

Policy Committee Meeting
Wednesday, July 31, 2024 4:15 PM

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

Agenda

1. Introductions
2. Public Comment - 5 Two-Minute slots *To sign-up for public comment email *PublicComment@pps.net* or call 503-916-3741
3. Draft Policy: Student Cell Phone Use in Schools x.xx.xxx-P - Discussion only
 - a. Review proposed changes to draft
 - b. Section by section review with staff and Committee members, review teacher survey
 - c. Engagement
 - Students: Proposed survey and focus groups and timeline
 - Labor associations
 - Principals/school administrators
 - Parents/families
4. Draft Resolution: Interim Cell Phone guidelines - Discussion and possible action
5. Board of Education stipend and House Bill 2753 - Discussion only
6. Policies Referred for First Reading - Scheduled August 06, 2024
 - Field Trips, Foreign Travel, and Other Off-Campus Activities 6.5.010-P
 - Promotion and Retention of Students 4.20.010
7. Adjourn

Student Cell Phone Use in Schools X-XX-XXX-P

1. General Guidelines:

- a. Students are permitted to personally possess cellular phones, tablets, pagers, or electronic signaling devices (“Cell Phones or Similar Devices”) on campus provided that any such device remains “off” and stored in a locker, backpack, purse, pocket, or other place where it is not visible during normal school hours [or school activities].
- b. Students are permitted to use Cell Phones or Similar Devices on campus only before and after school, and during lunchtime unless the school has adopted a stricter policy.
- c. No videos or photos of any kind shall be taken during school hours using personal Cell Phones or Similar Devices unless under the direction of an adult for educational purposes.
- d. Students must comply anytime a request is made by school staff to cease the use of a Cell Phone or Similar Device before or after school.
- e. If such a device is observed by staff, during school hours or activities, it shall be confiscated until redeemed by a parent/guardian/caregiver or as determined by the school administration. The school will advise students and parents of this prohibition and any other school-based restrictions annually, including that the District is not responsible for students’ lost or stolen cell phones or pagers. The school administrator may establish and enforce a stricter policy.
- f. Nothing in this policy shall interfere with a student’s Individual Education Plan (IEP), 504 Plan, or other requirement to access the educational programming at school.

2. Disciplinary Consequences for not following the school use policy

Students who refuse to adhere to the cell phone policy of their school may be subject to discipline as outlined in the District's Student Rights and Responsibility Handbook.

3. Staff Responsibility for Confiscated Cellular Phones or Pagers

a) District employees who take physical possession of any personal property of a student ~~, with the intention of returning it at a later time,~~ have the responsibility to ensure that the property is placed in a properly secured location. Placing the item on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

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

c) The district shall provide the necessary support and resources for the schools to implement this policy.

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Commented [1]: does this include lunch time? I think photography should be allowed during lunch.

Commented [2]: ?? Can we be more specific—"before or after school while on school grounds."

Commented [3]: or maybe just replace it with "while on school grounds" so that it includes during school too

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Commented [4]: this defines what a "properly secured location" is not but not what it is— should we clarify here or in an AD?

PPS Cell Phone Policy Survey

239 responses

[Publish analytics](#)



At which school do you work?

239 responses

Cleveland

Ida B Wells

Cleveland HS

West Sylvan

West Sylvan

Kellogg

Cleveland

Hosford

Roosevelt

West Sylvan Middle School

West Sylvan Middle School

Lincoln HS

IBW

Cleveland High School

Lincoln

Roosevelt

Grant High School

Grant

Hosford

Hosford MS



Robert Gray Middle School

RGMS

Lincoln High School

Ida B Wells-Barnett High School

Ida B Wells

Ida B Wells HS

Ida b wells

Ida B. Wells

Cleveland High School

Cleveland High

Gray MS

Kellogg

Lincoln

Kellogg Middle School

Lincoln High School

Mt Tabor MS

Mt Tabor

Roosevelt High School

Grant

Roosevelt High School

Roosevelt HS

Ida b Wells



Ida b wells HS

Ida B Wells High School

IBWHS

Wells

Ida B Wells-Barnett

Ida b wells hs

Ida B Wells-Barnett High School

Ida B. Wells HS

Benson

Ida B. Wells-Barnett

Ida B. Wells-Barnett High School

CHS

West sylvan middle school

West Sylvan MS

west sylvan

Cleveland

Sellwood Middle School

Cleveland H.S

MLC

West Sylvan Middle

Skyline

West Sylvan MS



Wsms

Rieke

Robert Gray

West sylvan Middle School

Jackson Middle School

Mt Tabor

Hayhurst

All - Admin Sub

ACCESS

Access Academy

Access academy

Access

Virtual Scholars

Cleveland (moving to Lincoln next)

Faubion

Mt. Tabor

hosford

Hosford Middle School

None

Robert Gray Middle School

Kellogg MS

Kellogg M.S.



Gray Middle School

Lincoln hs

Kellogg Middle school

Ida b wells

LIncoln

Bridger Creative Science

Lincoln high school

BCSS

ida B Wells HS

Mt. Tabor

Gray

Bridger Creative Science

Jackson MS

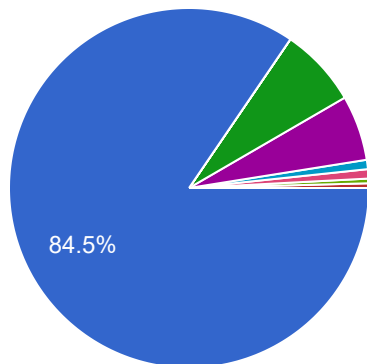
Grant HS

5 more responses are hidden

What type of position do you hold at your school?

 Copy

239 responses



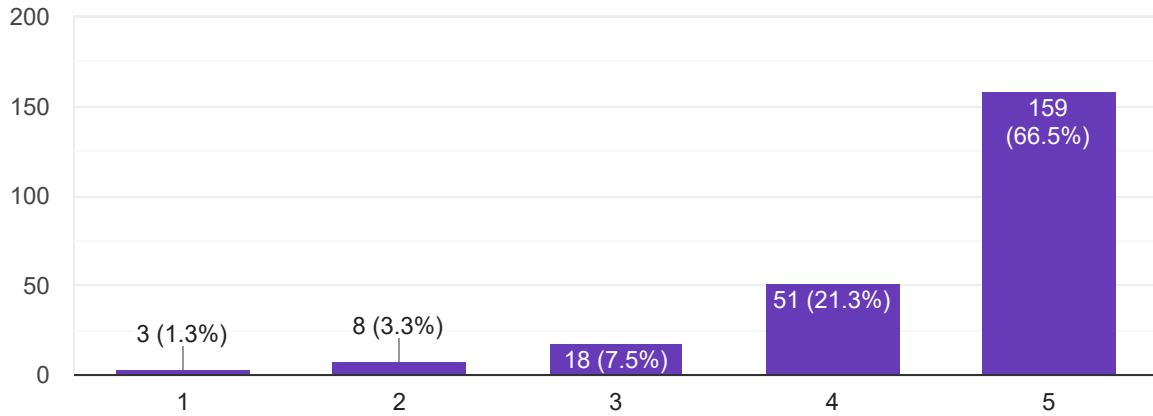
- Teacher
- Admin team
- Security
- Counselor
- Support Staff
- Volunteer
- QMHP
- Coach and volunteer
- Parent Volunteer



How high is your level of concern with student cell phone use at your school?



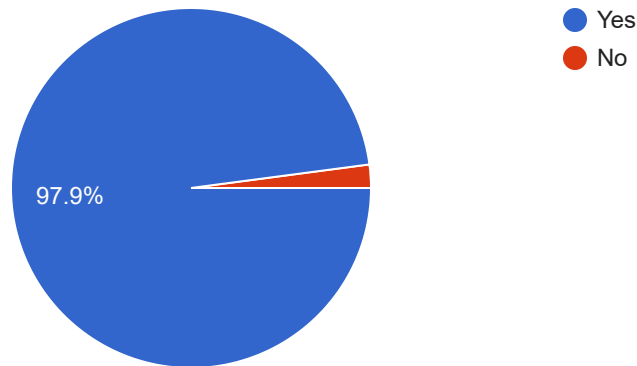
239 responses



Do you have concerns about how student cell phone use impacts student mental or physical health? This includes anxiety, depression, inattention, distractibility, sleep issues, social skills concerns, etc.



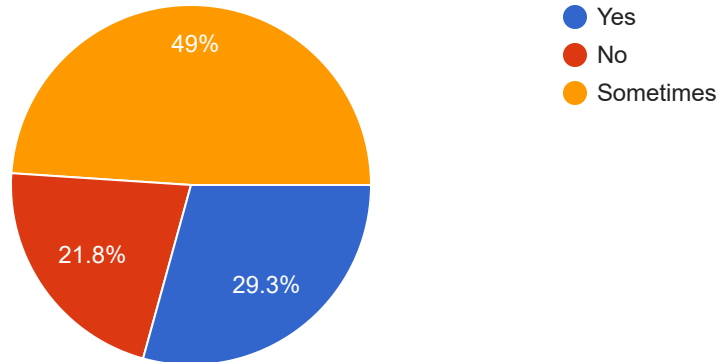
239 responses



Do you feel supported by administration when you try to enforce your school's phone use policy or the "off and away" policy?



