adopted Board Policy 3.60.060-P (Student Wellness through Nutrition and Physical Activity) on June 12, 2006. The law was updated by Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, which added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), Local School Wellness Policy Implementation.

The link between nutrition, physical education and academic achievement is strong. Poor nutrition and hunger interfere with cognitive function. Research on the benefits of school breakfast programs found improvement in students' ability to concentrate in the classroom and increases in test scores. Physical education is also linked to improved academic performance. Results of physical fitness testing show that higher levels of fitness are associated with higher achievement in mathematics and reading.The motor learning that occurs in a quality physical education program can support reading readiness, increase cognitive responses and improve attention span. Both nutrition and physical activity have a positive effect on student attendance by strengthening the immune system, helping to prevent illness, and enhancing student engagement and connectedness to schools.

Healthful eating patterns and consistent engagement in physical activity are essential for students to achieve their academic potential, experience full physical and mental growth and develop life-long health and well-being. Schools help ensure that students possess the knowledge and skills necessary to make healthy choices for a lifetime. Further, schools can partner with families and the community to promote good health and make the healthy choices easy. The Portland Public School District is committed to providing school environments that promote lifelong wellness by supporting comprehensive wellness programs around:

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

BOARD POLICY

- Nutrition Education
- Physical Education
- Physical Activity
- School-Based Activities

This policy sets forth the means by which the District and the Superintendent will evaluate Administrative Directive 3.60.062-AD (Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities) in order to help students learn and establish lifelong health habits.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the Superintendent and district Senior Directors as the people who will be responsible for ensuring each school meets the goals outlined in this policy.

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the biannual Oregon Healthy Teens and Oregon Student Wellness Surveys and triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation, periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents,

students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), which may include the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or Supper programs. The district also operates additional nutrition-related programs and activities which may include Farm-to-School programs, school gardens, Harvest of the Month, Local Lunches, SNAP-ED and Breakfast After the Bell.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during meal times.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards[1]. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts See also **3.60.062-AD** (3.3.1.1).

[1] Oregon Department of Education, Oregon Smart Snacks Standards

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

BOARD POLICY

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fundraising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

"Food and beverage marketing" is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess. Physical activity during the school day (included, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

BOARD POLICY

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements[2] in order to meet the ODE's physical education content standards and state law[3]. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for at least 120 minutes in school year 2019-2020[4] and 150[5] minutes in school year 2020-2021 during each school week, and students in grades 6 through 8 for at least

180 minutes in school year 2021-2022[6] and 225 minutes in school year 2022-2023[7] per school week. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state-adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities.[8]

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, or other special needs shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.[9]

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[2] The physical education minute requirements revised in Senate Bill 4 (2017), now have a two-year delay on implementation for elementary schools, and a four-year delay on implementation for elementary schools, and a four-year delay on implementation for middle schools.
[3] Ibid.
[4] These are the minimum PE requirements in elementary schools for school year 2019-2020.
[5] These are the minimum PE requirements in elementary schools for school year 2020-2021.
[6] These are the minimum PE requirements in middle schools (or grades 6 through 8 for school year 2021-2022.
[7] These are the minimum PE requirements in middle schools (or grades 6 through 8 for school year 2022-2023.
[8] This language is not required to be in policy, but this is required action pursuant to ORS 329.496.
[9] Ibid. p. 6

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

BOARD POLICY

Employee Wellness[10]

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of employees may also influence the health and learning of students. The physical and mental health of employees is integral to promoting and protecting the health of students and helps foster their academic success.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):
ORS 329.496
ORS 334.125(7)
ORS 336.423
OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0306
Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. § 1758b.
National School Lunch Program, 7 C.F.R. Part 210.
School Breakfast Program, 7 C.F.R. Part 220

[10]This language is optional and is not required by state or federal law.

Board Policy 6.40.013-P

Comprehensive Health Education Policy

Portland Public School District (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. The development of health literacy, *the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others*, is necessary for students to be healthy throughout their lives.

Health education is an integral component of quality school programming. Schools have direct contact with a significant number of Portland's youth for about 6 hours a day and for the critical years of students' social, psychological, physical and intellectual development. As a result, schools play an important role in improving students' health and social outcomes as well as promoting academic success (CDC Healthy Schools). Healthy students are more ready and able to learn and are less likely to experience negative academic impact (e.g. academic failure, lower test scores, truancy, absenteeism) than students who engage in risky health behaviors. According to the CDC, schools cannot achieve their primary mission of education if students are not healthy, and schools can address the health needs of students in part through effective health education. Research supports that school health programs and policies may be one of the most efficient ways to reduce risky behaviors in students, prevent health problems and address the achievement gap. Portland Public Schools believe that in accordance with the National Health Education Standards, "health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks". We also recognize that skills are the foundation of effective health education instruction and that comprehensive school health education assists students in living healthier lives. The policy presented here explains how we, in Portland Public Schools, will create effective health education programming.

