


Student Success Committee Meeting
Monday, March 11, 2024 4:30 PM

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Introduction
2. Update on Revision of the Diploma Policy
3. Update on Drug Education Curriculum
4. Conversation on Dual Language Immersion Research Residency Trips
5. Public Comment *To sign-up for public comment email PublicComment@pps.net or call the Board Office @ 503-916-3741.*



Health Education: *Substance Use and Abuse Prevention* Scope & Sequence



PORTLAND
Public Schools

Grades K-12

Overview

The PPS Substance Use and Abuse Prevention Scope and Sequence outlines a practical framework for implementing a comprehensive standards and skills-based approach to health education that is grounded in medical accuracy, cultural inclusivity, and developmental appropriateness. It outlines key topics and concepts (scope), and the logical progression (sequence) of essential health knowledge, skills, and behaviors to be addressed in grades K-12. The primary skills to be developed are those included in the State and National Health Education Standards, which are critical to students' ability to become successful learners who adopt and maintain healthy behaviors now and in the future.



Scope and Sequence

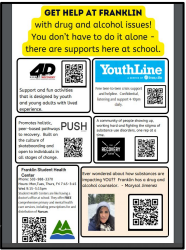
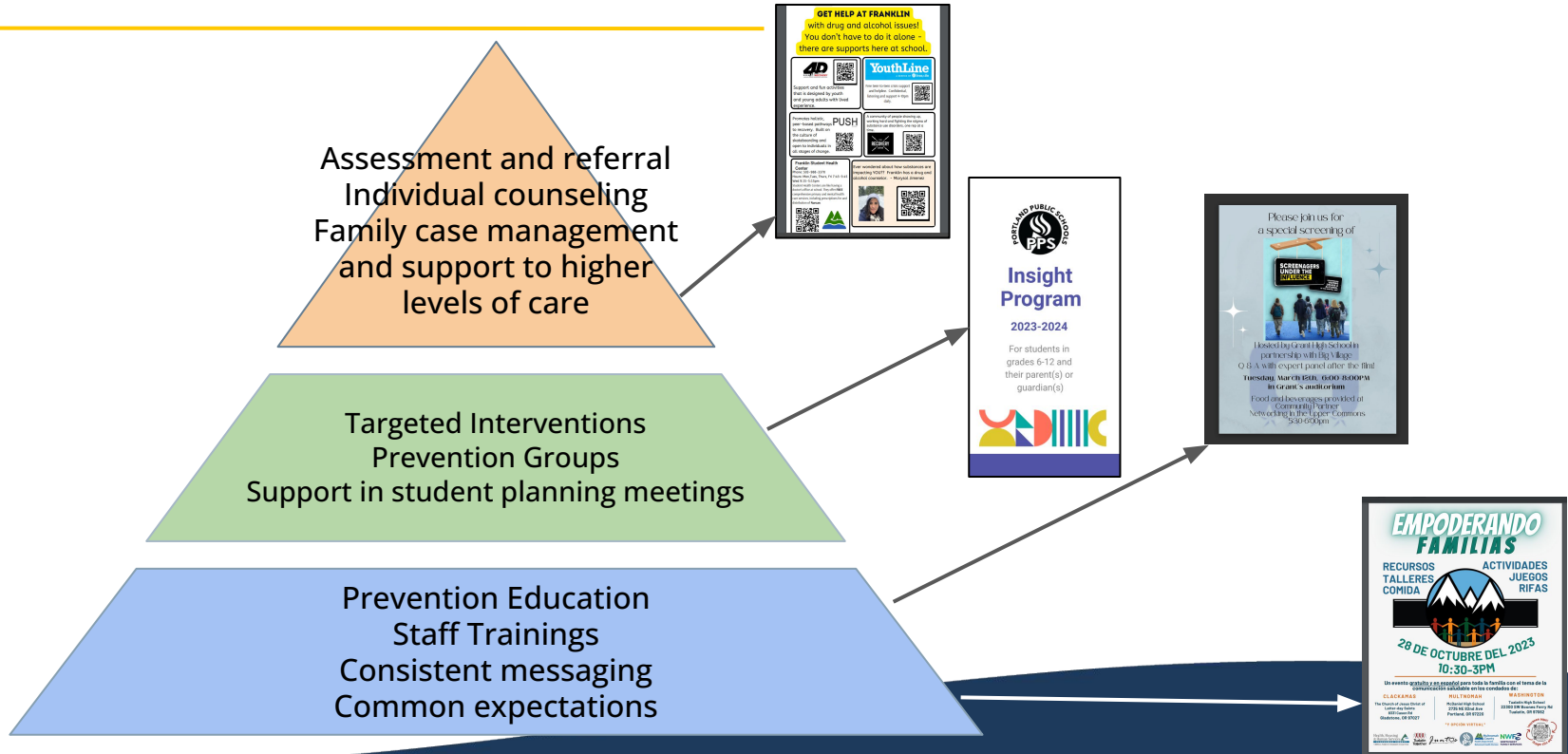
Elementary Substance Use and Abuse Prevention