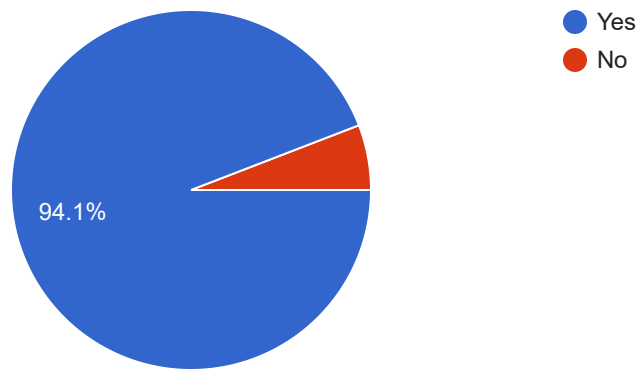
239 responses



Would you like to see a district-wide cell phone policy at PPS?



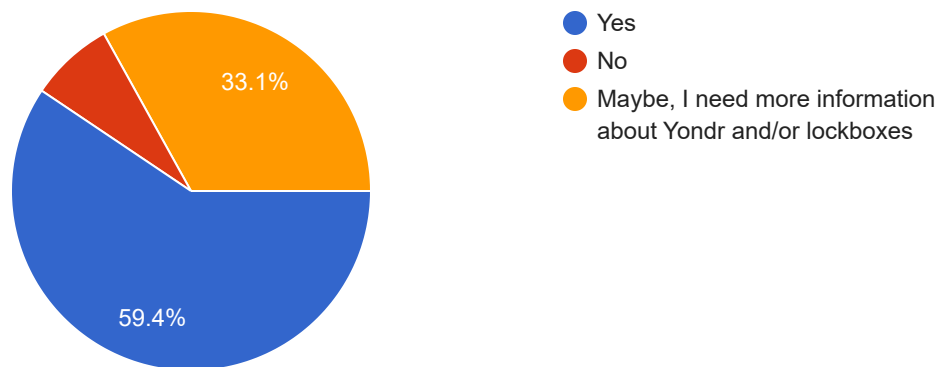
239 responses



Would you like to see PPS implement a cell phone use policy that includes devices such as Yondr pouches, lock boxes or similar?



239 responses



Please leave any comments or concerns that you have about this issue.

146 responses

Please insist on a district wide ban of cell phones in schools. Additionally, PPS should not allow school instagram use for communications.

I would like to see Portland follow other cities and have a district wide ban.

I know you won't actually use these results and just push your own agenda.

We will look back on letting children using social media the way we do doctors smoking in operating rooms or cars without seatbelts. Let's not let this go any further. Take action now before more damage is done.

Supposedly my school has an off and away policy, and caddies in the classrooms. But when only some classes use the caddies, it becomes difficult to enforce. And often students still sneak them out. A universal storing system would be more effective. Esp because we see the psychological harm of phones - anti social behavior, bullying, sexual harassment, threats of violence, distribution of unwanted photos and media, etc, etc.

I don't have time to write all the referrals admin want me to for cellphone violations. We need a better solution that also doesn't hurt student-teacher relationships.

We know this is the right thing to do!!

Phone uses impact on student mental health is overblown but it greatly impacts their ability to focus during the school day. I think it's important to recognize the benefits of cell phones for students while we come up with a plan to help limit their interference during the school day. Please make sure we focus on the impacts that we can observe instead of taking about hypotheticals such as its impact on mental health. Most of the studies associated with that are heavily flawed.

The numbers involving statistically significant declines in youth mental health are unassailable...and when combined with our on-the-ground experiences, a bold and consistent district policy restricting cell access is a MUST.

I'm not sure investing a bunch of money in pouches/boxes/etc. is the right way to tackle the problem. I think there needs to be a district wide policy across all grades that is enforced everywhere. Along with this there needs to be a PR/public education campaign about the effects of cell phones on students and how parents can feel safe even without constant access to their children (via cell phone).

Let's do this!



Let's act like we're the adults again

Thank you.

Students being able to access their phones is an essential part of my class. Please do not try to overreach your bounds and subject us to your personal opinion

Making this a teacher enforcement issues not sustainable way - our kids have an addiction we need a community response

Cell phone use is extremely detrimental to students' education and overall mental health. I don't believe locking them in pouches is the answer...but actual consequences to having phones out during class must be enforced.

I'm not interested in pouches/lock boxes if it's yet another rule that teachers have to implement/enforce.

I feel yondr is symbolic. Without consistent implementation & consequences they'll be a waste of money. We could have done this w/o pouches, but, I feel admins and families need to step it way up and pouches signify a shift & an expectation. Given how badly team admin deals w any other discipline, I have little faith they'll be effective here....

I don't like cell phones. It has affected my 17 year old son in adverse ways. It has affected everybody. But I don't want to enforce a no cell phone policy. That's up to the individual. If a student wants to be on their phone instead of listening, learning, studying then there is a natural consequence- a poor grade. Instituting a no cell phone policy in my class will only create power struggles that I don't want to engage with.

I am incredibly concerned that the PPS School Board and Superintendent have not implemented a district-wide policy ala North Clackamas. Having individual policies at each school is a complete abdication of responsibility at the highest levels to ensure that there is equity and consistency across the board at all schools (especially middle and high schools) around this issue. School-level admin struggle with supporting policies implemented at school sites because there is no messaging from the Board or higher-level PPS admin. This should be a policy that is implemented and supported from the top down--not the bottom up, as it currently is now. We need to have district-wide messaging and enforcement of cell phone policies and support for students at all schools ASAP.

CHS just adopted Yonder for next year. I am certain that we will see an improvement in mental health and academic performance from our students and a decrease in cyber bullying and sexual harassment. It is criminal that PPS has not implemented a strong district wide policy. All of the research indicates that cell phones are addictive and harmful for mental health. The navy is purchasing Yonder for new cadets because of safety issues and distraction. The average teen receives 500 notifications a day. How can anyone handle that much less a child. It is developmentally inappropriate to not have a strong policy and in 30 years from now this



will be looked upon with shock as we look back on giving children and pregnant women cigarettes. Our ignorance and now willful ignorance of mounting evidence is shameful.

We need community wide teach ins about the negative impact of cell phones on brain development, SE heqlth and learning. Those not in the classroom need to be made aware of the extensive cyber bullying, sexual harassment and other happening on devices. PPS also needs to filter video games and chats on PPS chrome books, etc. Studrnrs will find away around until they are educated as to the WHY and teachers need to be held accountable in terms of consistent rules and abiding by policies.

Phone use in school has had devastating negative impact on all students for the last 12 years. We are dangerously late in reacting to it, but better late than never.

This is crucial! We cannot deal with this in a classroom by classroom or even school by school basis. The research is extremely clear: we need phone-free schools now.

Admin and office staff are too overwhelmed to support us with cellphone rules (besides making a sign for them to be "off and away").

The financial tradeoff of using these is high so that is where my main questions are.

It would be incredibly helpful to have a district-wide policy. The cell phones are SO DISTRACTING, have a huge affect on learning, and enable students to congregate in groups in the halls. Admin has established a "off and away" policy but they do not come and take phones if students are not following the rules. Removing the option of students using phones during the school day will significantly reduce many of the negative behavior issues we are seeing on a regular, often daily, basis.

Numerous studies show that cell phone have a negative impact on the mental health and learning outcomes of teenagers.

My name is Holly Graham and I feel so strongly about this issue, I'd be happy to help organizers. 215-480-2054

As a Health teacher, I am extremely concerned about student cell phone use at it related to bullying. The less cell phone use in school, the less bullying. Period.

Cell phones are so detrimental to learning and positive social interaction. They are tied to increased depression, anxiety, and self harm. Please do something like the pouches that guarantee that they are not accessible by students during the day. Smart watches are a problem too.

Please make a uniform cell phone policy in which the district takes responsibility. As a teacher I should be able to post something in my classroom that is directly from the district. If students need the device for medical reasons, that should be a nurse or admin issue.



we should include Apple Watches in the cell phone ban as well as any other internet-enabled devices

This is an enormous issue and i have seen the difference in engagement and socialization when student do not have access to phones. They are FAR more engaged and interact now that i have student put phones away in a holder in my room. It was HORRIBLE the first year after Covid and has been much better since students do not have them during class in my room. Would be much easier with a school or district wide policy setting a VERY CLEAR expectation

Phones in the hallways/bathrooms are a major problem. the hall pass becomes a phone pass.

It's amazing to me as a parent and as a teacher that the school board doesn't understand the severity of the cell phone problem for student learning. All of our students are on their phones too much. I've been teaching in PPS over 25 years and the current students are academically, socially and emotionally SO FAR BEHIND where students were prior to cell phones, prior to Covid. Why don't more people in charge wake up? Because they are not teaching, not doing the work.

My main concern has been reliable internet access in classrooms at Cleveland. My students often access class materials at school on their phones because the WiFi in some classrooms is virtually nonexistent.

I really think they should be banned. Almost all our social issues were from social media and phone use. I think students would socialize better school wide. When they didn't have them out in my classes, students flourished in social skills and academically.

Having a district wide policy/ban seems super helpful for those in the trenches.

There is NO consistency between rules and consequences.

Allowing/tolerating this addiction is undermining so much of what i try to do for my students in my SpEd Learning Center. It's high time educators fought back against mindless social media.