PPS requires students in grades K through 12 be taught Comprehensive Health Education that is medically-accurate, age and developmentally appropriate, culturally and linguistically sustaining, and implemented in safe and supportive learning environments where all students feel valued. All Portland Public Schools shall take a skills-based approach[1] to teach comprehensive health education that addresses a variety of topics, such as tobacco, alcohol, and other drug use/abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical

[1] Skills-based health education is "an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods" (World Health Organization, 2003, p. 3).

activity, safety and injury prevention, violence prevention, and comprehensive sexual health education that is LGBTQ inclusive.

Comprehensive health education curriculum shall be modified as needed for students with disabilities and students who are English Language Learners. It shall promote healthy lifestyle habits, healthy relationships and health literacy for all students. Health education curricula will align with the PPS scope and sequence, which integrates Oregon Laws and Health Education Standards. Qualified and trained teachers will implement curricula.

Review of Policy and Comprehensive Sexuality Education Plan (CSEP)
District will utilize relevant district staff, local, state and national data, emerging best practices, new scientific information, and effective education strategies to review and update the comprehensive sexuality education plan of instruction and this policy every two years as prescribed by OAR 581-022-2050.

Legal references: **Comprehensive Health Education (General)** OAR 581-022-2000: Diploma Requirements; OAR 581-022-2030: District Curriculum; OAR 581-022-2310: Equal Educational Opportunities; OAR 581-022-2312: All Students Belong; OAR 581-029-0001: School Safety and Prevention System; **Wellness** ORS 336.472 (SB 79): Cardiopulmonary Resuscitation; **Mental and Emotional Health** OAR 581-022-2060: Comprehensive Guidance and Counseling; OAR 581-022-2510 (Adi's Act, SB 52): Suicide Prevention; ORS 339.351-364: Harassment, Bullying, Cyber-bullying, and Intimidation; **Alcohol, Tobacco and Other Drugs** OAR 581-022-2045: Prevention Education in Drugs and Alcohol; ORS 336.222: Alcohol Tobacco and Other Drugs; ORS 336.241: Cannabis Abuse Prevention; **Growth and Development/Violence Prevention** Title IX: Title IX of the Education Amendments Act; OAR 581-022-2050: Human Sexuality Education; ORS 174.1: Oregon Equality Act; ORS 336.035: Required Courses of Study; ORS 336.059 (Erin's Law, SB 856): Child Sexual Abuse Prevention Instruction; ORS 336.455: Human Sexuality Education, K-12; ORS 336.465: Examination of Instructional Materials; ORS 339.366 (Healthy Teens Relationship Act, HB 4077, SB 790): Teen Dating Violence and Domestic Violence

Related Policies:
- 1.80.020-P: Non-discrimination/Anti-Harassment
- 2.10.010-P: Racial Educational Equity Policy
- 3.60.062-AD: Student Wellness through Nutrition and Physical Activity

Comprehensive Health Education Policy

- 4.30.050-P: Student Suicide Prevention
- 4.30.060-P: Anti-Harassment
- 3.30.021-P: Tobacco Possession & Use
- 4.30.061-AD: Transgender, Nonbinary and Gender Diverse Students
- 4.30.071-AD: Harassment, Sexual Violence, and Teen Dating Violence
- 4.30.072-AD: Title IX Student to Student Sex-Based Discrimination and Harassment

History: Adopted 6/4/18; Amended 3/2021

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

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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 neighborhood~~s~~.
>
> *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 $\mu g/m^3$; 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 PM2.5 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.
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.

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.

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.

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 PM2.5 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.

Board Policy 3.30.080-P

Climate Crisis Response, Climate Justice, and Sustainable Practices Policy

In response to the human-caused climate crisis currently underway and the direct harm being done to our school district~~District~~, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, PPS~~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.

PPS~~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. PPS supports students' environmental literacy by using community-based learning and civic action as a context for meeting academic goals described in the ~~Graduate Portrait~~Graduate Portrait.

PPS~~The District~~ will~~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: PPS~~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:** PPS~~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 PPS~~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 PPS~~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; PPS~~the District~~ will continue to pass

voter-approved bonds on a regular cycle to support infrastructure investment; and PPS~~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 PPS~~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 and further transportation decarbonization initiatives.
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 PPS~~district~~ real property asset assessment and management.
2. Take measures to prevent excessive heat and cold in school buildings in order to protect health and learning.
3. Assess indoor air quality in classrooms and, where feasible, employ proven ventilation and filtration measures to improve classroom air quality.
4. 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.

