Policy Committee Meeting
Monday, October 7, 2024 4:30 PM

Dr. Matthew Prophet Education Center
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. Updates on Cell Phones in Schools Policy
    - Update on Student Survey
    - Discussion of core elements of a policy; Review of individual Middle and High School policies
4. Policies referred to the Board for a First Reading
    - 6.10.100-P High School Credit Earned Prior to Ninth Grade
    - 4.20.042-P Diploma Requirements Policy
5. Student Access to College Prep Courses - Preview of Future Discussion
6. Policies for Revision - Discussion Only
    - 1.20.010-P Board of Education
    - Discussion on voting by zone versus city wide
7. Adjourn

School	Link to cell phone policy
Grant HS	https://www.pps.net/domain/8085
Ida B Wells HS	https://www.pps.net/Page/12634
Beaumont MS	Cell phone policy handout Cell Phone Policy 2023-24
Kellogg MS	23-24 Kellogg Tech/Phone Policy Family
Mt Tabor MS	ELECTRONIC DEVICES
Jackson MS	24-25 Jackson Tech/Phone Policy Family
Robert Gray MS	RGMS Student Handbook 2024-2025 (p.11)
Harriet Tubman Middle School	24-25 Code of Conduct Agreement
Da Vinci Middle School	Off and Away in Lockers All Day 1st Incident = Phone take to office, logged & student picks up at end of day 2nd Incident = Parent/Guardian has to pick up the phone 3rd+ Incident = Cell phone check in plan
Ockley Green Middle School	1. OGMS Cell Phone Policy System 20…
MLC	MLC Cell Phone Policy and Contract (7x12) - Google Docs
Jefferson High School	Cell Phone
Benson High School	Benson Tech Cell Phone Policy (Student Slide Deck) Benson Tech Cell Phone Policy (Staff Slide Deck) Cell Phone Policy: Letter to Parents/Guardians
Virtual Scholars	
Portland Evening/Summer Scholars	Cell Phone Expectations
Cleveland HS	Cell Phone Policy
Lincoln HS	.LHS **Cell phone policy** and contract
McDaniel HS	9th Grade SST Lesson to students Cell phone policy (Staff PD version)

Lane Middle School	Personal Electronics Policy
Roosevelt HS	Cell Phone Policy Cell Phone reminder slide Cell Phone Climate Lesson Cell Phone Stage 1 Email to families
Franklin HS	Cell Phone Policy

DRAFT

October 1, 2024

CELL PHONE POLICY PROVISIONS/OPTIONS

1. Breadth of policy decisions:
    - School may restrict in its discretion vs. District restricts broadly

2. Scope of restrictions:
    - Out of sight/reach ("off and away") vs. turned over to the school
    - School hours vs. school activities
    - Includes passing time
    - Includes lunch time if on campus
    - Use of phones for photos/videos complies with PPS policies

3. Nature of exceptions:
    - IEP/504/medically required by physician
    - Academic activities as determined by [Administration vs. classroom teacher]
    - Individual student need–ELL?--as determined by [Administration vs. classroom teacher]
    - Alternative programs

4. Consequences for student misuse
    - Confiscation by school administration vs. send student out of classroom vs. school administration discretion
    - Discipline will follow Student Rights and Responsibilities Handbook vs something else

5. District Support
    - Aspirational goal vs. future mandate
    - 1:1 chromebooks in all middle and high schools
    - Equitable access across schools for equipment to implement policy
    - Information about negative effects of cell phone use will be shared with students and parents/guardians
    - Tools for parents to reach students during the day
    - District to monitor research and best practices for continuous improvement

ANNOTATED DRAFT

October 6, 2024

CELL PHONE POLICY PROVISIONS/OPTIONS

1. Breadth of policy decisions:
   - District restricts via minimum standard and schools have discretion to be more restrictive v. school may restrict in its discretion [Policy]
   - Out of sight/reach during class time ("off and away") [Policy]
   - Mechanism for restricted use [AD]

2. Scope of restrictions:
   - School hours vs. school activities [AD]
   - Includes passing time [AD or other]
   - Includes lunch time if on campus [AD]
   - Use of phones for photos/videos complies with PPS policies [reference existing policy]

3. Nature of certain exceptions: [Policy describes four general categories of exceptions, listed below; details in AD]
   - IEP/504/medically required by physician
   - Academic activities as determined by [Administration vs. classroom teacher]
   - Individual student need–ELL?--as determined by [Administration vs. classroom teacher]
   - Alternative programs

4. Consequences for student misuse
   - Confiscation by school administration vs. send student out of classroom vs. school administration discretion [AD and/or other]
   - Discipline will follow Student Rights and Responsibilities Handbook vs something else [Policy references existing Student Rights and Responsibilities handbook and states goal, as with other discipline, to minimize loss of instructional time]

5. District Support
   - District required to maintain sufficient devices (*e.g.*, 1:1 chromebooks) for student use in all middle and high schools [Policy]
   - Equitable access across schools for resources to implement policy [Policy]
   - Information about negative effects of cell phone use will be shared with students and parents/guardians [Other]
   - General tools and processes for parents to reach students/students contacting parents during the day [Other, AD]
   - District to monitor research and best practices for continuous improvement [Other]

6. Required compliance language [Policy]

Portland Public School District 1st Reading

DATE OF FIRST READING: September 24, 2024

PUBLIC COMMENT FOR
Revision of Policy 6.10.100-P:
High School Credit Earned Prior to Ninth Grade Policy

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:
October 15, 2024

Summary: **Revision of High School Credit Earned Prior to Ninth Grade Policy 6.10.100-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by: Portland Public Schools Board of Education Policy Committee

Draft Policy Web Site: http://www.pps.net/draftpolicies

Contact: **Rosanne Powell,** Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: https://forms.gle/VqYbmVA36qqADj6n6

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Redlined Policy with Proposed Changes	05
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PORTLAND PUBLIC SCHOOLS
YOUR DEPARTMENT HERE
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: **September 12, 2024**

To: PPS Board of Education

From: Mary Kane, Senior Legal Counsel

CC: Superintendent Kimberlee Armstrong
Liz Large, Contracted General Counsel

Subject: Proposed revisions to High School Credit Earned Prior to Ninth Grade Policy 6.10.100-P

BACKGROUND

All comprehensive middle schools and K-8 schools in PPS provide at least one opportunity for pre-ninth grade credit, available in World Language, Dual Language Immersion (DLI), and Algebra 1-2. The goal is for middle school students who earn these high school credits to be motivated to enroll in more advanced courses during high school, rather than reducing their overall course load.

The practice has been for middle school counselors to review information about available courses, including courses that are eligible for high school credit, with students and families during annual forecasting. Middle school teachers then review with students in high school-level courses expectations in order to receive high school credit.

A parent complaint brought this policy to the attention of staff and the Policy Committee, and it was determined that the policy needed to more clearly identify what types of classes would be considered eligible for high school credit and the means by which parents and students access this information.

RELATED POLICIES/BEST PRACTICES

6.10.110-AD High School Credit Earned Prior to Ninth Grade Administrative Directive

ANALYSIS OF SITUATION

This policy was last amended in 1981 and was in need of revision to make the process more transparent for families to help them understand the process by which their students acquire high school credit while in middle school.

FISCAL IMPACT

There is no fiscal impact in adopting the changes recommended in the proposed policy.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

This came to the attention of the Policy Committee and District staff by a parent concern about this issue. Staff and the Policy Committee worked on amending the policy during the course of public committee meetings during

TIMELINE FOR IMPLEMENTATION / EVALUATION

Changes to notification procedures have been developed and implemented.

STAFF RECOMMENDATION

Staff recommends that the recommended changes to the policy be approved by the Board.