We're doing everything we can do at the school level and it's still a problem. Cell phones are not going away. Our schools need district level support on this.

I hope this year we finally make a school wide decision.

Every significant district is, one by one, moving to a phone free school environment. The research is indisputable that cell phones are addictive, highly distracting and devastating for adolescent mental health. If a district doesn't move to a YONDR pouch type solution then it is accepting a deeply disaffected, dysfunctional learning environment which is not acceptable in 2024. Cyber bullying, pornography and video games are all occurring while "teaching and learning" are supposed to be happening. Allowing phones in schools moving forward is not fair to on-task students or screen-addicted students or teachers or families or tax payers. Join



North Clackamas and Los Angeles and NYC and make the change now PPS. Please! -from a parent & teacher

Parents and students need to be aware of most recent research on the adverse effect of phones on children's health and development. Kids will get around boxes and pouches.

Cell phones dramatically impact our students mental health as well as being a distraction the classroom

Cell phones get in the way of students socializing during times like lunch.

Administration needs to be at the ready to come grab phones from classrooms.

In my classroom, students put phones in a caddy and this works wonderfully. Because there is neither a school-wide nor a district policy on phones during the school day, classrooms that do not use caddies have students in the hallways, texting their friends to come join them. There is increased activity outside of the hallway because of cell phones.

It's not fair to put this issue on teachers and admin. Needs to be a district wide policy be effective.

Absolutely we need to ban the use of phones at school moving forward. The only way it will work or benefit students the way we would like it to is a complete ban. No use at lunch etc. Thank you for doing this! Smartphone and social media use is the reason we are in the childhood mental health crisis we are in.

I make my students turn in cell phones in the pocket holder daily and this expectation has changed the students immensely. They socialize more and work very hard to get themselves out of their comfort zones. They have all expressed gratitude regarding a cell phone policy and they think it should be a universal rule across the board because of the mixed messages. I would love it if our district raised the bar and had higher expectations for our students. They will look back and know what teachers cared about them! If there was a school wide policy, they will eventually brag about our district caring about them as whole people. I believe it should be mandatory!!! Thank you!

My thinking has shifted on this issue after much more research has been done regarding the negative impact of smart phone technology on adolescent cognitive development & their mental well-being. I would like our community to take a position on removing smart phones/watches from our learning environment

It is horrid! Admins say they'll solve it, but the onus is on teachers and school secretaries. Step up or leave.

For younger children they communicate with their watches so you will need to have a policy for watches. Children contact their parents that they are sick and need to go home from their



watches without informing their teacher, health room or office. They check themselves out so the school does not have oversight in the manner.

As a primary mental health ambassador in my building I can say that this is one of my greatest concerns. It seems that most of the issues kids bring to the counseling office originate or are exacerbated by phone use at school. I think kids need a break in their day from phones/smartwatches.

Some kids with IEP's need to use their phones this goes beyond phones.

Cell phones need to be eliminated from school and classrooms, and, as a teacher, I have little clout to get students to leave their phones "off and away." Admin doesn't have time to come to my class to take phones, so the policy is a farce.

We need to do something. It is a serious problem

I feel like we are fighting a losing war. Parents do not support the students that cellphones are the biggest distraction. It feels like even if we get pouches it will still be a problem.

Everyday that passes that we don't have a district policy that includes devices such as Yondr pouches, we are doing a grave disservice to our students.

Cell phone policy needs to be consistent across all staff. Some teachers allow phone use, some don't. That gets confusing to students as it's a mixed message.

Ban them

The pouches are greatly flawed. There are more affordable ways which are less punitive feeling. My students said they would rather put them in a locked drawer or in a teacher caddy at the start of the day. They balked at the pouches and found ways to break into them within a few minutes.

My concerns extend to Chromebook use; I try to implement securely but it's not at all thorough! That seems mostly our business as a distraction at school, but I suspect that it also contributes to keeping students up too late, facilitating online social issues, etc.

If you take away phones they will just use the Chromebook.

The lack of district leadership on this issue has left individual schools grasping for solutions. Why in the world would we want to have a separate policy at CHS and GHS next year (Yondr) than at other sites. We need PPS to make a clear statement and guidelines for the schools. Thanks for doing this survey!

As a counselor I foresee parents asking for accommodations on 504 and I imagine IEPs as well.



there is a lot of research out there that supports the use of Yondr to create a cell phone free environment.

Our courses are blended (some online and some with teacher). Some students use this as an excuse to be on their phones ALL THE TIME, and then try to turn everything on at the last minute. Often with chatgpt, ugh... a district wide policy would help a lot since we work in all highschools. Thx!

We need all high schools to be the same and consistent. Having one or two schools with access to Yondr pouches is not effective. We are literally the last school district to do anything significant- it is embarrassing. We can do better. But it will cost \$\$.

At West Sylvan, we have a no cellphone policy that works for ~80 % of students. The struggle is with the students who do not follow the policy. Admin rarely steps in to support our policy

I would prefer a 'maybe' on the question of a district-wide policy. To create such a cultural change, it will take time & dedication to the outcome. Even if a small % of detractors, those who do not contribute to a united front, undermine the effort. So, all or nothing, & that means it must be enforced from the top down on the adults as well.

The cell phone fight makes me want to quit teaching

A consistent approach, implemented building wide and reinforced by meaningful follow through by staff and families is a must. Be that way unless you have instructor permission, away in a locker no exceptions, or secured in some sort of no use device, whatever the policy it needs to be consistent and followed through with. I do question spending time and money on acquiring devices that can force cellphones into a state that should be achievable by accountability by families and their students, but I get the argument about why they are needed. To me, whatever the approach is it needs to be consistent and followed through across the district, with a genuine answer to staff about what happens next when inevitably a student says "no, I'm not doing that and my family says I don't have to."

I think a district-wide policy and device would free up a lot of main office/admin team time to focus on other pressing issues. Also, my colleagues and I took our neighborhood 8th-graders on an eastern Oregon excursion this spring, and we had no wifi/cell service at the ranch where we stayed. It was AMAZING watching kids eat together and have conversations, or chat while playing volleyball, or talk while hanging out before dinner. The kids also noticed and LOVED that week of their lives when we all felt deeply connected to one another. Limited cell phones = maximum in-person connection.

Consistency is key

The reason I only put the level of concern at 3 is because our principal has a solid plan in place and follows through with it. And it is STILL a struggle for many!



Cellphones are a HUGE issue for bullying, distractions, and scheduled bathroom Tik Tok parties

Click the link to access the document for my comments.

https://docs.google.com/document/d/1FAaxvf4B_K6FcX7brn5BvMqeP6xc2FKgKZ0X5Vpb3ss/preview

While our principal has a strict policy and enforces it, not all the teachers do. I think allowing cell phone usage at all during classroom time is negligent.

Almost all student discipline events/ misc issues that come about can be linked or traced back to cell phone use (including mental health stuff). Special ed students are especially are especially affected. It will be very challenging to implement a no cell phone plan but I believe it will be super valuable to student learning and health. It will also take time and follow through. I'm willing to do it!

Please ban cell phones at school. They cause too many problems and make my job as a teacher harder.

Let's get serious about this!

I feel most kids know the rules about cell phone use at school. Parents need to educate them about norms with use of a cellphone in a public place.

The "No Phone" policy in my classroom this school year was incredibly successful. I will never go back. You cannot deny the research (get each board member a copy of the book "The Anxious Generation") and the results! If you want to see students regain academic, social, and emotional skills, keep the phones out of our schools!

RGMS does a really great job at enforcing the cell phone policy, although there will always be some teachers who are lax. I fully support a ban on cell phones at all levels at all times during the day.

A policy that requires teachers to police cell phone use in a major way especially for HS students would be DOA for all parties. At middle school level at RGMS we are able to have overt success with our off and away policy, though student do find work around covertly of course. This cell phone issue will take a community effort and some creative policies and support staff, it can't rely on teachers to do the heavy enforcement because that undermines the job we are there to do which includes building positive relationships with our students. The district will have to provide real support to implement that policy but frankly there are a lot of things that need the funding ahead of that that did not come through post strike.

Not just cell phone use, it is using the phone for slander with Social Media , Shared Google Docs slandering teachers and fellow students in chat form, creating tinder accounts for teachers not knowing this is happening, using Safe Oregon to report anonymously about



teachers to hurt them. Making tic tok videos with cell phones to bully take pictures in school bathrooms creating a cruel and unsafe situation for teachers and students.

My concern would be rated higher if I didn't feel like my admin and fellow staff weren't so active and consistent with no cell phone use. I do feel like there would be more traction with students and families if this were district policy and not just policy of our school.

Agree some bold steps have to be taken...but this is a tough battle and the pouches will not be effective. I also think we miss when we expect not to have to somehow teach using cellphones when we as a district have failed to provide working technology and the kids know the future is tech.

Ban Mobile phones for all middle school.

Our zero tolerance policy warked much better than the previous year with reminders. Admin pick up of phones worked great to avoid power struggles. The inconsistency between teachers causes the most problems. Firm no phones made such a great difference in the classroom!

I think we can spend money for Yondr or lock boxes bette like supplying programs we already have in times of budget shortfallss

Cell phones and especially social media are completely harmful and opposed to learning.

Our admin and SMS have been great enforcing the policy, but that could easily change if/when our admin leave. A district wide policy would take the patchwork nature of cell phone policies and create more consistency. It would help support new teachers in their classroom management too.