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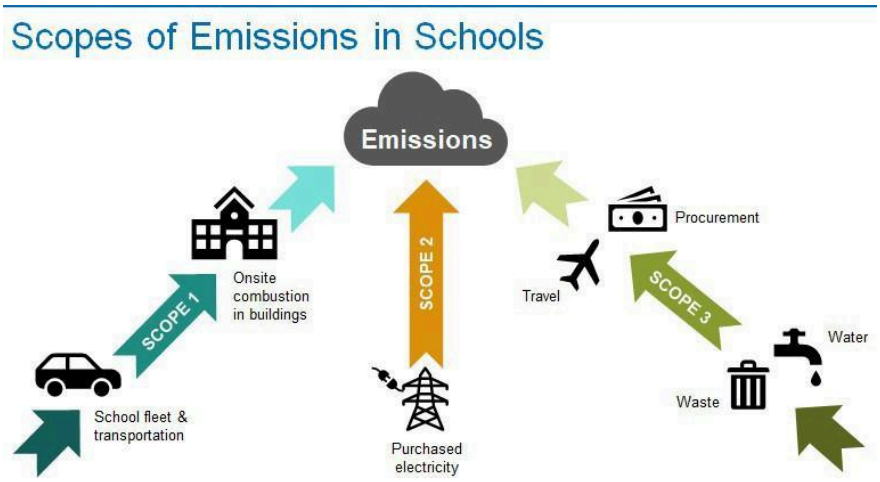
CLIMATE CRISIS RESPONSE COMMITTEE

To monitor effective implementation, transparency, and tracking of progress, PPS will establish a committee of no more than eleven membersnine persons, ~~that is made up of a majority of members who identify as people of color, and two members who~~ including four members who are current PPS students. Committee membership should collectively reflect a range of perspectives and experiences, including demonstrated knowledge of climate justice, experience with communities disproportionately affected by climate change and environmental conditions, and an understanding of how climate impacts affect students, families, and school communities. The Board willshall 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 PPS~~the District~~ is making under the policy directives. The Committee informs and advises the Board but does not have decision-making authority.

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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.

Adopted: 3/2022

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.[2] Multitasking and gamification can diminish learning.[3] Whenever possible, independent research should be used to evaluate the efficacy of digital tools.

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[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.[4] Technology should support and enhance 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.[6] Students deserve learning environments that minimize distractions and maximize 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.[7] However, students will need to have access to meaningful 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

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[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.

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[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 (with the exception of structured digital literacy curriculum), 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. When students are using devices, all teachers, including substitutes, will utilize district approved monitoring tools (ie Securly, etc.) to monitor student screen use for appropriateness.

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.[12] Background video or visual media 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 Gamified Learning Applications**. Gamified learning applications for

[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.

academic subjects shall be prohibited. For purposes of this Policy, "gamified learning applications" means educational apps/software that relies on extrinsic game mechanics—including but not limited to points, badges, levels, leaderboards, or virtual rewards—for student engagement with academic content.

K. **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]

L. **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.[14] Any apps 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.

M. **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.[15] Exceptions may only be permitted for educator-directed instructional use when a platform directly supports curriculum-aligned learning objectives, and follows an administrator approval process.

Staff may not require or direct students to create accounts, disclose personal information, upload student work, or use an educational technology service unless the service has been approved through the PPS educational technology review process. Staff may not accept click-though terms on behalf of PPS or use free applications, browser extensions, pilot programs, or artificial intelligence tools unless authorized under that 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]

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[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.
[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.

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 outside of mandated assessments. Up to 90 minutes of practice on screens may be used leading up each of these assessments.
- **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** These minutes can be averaged over the course of a unit to allow for flexibility.
- **Grades 9-12**: Maximum sixty (60) minutes **per subject, per week; not to exceed (480) minutes per week.** These minutes can be averaged over the course of a unit to allow for flexibility.

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).

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, unexpected 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.

*Online curriculum should not be used for specialized designed instruction (SDI) or modified curriculum unless there is a specific IEP goal that is being addressed.

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.

VI. Digital Literacy

PPS will integrate developmentally appropriate Digital Literacy instruction into the core curriculum for grades K–12. This instruction will focus on:

A. Evaluating source credibility and detecting misinformation;
B. Understanding data privacy and the Responsible Use Policy;
C. The environmental and social impacts of digital technologies;
D. Safe and respectful use of digital tools;
E. Skills to critically evaluate digital content;
F. Developing critical thinking, creativity, communication, collaboration, empathy, judgment, and independent problem-solving skills in a rapidly evolving technological world; and
G. G. Maintaining healthy technology habits, including attention management, period breaks, ergonomics, and awareness of persuasive or engagement-focused design.

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 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]

B. 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 (outside of required state and federal mandates).

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.

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.

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[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?

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

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; (v) evaluate outcomes of digital literacy curriculum and recommend changes as needed and (vi) 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 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://schoolsbeyondscreens.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.

Board Policy 6.xx.xxx-P

Digital Device and Screen Use Policy

I. 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.

II. DEFINITIONS

A. **Screen Time:** Screen Time refers to the amount of time a student is expected to view or interact with Device displays, including structured educational technology used for instruction and unstructured or non-instructional media. Screen Time does not include use of assistive technology required to provide a student with access to instruction or PPS services.