B O A R

6.10.100-P High School Credit Earned Prior to Ninth Grade

The purpose of this policy is to define how students can earn high school credit prior to Ninth Grade. High school credit is granted for equal performance, based on the level and quality of academic achievement rather than the grade level of the student. The policy includes specific considerations for students enrolled in Portland Public Schools and students who are transferring into Portland Public Schools. ~~to give equal credit for equal performance, based on the¶~~
~~level and quality of academic achievement rather than the status of the student~~.

(1) For students already enrolled in middle grades in Portland Public Schools, the Superintendent or their designee will identify which Portland Public School Pre-Ninth Grade courses are eligible for high school credit. ~~Any Portland Public School student who is not enrolled as a high school student who completes a high school level course with a grade of "C" or better or "pass" shall be granted high school credit for that course~~.

(a) Any Portland Public School student who completes an approved high-school level course with a grade “C” or better shall be granted high school credit for that course.

(b) Granting high school credit allows students to participate in more accelerated classes in their high school years and will not compel students to graduate early.

(c) Approved high-school level courses in middle school are aligned to state standards and have content that matches or exceeds equivalent high school courses. Eligible courses include:

(A) Designated high school courses taken at a Portland Public School high school with a high school teacher;

(B) Designated PPS middle school courses equivalent to high school courses, as determined by the Superintendent or the Superintendent’s designee, according to the following criteria:

- Course content, goals and syllabus aligned to high school program;
- Textbooks and instructional materials aligned with a high school program;
- Assessments, assessment criteria, and methods aligned with high school program;
- Time allotment equivalent to a high school program;
- Facilities, supplies, and equipment appropriate for meeting course goals; and
- Staff qualifications and credentials equivalent to a high school program.

(2) When students transfer to Portland Public Schools from another school (e.g., a charter school) or school district, they must produce a transcript from an accredited high school in order for the high-school level credit to be transferred. ~~Such credit will not cause a student to be compelled to graduate before the year in which he or she attains 18 years of age, but could enable a student to do so~~.

(3) When students transfer to Portland Public Schools from another country, they must submit all relevant school records in order to initiate a course review process to assess transfer of credits.~~Student admission to high school level courses shall be based on student interest, capability, past performance and needs, subject to procedures and limitations that apply to regularly enrolled high school students~~.

(4) . ~~A high school level course means a course with content and goals that match or exceed those of a non-remedial high school course. Eligible courses include:~~

~~(a) Non-remedial high school courses taken at a Portland high school with a high school teacher;~~

~~(b) Middle or elementary school courses equivalent to high school courses, as determined by the superintendent or the superintendent's designee, according to the following criteria:~~

~~(A) Course content, statements, goals or syllabi equivalent to and compatible with a high school program;~~

~~(B) Textbooks and instructional materials equivalent to and compatible with a high school program;~~

~~(C) Time allotment equivalent to a high school program;~~

~~(D) Facilities, supplies and equipment appropriate for meeting course goals and statements;~~

~~(E) Staff qualifications equivalent to a high school program.~~

~~(5) High school level courses taken outside of Portland Public Schools, through approved accredited institutions, as approved by the superintendent or the superintendent's designee.~~

(6) (4) Procedures for designating approved courses within Portland Public Schools, for recording credits earned on the student's permanent school record, and transferring ~~those~~ credits to the student's permanent high school record and transcript will be established through administrative directive~~regulation~~. A list of approved courses by school can be found here: Approved Middle School Courses

(7) (5) Procedures for identifying individual students who would benefit from promotion into a higher level class can be found in the Promotion and Retention of Students Policy 4.20.010.-P

6.10.100-P High School Credit Earned Prior to Ninth Grade

(8) ~~This entire policy shall take effect beginning with school year 1999-2000.¶ For courses qualified under section 4(a) of this policy, it will take effect immediately and be retroactive for currently enrolled students.~~

Legal References:

History: Adpt 5/24/99, BA 0114, Rpl Admin Reg 6.10.100 [Iss 4/77, Amd 5/81], __/24

BOARD POLICY

6.10.100-P High School Credit Earned Prior to Ninth Grade

The purpose of this policy is to give equal credit for equal performance, based on the level and quality of academic achievement rather than the status of the student.

(1) Any Portland Public School student who is not enrolled as a high school student who completes a high school level course with a grade of "C" or better or "pass" shall be granted high school credit for that course.

(2) Such credit will not cause a student to be compelled to graduate before the year in which he or she attains 18 years of age, but could enable a student to do so.

(3) Student admission to high school level courses shall be based on student interest, capability, past performance and needs, subject to procedures and limitations that apply to regularly enrolled high school students.

(4) A high school level course means a course with content and goals that match or exceed those of a non-remedial high school course. Eligible courses include:

(a) Non-remedial high school courses taken at a Portland high school with a high school teacher;

(b) Middle or elementary school courses equivalent to high school courses, as determined by the superintendent or the superintendent's designee, according to the following criteria:

(A) Course content, statements, goals or syllabi equivalent to and compatible with a high school program;

(B) Textbooks and instructional materials equivalent to and compatible with a high school program;

(C) Time allotment equivalent to a high school program;

(D) Facilities, supplies and equipment appropriate for meeting course goals and statements;

(E) Staff qualifications equivalent to a high school program.

(c) High school level courses taken outside of Portland Public Schools, through approved accredited institutions, as approved by the superintendent or the superintendent’s designee.

(5) Procedures for recording credits earned on the student's permanent school record and transferring those credits to the student's permanent high school record and transcript will be established through administrative regulation.

6.10.100-P High School Credit Earned Prior to Ninth Grade

(6) This entire policy shall take effect beginning with school year 1999-2000. For courses qualified under section 4(a) of this policy, it will take effect immediately and be retroactive for currently enrolled students.

Legal References:

History: Adpt 5/24/99, BA 0114, Rpl Admin Reg 6.10.100 [Iss 4/77, Amd 5/81]

Portland Public School District 1st Reading

DATE OF FIRST READING: September 24, 2024

PUBLIC COMMENT FOR
Revision of Policy 4.20.042-P
Diploma Requirements

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:
October 15, 2024

Summary: **Revision of Diploma Requirements Policy 4.20.042-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by: Portland Public Schools Board of Education Policy Committee

Draft Policy Web Site: http://www.pps.net/draftpolicies

Contact: **Rosanne Powell,** Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: https://forms.gle/VqYbmVA36qqADj6n6

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PORTLAND PUBLIC SCHOOLS

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STAFF REPORT

Date: September 12, 2024

To: PPS Board of Education

From: Mary Kane, Senior Legal Counsel

CC: Superintendent Kimberlee Armstrong
Liz Large, Contracted General Counsel

Subject: Proposed changes to the Diploma Policy 4.20.042-P

BACKGROUND

In 2023, the Oregon legislature modified language in a number of educational statutes, including changes to Extended and Alternative certificates. These modifications went into effect on July 1, 2024. These types of certificates are afforded to students who are unable to obtain the necessary number of credits to be awarded a diploma or modified diploma. Extended certificates now require that no more than 6 credits may be earned in a self-contained class. Alternative certificates will now be characterized as Certificate of Attendance for students who are unable to satisfy the requirements for a diploma or modified diploma but maintain consistent enrollment in school from grade 9 through 12.

These new requirements have been incorporated into the proposed Diploma policy.

RELATED POLICIES/BEST PRACTICES

It is best practice for District policies to align with State law.

FISCAL IMPACT

There is no fiscal impact in adopting the changes recommended in the proposed policy.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Because this was a legislative change, there was no community engagement beyond the public discussions at the Policy Committee.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Staff has already begun preparations for the updating of the Student Information System, the District webpage and the Administrative Directive.