This is a daily battle, for the entirety of the class period, every class period. Students are on their phones at every available moment, including during instruction.

This is an addiction that needs treatment. It's disruptive, but also extremely taxing on mental health. Schools should be safe, and phones make it feel a little less safe, socially.

Teachers need help enforcing the policy and there needs to be consistency among all teachers

Please don't spend any money on gadgets. We need more teachers not more things to manage.

46 more responses are hidden

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PORTLAND PUBLIC SCHOOLS

Office of Accountability & Equity

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Student Reactions: Cell Phone Policy

2024-25 Timeline

Student Survey (all high school students)

- Board Policy Committee send draft policy to RAA: August 21
- RAA send draft survey to Board Policy Committee: August 30
- Committee review survey and provide feedback: August 30 to September 4 (asynch)
- Committee feedback on survey due to RAA: September 4
- Final survey submitted for translations: September 6
- Translations back to RAA: approx. September 13
- Survey released to students via PPS email address and/or Trivoly: September 20
- Survey window: Friday, September 20 to Monday, September 30
- Survey closes: September 30
- RAA analyses and reporting: October 1-11
- Results (deck and memo) to Board Policy Committee: October 15

Student Focus Groups (students at Beaumont and Grant)

- September 20-30
- RAA analyses and reporting: October 1-11
- Results in re: 1-2 key points to Board Policy Committee: October 15
- More robust analysis and results on implementation: November TBD

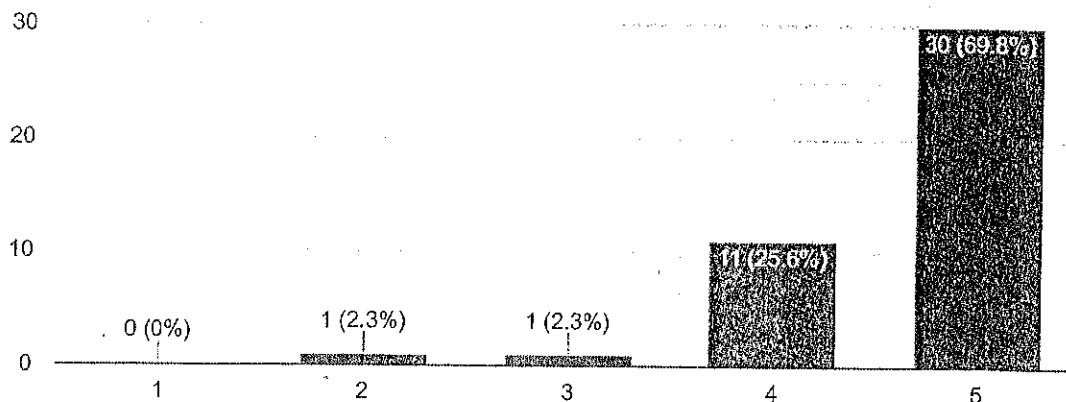
Benson Student Phone Use Survey

43 responses

Publish analytics

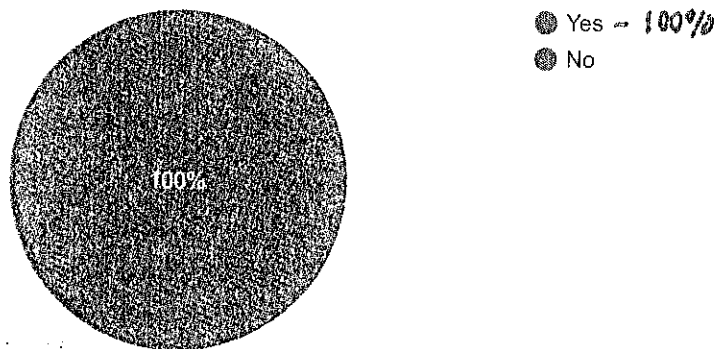
How high is your level of concern with student cell phone use at Benson? Copy

43 responses



Do you have concerns about how student cell phone use impacts student mental or physical health? This includes anxiety, depression, inattention, distractibility, sleep issues, social skills concerns, etc. Copy

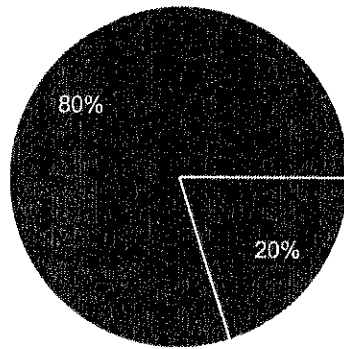
43 responses



Do you feel supported by administration when you try to enforce your phone use policy or the "off and away" policy?

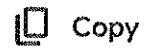


45 responses

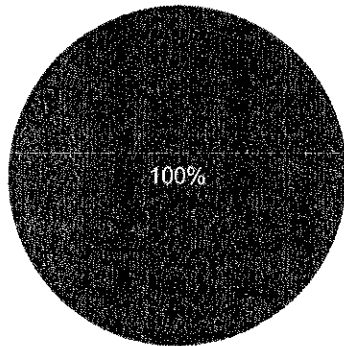


- Yes - 20%
- No - 80%

Would you like to see a school-wide cell phone policy at Benson?



45 responses

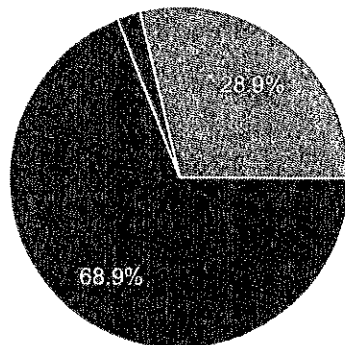


- Yes - 100%
- No

Would you like to see Benson implement a cell phone use policy that includes devices such as Yondr pouches or similar?



45 responses



- Yes - 68.9%
- No ~~2.2%~~ - 2.2%
- Maybe/I need more information about this - 28.9%

Comments (optional)

22 responses

We as a staff have been asking for support for years, and every year we are dismissed. We are told "we are going to let teachers decide how to handle it in their rooms" which is just a way of not having to deal with it as an Admin team. Just put on the teachers.

I am totally in favor of a solution that sequesters phones. I do not want to be asking students to put their phone away. If a yondr, or similar solution, is in question, I favor it. If not sequestration, then I'm out.

This is not a war we can win without parent buy-in that cellphones are a problem.


Ban them...period

Keeping students off their phones is an equity issue. An "off and away" policy puts the responsibility on teachers to constantly monitor and enforce a policy that students' own parents have a hard time enforcing. Benson/PPS admin: Help students stay focused on their schoolwork by implementing a tool that keeps them from constantly pulling their phones out. All high schools and middle schools in PPS need to implement a pouch or similar system.

Any policy is insufficient if the people being asked to implement to bulk of the enforcement are teachers and campus monitors. It is physically impossible to enforce such a policy if multiple students a class period, in every class, refuse to put away their phones or hand them over. Forcing teachers into power struggles with students undermines rapport - one of the only things that has any impact on student behavior still. If there isn't a policy that involves actually limiting the students physical access to their devices by administration, nothing will change.

This problem was created by adults, and we need to solve it. The students are missing out on social development and relationships that will foster their well being.

Doesn't matter what program we use if admin and district won't send kids home to enforce. Contradicts restorative practice and will adversely affect districts statistics.

I don't enforce the off and away policy because it's a  policy. I also don't fight the phones so much because I feel like it's a losing battle. When I ask them to put their phones away directly I usually get them to put them down, but there are always a small few who are completely glued to them. If they don't want to be attentive in class and they're cool with failing, then that's their decision.

Cell phone use among teens is at a crisis point. It is impacting their mental health, their social skills, their attention spans, their ability to deal with boredom, their sleep cycles, and so much more. We need to act now. We cannot wait.

My biggest concern from the list above is social skills. Next is inattention/distractibility

The security would appreciate this as well. Lots of flex spacew at thr new Benson

I think phones are a total distraction for students and are not necessary

I would additionally like to see professional development training around youth and tech addiction.

I would like any prohibitive measure to include device education.

I think it should be district wide no cell phones. But I do understand why that don't have it.

As this is dealing with addiction - we should have training when enforcing a hardline policy.

Cell phone addiction has resulted in diminished communication skills and socializing skills that could hinder future potential. I genuinely believe students will learn more, grow more, and become better humans with more appropriate limitations placed on phone use. If we want to prepare them for college and careers, I think it's crucial to implement something.

The only system that will work is something like yondr. A policy alone is useless

It's not that I don't feel supported. But, I would feel more supported if admin would say: if kids don't put their phones away, call security and they'll come and get phones and parents will have to pick up in office. I just don't know we have the people power for that. However, I feel like that would end phone use pretty quickly. Off and away, or else security takes your phone.

A successful phone policy gets everyone's—kids, educators, parents—on the same page. Most kids, I think, don't feel that strongly about needing constant access to phones. They just don't want to be the only one. All this requires coordination from admin and staff.

I definitely think there should be a class or education related to addiction as well. Students and adults alike need support navigating addiction to technology.

We really need a consistent, clear policy.

