Policy Committee Meeting
Monday, October 21, 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. Cell Phones and Electronic Devises in Schools Policy -- Discussion only
   3.(a) Review of Student Survey and summary of Focus Groups
   3.(b) District Student Council/Student Representative perspective
   3.(c) Review and discuss revised draft policy
4. Policies in the Public Comment Period after First Reading/Introduction
   - Diploma Requirements 4.20.042-P
   - High School Credit Earned Prior to Ninth Grade Policy 6.10.100-P
   - Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P
5. Adjourn

TOGETHER, WE RISE

Personal Electronic Device Policy Study

October 15, 2024

Should Students Have Phones in Class? We Asked Three
School Officials.

The issue has sparked

Inside a Portland High School Wher
Kept Under Lock and Key

Grant High School Principal James McGee, along with p

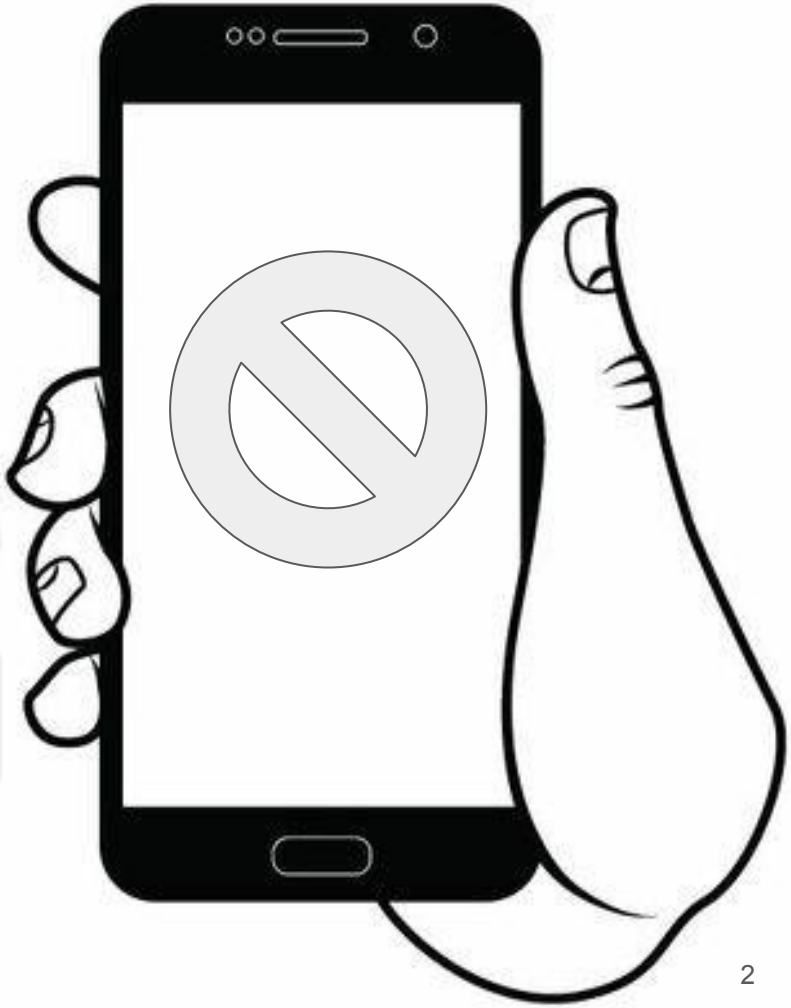
If schools won't ban kids' cellpho
lawmakers say, they will

Florida now bans

PPS school board weighs in on cell phone use in
classroom, possible district-wide policy to come

Portland area school policies on cellphones all
over the map, especially for high schoolers

Grant High School
down on cell phone use
despite student frustration



Personal Electronic Device (“PED”) Policy Study

2024–25

Research Questions:

- Are the cell phone bans being implemented with fidelity?
- What are students’ perceptions of how the bans are working?

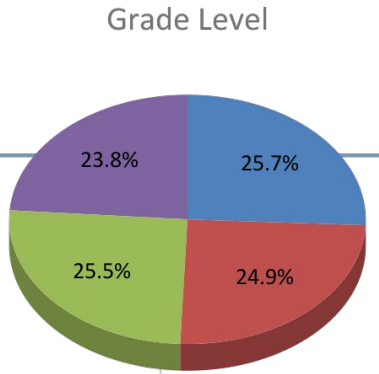
Data collection:

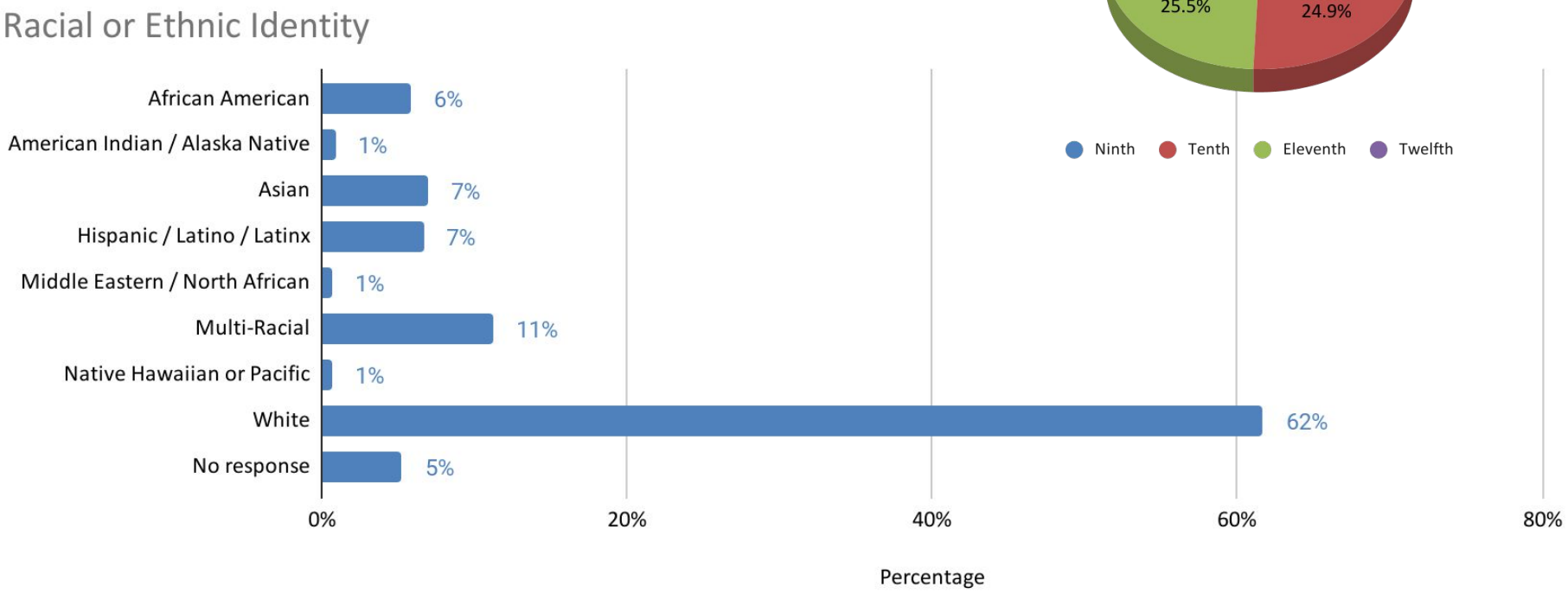
- Survey for all high school students
- Visits to sites implementing Yondr:
  - Interviews with leaders and staff
  - Student focus groups