B. **Device:** As used in this policy, a Device means any PPS-owned, PPS-issued, or PPS-managed laptop, desktop computer, tablet, mobile phone, wearable device, virtual or augmented reality equipment, or other internet-connected hardware used to access PPS systems or instructional content.

C. **Educational Technology:** Educational Technology means software, digital applications, online services, websites, platforms, and other digital tools used for instructional, assessment, accessibility, safety, communication, or administrative purposes.

D. **Approved Educational Technology:** Approved Educational Technology means Educational Technology that PPS has reviewed and authorized under its educational technology approval process.

III. PRINCIPLES FOR SCREEN USE IN INSTRUCTION

A. **Screen Value:** Digital tools are implemented to support collaboration, creativity and curiosity with age-appropriate technology using learning science.

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 provided for 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 state and federal requirements, Individualized Education Plans (IEPs), 504 plans, or

Personalized Education Plans (PEPs). The minutes below should be considered as a balance over the course of a unit of instruction to allow for flexibility

A. **Screen-free PK**. Individual screen use shall be prohibited for students in Pre-Kindergarten, except as required by state law.

B. **Centralized Device Use for 3-8**. Devices will be used to support specific in-class curriculum and learning activities and will not serve as the primary instructional medium, unless the student is participating in an online school or class approved or delivered by PPS. PPS will not operate a standard one-to-one take-home Device program for students in Pre-K through Grade 8.

   Students may take PPS Devices home only to address an identified instructional, accessibility, equity, or academic-support need, as approved by the principal or designee, or as required by an individualized education program ("IEP"), Section 504 plan, or applicable law. PPS will provide the student's parent or guardian with notice of the take-home arrangement and obtain an acknowledgment of applicable Device-use requirements. Failure to return an acknowledgment will not prevent PPS from providing a Device when the Device is required to provide the student with equal access, appropriate services, or legally required accommodations.

C. **K-8 Screen-Free Periods**. Recess, lunch, and passing periods will be screen- and device-free for grades K-8. 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 for Grade 9-12**. The use of computers during high school lunch periods will be restricted to specific classrooms or library areas specifically designated as study halls.

E. **Instructional Flexibility.** PPS 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.

F. **Offline Homework**. Homework assignments will be offered in a paper format whenever possible. Internet connectivity will not be required for the completion of homework assignments. This does not prohibit the use of a learning management system in grades 6-12 where "creation tools" (word processing, digital tools for production of learning) are in alignment with the focus of the graduate portrait.

G. **Use Only PPS-approved Digital Tools and Apps.** PPS-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. When students are using devices, all teachers, including substitutes, will utilize PPS-approved monitoring tools to monitor student screen use for appropriateness.

H. **Prohibition on Advertisement and Sales.** No advertisements will 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 will not be required to use any app or website that pushes “paid upgrades,” “premium services,” “in-app purchases,” or similar features.

I. **Educational Use of Video, Visual Media, and Other Content.** PPS devices will 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, will be prohibited and blocked without administrator approval. Background video or visual media not aligned to active instruction should not be used. When not in active use, devices and projection screens should be off and away. Exceptions for specific disability related needs as outlined in an IEP or 504 plan are allowed.

J. **Gamified Learning Applications**. Gamified learning applications for academic subjects will be prohibited. Unless embedded within adopted curriculum. For purposes of this Policy, "gamified learning applications" means educational apps/software that rely on extrinsic game mechanics—including but not limited to points, badges, levels, leaderboards, or virtual rewards—for student engagement with academic content.

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

L. **Platform and Content Restrictions.** PPS will filter Internet content in alignment with PPS policy. Staff will be provided classroom management tools that have the capability to block Internet websites**.** This should effectively restrict access to platforms and websites primarily designed for entertainment or passive consumption.

PPS will allow teacher-led use of YouTube for instructional purposes. PPS will block all other non-approved streaming platforms and non-approved gaming platforms. Platforms will only be permitted for educator-directed instructional use when they directly support curriculum-aligned learning objectives and follows an administrator approval process.

Staff may not direct students to create accounts, disclose personal information, upload student work, or use an educational technology service unless the service has been approved through the PPS educational technology review process. Staff may not accept click-though terms on behalf of PPS or use free applications, browser extensions, pilot programs, or artificial intelligence tools unless authorized under that process.

V. TIME LIMITATIONS ON DEVICE USE

The following rules will apply to all digital device and screen use, except as dictated by state and federal requirements, Individualized Education Plans (IEPs), 504 plans, or Personalized Education Plans (PEPs). The minutes below should be considered as a balance over the course of a unit of instruction to allow for flexibility.

A. **Screen-free PK**. Individual screen use will be prohibited for students in Pre-Kindergarten, except as required by state law.