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Oregon Law

ORS 336.840

Policies for personal electronic devices

- policies for curricula that use technology
-

- (1)** As used in this section, “independent communication” means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.
- (2)** Each district school board shall adopt policies for the use of personal electronic devices in the schools of the school district as provided by this section.
- (3)** A district school board shall adopt a policy for the use of personal electronic devices that support academic activities and independent communications. The policy must provide that:
 - (a)** Students may be allowed to use personal electronic devices that support academic activities and independent communications.
 - (b)** Unless otherwise specifically prohibited by the policy, students may not be denied the opportunity to use a personal electronic device that supports academic activities and independent communications.
- (4)** If a school district implements a curriculum that uses technology, the district school board shall adopt a policy that provides that:
 - (a)** Students may be allowed, but are not required, to use their own personal electronic devices for the curriculum.
 - (b)** Students who use their own personal electronic devices for the curriculum must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices for the curriculum.
 - (c)** Students who use their own personal electronic devices for the curriculum must be granted access to applications and electronic materials free of charge if the applications and electronic materials are provided free of charge to students who do not use their own personal electronic devices for the curriculum.
- (5)** A policy adopted under subsection (3) or (4) of this section must include a process and timeline for responding to a student’s request related to the use of a personal

electronic device, including an appeals process.

- (6) School districts must ensure that the policies adopted under subsection (3) or (4) of this section are made available to:
- (a) School district personnel whose duties may require them to assist students with personal electronic devices; **and**
 - (b) Students and parents or guardians of students.
- (7) Nothing in the requirements of this section prevents a district school board from prohibiting:
- (a) Telephonic or electronic communications during regular school hours or during school events if the communications are not related to academic activities or independent communications;
 - (b) Communications using access to social media or to nonacademic sites during regular school hours or during school events;
 - (c) The use of personal electronic devices for any purpose that does not support academic activities or independent communications; **or**
 - (d) The use of personal electronic devices for entertainment purposes.
- (8) Nothing in this section authorizes a district school board, or any employees of or volunteers for the school district or a school of the school district, to request, require or compel access to a student’s electronic mail or personal online accounts. [2013 c.98 §1]

Location:

https://oregon.public.law/statutes/ors_336.840

Original Source: Section 336.840 – Policies for personal electronic devices; policies for curricula that use technology, https://www.oregonlegislature.gov/bills_laws/ors/ors336.html (last accessed Jun. 16, 2023).

Individual PPS school policies for cell phones

CELL PHONE/ELECTRONIC DEVICE POLICY

Grades 7x12 Guidelines and Signed Agreement

The MLC community supports and provides access to chromebooks and computers to meet the learning needs of our students. Here is the updated version of that policy to meet the needs of today's classes, students and **MLC vision of relationship building and engagement.**

Cell phones/ Games/ Electronic Equipment - OFF and AWAY

Personal electronic devices are disruptive and are not allowed during class; therefore, all students will give their cell phones to the teacher at the beginning of the period, and the teacher will return the phone at the end of class. Cell phones are allowed during lunch time. If inappropriate use of phones occurs during lunch times students may be asked to turn their phone in for the remainder of the day. If cell phone or electronic device use is discovered in class, teachers will hold onto the phone and on the first offense the student can pick it up from the teacher at the end of class. On the second offense, a parent or guardian will be contacted and the student will need to pick up the phone in the office. On the third offense, a parent or guardian will need to pick up the phone from the office. If there are more than three offenses, the student will need to turn in their phone to the office at the beginning of the day and get it back at the end of the day for a determined amount of time. It is highly recommended that students do not loan these items to a friend, as they are easily lost or stolen or misused. Lost or stolen items are not the responsibility of the school, so exercise caution if you choose to bring these devices to school.

Individual classroom teachers may choose to allow students to use personal technology devices during quiet work time in their classrooms. These teachers will communicate with parents regarding the policy of tech use in their specific classrooms to you if it differs from this policy.

Cell phone cameras are never to be used in the building or on the MLC campus. Camera phones should never be used in private areas such as locker rooms or bathrooms. Students that violate the consent rights of others are subject to discipline including suspension or expulsion. Under extreme cases, prosecution or police action may be necessary.

If parents need to reach students during the school day, please call the main office at (503) 916-5737. Our office will relay a private message or bring the student down to the office to speak with the parent/guardian or return the call. Please help us and your student to follow these important expectations to keep the classroom an optimal learning environment with minimal disruption. Please read the revised policy below, sign it, and have your student return it to their Metro or Retro teacher.

A. Students may not use personal electronic devices during class unless that classroom teacher specifically allows the use of personal technology and sends information about classroom tech policies separately. Electronic devices include watches, cell phones, smart watches, headphones and earbuds in the ears, AirPods, iPod, handheld games, and any other electronic distractions.

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Grant High School

2245 NE 36th Avenue • Portland, OR 97212 • Ph (503) 916-5160 • Fx (503) 916-2695

Dear GHS Community,

At Grant High School, we recognize that cell phones are an important part of our students' lives and can be used for various purposes such as communication, education, entertainment, and safety. However, we also believe that cell phone use in the classroom can be a source of distraction, disruption, and disrespect; and cell phones can sometimes interfere with our students' learning process and our school climate. Therefore, we have established the following cell phone policy to balance the benefits and drawbacks of cell phone use at school.

1. Students are not allowed to use cell phones during class time, including in the hallways. This includes texting, calling, browsing, gaming, social media, or any other activity that involves the use of a cell phone.
2. During class time, cell phones must be stored away in the caddies provided by the teacher.
3. Cell phones must be turned off or silenced and must not be visible or accessible to the students.
4. Students may use their cell phones before school, at lunchtime, and during passing time. However, students must follow the school rules and expectations regarding appropriate interactions and respectful behavior when using their cell phones.
5. We ask that parents call the school office at (503) 916-5160 if there is an emergency and they need to reach their child. The office staff will relay the message to the student or the teacher as soon as possible. Please do not call or text your child directly during class time as this may disrupt the learning environment.

If a student violates the cell phone policy:

1. A first violation will result in their cell phone being held in the school office until lunch or after school.
2. A second violation will result in the cell phone being held for the entire day. The student will also receive a warning and a call home to inform their parent or guardian of their violation.
3. A third violation will result in the cell phone being held until the parent or guardian comes to pick it up.

Please note, due to extenuating circumstances, there will be a few exceptions to this new policy. We appreciate your cooperation and support in enforcing this cell phone policy. We believe that this policy will help us create a positive and productive learning environment for all our students and staff.

Sincerely,

James McGee, Principal

GRANT HIGH SCHOOL



2245 NE 36th Avenue
Portland, OR 97212



Ph (503) 916-5160
Fx (503) 916-2695

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504 Coordinator: Marquita Guzman, mguzman@pps.net 971-393-8633

ADA Coordinator: Jey Buno, jbuno@pps.net, 503-916-3360

Title IX Program Manager: Liane O'Banion, lobanion@pps.net, 503-568-2646

Accessibility Statement
Conflict/Complaint Resolution Process

District Offices: 501 N. Dixon St. Portland, OR 97227
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Cell phone policies from other districts

Cell Phone Policy

Cell Phone Policy

Cascades High School Cell Phone Policy (September 2023)

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, this document is to clarify the cell phone/electronic devices policy for Cascades High School. The policy is:

Student use of cell phones, PDA's or other electronic devices during the school day is a privilege. Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the classroom. **Abuse of this privilege will result in consequences beginning with** confiscation of device, parent conference, suspension or loss of other privileges such as participation in school trips, internships, proms and potentially graduation exercises.

Cell phones and all functions within the cell phone (i.e. cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms, Science Labs, Restrooms, all Physical Education Areas and all School Office Areas.

Students must comply with staff directives, including but not limited to, ending phone conversations for student-staff interaction and using appropriate voice volume and device volume. **When in use, cell phones must be on silent mode so that no audible ring tone is heard.**

Students using cell phones/PDA's or other functions on electronic devices in any manner that disrupts the educational environment, from within or from outside the classroom, or

violates the rights of others, including, but not limited to, using the device in violation of our academic honesty policy, violating school conduct rules, harassing or bullying staff or students, photographing or video recording or using their device for unlawful purposes will be subject to more severe disciplinary action, up to and including suspension and/or expulsion and may, if applicable be reported to the New York City Police Department.

Cell Phone Rule: *The respectful, non-disruptive use of cell phones is permitted in the school cafeteria during lunch period and any other school area except those listed above. As soon as the threshold of the classroom or any prohibited area is crossed, during the school day, cell phones need to be put away and made undetectable (i.e., silenced without vibration). Ear buds/headphones must be removed. Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:*

- **First Offense** ~ the device will be held in the Administration office until the end of the period. Students may pick up their phone following a behavioral contract review of this policy at the end of the period in the main office, room 310.
- **Second Offense** ~ the device will remain in the main office until the end of the day. The Administrator will issue a receipt for the phone and establish contact with a parent or guardian.

- **Third Offense** ~ An Administrator will establish parent contact and the confiscated device will remain in the main office until it is picked up by a parent or guardian.