STAFF RECOMMENDATION

Staff recommends that the recommended changes to the policy be approved by the Board.

ATTACHMENTS

A. Redline copy of Diploma Policy
B. Clean copy of Diploma Policy

Board Policy 4.20.042-P

Diploma Requirements

Diploma requirements reflect the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements, as well as all District requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate that meet or exceed state requirements.

I. High School Diploma Requirements

A. To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	3
Social Studies (including ½ credit of Civics and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2

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Board Policy 4.20.042-P

Diploma Requirements

Career and Technical Education, the Arts, or a third credit of World Language	1
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	5
Total Credits	**24**

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Complete two Career Related Learning Experiences,
   c. Complete a Resume, and
   d. Complete an Extended Application/My Plan Project.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

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B. **Proficiency credit**: Proficiency credit may be awarded in accordance with State law and District guidelines.

C. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;

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3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

D. Essential Skills:

Essential skills credit will be awarded in accordance with State law[1] and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the District's Board of Education for a diploma

[1] The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.

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while receiving reasonable modifications and accommodations. **B.** To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.
3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	**24**

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,

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b. Complete two Career Related Learning Experiences,
c. Complete a resume and,
d. Complete an Extended Application/My Plan Project.

C. Proficiency credit may be awarded in accordance with State law and District guidelines.

D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications. **B.** To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments; or

3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
4. Have a documented medical condition that creates a barrier to achievement.
5. Earn the following 12 credits between grade nine through the completion of high school, with no more than 6 of those credits being earned in a self-contained classroom:

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Board Policy 4.20.042-P

Diploma Requirements

Subject	Credits
Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

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IV. Certificate of Attendance

A. Certificates of Attendance will be awarded to students who have maintained regular full-time attendance for at least four years beginning in grade nine but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

B. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

C. Beginning in grade five or beginning after a documented history to qualify for a certificate of attendance, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of a certificate of attendance.

V. Additional Information

Board Policy 4.20.042-P

Diploma Requirements

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.
2. A student may satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

C. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or certificate of attendance have the option of participating in a high school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

D. Issuance of Diplomas to Veterans: As specified in Oregon statute, the District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, and
3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and

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4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd.
9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd _/22; Amd 5/2024; Amd 9/2024

Draft

Board Policy 4.20.042-P

Diploma Requirements

Diploma requirements reflect the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements, as well as all District requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate that meet or exceed state requirements.

I. High School Diploma Requirements

A. To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
Language Arts	4
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Social Studies (including ½ credit of Civics and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2

Board Policy 4.20.042-P

Diploma Requirements

Career and Technical Education, the Arts, or a third credit of World Language	1
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	5
Total Credits	**24**

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Complete two Career Related Learning Experiences,
   c. Complete a Resume, and
   d. Complete an Extended Application/My Plan Project.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

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B. **Proficiency credit**: Proficiency credit may ~~will~~ be awarded in accordance with State law and District guidelines.

C. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;

3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

D. Essential Skills:

Essential skills credit will be awarded in accordance with State law[1] and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the District's Board of Education for a diploma

[1] The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.

while receiving reasonable modifications and accommodations. **B.** To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.
3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	**24**

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,

b. Complete two Career Related Learning Experiences,

c. Complete a resume and,

d. Complete an Extended Application/My Plan Project.

C. Proficiency credit may be awarded in accordance with State law and District guidelines.

D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications. **B.** To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments; or

3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

4. Have a documented medical condition that creates a barrier to achievement.

5. Earn the following 12 credits between grade nine through the completion of high school, with no more than 6 of those credits being earned in a self-contained classroom:

Board Policy 4.20.042-P

Diploma Requirements

Subject	Credits
Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

IV. Certificate of Attendance~~Alternative Certificate Requirements~~

A. ~~Certificates of Attendance~~~~Alternative certificates shall be awarded to students who meet the minimum requirements established by the District, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.~~

B. Certificates of Attendance ~~An alternative certificate~~ will be awarded to students who have maintained regular full-time attendance for at least four years beginning in grade nine. ~~based on a student's needs and achievement.~~,but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

D. Beginning in grade five or beginning after a documented history to qualify for a certificate~~an certificate~~ of attendance ~~alternative certificate~~, the District shall annually provide to the parents or

guardians of the student, information about the availability and requirements of a certificate ~~an certificate~~ of attendance~~alternative certificate~~.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.
2. A student may satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance ~~n alternative certificate~~ in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

C. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or certificate of attendance~~alternative certificate~~ have the option of participating in a high school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

Board Policy 4.20.042-P

Diploma Requirements

D. **Issuance of Diplomas to Veterans**: As specified in Oregon statute, the District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, and
3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and
4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd.
9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd _/22; Amd 5/2024; Amd __/2024

Board Policy 4.20.042-P

Diploma Requirements

Diploma requirements reflect the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements, as well as all District requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate that meet or exceed state requirements.

I. High School Diploma Requirements

A. To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	3
Social Studies (including ½ credit of Civics and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2

Board Policy 4.20.042-P

Diploma Requirements

Career and Technical Education, the Arts, or a third credit of World Language	3
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	4
Total Credits	**24**

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Complete two Career Related Learning Experiences,
   c. Complete a Resume, and
   d. Complete an Extended Application/My Plan Project.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

.

B. **Proficiency credit**: Proficiency credit will be awarded in accordance with State law and District guidelines.

C. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

D. Essential Skills:

Essential skills credit will be awarded in accordance with State law[1] and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

[1] The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.

Board Policy 4.20.042-P

Diploma Requirements

A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the District's Board of Education for a diploma while receiving reasonable modifications and accommodations. **B.** To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
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3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
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Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12

Credits	24

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Complete two Career Related Learning Experiences,
   c. Complete a resume and,
   d. Complete an Extended Application/My Plan Project.

C. Proficiency credit may be awarded in accordance with State law and District guidelines.

D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

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A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications. **B.** To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments; or

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5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
Language Arts	2
Mathematics	2
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Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

IV. Alternative Certificate Requirements

A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the District, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

B. An alternative certificate will be awarded based on a student's needs and achievement.

C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.
2. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

C. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

Board Policy 4.20.042-P

Diploma Requirements

D. **Issuance of Diplomas to Veterans**: As specified in Oregon statute, the District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, and
3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and
4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd 4/22; Amd 5/2024

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STAFF REPORT

Date: **October 4, 2024**

To: PPS Board of Education

From: Mary Kane, Senior Legal Counsel

CC: Superintendent Kimberlee Armstrong
Liz Large, Contracted General Counsel

Subject: Proposed revisions to High School Credit Earned Prior to Ninth Grade Policy 6.10.100-P

BACKGROUND

All comprehensive and focus option middle schools, as well as K-8 schools in PPS provide at least one opportunity for pre-ninth grade credit, available in World Language, Dual Language Immersion (DLI), and Algebra 1-2. The goal is for middle school students who earn these high school credits to be motivated to enroll in more advanced courses during high school, rather than reducing their overall course load.

The practice has been for middle school counselors to review information about available courses, including courses that are eligible for high school credit, with students and families during annual forecasting. Middle school teachers then review with students in high school-level courses expectations in order to receive high school credit.

A parent complaint brought this policy to the attention of staff and the Policy Committee, and it was determined that the policy needed to more clearly identify what types of classes would be considered eligible for high school credit and the means by which parents and students access this information.

RELATED POLICIES/BEST PRACTICES

6.10.110-AD High School Credit Earned Prior to Ninth Grade Administrative Directive

ANALYSIS OF SITUATION

This policy was last amended in 1981 and was in need of revision to make the process more transparent for families to help them understand the process by which their students acquire high school credit while in middle school. Reports from high school counselors also shed light on the fact that there were some inconsistencies in the practice of awarding and transcribing these pre-ninth grade credits throughout the district.