B. **Grades K-8**:

i. Kindergarten: up to 45 minutes/week

ii. 1st grade: up to 60 minutes/week

iii. 2nd grade: up to 90 minutes/week

iv. 3rd grade through 5th grade: up to 225 minutes/week

v. 6th grade through 8th grade: up to 45 minutes/week per class. Across all classes, a maximum of 300 minutes/week, except for those courses where using technology is critical to students achieving the grade-level standards (e.g., STEM/STEAM courses, digital media courses)

vi. 9th grade through 12th grade: up to 60 minutes/week per class. Across all classes, a maximum of 480 minutes/week, except for those courses where using technology is critical to students achieving the grade-level standards (e.g., STEM/STEAM courses, digital media courses, dual credit courses)

C. **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, unexpected 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.

*Online curriculum should not be used for specialized designed instruction (SDI) or modified curriculum unless there is a specific IEP goal that is being addressed.

D. **Instructional Flexibility.** PPS 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.** PPS will not issue individual devices to K-8 students. All student access to digital devices will be limited to shared devices in dedicated computer labs or supervised computer carts as set forth in Section IV of this Policy, except when indicated by a student's IEP or 504.

B. **Availability of "Home only" Devices for Optional Check-Out**. PPS will establish an "Opt-In" system where families may choose to receive a PPS-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. DIGITAL LITERACY

PPS will integrate developmentally appropriate Digital Literacy instruction into the core curriculum for grades K–12. This instruction will focus on:

A. Evaluating source credibility and detecting misinformation;

B. Understanding data privacy and the Responsible Use Policy;

C. The environmental and social impacts of digital technologies;

D. Safe and respectful use of digital tools;

E. Skills to critically evaluate digital content;

F. Developing critical thinking, creativity, communication, collaboration, empathy, judgment, and independent problem-solving skills in a rapidly evolving technological world; and

G. Maintaining healthy technology habits, including attention management, period breaks, ergonomics, and awareness of persuasive or engagement-focused design.

VIII. PARENT AND GUARDIAN RIGHTS

Parents and legal guardians receive annual information about for their children's use of EdTech at school, including for the use of a school issued device and apps listed in the PPS digital toolkit.

The information will include: information regarding their child's 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; and 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.

IX. DIGITAL TOOL VETTING AND APPROVAL PROCESS

PPS, in collaboration with the Technology Advisory Committee, will review and update the PPS Digital Technology and App Approval Process with a formal, transparent rubric to evaluate ed tech and digital tools. The rubric will 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 will include a process for teachers and staff to request approval for a new tool or app.

X. TECHNOLOGY AUDIT PROCESS

A. **Regular Technology Audit**. PPS will conduct annual audits of all digital tools and technologies currently in use across all grade levels and programs. These audits will 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) will review audit findings and make recommendations.

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

XI. ONGOING PROFESSIONAL SUPPORT

Educators will be provided training on the use of digital devices and platforms.

XII. STAKEHOLDER COLLABORATION

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

B. **Committee Responsibilities.** The Technology Advisory Committee will: (i) work with PPS 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; (v) evaluate outcomes of digital literacy curriculum and recommend changes as needed and (vi) report findings and recommendations to the school board as part of the District Annual Report.

XIII. MONITORING, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT

A. **Policy Review.** The Technology Advisory Committee will 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 will include feedback from students, educators, administrators, staff, parents, and families regarding policy implementation and data on screen time usage.

B. **District Annual Report to the Board.** PPS will provide an annual report to the Board, presented no later than August, detailing implementation of this Policy. The report will include, at minimum:

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

ii. **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.

iii. **Digital and AI Literacy Curriculum.** An update on the implementation and status of digital and artificial intelligence literacy curricula, including progress made, instructional outcomes, and consistency of implementation across schools.

iv. **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.

v. **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.

vi. **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.

vii. **Disaggregation of Data.** Wherever possible, data provided under this section will 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.

viii. **Technology Advisory Committee Findings and Recommendations.**

History: Adopted _____.

Board Policy 6.XX.XXX-P

~~**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. Definitions

A. Screen Time: Screen Time refers to the amount of time a student is expected to view or interact with Device displays, including structured educational technology used for instruction and unstructured or non-instructional media. Screen Time does not include use of assistive technology required to provide a student with access to instruction or PPS services.

B. Device: As used in this policy, a Device means any PPS-owned, PPS-issued, or PPS-managed laptop, desktop computer, tablet, mobile phone, wearable device, virtual or augmented reality equipment, or other internet-connected hardware used to access PPS systems or instructional content.

C. Educational Technology: Educational Technology means software, digital applications, online services, websites, platforms, and other digital tools used for instructional, assessment, accessibility, safety, communication, or administrative purposes.

D. Approved Educational Technology: Approved Educational Technology means Educational Technology that PPS has reviewed and authorized under its educational technology approval process.

III. PRINCIPLES ~~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~~. **Screen Value:** Digital tools are implemented to support collaboration, creativity and curiosity with age-appropriate technology using learning science.