Student Survey

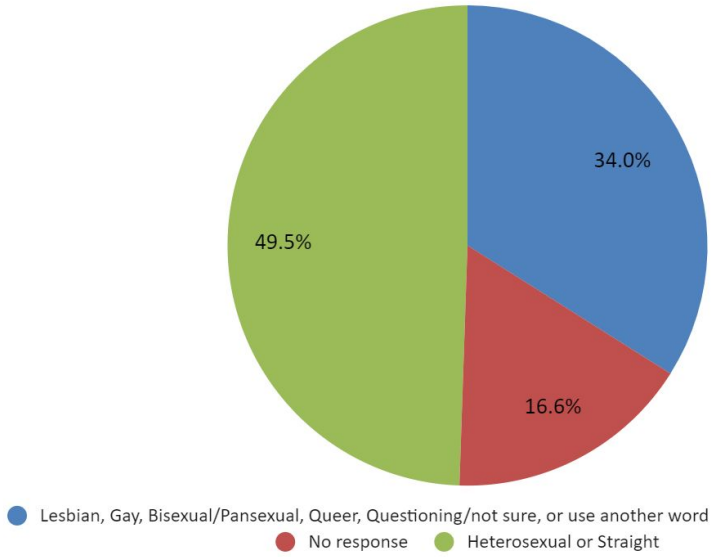
Student Survey Participation

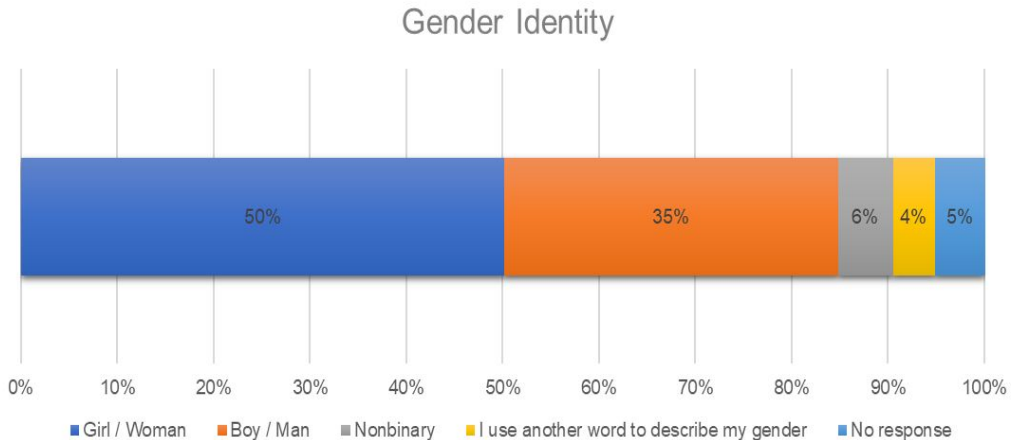
2,147 high school students responded

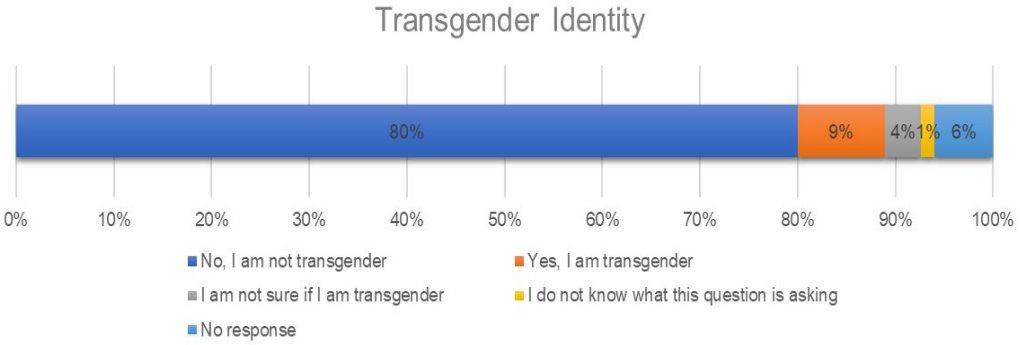




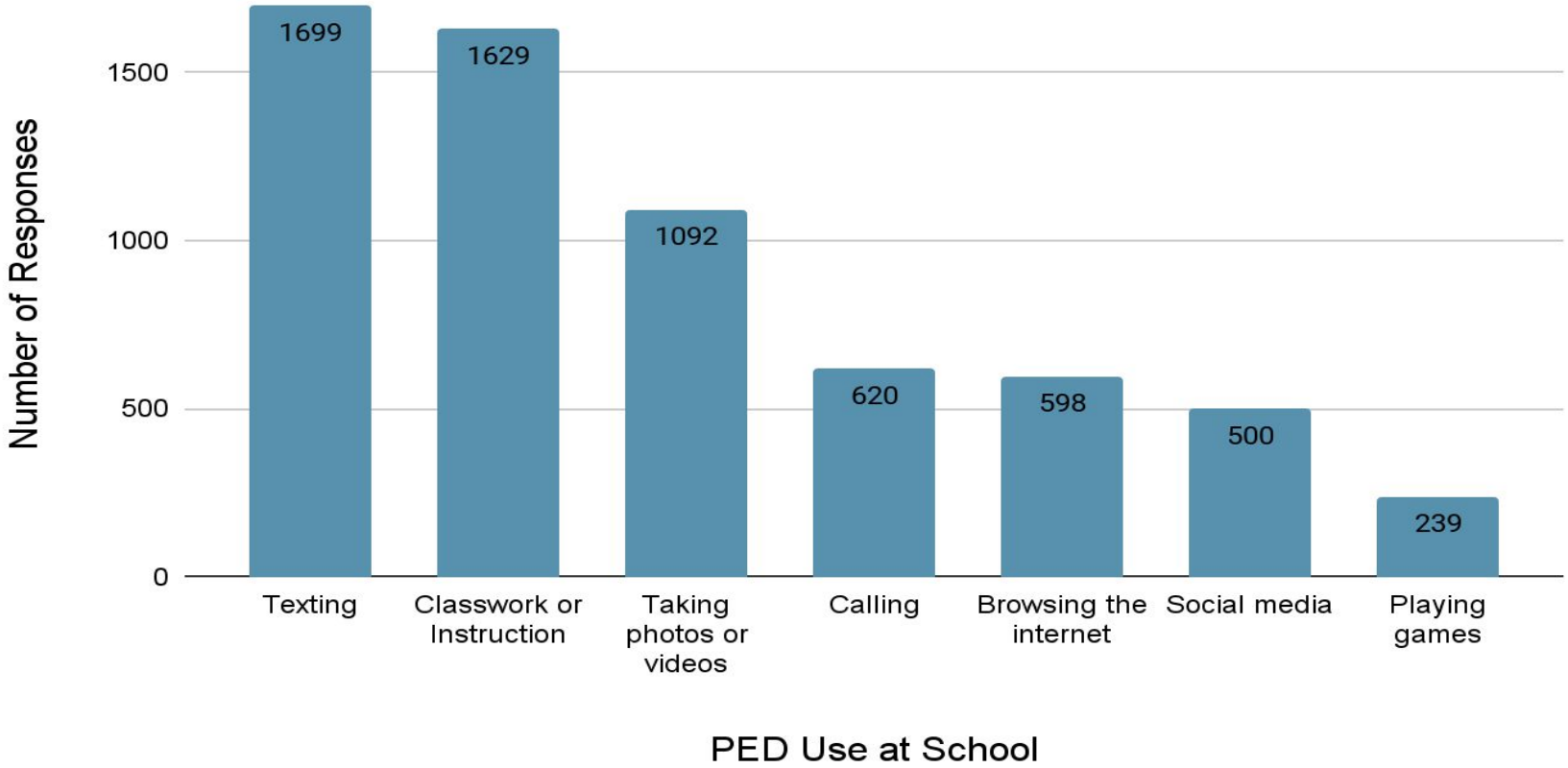
Gender and Sexual Identity



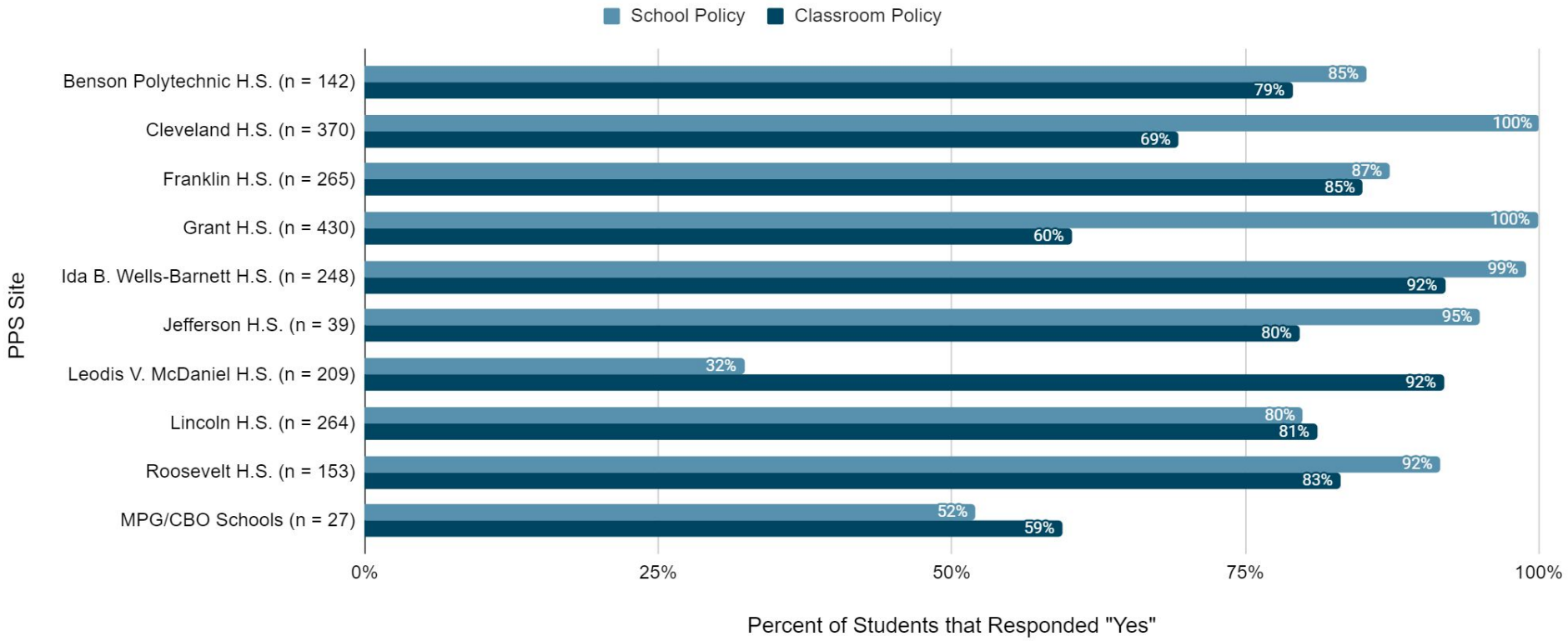




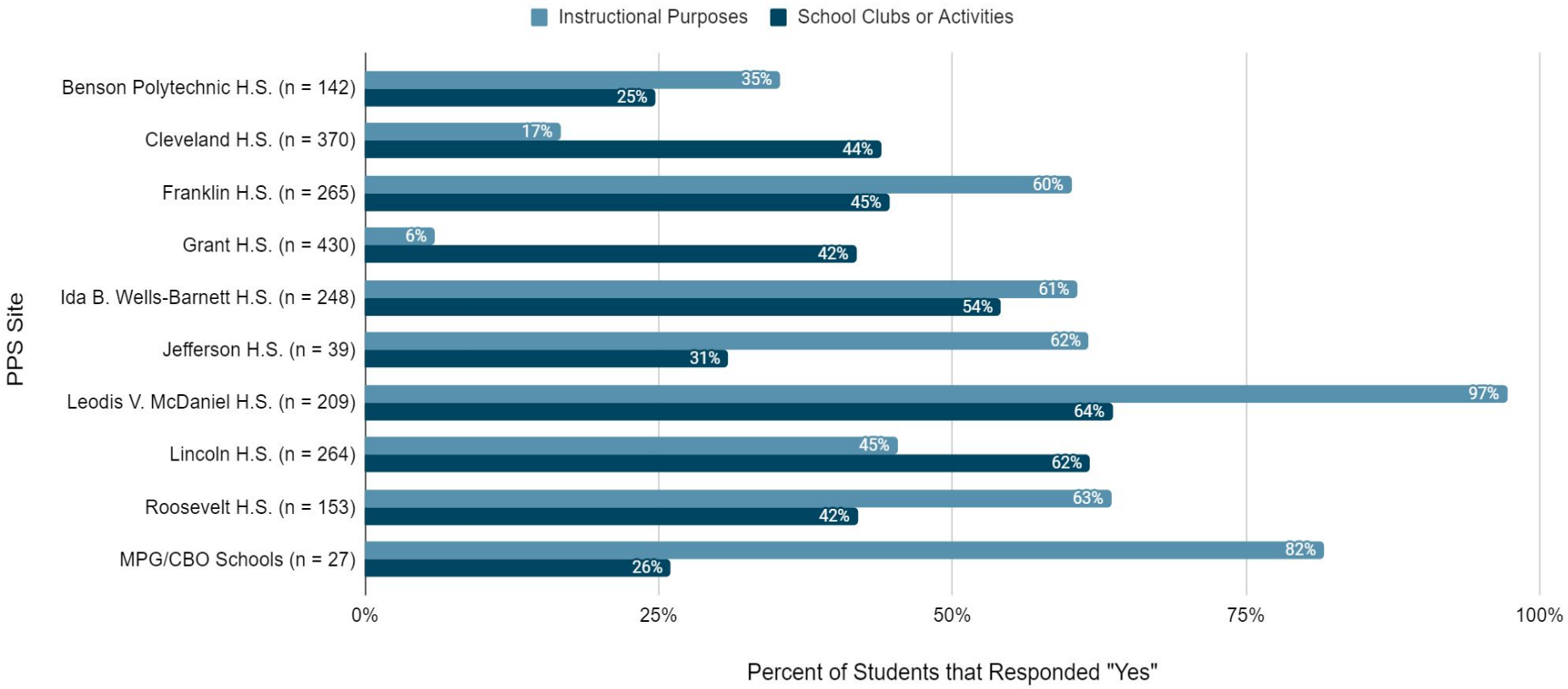