Additional Information

Since this policy was first considered by the Board, we've received public comments expressing concerns that this policy limits students who may have proficiencies that are not reflected in their transcripts. It is important to understand that there are currently a number of avenues available to students looking for credit or placement options that are already embedded in policy and practice, including credit by exam, credit for work or volunteer experience, and others detailed in Credit Options AD 4.20.023 AD. Other policies, such as the Promotion and Retention Policy 4.20.010-P look at the individual skills of a student to determine the appropriate placement for the student. The Pre-Ninth Grade Credit policy has a narrow scope for allowing students who have completed an accredited high school equivalent class in middle school to receive the credit for high school. This policy reflects a process that is not statutorily required and is not commonly found in many Oregon school districts.

FISCAL IMPACT

There is no fiscal impact in adopting the changes recommended in the proposed policy.

COMMUNITY ENGAGEMENT - *Additional Information*

This came to the attention of the Policy Committee and District staff by a parent concern about this issue. District staff communicated directly with this family through the formal complaint process.

The high school policies and practices committee, with counselor and administrator representatives from each PPS high school and most Multiple Pathways to Graduation (MPG) programs, spent a large portion of the 23-24 school year investigating this issue. The policies and practices committee is facilitated by district staff from the Office of School Performance (OSP), the Office of Teaching and Learning (OTL) and the Office of Student Support Services (OSSS). Two of these facilitators, Dr. Fast Buffalo Horse and Dr. Hristic, have also met with the coordinators of the district TAG Advisory Committee (TAGAC) to hear and respond to their concerns on this issue.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Changes to notification procedures have been developed and implemented.

STAFF RECOMMENDATION

Staff recommends that the recommended changes to the policy be approved by the Board.

ATTACHMENTS

A. XXXX
B. XXXX

1.20.010-P Board of Education

BOARD POLICY

I. Composition/Elections

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

II. Eligibility

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

(a) Be a citizen of the United States and of Oregon;

(b) Have been a resident of the district for a period of one (1) year immediately preceding their election; and,

(c) Be a registered voter and a resident of the respective zone to which they seek nomination or appointment.

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

III. Term

(1) Each Board member shall serve for a term of four (4) years; three shall be elected at one biennial election and four in the subsequent biennial election, except where additional vacancies of Board positions occur because of temporary appointments. The term of office of regularly elected board members shall begin on July 1 next following the election.

(2) In the event of a Board vacancy, the position shall be filled by majority vote of the remaining members of the Board.

(3) The Board member so designated shall meet the eligibility requirements of ORS 332.018 and reside in the zone in which the vacancy occurs. The Board shall advertise for a 20-day period in an attempt to find an eligible resident from the same zone to fill the vacancy. If no eligible zone resident declares interest in the vacant position, the Board shall appoint an eligible resident from the district at large. The Board member appointed shall serve until June 30 following the next regular district election, at which time his/her successor shall be elected to fill the remainder, if any, of the unexpired term. If the term to which the Board member was appointed expires on June 30 following the election of the successor, the successor shall be elected to a full term.

1.20.010-P Board of Education

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

IV. Student Representation

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

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

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

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

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

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

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

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

V. Election of Board Chair and Vice Chair

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

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

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

1.20.010-P Board of Education

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

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

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

2020 Census Redistricting Study: Portland Public Schools

Date: 2022-03-14

PRC's mission is to be a world-class center of training and knowledge for solutions to problems in applied demography, including population estimates, projections, geospatial analysis, and census-taking.

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Background

ORS 332.132 provides that, if a school district is zoned, it "shall divide the district into the necessary number of zones as nearly equal in population, as shown by the latest federal census, as practicable, taking into account attendance areas where possible." Portland Public Schools (PPS) requested from the Population Research Center (PRC) a proposal for two scenarios for new boundaries for its board member electoral districts ("zones") that meet these requirements. This summary report describes the data and methodology used to conduct the redistricting analysis, along with final results.

Data

ORS requires use of the latest federal census data, which motivated the use of the Public Law 94-171 Redistricting Data File from the 2020 Census, released during August, 2021.[1]. The redistricting analysis was conducted during census tabulation block level geography, which is the smallest geographic unit at which population and housing counts are available. Block boundaries for the 2020 Census were obtained from the US Census Bureau.[2] Building footprints from the Oregon Department of Geology and Mineral Industries (DOGAMI) Statewide building footprints for Oregon (SFBO) dataset were also used to model spatial population distribution.[3]

Methodology

PRC developed a Geographic Information System (GIS) workflow to accomplish the following tasks:

- Determine the current population of each board member zone and the total population of the district;
- Adjust boundaries of the current districts so as to make zones as equal in population as feasible, and such that the spread between the lowest and highest population zones is under 10 percent.

These goals were accomplished by adjusting boundaries inside the perimeter of the district by following existing geographic and political boundaries such as major roads, parks or public spaces, neighborhood association and coalition boundaries, city and UGB boundaries, and school attendance zones.

In some cases, census blocks do not align with the boundaries of PPS's jurisdiction. When this occurred, the total population of a census block was allocated into building footprints within the block, in proportion to the square footage of the building footprints. Then, the population on either side of a line drawn through a block was included with the population of the other blocks wholly contained on either side (Figure 1). This methodology yields more accurate estimates of population than simpler methods.[4]

Figure 1: Example population estimation per building footprint within a block. Red boundaries indicate a census block. Black boundaries indicate a building. Numbers indicate an actual (if known) or estimated population per building within the block (summing to the block population as reported from the 2020 Census). Figure adapted from [4].

Results

In the current boundaries, the 2020 Census found that Zones 1 and especially 2,3 grew more quickly than average, and as a result would need to contract. Zones 4,5,6,7 grew less than average and would need to add population (Table 1). The total population of the PPS district is 519,967, translating to a target population (average) of 74,281 persons per district.

Table 1: Population of PPS Board Member Zones as of 2020 Census

Baseline: Current Zones	**1**	**2**	**3**	**4**	**5**	**6**	**7**
TOTAL Population	75,048	79,330	79,540	72,145	70,934	71,346	71,624
Deviation:	767	5,049	5,259	-2,136	-3,347	-2,935	-2,657
Percent	1.0%	6.8%	7.1%	-2.9%	-4.5%	-4.0%	-3.6%
Non-Hispanic, by race:							
White	58,295	56,596	57,356	44,825	50,907	48,637	48,353
Black	1,752	5,455	2,395	6,545	3,916	2,728	2,135
American Indian/Alaska Native (AIAN)	495	447	520	511	376	380	425
Asian	3,635	3,185	6,622	2,941	3,253	7,170	6,919
Native Hawaiian or Pacific Islander (NHPI)	183	185	155	672	153	316	342
Other	513	584	583	462	425	533	422
Two or more races, of which:	5,288	5,839	5,524	5,494	4,863	5,128	5,285
Black and White	689	803	724	1,079	841	681	752
AIAN and White	920	1,182	964	1,119	848	1,064	1,075
Asian and White	1,927	1,816	2,037	1,312	1,498	1,614	1,655
Other combinations	1,752	2,038	1,799	1,984	1,676	1,769	1,803
Hispanic:							
(Any race)	4,887	7,039	6,385	10,695	7,041	6,454	7,743

To generate the redistricting proposal, two alternatives were generated:

- Plan A attempts to preserve the current boundaries as much as possible.
    - Plan A.1 was the initial version presented on February 22, 2022, and
    - Plan A.2 was a new version presented on March 14, 2022, which modifies Zones 4 and 5 in order to keep the Cully neighborhood within one zone.
- Plan B reconfigures board member zones to accord to high school attendance zones.