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 provided ~~the default~~ for 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 state and federal requirements, Individualized Education Plans (IEPs), 504 plans, or Personalized Education Plans (PEPs). The minutes below should be considered as a balance over the course of a unit of instruction to allow for flexibility

A. **Screen-free PK ~~K-2~~**. Individual screen use shall be prohibited for students in Pre-Kindergarten ~~PK-2~~, except as required by state law.

B. **Centralized Device Use for 3-8**. Devices will be used to support specific in-class curriculum and learning activities and will not serve as the primary instructional medium, unless the student is participating in an online school or class approved or delivered by the District. PPS will not operate a standard one-to-one take-home Device program for students in Pre-K through Grade 8. ~~Screen use shall be limited to dedicated computer labs or supervised computer carts for grades 3-8.~~

A. Students may take PPS Devices home only to address an identified instructional, accessibility, equity, or academic-support need, as approved by the principal or designee, or as required by an individualized education program ("IEP"), Section 504 plan, or applicable law. PPS will provide the student's parent or guardian with notice of the take-home arrangement and obtain an acknowledgment of applicable Device-use requirements. Failure to return an acknowledgment will not prevent PPS from providing a Device when the Device is required to provide the student with equal access, appropriate services, or legally required accommodations.

~~[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 (with the exception of structured digital literacy curriculum), 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 Grades 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.

E. **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.

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. This does not prohibit the use of a learning management system in grades 6-12 where "creation tools" (word processing, digital tools for production of learning) are in alignment with the focus of the graduate portrait.

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. When students are using devices, all teachers, including substitutes, will utilize district-approved monitoring tools to monitor student screen use for appropriateness.

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 media not aligned to active instruction should not be used. When not in active use, devices and projection screens should be off and away. Exceptions for specific disability related needs as outlined in an IEP or 504 plan are allowed.

~~[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.~~

J. **Gamified Learning Applications**. Gamified learning applications for academic subjects shall be prohibited. Unless embedded within adopted curriculum. For purposes of this Policy, "gamified learning applications" means educational apps/software that rely on extrinsic game mechanics—including but not limited to a primary focus on earning points, badges, ~~levels,~~ leaderboards, or virtual rewards for student engagement with academic content.

K. **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.

~~L. **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 apps 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.~~

M. **Platform and Content Restrictions.** ~~The District shall configure devices and systems with approved, curriculum-aligned applications and websites using an **allow list**~~

~~**model**~~. The District will filter Internet content in alignment with district policy. Staff will be provided classroom management tools that have the capability to block Internet websites ~~allow list model~~ **.**This should effectively restrict access to platforms and websites primarily designed for entertainment or passive consumption.

PPS will allow teacher-led use of YouTube for instructional purposes. PPS will block all other non-approved streaming platforms and non-approved gaming platforms. ~~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~~. Platforms will only be permitted for educator-directed instructional use when they directly support curriculum-aligned learning objectives ~~and follows an administrator approval process.~~

Staff may not direct students to create accounts, disclose personal information, upload student work, or use an educational technology service unless the service has been approved through the PPS educational technology review process. Staff may not accept click-though terms on behalf of PPS or use free applications, browser extensions, pilot programs, or artificial intelligence tools unless authorized under that 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]~~

~~[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.~~
~~[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.~~

V. TIME LIMITATIONS ON DEVICE USE

The following rules shall apply to all digital device and screen use, except as dictated by state and federal requirements, Individualized Education Plans (IEPs), 504 plans, or Personalized Education Plans (PEPs). The minutes below should be considered as a balance over the course of a unit of instruction to allow for

flexibility.

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

B. **Grades K-8**:

- Kindergarten: up to 45 minutes/week
- 1st grade: up to 60 minutes/week
- 2nd grade: up to 90 minutes/week
- 3rd grade through 5th grade: up to 225 minutes/week
- 6th grade through 8th grade: up to 45 minutes/week per class. Across all classes, a maximum of 300 minutes/week, except for those courses where using technology is critical to students achieving the grade-level standards (e.g., STEM/STEAM courses, digital media courses)
- 9th grade through 12th grade: up to 60 minutes/week per class. Across all classes, a maximum of 480 minutes/week, except for those courses where using technology is critical to students achieving the grade-level standards (e.g., STEM/STEAM courses, digital media courses, dual credit courses)

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, unexpected 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.

*Online curriculum should not be used for specialized designed instruction (SDI) or modified curriculum unless there is a specific IEP goal that is being addressed.

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, except when indicated by a student's IEP or 504.

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.

VI. Digital Literacy

PPS will integrate developmentally appropriate Digital Literacy instruction into the core curriculum for grades K–12. This instruction will focus on:

A. Evaluating source credibility and detecting misinformation;
B. Understanding data privacy and the Responsible Use Policy;
C. The environmental and social impacts of digital technologies;
D. Safe and respectful use of digital tools;
E. Skills to critically evaluate digital content;
F. Developing critical thinking, creativity, communication, collaboration, empathy, judgment, and independent problem-solving skills in a rapidly evolving technological world; and
G. Maintaining healthy technology habits, including attention management, period breaks, ergonomics, and awareness of persuasive or engagement-focused design.