Current PED Use in School



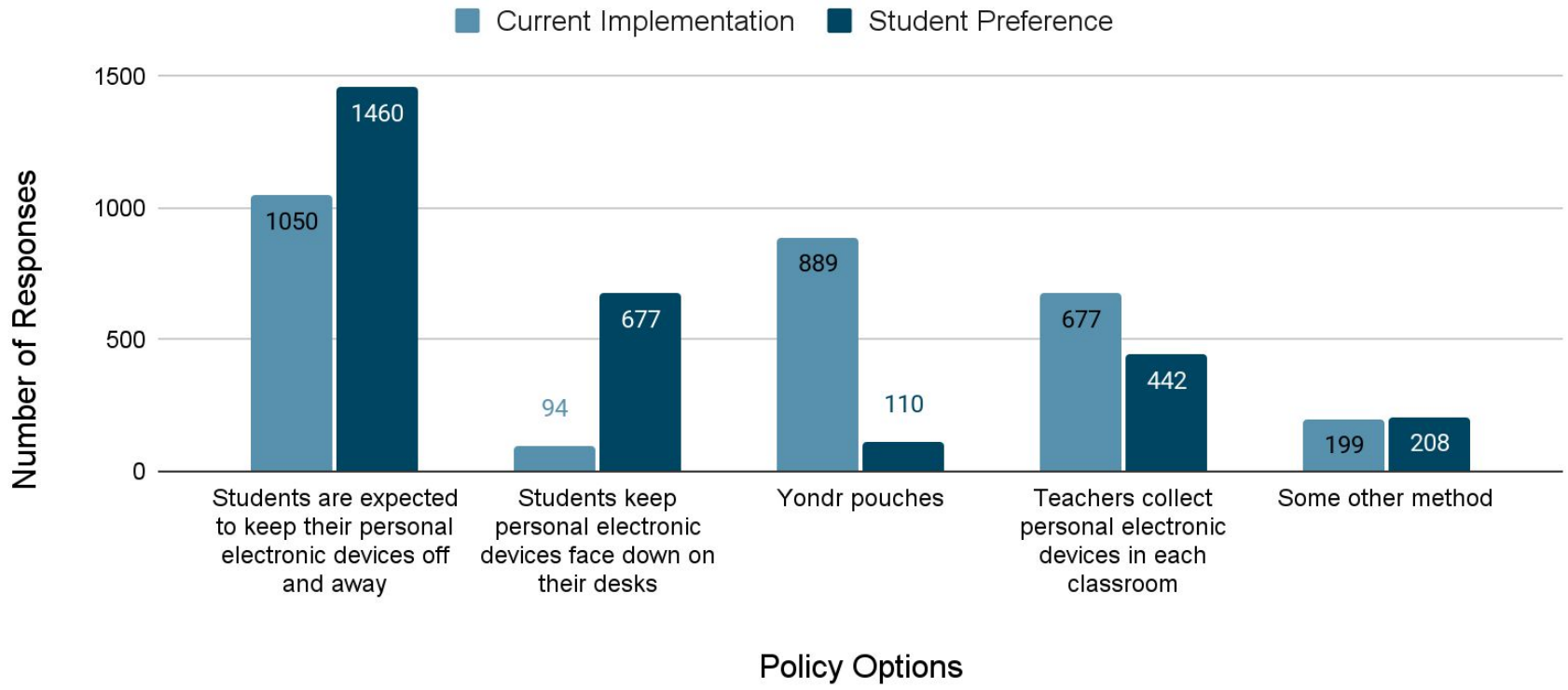
Current School or Classroom Policies



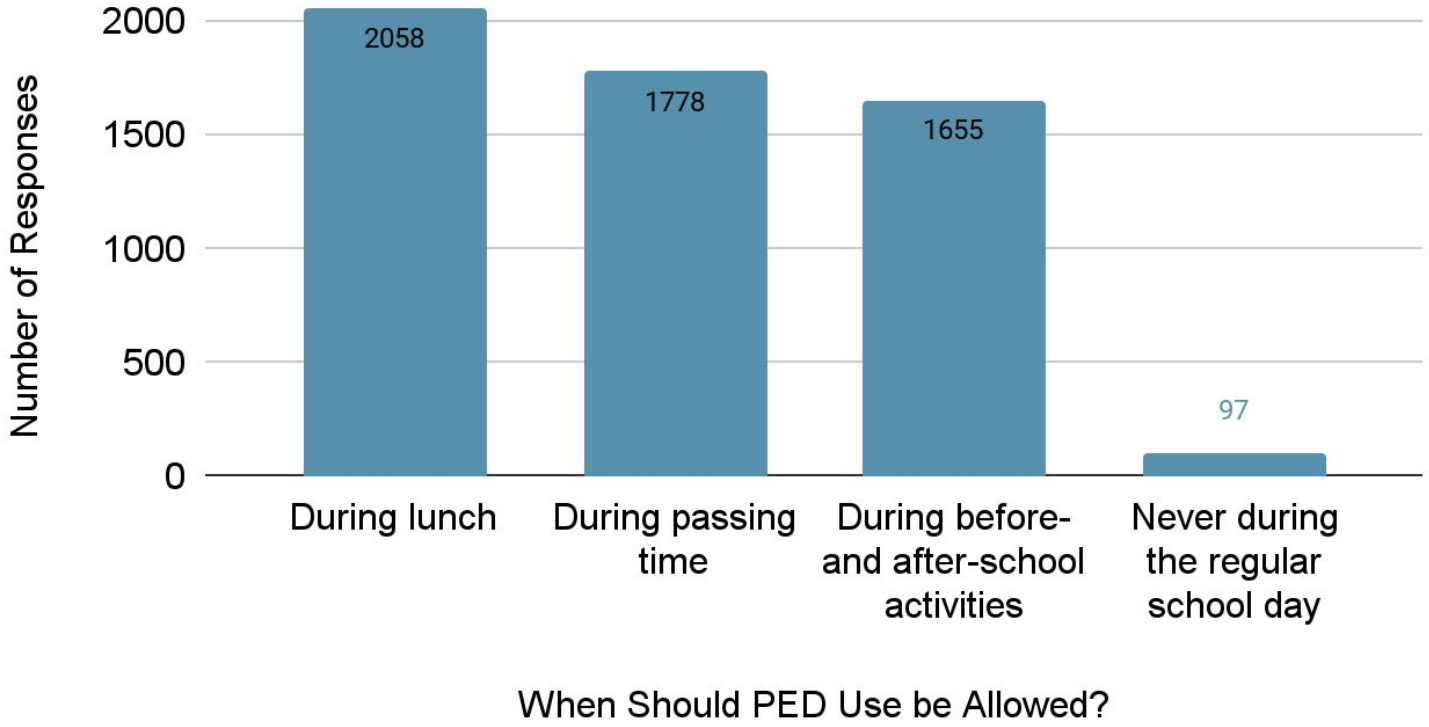
Use for Instruction, School Clubs or Activities



Current PED Policy Implementation vs. Student Preference

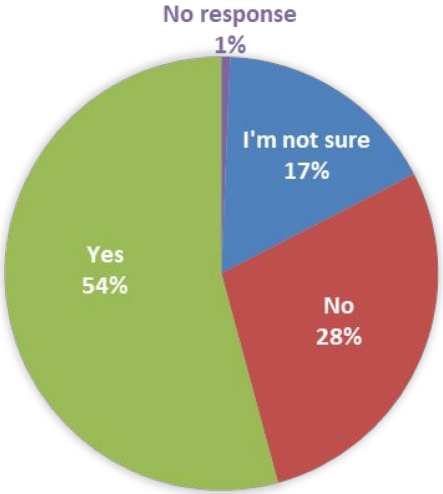


When should students be allowed to use their PED?