- Trusted Adults
- Safety Rules
- Analyzing Influences
- Self-Management
- Refusal Skills
- Substances and the Brain
- Protecting Ourselves

Secondary Substance Use and Abuse Prevention

- Consequences of Substance Use and Abuse
- Healthy Alternatives to Using Substances
- Internal and External Pressures
- Resistance Techniques
- Analyzing Influences
- Accessing Valid and Reliable Information and Services

PPS Services for Students & Families



PPS has a national model policy and AD

Primary focus is to connect students with education, interventions and supports - not exclusion.

- Students are exempt from disciplinary action if they self-disclose substance use.
- We have significantly reduced the number of suspensions and expulsions.
- Someone from the substance use supports team will be present in all discipline processes that are the third or higher for students.
- Shortened the amount of time that students are suspended from games, performances and other school activities from 28 days to 14 days.
- Tightened the 60 day rule, so that students can only be banned from graduation if they have 3 days or more of suspension.

How we have impacted the data

School Year	Suspensions (out of school)	Expulsions
18-19	Level A - 51 Level B - 39 <u>Level C - 8</u> Total	Level B - 4 Level C - 3 Level D - 2
21-22	Level A -	

Tiered Response to Discipline

Level A

1

Six hours of
psychoeducation

Level A+

2

Six hours of 1:1
counseling

Level B

3

Student Success
Center or 60 hours
of counseling

Level B+

4

Individualized
intensive
alternative plans.

PPS Substance Use Supports

PPS CADC Team



Marysol Jimenez,
MA CADC II at
Franklin and
McDaniel



**Elijah Joshua
Uncle E,** CADC II at
Franklin, McDaniel,
Roosevelt & GMS



Emma Sohriakoff,
LCSW CADC III at
Grant, HTMS and
Cleveland

Essential PPS partners:



A Recovery High School



LIFEWORKSNW

Juntos
together we are stronger

Middle Grade DLI in PPS



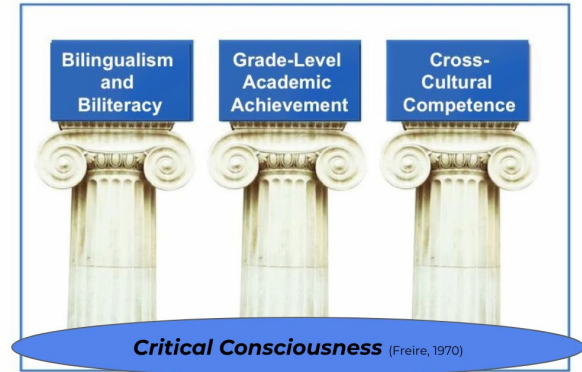
PORTLAND

Public Schools

Overarching Goals of DLI in PPS

- Ensure bilingualism and biliteracy, grade-level academic achievement, and social-cultural competency through a lens of critical consciousness for every student we serve, centering students of color and Emergent Bilinguals.
- Close the opportunity gap for historically underserved students, specifically Multilingual Learners (MLLs) who are native speakers of one of the five partner languages (Chinese, Japanese, Russian, Spanish, Vietnamese).
- Maintain Immersion programs that have up to 50% native partner language speakers, 25% heritage language speakers and 25% native speakers of other languages (including English).