VII. Parent and Guardian Rights

A. Parents and legal guardians receive ~~will have the opportunity for~~ annual information about ~~informed consent~~ for their children's use of EdTech at school, including for the use of a school issued device and apps listed in the PPS digital

toolkit.

The information will include: ~~For true informed consent, parents and guardians shall receive~~ information regarding their child's 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; and ~~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]

~~**B. 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 (outside of required state and federal mandates).~~

VIII. DIGITAL TOOL VETTING AND APPROVAL PROCESS

The District, in collaboration with the Technology Advisory Committee, will review and update the PPS Digital Technology and App Approval Process with a ~~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.

IX. TECHNOLOGY AUDIT PROCESS

A. **Regular Technology Audit**. The district ~~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.

X. FACULTY AND STAFF SUPPORT

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

[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?~~
[18] ~~American Psychological Association. (2026). Children's and adolescents' learning with~~

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 advise ~~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; (v) evaluate outcomes of digital literacy curriculum and recommend changes as needed and (vi) report findings and recommendations to the school board as a component in the District Annual Report.

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 data on ~~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 August , 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 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.

8. Technology Advisory Committee findings and recommendations

Note:
For further reading and supporting materials, please visit our recommended reading list here: https://schoolsbeyondscreens.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.

PPS Screen Time Policy Update



PORTLAND
Public Schools

October 27, 2026

Learning Target and Success Criteria

I am learning about the alignment of the proposed School Beyond Screens Technology Use policy draft and the PPS Healthy Technology Use policy draft.

I can describe what is aligned between the two proposals and opportunities for additional alignment.

Thank You!

The PPS Digital Ecosystem Parent Advisory Committee has met on:

- August 18
- October 19

We are meeting once per quarter.

Members: PPS Office of Technology and Office of Academics representation, Schools Beyond Screens Parent Leadership Team

<u>Results to Date:</u>

- Common vision and objectives
- Agreement of majority of key points



Why is this work important?

Establishes clear, research-backed boundaries for technology use to safeguard students' physical, social-emotional and cognitive development.

Prioritizes teacher-led instruction and hands over learning and fosters equitable classrooms where all students can build critical thinking skills.

Ensures technology enhances learning.

Protects student data privacy.

Technology Use for PK-12 Classrooms Guidance Key Principles

Human-Centered Learning Comes First	Technology must never replace authentic relationships between educators, students, and peers, humans should be in the driver's seat when using technology.
Purposeful and Research-Based Adoption	Technology should only be integrated when it demonstrably enhances learning, engagement, and instructional quality.
Equity and Access for All Learners	Every student should have equitable access to the same technologies and tools, instruction, and literacy, ensuring all students are prepared to thrive and lead in an increasingly technology-driven world.
Ethical Use and Informed Practice	Implement technology effectively through establishing clear policies for safe and ethical use and provide sustained professional learning for educators, staff, and students.
Continuous Evaluation, Future Readiness, and Community Partnership	The use of technology in education should be regularly assessed to ensure it advances learning outcomes, centers equitable practices, and addresses sustainability and safety.
Future-Ready Learning and Workforce Preparation	Technology integration can be beneficial if it supports students in developing the durable skills, knowledge, adaptability, and ethical grounding they need to succeed in the careers and civic life of the future.

Shift from Screen Time to Screen Value

Quality Matters More than Quantity

- EdTech built in accordance with how people learn offer distinct advantages for academic learning (e.g., Feng, 2025; Hillmayr et al., 2020).
- Poorly built educational technology adds unnecessary cognitive load, thus inhibiting learning and academic performance (Støle et al., 2020).

EdTech is Particularly Impactful for Underserved Students

- Students with disabilities, multilingual learners, and students performing below grade proficiency often show disproportionately large gains from well-designed tools.
- For these students, technology is not simply a supplement to learning but an essential means of access, opportunity, and participation (Di Pietro & Castaño Muñoz, 2025; Lee et al., 2022; McKissick et al., 2018).

Shift from Screen Time to Screen Value

Consumer Tech Is Not EdTech

- EdTech, built by learning designers, operates from different incentives, learning strategies, and desired outcomes than commercial platforms engineered for intensive engagement.
- Research on social media or other consumer/entertainment tools does not necessarily apply to educational tools (American Academy of Pediatrics, 2025).

Implementation Drives Effectiveness

- Alongside product quality, implementation factors (e.g., Kohler et al., 2022) significantly affect how edtech influences student learning.
- Factors such as teacher preparation, curriculum alignment, and learning setting all affect how well any given product helps students learn (Bernard, 2018; Nordmark et al., 2024; Wu, 2024).
- As with any educational program or intervention, implementation must fit the local context.