****It should be noted that refusal to surrender a cell phone or other electronic device when directed to do so by an administrator is a violation of the Chancellor's Regulations and our school's Code of Conduct. Insubordinate behavior is punishable by suspension, exclusion from school events, inclusive of graduation and or involuntary transfer proceedings.***

Policy Bullet Points

- **Cell phones are prohibited from use in classrooms and any other area in which academic work is being done unless otherwise instructed by the teacher.**
- **Ear buds/headphones must be removed during class time and hallway passing.**
- **Cell phones and other devices are not permitted to be charged in the school.**
- **Once inside the school, students must store their cell phones/electronic device in a location that is not visible to the teacher or other students, even though they are on SILENT. It is YOUR responsibility to keep your things secure.**

- **If a cell phone/ electronic device rings, vibrates, or is used for any reason without teacher permission, or is visible anytime during class time or if you are caught using it on campus during class time, a staff member may confiscate the device.**
- **Under no circumstance is photographing or video recording allowed anywhere on the school premise.**
- **Texting and cell phone use is permitted in halls during passing and during the lunch period in the cafeteria**
- **All cell phone use must be respectful and non-disruptive to students and staff.**
- **Phones must remain on silent at all times throughout the school day.** Parents / Guardians, please note you can contact your child via their cell phone during the lunch period (1:19 to 2:00 PM). In the event of an immediate emergency, please call the school's main office at (646) 654-1261.
- **The staff of Cascades High School requests your FULL co-operation with our policy.**
- **It should be noted that, the school nor any of its employees are responsible for the loss or damage to any student's phone or electronic device whether that device is in the student's possession or confiscated by the staff.** It is the responsibility of the student to adhere to this policy and to secure his or

her belongings at all times. Classes and or instruction will not be stopped to deal with or search for lost phones/devices.

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To the top ↑

CELL PHONE POLICY AT WILKES

As a general rule, students are not allowed to bring cell phones to school.

Special arrangements can be made with the teacher and the principal, to allow the student to bring a cell phone to school.

If special arrangements have been made with the principal and teacher, the cell phone must stay in the student's backpack at all times while the child is in school.

The cell phone will only be allowed for use in an emergency situation. The student will not be allowed to take incoming calls during school hours. If there is an urgent family situation, you may reach the child by calling the school.

If the cell phone is brought to school, and the student has not made arrangements with the teacher and principal, it will be confiscated and the student will be able to pick it up at the office before getting on the bus to go home.

Another issue with bringing cell phones to school is theft. If you allow your child to bring a cell phone to school, there is a risk of it being stolen, or lost.

If your child brings a cell phone to school and it is stolen or lost, you will need to contact the school office at 503-255-6133.

Política de la Escuela Wilkes sobre Teléfonos Celulares

Como regla general, no se permite a los estudiantes traer celulares a la escuela.

Puede hacerse un acuerdo especial con la maestra y la directora para permitir que algún estudiante traiga un celular a la escuela.

Si se hubiera hecho un acuerdo especial con la maestra y la directora, el teléfono celular debe permanecer en la mochila del estudiante durante todo el tiempo que el estudiante esté en la escuela.

Solo se permitirá el uso del celular en un caso de emergencia. No se permitirá que el estudiante conteste llamadas durante horas escolares. Si hubiera una situación familiar de emergencia, usted puede contactar a su hijo/a llamando a la escuela.

Si un estudiante trae un teléfono a la escuela sin haber un acuerdo previo entre la maestra y la directora, el teléfono será confiscado y el estudiante podrá pedirlo en la oficina antes de subir al autobús de regreso a casa.

Otro problema que se presenta con los celulares en la escuela es el robo. Si usted permite que su hijo/a traiga un celular a la escuela, existe el riesgo de que pueda perderse o ser robado.

Si su hijo/a trae un celular a la escuela y es robado o perdido, usted necesitara contactar la oficina al 503-255-6133.

STUDENT PERSONAL CELL PHONE POLICY

Updated Cell Phone and Electronic Use Policy

All personal cell phones and electronic devices must be off and away from the time students enter the school until they leave for the day. Also, no videos or photos of any kind shall be taken at school unless under the direction of an adult for education purposes.

*Inappropriate use of cell phones or electronic devices will result in a behavior consequence.

*A first offense of this policy will result in a restorative conversation between student and adult.

*A second offense will result in checking the device into the office for the remainder of the school day. The student will be given the device back at the end of the day.

*A third offense will result in the device being checked into the main office for the duration of the day. The parent or guardian will need to pick up the device in the main office.

*Subsequent violations will be managed following the Technology Misuse guidelines outlined in the Beaverton School District Student & Family Handbook.

*Parents and Guardians assume all risk for lost, stolen or damaged electronic devices.

Pólizas Actualizada de Teléfonos Celulares y Uso Electrónico

Todos los teléfonos celulares y dispositivos electrónicos personales deben estar apagados y alejados del tiempo en que los estudiantes ingresen a la escuela hasta que salgan por el día. Además, no habrá cámaras, no se tomarán videos o fotos de ningún tipo en la escuela a menos que estén bajo la dirección de un adulto con fines educativos.

*El uso inapropiado de teléfonos celulares o dispositivos electrónicos resultará en una consecuencia de comportamiento.

*Una primera ofensa de esta política resultará en una conversación restaurativa entre el estudiante y el adulto.

*Una segunda ofensa resultará en registrar el dispositivo en la oficina por el resto del día escolar. Al alumno se le devolverá el dispositivo al final del día.

*Una tercera ofensa resultará en que el dispositivo sea registrado en la oficina principal por la duración del día. El padre o tutor deberá recoger el dispositivo en la oficina principal.

*Las infracciones posteriores se manejarán siguiendo las Pautas de Uso Indebido de la Tecnología descritas en el Manual para Estudiantes y familias del Distrito Escolar de Beaverton.

*Los padres y tutores asumen todos los riesgos de dispositivos electrónicos perdidos, robados o dañados.

Articles about the impact of cell phones and social
media on students



Cellphone Ban Transforms Mt. Scott School Days

Published: January 18, 2024



Nicholas Dillon, a senior at Mt. Scott Learning Center, prepares to put his phone in a Yondr pouch after using the device on the wall behind him to unlock it. Students can keep their phones with them but can't access them during the school day. (Photo by Jake Arnold, OSBA)

Students waiting for the Mt. Scott Learning Center school day to start gathered in the cafeteria on a recent morning. They played table tennis and pool, chatted at tables or gathered around a student playing a piano in the corner.

Not a cellphone was in sight.

The Portland alternative high school has completely banned cellphones in the building, and many students say they prefer it.

Junior Jonah Duncan said he initially rebelled when told he would have to stay off his phone. But it has helped him focus on his classes and raise his failing grades to all A's, he said. Now he is a fan of the school's cellphone ban.



Mt. Scott has found a technological solution that helps them. More than two years of implementation has shown administrators and teachers it's well worth it for schools to find a way to remove phones from the school day, they say.

Social media threatens young people's mental health, the [U.S. surgeon general warned](#) last year. Teachers say the media accessed on phones often take students' focus off learning and lead to bullying, fights and tears.

Students around the world report cellphones distract them from classes, according to the [Program for International Student Assessment 2022 results](#). The report concludes that cellphone bans appear useful but are difficult to enforce.

In the U.S., 77% of U.S. schools had some sort of cellphone ban in 2019-20, according to [The National Center for Education Statistics](#). But nearly all U.S. students report using their cellphones during the school day, according to a [2023 report](#) from Common Sense Media and the University of Michigan Medical School, showing the bans are often ineffective.

Tom DeJardin, executive director of the nonprofit school that serves Portland Public Schools students, said the Yondr pouch is their answer. Students can keep their phones with them, but they can't access them. Teachers don't have to do a thing.

Every student has their own pouch. Not much bigger than a cellphone, the pouch has a magnetic lock that is opened with a device mounted by the school entrance.

On a recent morning, several staff greeted students as they entered the school. Some students handed over their phones to be charged during the day or just to be stored. The rest pulled the Yondr pouch out of bags or coats and sealed up their phones before heading to class. At the end of the day, they will open their pouch with a swipe on the way out.

In between ... no phone use.

"We believe learning happens best when it's in relationship to the school community and to those around you," DeJardin said. "Removing easy access to personal devices allows students to engage more deeply in the social and academic experiences of school."

Mt. Scott staff say the ban has transformed the school's culture, increasing attention during classes, reducing student conflict and generally improving relationships. Teacher Phil



pretty well. Students have cut noles in the pouches, broken the locks and tried to pass off dead phones as their cellphones. They have claimed they don't have a phone or left it at home.

"Are you pouching today?" Aaron Balogh, director of student life, asked a student who breezed past the doors. The young man stopped and dropped his phone in his pouch without complaint.

Another student was texting as he headed down the hall. Balogh didn't say anything because he knows this particular student is a rigid rule follower and will put it away before he reaches the cafeteria.

"We have the luxury of knowing each student," Balogh said.

The school's small size also makes the pouching process more manageable and kept the contract to \$11,500 for three years, including launch support, he said.

Administrators know students can still tap into digital life with tablets, laptops and watches, but the interactions are not as consuming as a phone. The school isn't trying to blot out electronics but instead help students learn how to manage them.

Balogh said it generally hasn't been a power struggle with students, especially after the first few weeks.

"Yondr is a tool," Balogh said. "It's not a failsafe. It's almost a symbolic gesture."

Reedsport Community Charter School, a junior/senior high school on the coast, typifies the more common approach in Oregon. Reedsport forbids cellphone use in classrooms but allows it during passing periods and lunches. Any student spotted with a cellphone in class must go to the office, with steadily mounting repercussions for repeat violations.

Principal Jerry Uhling said it is like any other policy, with some teachers enforcing it more stringently than others. Uhling said the school is trying to teach students how to use cellphones — and the attendant social media and internet access — responsibly.