After consideration at the February 22 meeting and a follow up work session on February 28, the PPS Board opted to pursue Plan A.2. Where changes to the current board member zones were needed, they were done in consideration of neighborhood association boundaries, and natural boundaries such as water or major roads. PRC determined that under both plans, the proposed zones did not cause any incumbent member of the board to reside in a different zone from the one in which they were elected.

Compared to baseline, the proposed boundaries have a maximum spread between largest and smallest districts of 0.9% (was: 11.6%).

Table 2: Population of PPS Board Member Zones under 2020 Census Redistricting Proposals

Plan A.2	**1**	**2**	**3**	**4**	**5**	**6**	**7**
TOTAL Population	73,994	74,373	74,142	74,632	74,131	74,631	74,064
Deviation:	-287	92	-139	351	-150	350	-217
Percent	-0.4%	0.1%	-0.2%	0.5%	-0.2%	0.5%	-0.3%
Non-Hispanic, by race:							
White	57,219	52,568	53,045	46,263	53,001	52,488	50,385
Black	1,767	5,492	2,324	7,046	3,722	2,500	2,075
American Indian/Alaska Native (AIAN)	476	433	512	533	436	334	430
Asian	3,693	3,001	6,387	2,937	3,920	6,573	7,214
Native Hawaiian or Pacific Islander (NHPI)	182	198	151	666	195	246	368
Other	490	537	560	497	441	553	444
Two or more races, of which	5,327	5,474	5,081	5,677	5,111	5,441	5,310
Black and White	694	793	674	1,122	868	686	732
AIAN and White	887	1,127	920	1,127	925	1,074	1,112
Asian and White	1,998	1,647	1,841	1,377	1,527	1,857	1,612
Other combinations	1,748	1,907	1,646	2,051	1,791	1,824	1,854
Hispanic:							
(Any race)	4,840	6,670	6,082	11,013	7,305	6,496	7,838

A basic map of the proposed zones under Plan A.2 is provided below (Figure 2). Additional maps are included as attachments with additional detail.

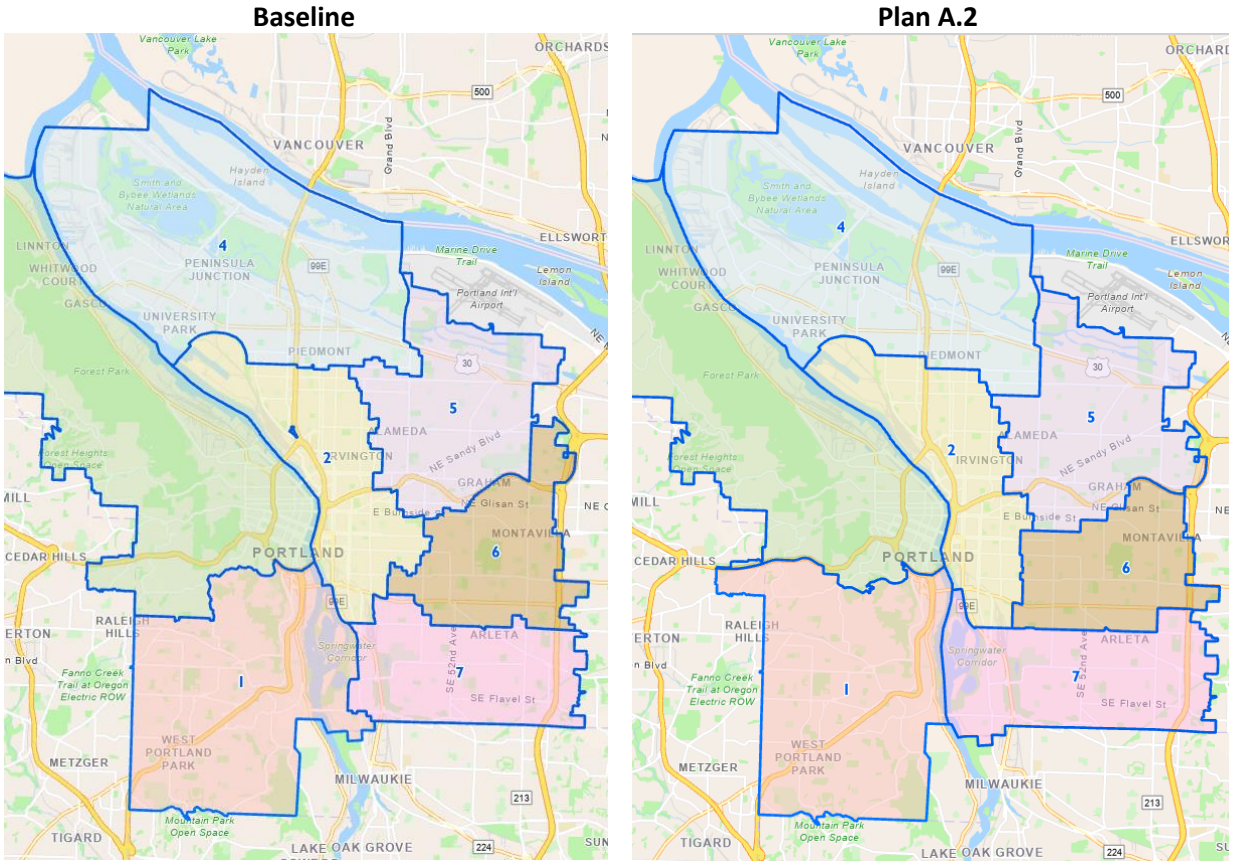


Figure 2: Proposed PPS Board Member Zones (see attachments for further detail).

Enclosures

1. GIS format (shapefile) boundaries
2. PDF format maps
3. 2020 Census PL94-171 data for census blocks in the State of Oregon are available in repackaged form at https://pdx.edu/prc/census-data-oregon