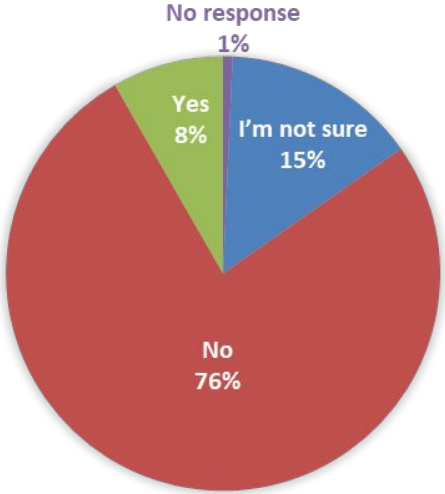


Student Stress When Separated from Their PED

Increased Stress



Decreased Stress



Emerging Themes: Qualitative Analysis

761 students from 11 schools/programs provided open-ended responses to the question:

“What additional questions, comments or concerns do you have regarding the draft personal electronic device policy?”

Overall, Students Support PED Policies

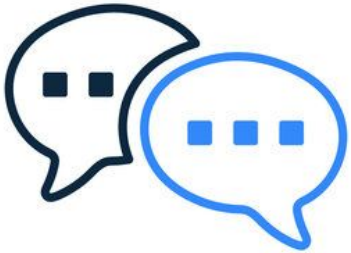
- **The majority of students who responded want PED-free classrooms**
  - Most students see and feel the academic benefits of PED-free classrooms
  - Students advocate for appropriately serious and consistently enforced consequences for PED use to encourage policy adherence
  - Students strongly desire access to PEDs during non-instructional time (especially lunch)

- **Students see the need for flexible PED policies**
  - PEDs have academic value, especially in classes like art, robotics, and newspaper
  - Access to headphones for music helps concentration during independent work time

All-Day Separation from Devices Causes Concern

- **Cell phones provide students a sense of safety**
  - Students worry about access to emergency services and communication with their families
  - Students who leave campus during lunch report feeling unsafe without the ability to communicate in case of emergency

- **PEDs and access needs**
  - Students report that non-English speaking families are reluctant to call front offices to reach students with important information
  - Students who use phones as medical devices or to contact outside resources for their physical and mental health worry about access



Student Focus Groups

Focus Groups Participation

High School Students at Yondr Sites

Grant High School

- 4 Students
- 10-12th grades represented

Cleveland High School

- 14 Students
- 9-12th grades represented

Student Focus Group Findings

Positive Perceptions of PED Policy

- Better focus during class
- More time spent in class
- Less time spent in the hallway or using personal electronic devices in the bathroom
- Consistent implementation and enforcement from all teachers makes expectations clear

Concerns and Suggestions

- Long lines entering and leaving school due to Yondr implementation
- Logistical and safety concerns when leaving campus during lunch (finding friends, making purchases without access to a digital wallet)
- Anxiety about emergency situations (e.g., fear of school shootings, etc.)
- Some students view Yondr as costly, punitive, and inflexible

Policy Recommendations

Based on student survey results and student focus groups, the following policy recommendations are offered:

- PED policies are beneficial, and should have appropriate and consistently enforced consequences
- More flexible policies (e.g, off and away, phone caddies, etc.) allow for PED access for educational purposes (e.g., IB art, newspaper, robotics, etc.).
    - This would also allow for students to use electronic payments at lunch, communicate with friends and family, and feel safer off campus

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Date: October 15, 2024
To: PPS Board Policy Committee
CC: Dr. Renard Adams, Chief Accountability & Equity Officer
From: Dr. Liz Gilkey, Research, Assessment & Accountability Manager; Anna Kushner, Evaluator II; Dr. Jordan Vossen, Evaluator III; and Dr. Nathan Johnson, Evaluator III
Subject: Personal Electronic Device Policy Study

This memorandum describes the results of the Personal Electronic Device (PED) Policy Study conducted by the Research and Evaluation (R&E) team for the Board Policy Committee. R&E administered a survey to all PPS high school students asking about current use, PED policies at school, and their recommendations for future PED policies. In addition, R&E visited two sites, Cleveland and Grant, that were implementing "off and away" policies using Yondr pouches. During the site visits R&E observed students checking in PED at the start of school, interviewed site administrators and other staff, and ran focus groups with students.

We found that students and staff are largely supportive of PED policies. Students reported feeling less distracted during class when off and away policies are implemented and consistently enforced. Students recommended more flexible policies allowing PED in class for instructional use, to communicate with friends and family at lunch and after school, and to feel safer both on- and off-campus.

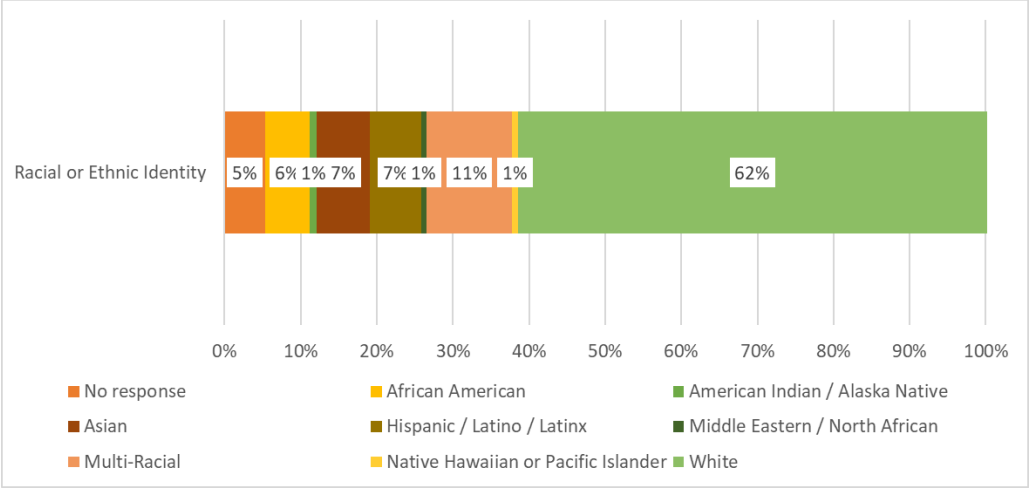
Student Survey

R&E administered a survey to all high school students between September 20 and 30th, 2024. The survey asked students about how they use their personal electronic device ("PED") at school, school-wide and classroom level PED policies, and their recommendations for future PED policies. Of 13,922 students in PPS high schools, 2,147 students participated (15 percent). Responses were evenly distributed across grade levels.

Figure 1 presents participating students' racial or ethnic identity. Approximately 38 percent of students who participated in the survey identified as people of color:

- 11 percent of students responded they were Multi-racial,
- 7 percent of students were African American,
- 7 percent of students were Hispanic/Latinx,
- 6 percent of students were African American, and
- Approximately one percent of students responded they were American Indian or Alaska Native, Hawaiian or Pacific Islander, or Middle Eastern or North African.

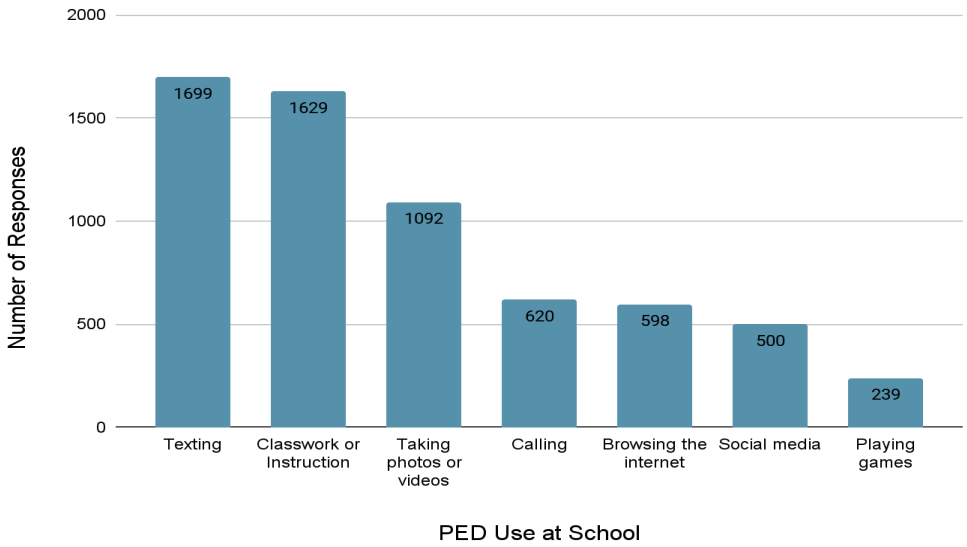
Figure 1: Racial or Ethnic Identity



Just over half of participating students identified as girls or women, 35 percent as boys or men. The remaining students identify as nonbinary, use another word to describe their gender, or did not respond; and 9 percent of students identified as transgender. Over one third (34 percent) of students responded they were gay, bisexual/pansexual, lesbian, queer, questioning/not sure, or that they use another word to describe their sexual orientation.