SBS & PPS Policy Comparison Overview

Level 4: Strong Agreement Identical or Nearly identical policy language	Level 3: Agreement, Needs Fine Tuning High Consens with minor thresholds or numeric variations	Level 2: Agreement, Gaps to Close Shared Intent requiring operational reconciliation	Level 1: Needs Work to Align Direct policy friction or missing provisions
(28%) Hardware, Ads, IEPs, and Digital Literacy	(50%) Gamification, Grades PK-2, Grades 3-5, Grades 6-8, High School, Paper Priority, Audits	(7%) Generative AI	(14%) Parental Consent & Opt-out

SBS & PPS Policy Full Agreement

- K-8 Hardware & Distribution
- Commercial Ads & Filtering
- IEP, 504 and Personal Education Plans (PEP) exceptions.
- Digital Literacy Curriculum
- Screen Time Guiding Principles
- Adherence to FERPA and other regulations

SBS & PPS Policy - Fine Tuning Needed

Policy Domain	Alignment Level & Summary Rationale	PPS Screen Time Policy Proposal	Schools Beyond Screens Policy Proposal
Grade 6-8 Screen Limits	Consensus on subject caps (45 min/wk) with minor variation in total weekly ceiling (300 vs 315 min).	Up to 45 min/subject/wk, max 300 min/wk total across all classes (except tech-critical courses).	Max 45 min/subject/wk, max 315 min/wk total across all classes.
High School Screen Limits	Exact agreement on weekly caps (60 min/subj, 480 total) and lunch restrictions.	Up to 60 min/subject/wk, max 480 min/wk total (except tech-critical/CTE courses); screen-free lunch.	Max 60 min/subject/wk, max 480 min/wk total; computer use during lunch restricted to study halls.

SBS & PPS Policy - Fine Tuning Needed

Policy Domain	Alignment Level & Summary Rationale	PPS Screen Time Policy Proposal	Schools Beyond Screens Policy Proposal
Use of Print Materials	Both prioritize paper-based learning; SBS codifies paper as policy default.	Paper materials provided for reading, writing, and math; offline paper homework offered whenever possible. Allows for word processing and other tools such as presentation tools.	Paper materials mandated as default for reading, writing, and math; paper format required for homework.
Technology Audit & Tool Removal	Identical audit scope and 90-day decommissioning of rule for non-compliant tools.	Annual audit of all digital apps/tools contracts with Technology Advisory Committee and 90-day removal rule.	Annual audit of digital tools by an auditor with Technology Advisory Committee and 90-day removal rule.

SBS & PPS Policy - Fine Tuning Needed

Policy Domain	Alignment Level & Summary Rationale	PPS Screen Time Policy Proposal	Schools Beyond Screens Policy Proposal
Gamified Learning & Using Technology as Rewards	Both identify the need to not use technology as rewards. SBS states need to turn off all gamified learning in any adopted curriculum.	Identifies not to use technology as a reward. Use of leaderboards and badges with in vetted, approved adopted curriculum.	Identifies not to use technology as a reward. Turn off all leaderboards and badges in any digital applications.
PreK - 2 Screen Limits	Shared goal to restrict early screen exposure, but PPS establishes weekly classroom caps while SBS enforces 0 min routine use. Both have exceptions for state requirements at all grade levels.	Screen-free PK. K: up to 45 min/wk; Grade 1: up to 60 min/wk; Grade 2: up to 90 min/wk.	Screen-free K–2 (0 min/wk routine use); max 90 min assessment prep.

SBS & PPS Policy - Gaps to Close

Policy Domain	Alignment Level & Summary Rationale	PPS Screen Time Policy Proposal	Schools Beyond Screens Policy Proposal
Grades 3-5 Screen Limits	Both restrict elementary screen time, but PPS cap is (225 min/wk) and the SBS ceiling is (100 min/wk).	Up to 225 minutes per week inclusive of core instruction and intervention.	Maximum twenty (20) minutes per day, not to exceed 100 minutes per week
Generative AI & LLM Tools	PPS makes specific mention of chatbots. SBS mandates a formal Board moratorium while PPS uses standard app vetting.	PPS removed all language about GenAI because the policy committee wants a separate AI policy	Absolute moratorium on student-facing AI on district devices until Board AI policy & curriculum are adopted.

SBS & PPS Policy - Needs Work to Align

Policy Domain	Alignment Level & Summary Rationale	PPS Screen Time Policy Proposal	Schools Beyond Screens Policy Proposal
Parent Consent & Opt-out	PPS provides annual notification and information, whereas SBS guarantees active annual informed consent and explicit opt-out rights.	Parents receive annual information regarding EdTech use and privacy policies. PPS requires implementation of the process required by Oregon Law (OAR 581-021-0009) for curriculum opt-outs.	Annual informed consent required; guarantees unconditional parental right to opt out with paper accommodations.

Key Updates

- Alignment with Policy Committee for a separate AI Policy
- Removed Guiding Principles, Citations, and added Definitions
- Formated for a Board Policy
- Incorporated language to align with updated ODE guidance



Questions