Three Pillars of Dual Language Education



©2016 Center for Applied Linguistics



Dual Language
Immersion

SPANISH DUAL LANGUAGE IMMERSION HIGH SCHOOL REGIONAL ASSIGNMENT

Highlighted changes take effect in fall 2023

NORTHEAST REGION

Leodis V McDaniel High School
Students completing 8th grade Spanish DLI and home address is in the following attendance areas:

Grant High School	Jefferson/Grant Dual Assignment Zone
Leodis V McDaniel High School	Jefferson/McDaniel Dual Assignment Zone

SOUTHEAST REGION

Franklin High School
Students completing 8th grade Spanish DLI and home address is in the following attendance areas:

Franklin High School	Cleveland High School
----------------------	-----------------------

SOUTHWEST REGION

Lincoln High School
Students completing 8th grade Spanish DLI and home address is in the following attendance areas:

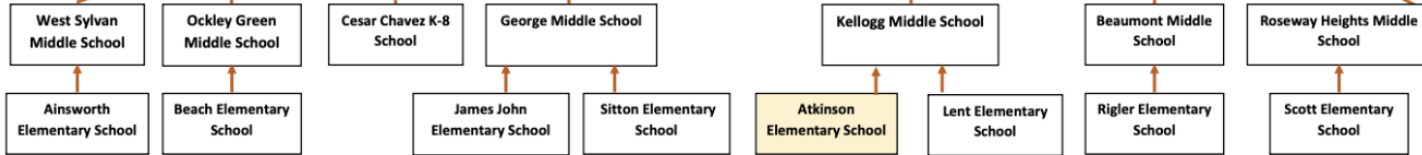
Lincoln High School	Ida B Wells High School
---------------------	-------------------------

NORTH REGION

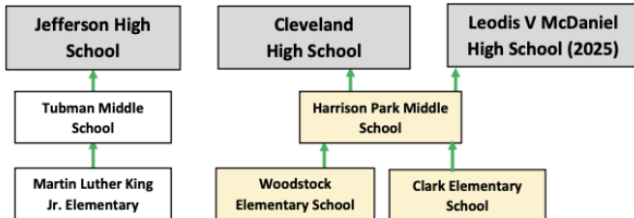
Roosevelt High School
Students completing 8th grade Spanish DLI and home address is in the following attendance areas:

Roosevelt High School	Jefferson/Roosevelt Dual Assignment Zone
-----------------------	--

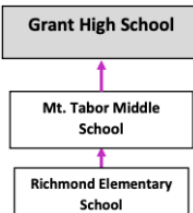
Upon completion of 8th grade Spanish DLI, students are assigned to a regional high school based on their home address.