The survey asked, "*What do you mainly use your personal electronic device for in school?"* This was an item that allowed students to select more than one option. Texting and Classroom or instruction were nearly tied, with texting taking the lead in how students currently use their PED at school (Figure 2).

Figure 2. Current PED Use at School.



The survey asked students whether or not their school had a personal electronic device policy that required devices to be off and away during the school day and if any teachers had “off and away” policies in their classrooms. As shown in Figure 3, 100 percent of students at Cleveland and Grant responded that there was a schoolwide policy. At McDaniel, 32 percent of students responded that there was a school policy, whereas 92 percent responded that there were classroom policies.

Figure 3. Current School and Classroom Policies

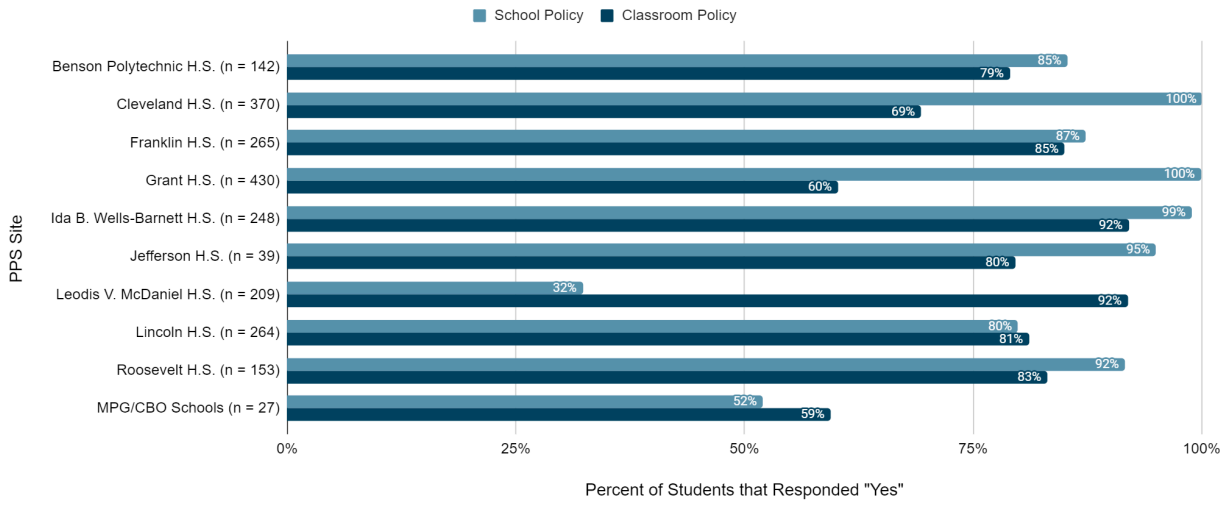
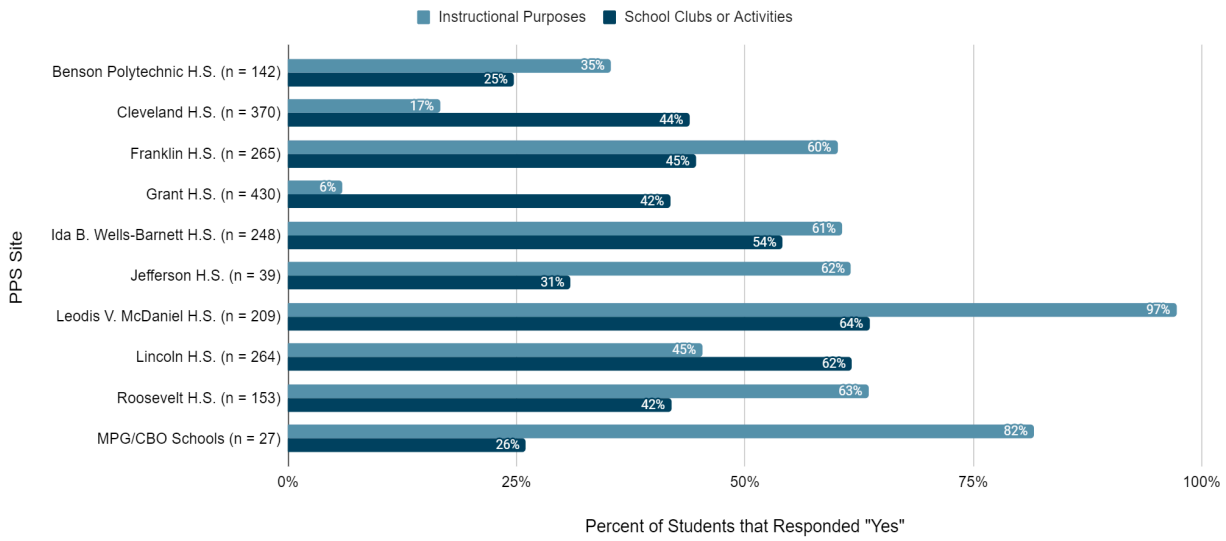


Figure 4 presents student responses to the following questions.

- *Do any of your teachers allow you to use your personal electronic device for instructional purposes?*
- *Do you participate in any school clubs or activities that require or allow the use of a personal electronic device?*

Here, McDaniel stands out with 97 percent of students responding that they use PED for instructional purposes.

Figure 4. Use for Instruction or in School Clubs or Activities



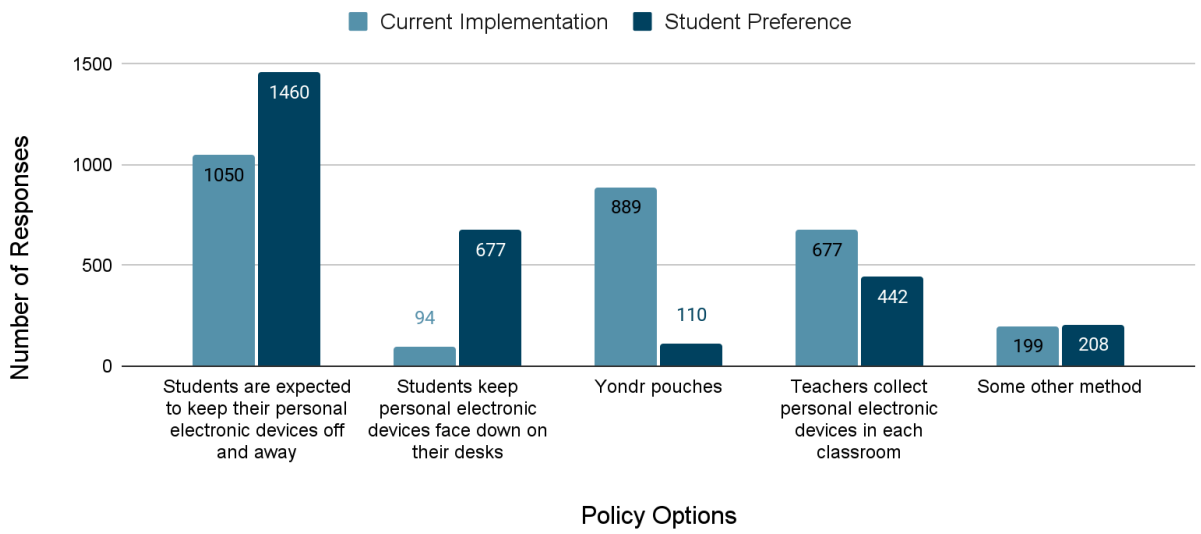
In Figure 5, we can see the difference between current implementation and what students would prefer. The survey asked students the following questions.

- *If your school or any of your teachers have a personal electronic device policy that requires personal electronic devices to be off and away during class, how is it implemented?*
- *If your school were to implement an off-and-away policy, what method(s) would you prefer?*

Students reported that their preference would be a policy requiring students to keep their PED off and away during the day (1,050 students), which is also the policy that students most frequently reported was being implemented currently (1,460 students).