During a recent lunch period, groups of Reedsport students were scattered about the library. Nearly every hand held a computer or phone. Some were laughing and sharing their screens



Reedsport Community Charter School students take advantage of the lunch period to spend time on their phones. They are not allowed to use their phones in the classrooms. (Photo by Jake Arnold, OSBA)

Uhling said he would love to be able to block all cellphone use in the building but that wouldn't be preparing them for today's world.

Nearly every Mt. Scott student questioned said they initially hated the policy, but now their feelings about it range from a shrug to enthusiastically in favor.

Sophomore Melina Lineberry-Wilson is the rare teenage student who doesn't have a cellphone. She said this school year has been much better socially than last school year when she was at Portland's Ida B. Wells High School. Portland Public allows schools to set their own policies. Ida B. Wells requires cellphones to be off during class time, but they can be used at other times.

Lineberry-Wilson said her fellow Mt. Scott students are much more willing to talk between classes and during lunch.

"It's like you exist," she said.

– Jake Arnold, OSBA
jarnold@osba.org



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X



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FOR IMMEDIATE RELEASE

May 23, 2023

Contact: ASH Media

202-205-0143

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Surgeon General Issues New Advisory About Effects Social Media Use Has on Youth Mental Health

Surgeon General Dr. Vivek Murthy Urges Action to Ensure Social Media Environments are Healthy and Safe, as Previously-Advised National Youth Mental Health Crisis Continues

Today, United States Surgeon General Dr. Vivek Murthy released a new *Surgeon General's Advisory on Social Media and Youth Mental Health* - PDF </sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>. While social media may offer some benefits, there are ample indicators that social media can also pose a risk of harm to the mental health and well-

being of children and adolescents. Social media use by young people is nearly universal, with up to 95% of young people ages 13-17 reporting using a social media platform and more than a third saying they use social media “almost constantly.”

With adolescence and childhood representing a critical stage in brain development that can make young people more vulnerable to harms from social media, the Surgeon General is issuing a call for urgent action by policymakers, technology companies, researchers, families, and young people alike to gain a better understanding of the full impact of social media use, maximize the benefits and minimize the harms of social media platforms, and create safer, healthier online environments to protect children. The Surgeon General’s Advisory is a part of the Department of Health and Human Services’ (HHS) ongoing efforts to support President Joe Biden’s whole-of-government strategy to transform mental health care for all Americans.

*“The most common question parents ask me is, ‘is social media safe for my kids?’ The answer is that we don’t have enough evidence to say it’s safe, and in fact, there is growing evidence that social media use is associated with harm to young people’s mental health,” said **U.S. Surgeon General Dr. Vivek Murthy**. “Children are exposed to harmful content on social media, ranging from violent and sexual content, to bullying and harassment. And for too many children, social media use is compromising their sleep and valuable in-person time with family and friends. We are in the middle of a national youth mental health crisis, and I am concerned that social media is an important driver of that crisis – one that we must urgently address.”*

Usage of social media can become harmful depending on the amount of time children spend on the platforms, the type of content they consume or are otherwise exposed to, and the degree to which it disrupts activities that are essential for health like sleep and physical activity. Importantly, different children are affected by social media in different ways, including based on cultural, historical, and socio-economic factors. Among the benefits, adolescents report that social media helps them feel more accepted (58%), like they have people who can support them through tough times (67%), like they have a place to show their creative side (71%), and more connected to what’s going on in their friends’ lives (80%).

However, social media use can be excessive and problematic for some children. Recent research shows that adolescents who spend more than three hours per day on social media face double the risk of experiencing poor mental health outcomes, such as symptoms of depression and anxiety; yet one 2021 survey of teenagers found that, on average, they spend 3.5 hours a day on social media. Social media may also perpetuate body dissatisfaction, disordered eating behaviors, social comparison, and low self-esteem, especially among adolescent girls. One-third or more of girls aged 11-15 say they feel “addicted” to certain social media platforms and over half of teenagers report that it would be hard to give up social media. When asked about the impact of social media on their body image, 46% of adolescents aged 13-17 said social media makes them feel worse, 40% said it makes them feel neither better nor worse, and only 14% said it makes them feel better. Additionally, 64% of adolescents are “often” or “sometimes” exposed to hate-based content through social media. Studies have also shown a relationship between social media use and poor sleep quality, reduced sleep duration, sleep difficulties, and depression among youth.

While more research is needed to determine the full impact social media use has on nearly every teenager across the country, children and adolescents don’t have the luxury of waiting years until we know the full extent of social media’s effects. The Surgeon General’s Advisory offers recommendations stakeholders can take to help ensure children and their families have the information and tools necessary to make social media safer for children:

- **Policymakers can** take steps to strengthen safety standards and limit access in ways that make social media safer for children of all ages, better protect children’s privacy, support digital and media literacy, and fund additional research.
- **Technology companies can** better and more transparently assess the impact of their products on children, share data with independent researchers to increase our collective understanding of the impacts, make design and development decisions that prioritize safety and health – including protecting children’s privacy and better adhering to age minimums – and improve systems to provide effective and timely responses to complaints.
- **Parents and caregivers can** make plans in their households such as establishing tech-free zones that better foster in-person relationships, teach kids about responsible online behavior and model that behavior, and report problematic content and activity.

- **Children and adolescents can** adopt healthy practices like limiting time on platforms, blocking unwanted content, being careful about sharing personal information, and reaching out if they or a friend need help or see harassment or abuse on the platforms.
- **Researchers can** further prioritize social media and youth mental health research that can support the establishment of standards and evaluation of best practices to support children's health.

In concert with the Surgeon General's Advisory, leaders at six of the nation's medical organizations have expressed their concern on social media's effects on youth mental health:

"Social media can be a powerful tool for connection, but it can also lead to increased feelings of depression and anxiety – particularly among adolescents. Family physicians are often the first stop for parents and families concerned about the physical and emotional health of young people in their lives, and we confront the mental health crisis among youth every day. The American Academy of Family Physicians commends the Surgeon General for identifying this risk for America's youth and joins our colleagues across the health care community in equipping young people and their families with the resources necessary to live healthy, balanced lives." – **Tochi Iroku-Malize, M.D., MPH, MBA, FAAFP, President, American Academy of Family Physicians**

"Today's children and teens do not know a world without digital technology, but the digital world wasn't built with children's healthy mental development in mind. We need an approach to help children both on and offline that meets each child where they are while also working to make the digital spaces they inhabit safer and healthier. The Surgeon General's Advisory calls for just that approach. The American Academy of Pediatrics looks forward to working with the Surgeon General and other federal leaders on Youth Mental Health and Social Media on this important work." – **Sandy Chung, M.D., FAAP, President, American Academy of Pediatrics**

"With near universal social media use by America's young people, these apps and sites introduce profound risk and mental health harms in ways we are only now beginning to fully understand. As physicians, we see firsthand the impact of social media, particularly during adolescence – a critical period of brain development. As we grapple with the growing, but still insufficient, research and evidence in this area, we applaud the Surgeon General for issuing this important Advisory to highlight this issue and enumerate concrete

steps stakeholders can take to address concerns and protect the mental health and wellbeing of children and adolescents. We continue to believe in the positive benefits of social media, but we also urge safeguards and additional study of the positive and negative biological, psychological, and social effects of social media.”— **Jack Resneck Jr., M.D., President, American Medical Association**

“The first principle of health care is to do no harm – that’s the same standard we need to start holding social media platforms to. As the Surgeon General has pointed out throughout his tenure, we all have a role to play in addressing the youth mental health crisis that we now face as a nation. We have the responsibility to ensure social media keeps young people safe. And as this Surgeon General’s Advisory makes clear, we as physicians and healers have a responsibility to be part of the effort to do so.” – **Saul Levin, M.D., M.P.A., CEO and Medical Director, American Psychiatric Association**

“The American Psychological Association applauds the Surgeon General’s Advisory on Social Media and Youth Mental Health, affirming the use of psychological science to reach clear-eyed recommendations that will help keep our youth safe online. Psychological research shows that young people mature at different rates, with some more vulnerable than others to the content and features on many social media platforms. We support the advisory’s recommendations and pledge to work with the Surgeon General’s Office to help build the healthy digital environment that our kids need and deserve.” – **Arthur Evans, Jr., Ph.D., Chief Executive Officer and Executive Vice President, American Psychological Association.**

“Social media use by young people is pervasive. It can help them, and all of us, live more connected lives – if, and only if, the appropriate oversight, regulation and guardrails are applied. Now is the moment for policymakers, companies and experts to come together and ensure social media is set up safety-first, to help young users grow and thrive. The Surgeon General’s Advisory about the effects of social media on youth mental health issued today lays out a roadmap for us to do so, and it’s critical that we undertake this collective effort with care and urgency to help today’s youth.” – **Susan L. Polan, Ph.D., Associate Executive Director, Public Affairs and Advocacy, American Public Health Association**

The National Parent Teacher Association shared the following:

“Every parent’s top priority for their child is for them to be happy, healthy and safe. We have heard from families who say they need and want information about using social media and devices. This Advisory from the Surgeon General confirms that family engagement on this topic is vital and continues to be one of the core solutions to keeping children safe online and supporting their mental health and well-being.” – **Anna King, President of the National Parent Teacher Association.**

In December 2021, Dr. Murthy issued a *Surgeon General’s Advisory on Protecting Youth Mental Health* - PDF </sites/default/files/surgeon-general-youth-mental-health-advisory.pdf> calling attention to our national crisis of youth mental health and well-being. Earlier this month, he released a *Surgeon General’s Advisory on Our Epidemic of Loneliness and Isolation* - PDF </sites/default/files/surgeon-general-social-connection-advisory.pdf>, where he outlined the profound health consequences of social disconnection and laid out six pillars to increase connection across the country, one of which being the need to reform our digital environments. The new *Surgeon General’s Advisory on Social Media and Youth Mental Health* - PDF </sites/default/files/sg-youth-mental-health-social-media-advisory.pdf> is a continuation of his work to enhance the mental health and well-being of young people across the country.