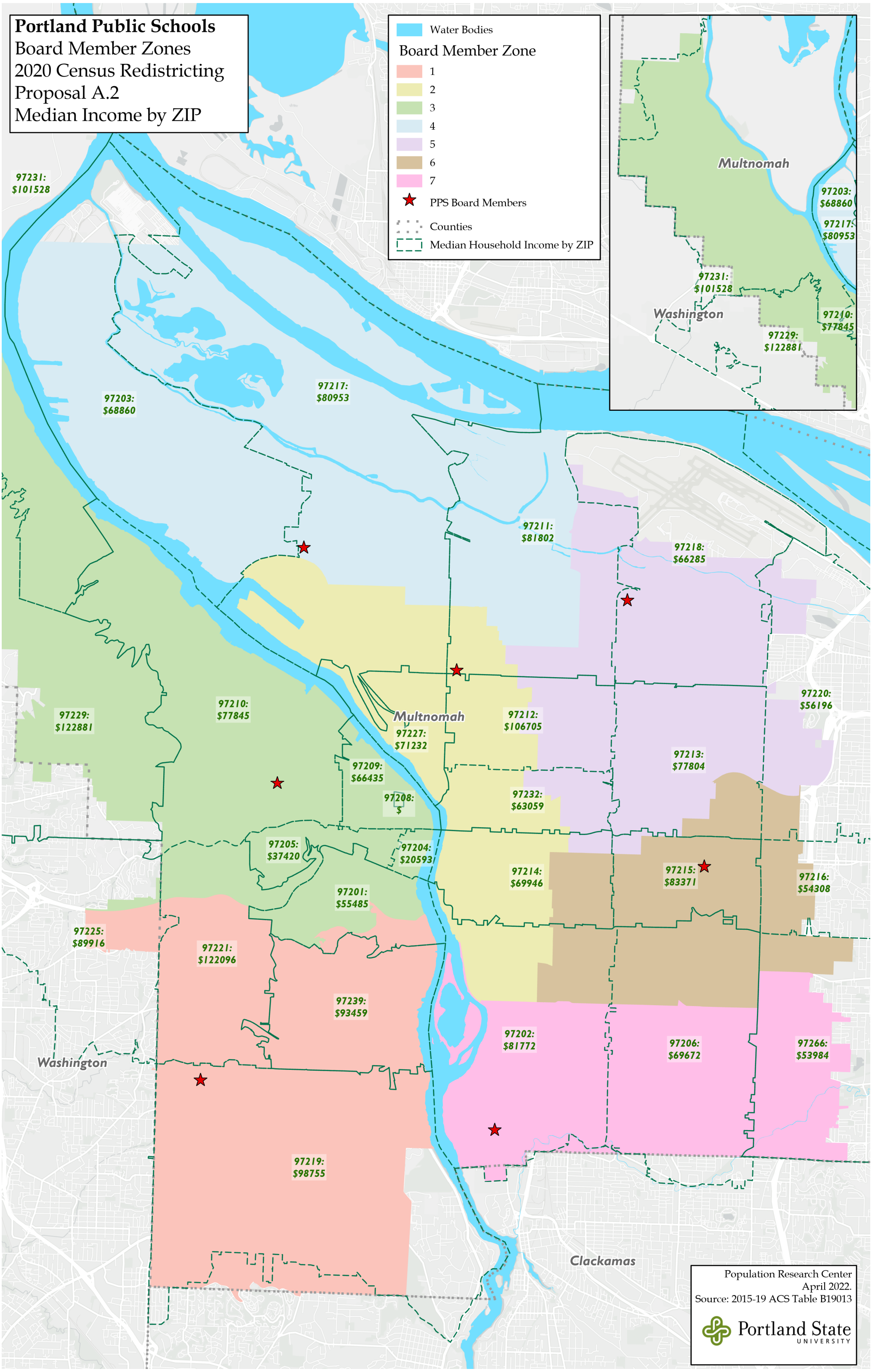
References

[1] U.S. Census Bureau. 2020 Census: P.L. 94-171 Redistricting Data File. August 16, 2021. URL: https://www.census.gov/programs-surveys/decennial-census/about/rdo/summary-files.html

[2] U.S. Census Bureau. 2020 Census: P.L. 94-171 Redistricting Data Shapefiles. January 25, 2021. URL: https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-line-file.2020.html

[3] Williams, M. "Statewide building footprints for Oregon: Release 1.0 (SFBO-1)". Oregon Department of Geology and Mineral Industries (DOGAMI), 2021. URL: https://www.oregongeology.org/pubs/dds/p-SBFO-1.htm

[4] Lwin, K and Murayama, Y. "A GIS Approach to Estimation of Building Population for Micro-spatial Analysis". *Transactions in GIS*, 2009, 1394): 401-414. doi: 10.1111/j.1467-9671.2009.01171.x


Portland Public Schools
Board Member Zones
2020 Census Redistricting
Proposal A.2
Median Income by ZIP
Water Bodies
Board Member Zone
1
2
3
4
5
6
7
PPS Board Members
Counties
Median Household Income by ZIP
Multnomah
Washington
Clackamas
97231: $101528
97203: $68860
97217: $80953
97211: $81802
97218: $66285
97229: $122881
97210: $77845
97227: $71232
97212: $106705
97220: $56196
97209: $66435
97213: $77804
97208: $
97232: $63059
97205: $37420
97204: $20593
97214: $69946
97215: $83371
97216: $54308
97201: $55485
97225: $89916
97221: $122096
97239: $93459
97202: $81772
97206: $69672
97266: $53984
97219: $98755
97203: $68860
97217: $80953
97231: $101528
97210: $77845
97229: $122881
Population Research Center
April 2022.
Source: 2015-19 ACS Table B19013
Portland State
UNIVERSITY

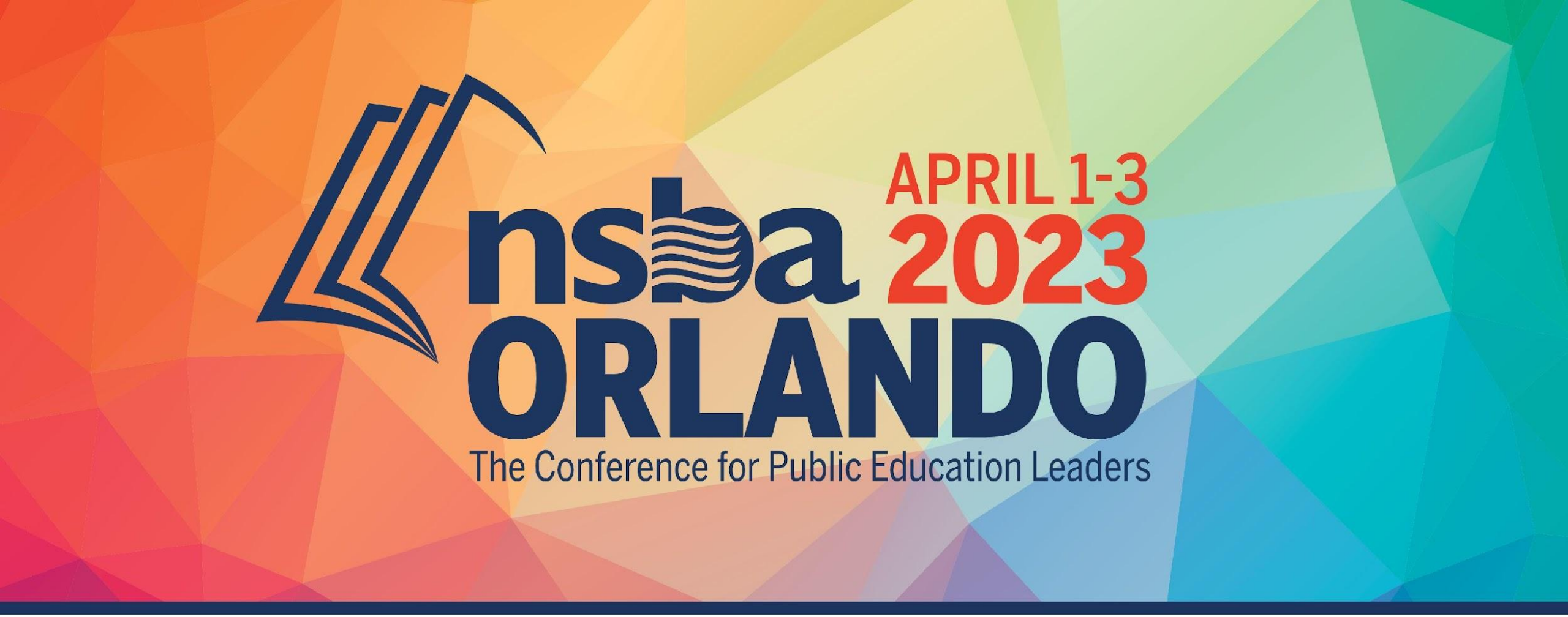
Portland Public Schools
Board Member Zones
2020 Census Redistricting
Proposal A.2

Freeways
Major Roads
Water Bodies
Board Member Zone
1
2
3
4
5
6
7
PPS Board Members
Neighborhood_Boundaries