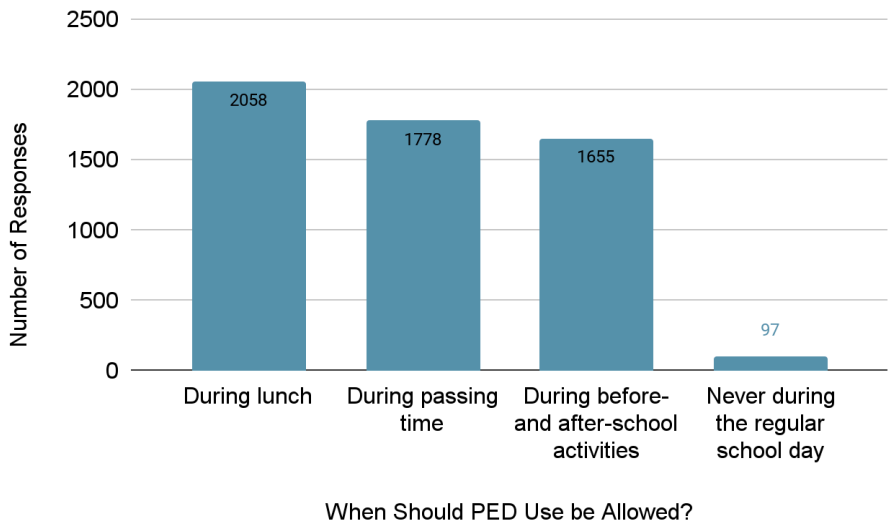
In terms of how to implement an off and away policy, students expressed that they preferred to keep their PED face down on their desks, but that approach was not widely implemented. 899 students responded that the current policy was Yondr pouches, however just 110 students responded that Yondr pouches would be their preferred policy. Similarly, 677 students responded that teachers currently collect PED in each classroom, whereas 442 students reported that would be their preferred method.

Figure 5. Current PED Implementation vs Student Preference



The survey asked students to recommend when they should be allowed to use PED (Figure 6). The most frequently selected option was "During lunch".

Figure 6. When should students be allowed to use their PED?



The survey asked students if they would feel an increase in stress if they were separated from PED at school—and we also asked if they would feel a decrease in stress. Results were mixed.

- Just over half of students (54 percent) responded that they would feel *increased* stress if separated from their PED; 28 percent responded that they would not feel increased stress.

- Eight percent of students responded that they would feel a *decrease* in stress if separated from their PED; over three quarters of students (76 percent) responded that they would *not* feel a decrease in stress if they were separated from their PED.

Staff collected open-ended student responses from students, asking *"What additional questions, comments or concerns do you have regarding the draft personal electronic device policy?"* 761 students from 11 schools responded.

Overall, students support PED policies. The majority of students who responded want PED-free classrooms, most students see and feel the academic benefits of PED-free classrooms. However, PEDs can be useful educational tools, especially in classes like art, robotics, and newspaper. Students also appreciate having access to headphones to listen to music during independent work time.

Students advocated for appropriately serious and consistently enforced consequences for PED policy violations to encourage policy adherence. Students see the need for flexible PED policies and expressed a strong desire for access to PEDs during non-instructional time (especially lunch).

Students feel unease and concern when separated from their PEDs for the entire school day. Cell phones provide students a sense of safety. Many students worry about access to emergency services and the ability to communicate with their families. Students who leave campus during lunch report feeling unsafe without the ability to communicate in case of emergency. Students report that non-English speaking families are reluctant to call front offices to reach students with important information. Students who use phones as medical devices or to contact outside resources for their physical and mental health worry about access.

Site Visits

On September 23 and 24, 2024 R&E visited two high schools, Cleveland and Grant, which were both implementing "off and away" policies using Yondr pouches. During the site visits, R&E observed students checking in PED at the start of school, interviewed site administrators and other staff, and ran focus groups with students.

At Grant, four students in grades 10–12 participated in one focus group. At Cleveland, 14 students participated in two focus groups (for students in grades 9 and 10 and for students in grades 11 and 12).

In the focus groups, students reported both positive perceptions of the PED policies at their schools, as well as some concerns and suggestions for improvement. Students reported that they were more focused during class. Students reported they spent more time in class because less time is being spent in the hallway or using personal electronic devices in the bathroom. Consistent implementation and enforcement from all administrators and teachers makes expectations clear at these sites.

However, students also expressed concerns around logistics and safety. Students reported long lines entering and leaving school due to Yondr implementation. We observed inconsistent implementation of backpack searches when entering school. Students expressed that there were logistical and safety concerns when leaving campus during lunch (for example finding friends or making purchases without

access to a digital wallet). Students also expressed anxiety about emergency situations (e.g., fear of school shootings).

Some students view Yondr as costly, punitive, and inflexible. The consequences for being found with a PED at school were severe: students at Grant reported that the consequence is a Stage 2 referral if they are found with a PED.

While on site at Grant and Cleveland, R&E interviewed site administrators and other staff supporting policy implementation. R&E also conducted interviews with the administrators at Beaumont and Lincoln, but did not visit those sites.

In these sites, administrators were responsible for policy implementation; teachers and other staff were not expected to enforce off and away policies so they could focus on instruction. Administrators reported that social media sites were still accessible from school Chromebooks, and they reported some logistical challenges when attempting to block particular sites on PPS wi-fi. Administrators reported that the consequences for violating the PED policies were effective at reducing the number of students violating policy regardless of the enforcement tool (Yondr or caddies).

In sites using Yondr pouches, administrators reported that fewer students were in hallways and engaging in high-risk behavior than before Yondr was implemented when phones were just off and away. They reported that the policies eliminate inconsistent enforcement from teacher to teacher. As one administrator shared, Yondr is a “tool not a policy.” Strict consequences (stage 2 referral) complement the use of the tool.

Recommendations and Next Steps

Both students and staff reported that PED policies are beneficial, and should have appropriate and consistently enforced consequences. However, more flexible policies (e.g., off and away, phone caddies, etc.) allow for PED access for educational purposes (e.g., in classes like IB art, newspaper, robotics, etc.). More flexible policies would also allow for students to use electronic payments at lunch, communicate with friends and family, and feel safer off campus.

The consequences for violating the polices (e.g., stage 2 referrals) could have a disparate impact on students of color or other marginalized groups. The Board and staff should monitor this to understand the impact of the policy.

Appendix A: Open-Ended Survey Responses

Question: If your school were to implement an off-and-away policy, what method(s) would you prefer?

a method which allowed students to have their phones close to them, while implementing some mild punishment if the student is overly distracted/disruptive during instruction

A phone lockbox

All electronics in calculator pouches. It works as well as Yondr pouches if teachers would actually have strict regulation like taking attendance with phones.

Allow students to be responsible for their own learning. If you are unable to keep the mental fortitude to stay off your phone during school, that's your personal choice and no remorse should be given for that student failing in a class.

Allowed to be used unless they become a distraction.

An environment where phones are not tolerated unless given access or consent to use one by a teacher

An outright ban on phones only serves to enrage the student base and results in a lot of negative interactions (which I have seen myself in classes) so it would be smarter to only restrict usage during instructional time when teachers are talking to the class.

anything besides yondr pounches

anything except yondr

Anything thats not in a pouch

at least allow music for independent work time or phone during breaks

At least at [my school], phone usage was never a major issue . Each teacher had their own policy and students followed their rules.

At least, never the Yondr pouches or collection of personal electronic devices.

At my school if a staff member sees a phone outside of lunch, they are supposed to confiscate it and take it to the office. However, this is not enforced and should be.

Away in bags unless given permission by teachers to use them. Or step out in the hall if needed to use them.

Backpacks

caddies or backpacks, teachers take them if they are out

Caddy's

Caddy/phone pouches

Calculator caddies with stricter rules would work, calculator caddies already DID before yondr pouches were in place. The rules should have been modified for THAT policy instead of bringing in a completely new, overly strict, unsafe policy.

Calculator caddy for attendance requirement

calculator caddy's to hold the phones worked fine last school year

calculator pouches that go on the wall

Cell phone caddies, technically they're calculator caddies that students put their phone into in each class and keep it there for the whole class, then grab it at the end when teacher allow it

Described in additional comments

different kinds of class work require different things, a lab involving chemicals and equipment requires alot of focus and headphone cables for music could catch on things and knock something over, but in independent work time say for an art class there isnt really a safety reason so i think it is best to trust students to do what is best for them

Don't have a Phone doesn't matter to me

Don’t take our phones and don’t put this policy at my school

don't use unless needed

Each has has a place for students to put their phones and if they are at any point in class not inside the correct area then correctional action should take place.

Each teacher has a rule on if/if not phones are allowed in class, one of my teachers would Do attendance based on if the students phone is in the pouch or not

Educational use

Enforce a policy where students get a referral if they have their device out in class. You don't need Yondr pouches for that to be effective.

Free usage in this beautiful free country we’re all so thankful to live in

Genuinely anything other than Yondr pouches bro.

Have a phone caddy that they use for attendance

Have it at lunch and free period

Have the students have their phone, but if they have it out, bring It to the office to pick it up at the end of the day

Have their phone in their pockets at all times just in case something bad happens

having phones off and away during class but being able to use them during passing period for checking classes, grades, emails, ect.

Headphones allowed during work time

I actually like our phone policy this year, I feel like when we are not allowed to use phones in class, we get more things done

I like how it is right now with the teachers being able to determine

I like the method we have now, so far it's working well

I like the method we have!

I like the method we're using now because it feels less constrictive

I like the system we have right now, I doubt people will be able to control themselves with these other methods. Also in other states people have already figured out how to break the Yondr pouches .

I like the way it's done alr

I like to just be able to have access to my phone I know its a distraction for some kids but I like to check my phone once and awhile while still getting my work done

I think a required policy instead of an expectation based on the teacher builds resentment and creates more disengagement.

I think that all teachers should have their own policy that works for their classes

I think that this is stupid

I think the face down on the desk and being able to use them during lunch or have yondor bags but we get are phones during lunch then lock them up again till after school.