The full Surgeon General’s Advisory can be read here - PDF </sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>.

For more information about the Office of the Surgeon General, visit www.surgeongeneral.gov/priorities <http://www.surgeongeneral.gov/priorities>.

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Last revised: May 23, 2023

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Content created by Office of the Assistant Secretary for Health (OASH)

Content last reviewed May 23, 2023

Mt. Scott Learning Center's way to fight phones in class: lock them up (but don't take them away from students)

Over the years teachers throughout the country have consistently reported that cell phones in their classrooms are the single most distracting and disruptive element in the learning environment. Students themselves report that the addictive quality is real and can be frustratingly difficult to resist.

Enter the Yondr pouch, which has provided one small, local Portland high school with a successful way to fight phones in class: lock them up – but don't really take them away from students.

In the fall of 2021, Mt. Scott Learning Center, a contracted options high school for Portland Public Schools, became the first high school serving public school students in Oregon to introduce the cell phone-free Yondr program. The program requires students to place their cell phone in a Yondr pouch upon arrival at school each morning. The pouch (*see attached photo*) then locks the phone in place. Students are allowed to keep possession of their phone in the locked pouch throughout the school day. At the end of the school day, students can unlock their phones from circular, magnetic unlocking bases near the school's main exit (*see attached photo*).

"The Yondr system is a fairly simple process, but we did a lot of research first, knowing that piloting it would require sound rationale, buy-in from stakeholders, and the will to implement it" said Aaron Balogh, Director of Student Life at Mt. Scott.

After consulting with staff, students, and families, it was decided that Mt. Scott Learning Center would commit to a cell phone-free school day and adopt the use of Yondr pouches.



"We were, let's say, cautiously optimistic when we launched Yondr in 2021," said Balogh. "And not all of our staff were confident it was going to work."

Amanda Morris, a veteran math teacher at the school, was admittedly one of the biggest skeptics of the new cell phone-free program. "I was vehemently opposed to using the pouches, but I was so wrong and I am glad I was wrong," said Morris. "Yondr has worked great, it totally changed the stress levels in my classroom, and students are more engaged than ever."

"Yondr took the phone battle out of the classroom," said Emily

Class, a social studies teacher at Mt. Scott. "Students became more engaged in course content and teachers didn't have to constantly monitor students using phones in classes. Plus, school 'drama' couldn't spread like wildfire because students weren't on social media during the school day."

Adds Class: "Yondr brought students together. It connected previous socially isolated students with peers who may have had trouble making friends. Students couldn't hide behind their phones at lunch anymore!"

Despite the anticipated initial resistance to Yondr (yes, it's a verb) their phones, most Mt. Scott students have readily accepted the cell phone-free policy, and many have become vocal proponents.

"Honestly, I really appreciate it," said Max, a junior at Mt. Scott. "My phone was such a distraction, and I really want to get good grades."

Skyler, a sophomore at Mt. Scott, agrees saying "Without the distraction of my phone I'm able to socialize more and generate meaningful conversations with other students."

Donelda Weiss, whose son attends Mt. Scott, says: "The 'phone rule' is a big reason why my son is now more social and engaged in school. Mt. Scott is the first school where he feels safe and doesn't skip. This school has brought hope and life back into my son's life."

After two full years of piloting Yondr, school leaders at Mt. Scott agree there is no turning back.

“The environment at our school has profoundly changed for the better with staff and students reporting a tremendous increase in both academic and social engagement,” said Dara Christy, Mt. Scott’s Director of Academics. “Students are more present, less distracted, and there has even been a reduction in interpersonal conflicts. Classrooms are lively with engaged students and the lunchroom is buzzing with the hum of students laughing and talking. Yondr is directly contributing to the positive academic and social climate of our school community.”



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Resolution Supporting Student Mental Health and Learning

RECITALS

- A. Portland Public Schools is committed to supporting student mental health and wellbeing and creating environments where students feel safe, welcome, and excited to learn.
- B. The importance of peer and student-to-teacher interactions are fundamental to learning, and we must create the conditions which allow for students to be engaged, focused, and challenged in order to reach their full potential.
- C. Research indicates that cell phone use can impact adolescent mental health and well-being in addition to being distracting to student learning and engagement while in the classroom.
- D. Educators from around the country are calling on school districts to create clear policies which protect classrooms from the distractions that occur when students use personal smart devices at school.
- E. Beginning in the 2024-25 school year, students at Grant High School, Cleveland High School and Beaumont Middle School will no longer be able to access their cell phones during the school day.

RESOLVED

- 1. The Portland Public Schools Board of Education is committed to supporting student mental health and learning and recognizes that creating a policy on the use of personal smart devices is critical for students to achieve the outcomes we believe they are capable of.
- 2. The Portland Public Schools Board of Education's Policy Committee is working on a draft cell phone policy and will consider student feedback on a draft policy by October 15 following analyses of a student survey administered in September. Additionally there will be further information gleaned from restrictions on cell phones implemented this Fall at Grant High School, Cleveland High School and Beaumont Middle School .

Enrolled House Bill 2753

Sponsored by Representative BOWMAN; Representatives BYNUM, NGUYEN H, PHAM K

CHAPTER

AN ACT

Relating to the compensation of directors of district school boards; creating new provisions; amending ORS 332.018; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 332.018 is amended to read:

332.018. Except as provided in ORS 255.400 to 255.424:

(1) The term of office of director is four years.

(2) *[No]* **A** person *[shall be]* **is not** eligible to serve as director unless the person is an elector of the district and has resided *[therein]* **in the district** for the period of one year immediately preceding the election or appointment.

[(3) No director shall receive any compensation for services as director other than reimbursement for reasonable and necessary expenses actually incurred on school business.]

(3)(a) A district school board may choose to provide each director who is a voting member of the board with a stipend in an amount determined by the board, not to exceed \$500 per month, as adjusted based on changes in the Consumer Price Index for All Urban Consumers, West Region (All Items), as published by the Bureau of Labor Statistics of the United States Department of Labor.

(b) If the district school board provides a stipend, the board:

(A) Must allow individual directors to choose to not receive the stipend; and

(B) May provide, in addition to the stipend, reimbursement for actual and necessary expenses incurred or paid by the director in the performance of the duties of the director.

(c) If the district school board does not provide a stipend, the board must provide reimbursement for actual and necessary expenses incurred or paid by the director in the performance of the duties of the director.

(d) A stipend provided to a director constitutes part of the director's official compensation package for purposes of ORS 244.040, but a director who receives a stipend is not considered an employee of the school district.

SECTION 2. Notwithstanding ORS 332.018 (3)(a), as amended by section 1 of this 2023 Act, the first adjustment of the stipend amount may not occur until July 1, 2024.

SECTION 3. This 2023 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2023 Act takes effect July 1, 2023.

Passed by House March 28, 2023

.....
Timothy G. Sekerak, Chief Clerk of House

.....
Dan Rayfield, Speaker of House

Passed by Senate June 21, 2023

.....
Rob Wagner, President of Senate

Received by Governor:

.....M,....., 2023

Approved:

.....M,....., 2023

.....
Tina Kotek, Governor

Filed in Office of Secretary of State:

.....M,....., 2023

.....
Secretary of State



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STAFF REPORT

Date: July 21, 2024

To: Portland Public Schools Board of Directors

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

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

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

BACKGROUND

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

RELATED POLICIES/BEST PRACTICES

[6.50.011-AD](#) Field Trips

[6.50.012-AD](#) Travel Study Programs

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

ANALYSIS OF SITUATION

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

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

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

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

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

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

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

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

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

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

FISCAL IMPACT

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

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

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

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

COMMUNITY ENGAGEMENT

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

CONNECTION TO BOARD GOALS

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

STAFF RECOMMENDATION

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



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

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

I. District-Sponsored Activities

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

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



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

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



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

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

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



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

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

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

1) Travel Study Programs

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

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



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

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

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

Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019

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

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

Policy:

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

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

(C)

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

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

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

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

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

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

PROMOTION AND RETENTION OF STUDENTS

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

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

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

Legal References:

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



PORTLAND PUBLIC SCHOOLS

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STAFF REPORT

Date: June 17, 2024

To: PPS School Board

CC: Kristina Howard, CAO

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

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

BACKGROUND

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

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

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

FISCAL IMPACT

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

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

COMMUNITY ENGAGEMENT (IF APPLICABLE)

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

TIMELINE FOR IMPLEMENTATION / EVALUATION

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

BOARD OPTIONS WITH ANALYSIS

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

CONNECTION TO BOARD GOALS

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

STAFF RECOMMENDATION

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

ATTACHMENTS

- A. Red-lined draft of 4.20.010-P