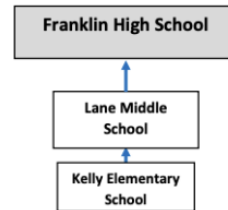
CHINESE DLI



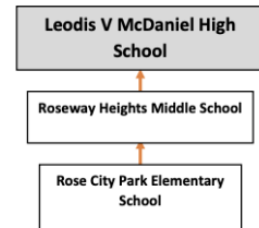
JAPANESE DLI



RUSSIAN DLI

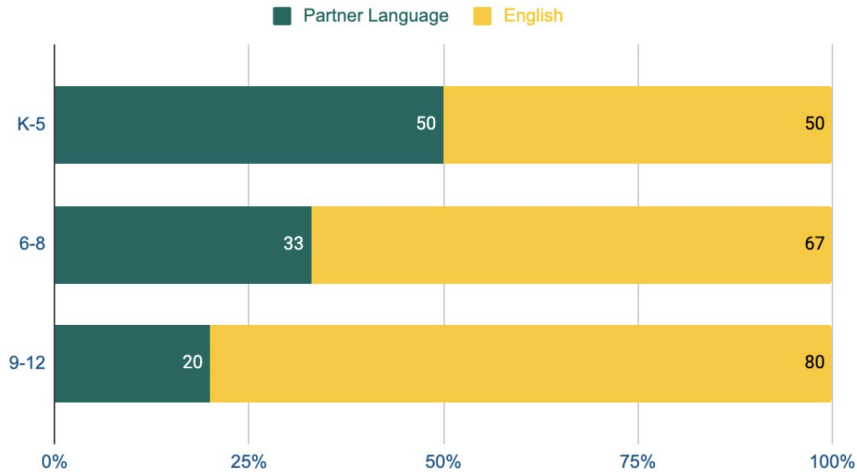


VIETNAMESE DLI



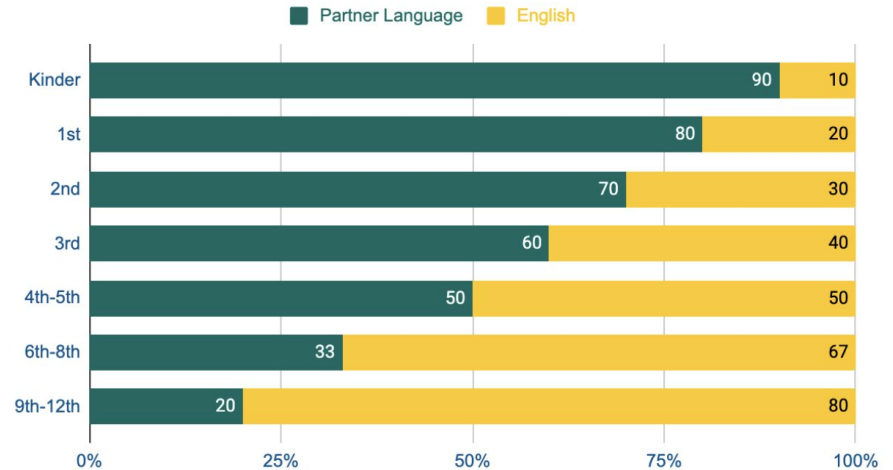
50:50 DLI Model vs. 90:10 DLI Model

50:50 Model (Chinese, Japanese, Vietnamese)



In a 50:50 model, the daily instruction at K-5 level is split into half day in English and half day in the partner language. In middle schools, students continue their studies with Social Studies and Partner Language Art taught in the partner language. The percentage of partner language instruction decreases to 20% in high school with students taking one DLI elective course. The Chinese, Japanese and Vietnamese programs follow the 50:50 model in Portland Public Schools.

90:10 Model (Russian & Spanish)



In a 90:10 model, kindergarteners spend 90% of the day learning in the partner language and 10% of the day learning in English. By 4th grade, students spend half the day in the partner language and half the day in English. In middle schools, students continue their studies with Social Studies and Partner Language Art taught in the partner language. The percentage of partner language instruction decreases to 20% in high school with students taking one DLI elective course. The Russian and Spanish programs follow the 90:10 model in Portland Public Schools.

Middle School DLI Programs

12 Middle Schools that offer DLI programs in PPS in 5 languages:

- 6 Middle Schools and 1 K-8 offer Spanish DLI
- 2 Middle Schools offer Mandarin Chinese DLI
- 1 Middle School offers Japanese DLI
- 1 Middle School offers Russian DLI
- 1 Middle School offers Vietnamese DLI

In all Middle School programs Social Studies is taught in the partner language and DLI students take one period of language arts taught in the partner language as an elective.