I would have everyone turn the power off on all of their devices except their computers and bring them up to me (this is if I'm the teacher) to be put in bags so they can't be accessed, if they somehow reaccuire a device, the student all the devices in the room go down to the office

I'm not sure

I've had a lot of teachers take attendance off the phone chart which works really well

If the district is gonna take our phones, that at least make them liable for it being lost or damaged since you guys take possession of the devices we bought with our own money.

If the student has pockets in their jacket, shirt, or pants, they should be able to have their phone in their pockets. Phones shouldn't be off in case of personal emergency.

If they see them, they are forced to use pouches exetera

In a backpack or on the desk face down to charge the phone if needed otherwise in a pocket or other area not visible

in backpack but not pouches

In bags during class no restrictions during lunch or other

In pocket

In pockets/backpacks

Individual teacher plans. Students learn far better when they respect their teachers, so if teachers can first garner the respect of the student, they should have no problems with discipline. Students who cannot comply with teacher's requests regarding cell phones should not be permitted to possess a cell phone during class time. Simple.

Instead, educated student on proper cell phone usage in classroom and integrate intervals where students can use their phones.

It can be away but we can use it in a responsible way

It should be up to the teacher

Just have a common sense rule that people just don't have their phones and if they do it's just their fault that they're falling behind,

Just in backpack or pocket as long as it's not out or a distraction

Just keep em in the backpack.

Just let us be responsible for ourselves, these new restrictions are stupid I had a 4.0 before these new rules. We're high schoolers we can decide when we want to focus at this point if we fail it's on us

Just let us have it, the phone policy becomes a power trip for the teachers, that in the end, creates bad blood between the students and teachers and detracts from the learning.

Just let us have it?? Can't learn moderation if we're being forced.

Just trust people.. If you want to be on your phone in class then just get out because your clearly not there to learn

Keep electronic devices off and away unless it would be beneficial to learning or have finished all work

keep it with students since it’s their own property

keep phones in pockets

Keep them away during classes but have them at lunch

Keep them in their pockets at all times Incase something bad happens outside so they can call home ^^

keeping pouches in the room and putting phones in it each class

keeping them away but easily accessible when I would need it is a great feeling, the fact that if a real emergency where to go down and I had to break a device to call my parents is a real issue with me

Leave phone in lockers

Let us use our phones during lunch times but during school if we use our phone during unnecessary times, we should be given the Youndr pouch

letting students to have the options to keep it in their backpacks

like a phone holder in classes

Like maybe not taking our phones?

Many teachers used calculator caddies. That worked completely fine as long as the teachers enforced it.

maybe like we keep them in the back of the class on a number board

More inforcement, bigger punishments.

My problem with the system is the late policy and your phone. It seems like such a big punishment for being 5 minutes late to class. (You have to give your phone to the office and you get a stage one referral)

my school already does this

No

No cell phone policy

No policy

No policy

no policy

No policy at all

No polociy

None

None

None

None

Not caring if the students have their phones out because it's their fault if they miss anything

not doing this because its not helpful

Not have one and just double down on the kids that are abusing it.

Not that

not to do it/per person basis

Off and Away during class, be able to use during passing and lunch and flex

On the responsible student’s person.

one of my teachers suggests you to put your phone on airplane mode and keep it in your bag and self-regulate.

Only able to use phones to check time and you can use headphones

Only students who continually use their phone during class use the phone punches we have now, students who don’t use their phone just keep it in their backpacks off and away.

Only used for certain situations

Or caddy’s, whichever works better for the teacher.

Or just in the deep depths of their bag so they can't reach it.9

Patch

Personal electronics should be on silent, have minimal notifications on, and put away in backpack.

phone allowed during independent work time

Phone box

phone boxes or just put in backpacks

phone caddies

phone caddy

Phone caddy

phone caddy

Phone caddy

Phone caddy

Phone caddy's

phone caddy’s

Phone cubby, you can grab it once ur done with all your work

Phone jail, the method I described above.

Phone pouches

Phone pouches on wall

Phone pouches, when students are finished with work (teachers may check) they can use their phones

phones allowed

phones allowed

Phones are expected to be off and away with the exception of passing time and lunch.

Phones are kept in backpacks except for lunch and maybe passing periods

phones away during work time in class

Phones in backpacks. I don't want other kids like me on there phones because it's not fun just watching them be on there phones instead of talking, but I still want our phones in reaching distance. In case of a shooting.

Phones in caddy and attendance dependent on phone being in place. This worked very well in my daughter's sophomore English class

Phones kept inside lockers during school day

Pouches for when a student is on the phone

Put it away in your backpack

put phone in caddy's to count attendance

Putting them in a cabinet or in a small box to collect at the end of class.

Putting your phone in a pouch, and teachers taking attendance off of the phone pouches.

sleeping bags

Student can either have their phone in their backpack often away or in the classroom caddy or the exception of some kind of emergencya

Student should be allowed to have their electronic devices placed in their backpack. God forbid a bad situation that student might need their phone. I think this is a dangerous policy that has been placed on children who don't have a problem with their phones and paying attention in class.

Students are expected to keep their phones away but not in yondr pouchs

Students keep phones away, unless of emergency.some teachers also allows " tech time" break meaning we can pull out devices. So in that case it's okay. Some students also use it for educational purposes!

Students keep their devices in their bags, or no policy at all.

Students keep their phones with them and power them off; phones must be in a backpack

Students who have any distracting electronic devices should not bring them to school unless necessary, and put them in pouches

Take them away if they're used without permission

Taking attendance with phones in wall pouches.

Teachers can choose to ban cellphones in the classroom by putting them in a cubby, but the school should not ban them during lunch

teachers could actually enforce using phone caddy's

Teachers decide the method that works for their class.

Teachers take attendance via phones in calculator caddies at the front of the classroom, mandating putting phones up there in order to be marked present

Teaches choice it works you guys just get angry to easy

Tech ok tech away signs

The numbered shoe bag pouches that hang on the wall that they used last year were great. I think kids should have access to phones / music at lunch and between classes.

The caddy system

The calculator pouchs teachers don't lock the boxes most of the time, so why waste money? They're already next to the teacher while teaching

The cubbie system is working fine

The hanging phone pouches (attendance taken by phones in the slot)

The Lock Boxes

The numbers pouches so phones are away during class put free to have out any other time

The one now works fine

The phone box during class is good.

The rule regarding referrals and calling security is effective, but Yondr pouches are not.

the sleeping bag

The way we do it now is fine.

They only take it for the class but return it after class

they should enforce the caddy in every single class because for the classes that took attendance based off of that and it worked great. There is no problem with a student using they're phone in the hallway or at lunch so it shouldn't be enforced against it. Also a lot of people don't follow the rules and theres not enough staff to stop anyone so its unfair for those who do to just not get their phones.

This is a horrible idea that diminishes our self management, especially at this point in our lives where we are nearly adults.

This is similar to the last option in this list, but I've had extensive experience with teachers that use calculator caddies for attendance. These caddies keep phones out of time dedicated to teaching while also allowing for personal freedom during class breaks and lunchtime. Students without phones can have one-on-one conversations with teachers.

trust that students wont ruin their own education

Use for education

Use the calculator pouches and take attendance with them to add an incentive for students to actually put there phones in.

Wall pockets, students know the phones are safe and visable to reduce any anxiety. Easy to access if emergency happens

Wall pouches have worked, you put your phone in for the class period

we are allowed them and only can use them at specific times

we are allowed to use it during free time

we can keep it in our backpacks

We get keep them in our backpacks and only get them out when asking a teacher

We keep them in our bag during class but can use them during passing period

Well my high school it’s off and away during class time, however during passing time and lunch we are allowed to use our phones until the beginning of next class, which in my opinion was very helpful for me to keep me concentrated and focused.

yondr pouches but they can be unlocked during lunch. especially if a student is going off campus for lunch.

you can be on your phone but if some says put it away you have to and if you dont there are strict concicuences

you can keep yours, but if you violate one too many times, then something else happens.

You do not have an open answer for some questions; this is not an equitable server and leave people to choose only options given and not be heard

DRAFT—October 21, 2024, Policy Committee Meeting

Student Use of Personal Electronic Devices in Schools X-XX-XXX-P

We are committed to supporting student mental health and wellbeing and to creating environments where students feel safe, welcome, and excited to learn. Peer and student-to-teacher interactions are fundamental to learning, and we must create the conditions that allow students to be engaged, focused, and challenged so they can reach their full potential. We are committed to understanding quality research on the use and impact of Personal Electronic Devices on the educational environment and adopting best practices as they evolve.

1. Definitions

"Personal Electronic Device" is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information, depictions, and/or data.