HAYDEN ISLAND
ST JOHNS
KENTON
PORTSMOUTH
UNIVERSITY PARK
CATHEDRAL PARK
LINNTON
FP/LT
ARBOR LODGE
OVERLOOK
PIEDMONT
WOODLAWN
SUNDERLAND
BRIDGETON
E COLUMBIA
CONCORDIA
VERNON
HUMBOLDT
KING
BOISE
BOISE/ELIOT
ELIOT
SABIN
ALA/IRV
ALA/BMT
ALAMEDA
BEAUMONT-WILSHIRE
CULLY
ROSEWAY
ROS/MAD
MADISON SO
ROSE CITY
GRANT PARK
HOLLYWOOD
IRVINGTON
SULLIVAN
LLOYD
KERNS
LAURELHURST
N TABOR
MONTAVILLA
WOODLAND PARK
HAZELWOOD
PARKROSE
NW HEIGHTS
FP/NW
FOREST PARK
NW
PEARL
HLS/NW
HILLSIDE
OLD TOWN
GOOSE HOLLOW FH
ARL HEIGHTS
SYLVAN-HIGHLANDS
SYLV/SO
ARL/SYL
DOWNTOWN
BUCKMAN
SUNNYSIDE
MT TABOR
HAZELWOOD/MILL PK
MILL PARK
SW HILLS
S PORTLAND
HOSFORD-ABERNETHY
RICHMOND
S TABOR
POWELLHURST-GILBERT
LTS/PHG
BRI/SW
HOMESTEAD
BRIDLEMILE
FTH/SW
BROOKLYN
CRESTON-KENILWORTH
FOSTER-POWELL
REED
HAYHURST
HILLSDALE
EML/REED
WOODSTOCK
MT SCOTT-ARLETA
LENTS
MAPLEWOOD
EASTMORELAND
MULTNOMAH
S BURLINGAME
SELLWOOD-MORELAND
BRENTWOOD-DARLINGTON
PLEASANT VALLEY
ASHCREEK
ASH/CRT
MARKHAM
EVELYN/ARD
ARDENWALD-JOHNSON
CRESTWOOD
MARSHALL PK
COLLINS VIEW
W PORTLAND PK
FAR SW
ARNOLD CK

Population Research Center
March 2022
Portland State UNIVERSITY

nsba
2023
ORLANDO
APRIL 1-3
The Conference for Public Education Leaders



Increasing school board diversity and ensuring all communities are represented; an examination and discussion of how school boards are elected.

Presenters

Andrew Scott

- Portland Public Schools Board of Directors, Zone 1
- Elected 2019

Kate A. Wilkinson

- Assistant General Counsel, Portland Public Schools

Types of Voting

- **District/Zone/Region based** – candidates must live in a certain geographic area and they run and are elected from that area

- **At-large** – candidates run and are elected by the entire city/county

- **Hybrid** – a mix of the two systems; some candidates are elected from a particular district/zone and some city-wide. For example, a seven member board has five members elected from districts/zones and two members elected city-wide.

District Voting – board members run from and represent a particular geographic area

- Albuquerque, NM
- Baton Rouge, LA
- Dallas, TX
- Kansas City, MO
- Los Angeles, CA
- Miami, FL
- Pittsburgh, PA
- Salt Lake City, UT

At-Large voting – board members are elected city/county wide

- Ames, IA
- Cody, WY
- Detroit, MI (using ranked voting)
- Grand Rapids, MI
- Portland Public Schools, OR
- Redding, CA
- St. Paul, MN
- Shelby County/Memphis, TN

Hybrid – a blend of the two types

- Atlanta, GA – 9 member board with 6 elected from districts/3 at-large
- Denver, CO/Indianapolis, IN – 7 member board with 5 elected from districts & 2 at-large
- Milwaukee, WI – 9 member board with 8 elected from districts & 1 at-large
- Oklahoma City, OK/Orange County (Orlando), FL – Board chair elected city-wide & other members elected from districts
- Portland, ME – 9 member board with 4 at-large/5 elected from districts

Pros and Cons

District-based

- Lower costs to run for election
- Board members closely aligned to a particular geographic area/particular schools
- Members less focused on district as a whole?
- More combative board?

At-large

- Candidates have to fund and campaign city-wide; more time and expense
- Board members focused on entire system/all schools equally

Backdrop of low voter turnout

- NSBA estimates that voter turnout in local school board elections is "often in the 5 – 10% range" especially when held in "off cycle" years and dates

At-large voting historical roots

- At-large voting – most common form of representation in local offices until the 1960s and passage of the Voting Rights Act (VRA)
- At-large elections as a mechanism to ensure that a bloc-voting white majority could deny minority citizens the opportunity to elect representatives of their choice
- In VRA cases, federal courts have repeatedly ruled that at-large voting leads to systematic underrepresentation of ethnic minorities

In general, at-large voting:

- More expensive to enter and campaign
- Results in lower voter participation rates
- Produces more homogeneous representation

Current (but minimal) research….

- At-large districts lead to over-representation of minority voters where racial minority groups are a small part of the population or where Democratic voters make up a larger proportion of the population.

The problem of unrepresentative boards…

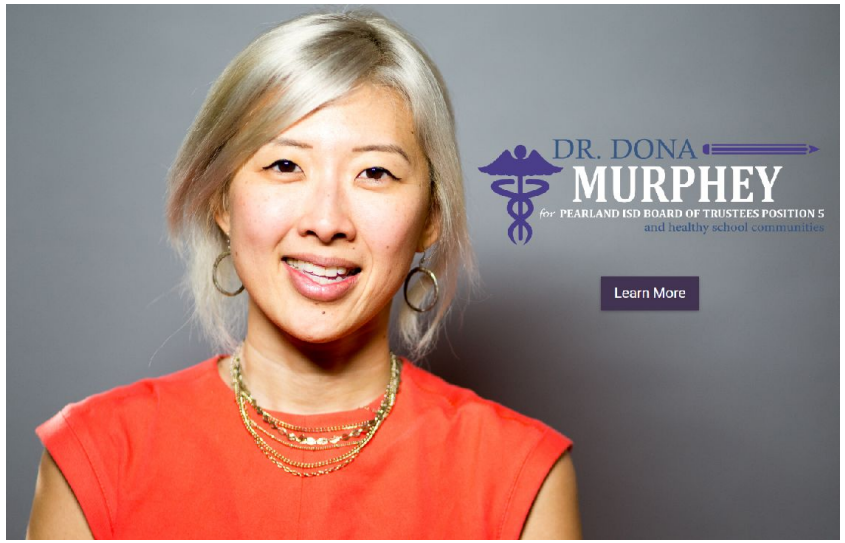
- ***Federal Civil Rights law/Constitutional concerns***
- ***Voting Rights Act*** – Section 2 prohibits any practice/procedure that results in the denial/abridgment of minority voting rights
- Can the petitioner demonstrate that its members had less opportunity than did other residents in the district to participate in the political processes and to elect legislators of their choice?
- In 2018, federal appeals court unanimously upheld a decision that at-large school board elections in Ferguson, MO, violated the VRA
- In 2008, after DOJ filed a complaint that the at-large election of school board members in Georgetown County, SC, diluted the voting strength of black citizens, the county agreed to adopt an election system with 7 single-member and 2 at-large seats

Current legal challenges

- *Shafer and Murphy v. Pearland Independent School District*, US district court SD Texas, 11/03/22; challenge to at-large voting system

Pearland ISD board president, challenger emphasize students' mental health

Carissa Lamkahouan, CORRESPONDENT
April 5, 2021



Current legal challenges

- Complaint alleges violation of Section 2 of the VRA and 14th and 15th Amendments of the US Constitution
- School district demographics – 67% of students in district are minorities, while 100% of school district's trustees are white. Since 2018, all 11 minority candidates who ran for the board lost their elections.
- Plaintiffs claim that at-large voting denies equal voting opportunity

Pearland lawsuit

- Plaintiffs allege that a small minority of white voters who vote as a bloc are able to control elections – effectively functioning as a white controlled referendum on all candidates; and that
- At large voting enables racially polarized voting that dilutes minority votes.