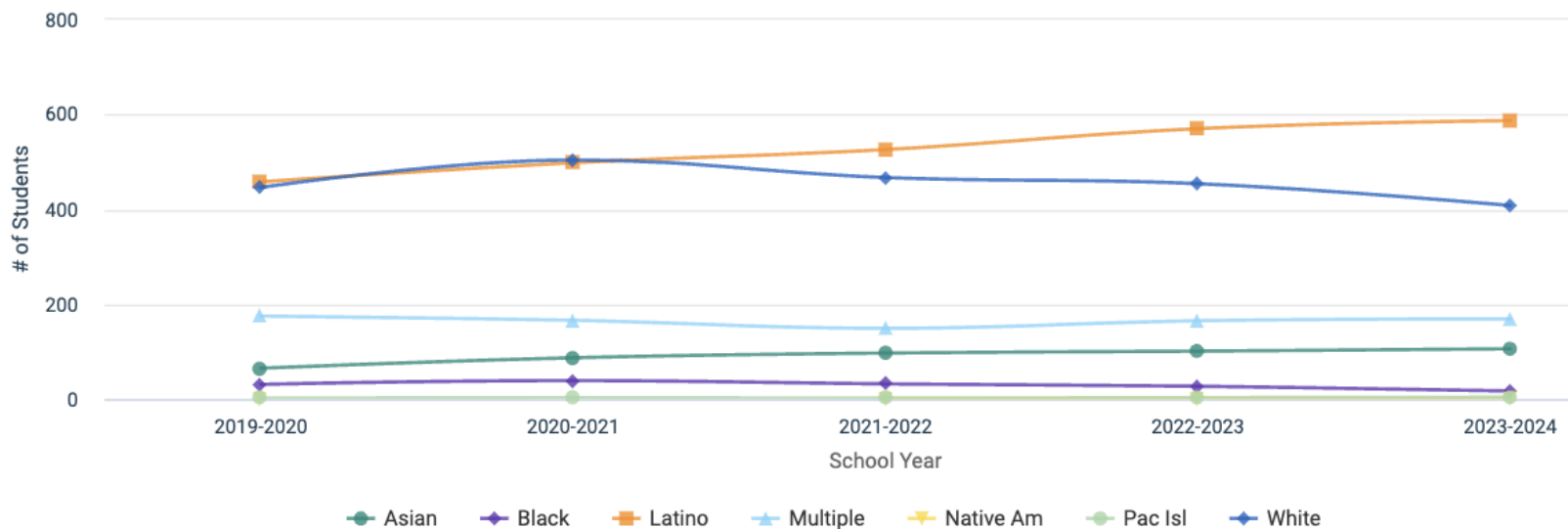
Dual Language
Immersion

Middle Grade DLI Demographics

How has our student diversity changed year over year?



Shows the number of students in each group and how enrollment has changed over time.

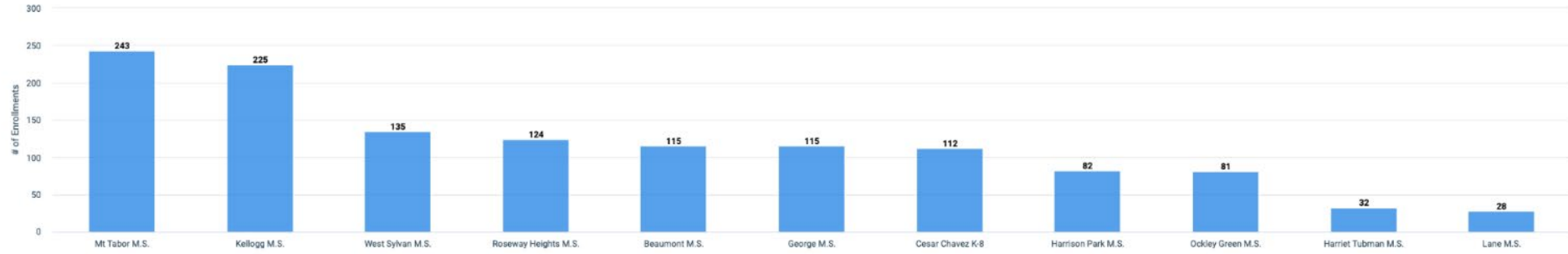


Middle Grade DLI Demographics

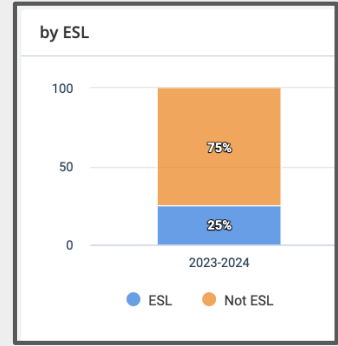
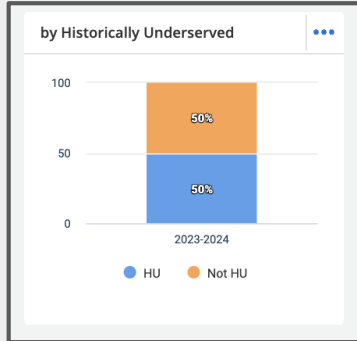
How many students are in each school?



The number of students enrolled in each school.



All Middle Grade DLI Programs



Off Campus Learning Experiences

Field Trips 2023-24

Total overnight and or wilderness trips across the district to date: 112

Total international trips across the district to date: 11

Policies and Administrative Directives:

- [Board Policy 6.50.010-P](#)
- [Administrative Directive 6.50.011](#)