Pearland lawsuit….

The lawsuit alleges that, based on the district's demographics, one would expect that at least one Latino, African American or Asian school board member could be elected. Yet, all seven school board members are white.

"Our clients believe the at-large election system used by Pearland ISD denies citizens of color a fair opportunity to elect candidates of their choosing," says William A. Brewer III, partner at Brewer Storefront and lead counsel for the plaintiffs. "The at-large voting scheme utilized by the school district is pernicious and unconstitutional. Our clients believe the system should be abandoned – to enable a more inclusive future and where every citizen's voice is valued in the process of electing school district board members."

Home to more than 21,000 students, PISD is a richly diverse school district. As of the 2020-21 school year, students of color formed nearly 67% of the total student body.

Questions raised….

- Should school boards represent the composition of the district student body, the community or ….?
- Can a non-representative board represent a diverse student body and community?
- In the US, the vast majority of school board members are white even though white students no longer comprise a majority of the public school population
- Areas with larger gaps in voter and student racial demographics tend to have larger racial test score gaps

Board diversity tied to achievement gains?

- Some evidence that greater representation of racial and ethnic minorities on school boards has a positive effect on the achievement of non-white students
- "Electing one additional minority school board member leads to student achievement gains of approximately 0.1 student-level standard deviations by the sixth postelection year. In particular, we find that greater minority school board representation increases the probability that a school board proposes and obtains voter approval for a school facilities bond. Importantly, we find no evidence that the improvements in non-white student performance come at the expense of white students."

Other issues:

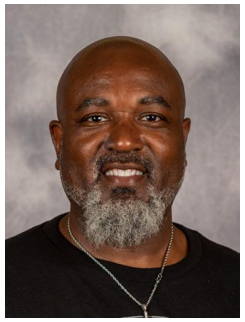
- Timing of elections – greater voter turnout if held in November alongside state and federal races (bigger electorate and more inclusive demographically)
- Demographics of primary elections (particularly held in off-cycle years) – consistently whiter, older, and wealthier than the population as a whole
- Nonpartisan vs. partisan elections (party affiliation appears on the ballot/state political parties endorse candidates)
- Ranked choice voting (all candidates on one ballot, voters rank, and top selections win)

Portland Public Schools (PPS) journey

Zone 1
Andrew Scott,
7/19 – 6/27

Zone 2
Michelle DePass
7/19 – 6/27

Zone 3
Patte Sullivan
7/23 – 6/27



Zone 4
Herman Greene,
Vice Chair
7/21 – 6/25

Zone 5
Gary Hollands,
Chair
7/21 – 6/25

Zone 6
Julia Brim-Edwards
7/21 – 6/25

Zone 7
Edward Wang
7/23 – 6/27

Student Representative
Francesca Silverstein
7/23 – 6/24

Where we started

At-large elections disenfranchise minority voters

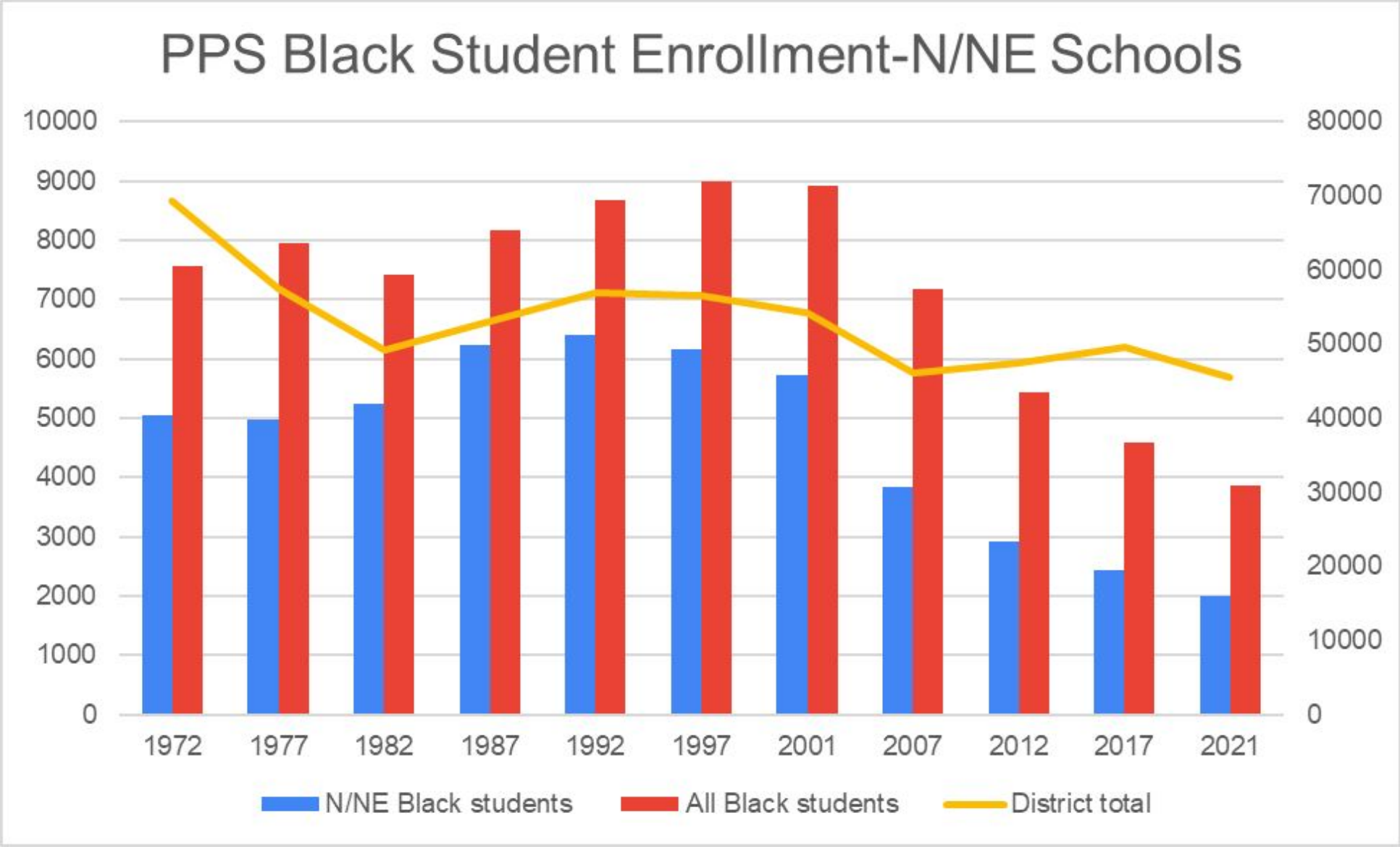
2020 Census redistricting provides opportunity for change

Community and board will rally behind effort to change a historically racist system

Reality is more complicated

Gentrification in Portland

https://projects.oregonlive.com/gentrification/


PPS Black Student Enrollment-N/NE Schools
10000
9000
8000
7000
6000
5000
4000
3000
2000
1000
0
80000
70000
60000
50000
40000
30000
20000
10000
0
1972
1977
1982
1987
1992
1997
2001
2007
2012
2017
2021
N/NE Black students
All Black students
District total

Where we are now

Latest research is unclear on impact of at-large elections, particularly with shifting demographics and gentrification

Board and some community members did not want to rush into any changes

2020 census redistricting kept existing system intact

Possible effort to study additional changes, but not a high priority given current make-up of board

Takeaways

- It is important to have a board the reflects the diversity of the community
- Every community has different demographic and voting trends
- At-large voting may be disenfranchising minority voters….
- ….Or it may be empowering a collection of diverse voices that have been scattered through development patterns and urban gentrification
- Have an honest conversation with your community about the right path forward

THANK YOU