2. General Guidelines

a. **"Off and Away" During School Day Other than Lunch:** Students are permitted to possess cellular phones, tablets, pagers, watches, or other Personal Electronic Devices on campus provided that any such device remains "off and away" during the school day other than lunch, meaning that they are stored in a locker, backpack, purse, pocket, school-designated place, or other place where the Device is not on, visible, or in use unless used for academic activities or otherwise permitted under this policy or the related Administrative Directive.

b. **Additional Restrictions May Be Adopted by a School:** Nothing in this policy prevents a building administrator from adopting additional restrictions on the use of Personal Electronic Devices during school hours.

c. **Discipline:** Students who do not comply with this policy or the Personal Electronic Device requirements of their school may be subject to discipline as outlined in the District's Student Rights and Responsibility Handbook [https://www.pps.net/Page/13621], including having their Personal Electronic Devices confiscated.

d. **Exceptions:** Categories of exceptions to this policy, shall include, but not be limited to:

- complying with a student's Individual Education Plan (IEP),
- 504 Plan, or other requirement to access the educational programming or communication at school;
- supporting specific academic activities as determined by a building administrator;
- application of the policy in the District's alternative educational programs;

DRAFT

- and others as defined by the Superintendent.

e. **No Bullying, Harassment, or Taking Photographs or Videos of Others Without Permission:**

- Students may not take videos or photos during school activities or otherwise use their Personal Electronic Devices to harass or bully another individual or otherwise violate PPS's Student Anti-harassment and Teen Dating Violence Policy https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.30.060-P.pdf, PPS's student handbook, or other policy.
- Students may not take photographs or videos of other students or staff during the school day without their verbal permission.

f. **Equitable Support for Schools:** The District shall provide equitable support to schools to implement this policy.

g. **Individual Exceptions and Appeals:** The Superintendent shall establish a process and timeline for responding to a student's request to use a Personal Electronic Device otherwise not permitted by this policy or a school practice and any appeal of that response.

DRAFT

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

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 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

Draft

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.

.

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;

Draft

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.

Draft

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,

Draft

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:

Draft

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

Draft

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

Draft

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

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Board Policy 4.20.042-P

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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;
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[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:

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Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	**24**

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Board Policy 4.20.042-P

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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~~.

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A. Exceptions to PPS-specific Graduation Requirements

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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.

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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
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:

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. 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

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. .

(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. .

(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 advanced 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.

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.

(2) 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..

(3) .

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

(5) (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**

Legal References:

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

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- Textbooks and instructional materials aligned with a high school program;
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Legal References:

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

Portland Public School District 1st Reading

DATE OF FIRST READING: August 06, 2024

PUBLIC COMMENT FOR

Revision of Policy 6.50.010-P:

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

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:

August 27, 2024

Summary: **Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-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
Office of School Performance
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
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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 monmenum 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 requies 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.

Board Policy 6.50.010-P

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.

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

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.

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

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

Board Policy 6.50.010-P

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

Original/Current Policy

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.

Original/Current Policy

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 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.

Original/Current Policy

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

Original/Current Policy

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

August 26, 2024

To: PPS School Board
From: Representatives of the Asian DLI parent groups
Re: PPS Field Trip Policy 6.50.010 Staff Report

Dear PPS School Board Members,

We appreciate that the District recognizes the value of programs like the DLI Research Residencies (RRs) and other place-based learning experiences. We are proud to be part of a school district that promotes bilingual and bicultural education and acknowledges the impact dual-language immersion programs have on overall student success and achievement. However, we find that the Staff Recommendations misinterpreted or misconstrued a number of points specific to the Asian language Research Residencies, which we have addressed below.

ANALYSIS OF SITUATION

School Environment/Non-traveling Students

Currently, only DLI program teachers travel, which limits the effect that their absence has on non-traveling students. While it is true that substitutes do not always have the language credentials to teach the target language, DLI program teachers plan for this well in advance. For example, teachers may assign independent work that allows non-traveling students to keep up with the academic benchmarks set for their level and traveling DLI teachers keep in regular contact with non-traveling students via email during the research residency. DLI parent organizations often arrange for native language parent and community volunteers to assist, which allows parents, caregivers, and other community members the opportunity to contribute meaningfully to the programs and connect with the schools. Lesson plans are arranged and communicated with substitute teachers ahead of time.

Similarly, traveling school administrators hardly leave their schools untended. In addition to competent, capable assistant administrators and substitutes, traveling administrators are able to address most student and staff concerns virtually, via email, phone, and even video conferencing.

In the event that other DLI programs develop their own research residencies, the policy allows individual school administrators to work with their own faculty teams to tailor those programs to meet the goals of the District and their schools. (See also: the Oregon Research Residency piloted by Mt. Tabor Middle School in the spring of 2024.)

Traveling Students

Students traveling on DLI RRs recognize that it is their responsibility to keep up with missed classroom assignments and units and in past years students and parents in the VDLI and JDLI have signed and sometimes even notarized an agreement to that effect. Continued academic

performance in all other classes is an explicit prerequisite for participation in the DLI Research Residencies.

The staff recommendation letter states:

> *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.*

The proposed policy language is tailored specifically to apply not to "all off-campus learning," but rather:

> ***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…***

In addition, the policy requires that:

> *The plans made to minimize impacts have been approved by the school principal and the principal's supervisor.*

There is considerable opportunity for school administrators, who understand the student body and school climate, to work with teachers to ensure that the substitute plans have minimum adverse effect on non-traveling students. In fact, this has been the practice since the inception of the Research Residencies.

While other language programs do not currently incorporate Research Residencies into their curriculum, it is our desire and aspiration to serve as a model for other DLI programs in the future.

Regarding spring 2024 travel:

> *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. [...] Only the JDLI trip operated outside of policy expectations and the 5-day threshold.*

While it is true that the MDLI agreed to use spring break to supplement their RR in 2024, the trip directors also made it clear that this was not a sustainable solution for teachers or students. It is unreasonable to require teachers to annually utilize Spring Break to deliver core curriculum over very long work days. Additionally, the MDLI travel created undue hardship for their partner school as it was during the time the partner school students were preparing for their high school

entrance exams. The partner school in Taiwan has made it clear they are not likely to be able to host students on that same timeline again.

Both the VDLI and the JDLI traveled over Memorial Day weekend, which greatly impacted both the cost of flights (see below under "Fiscal Impact") as well as the ability of students to recover from jet lag, participate fully in classes upon their return, and complete their capstone research projects before the end of the school year. Travel is only one piece of the year-long capstone project that incorporates primary research, statistical analysis, and presentation of findings in English and the target language. Once students return, they must compile and analyze data collected in the target language before preparing presentation materials and videos in English and the target language for the capstone presentation, a process that typically requires at least five weeks to complete. Traveling over Memorial Day left students with only one week to complete this in-depth work.

Finally, it is important to note that while the trip directors make every effort to take advantage of planned school closure days in order to minimize the RR's impact on the school, these planned closures do not always match the schedules of our international partner schools, who are key to the depth and quality of the Research Residencies.

FISCAL IMPACT

The Staff Recommendation letter states:

> *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.*

We find this analysis to be, at best, misleading, and at worst, patently false. While the assessment of the costs is fundamentally correct, the District fails to recognize in this document that **costs related to the DLI Research Residencies are not covered by the District or by any individual school**. The fees for substitute teachers and administrators as listed in the Staff Recommendations are billed to back to the parent organizations, which pay those salaries from money collected from:

- Trip fees (paid by the families of traveling students)
- Fundraising activities organized by parent organizations and volunteers
- Grants and other donations from external organizations

The fiscal impact of these programs on the District, in other words, is negligible, if it exists at all.

In addition, parent organizations raise money to ensure that no student who wishes to participate in a DLI RR is excluded based on financial need. This has led to 96-100% participation every year (1-2 8th grade students per class choose not to travel). Students who choose not to participate generally do so because of family obligations or other personal reasons.

We would like to note that the bulk of the costs related to these exchanges is airfare. The 2024 trips were *severely* impacted by limited ticket availability over the allowed travel dates. Traveling over US holidays (such as spring break or Memorial Day) and local holidays (such as Golden Week in Japan) significantly increases costs to families and exacerbates fundraising needs to ensure equitable student participation.

Example: 2024 Japan Research Residency

Dates coordinated with partner schools in Japan:	Suggested compromise dates:	Actual travel dates:
April 14-27, 2024	May 9-20, 2024	May 17-27, 2024
Airfare: $1,912	Airfare: $2,109	Actual Airfare: $2,598
School Days Missed: 10	School Days Missed: 8	School Days Missed: 6

Increase in cost to families: $686 per student

It should be noted that returning on Memorial Day (May 27) not only increased the cost of airfare, but forced the students back into school (unless they called out sick) with no recovery from 24 hours of travel or adjustment for the 16-hour time difference. In addition, in-country travel costs (train, busses, etc.) and hotel costs increased due to the timing and lack of planning time.

<u>CONNECTION TO BOARD GOALS</u>

> *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).*

DLI students complete a capstone project that is designed specifically to incorporate grade-level analytical math and reading skills in addition to the language and social studies components inherent in the immersion curriculum. DLI teachers work with core subject teachers to ensure that learning goals are met and that DLI and non-DLI students alike have comparable academic experiences by aligning their curricula. PPS administration has not presented any data - to the best of our knowledge - that demonstrates any learning loss or missed concepts in either math or reading due to traveling off-campus. To our knowledge, no Math or English instructor has noted reduced achievement on standardized testing or in grading for these students between their 7th grade performance and performance during their 8th grade year when they participate in the DLI Research Residencies.

Additionally, PPS states on its own website:

> *The district's growing Dual Language Immersion program is closing the racial educational achievement gap and improving reading achievement in native and non-native speakers alike, according to a 2015 national study. (https://www.pps.net/domain/265)*

And:

> *Even though DLI students spend half their academic day on English they tend to outperform their non-immersion on academic achievement tests in English (Turnbull, Hart & Lapkin 2000). (https://www.pps.net/Page/885)*

It is our opinion and experience that the DLI Research Residencies, when given adequate time for effective teaching and learning, overwhelmingly contribute to the overall academic success of our students.

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.*

There is currently no PPS data - again, to the best of our knowledge - that supports the staff's statement, despite a 20+ year history of successful DLI Research Residencies. Anecdotal evidence from non-traveling teachers in core subjects at multiple DLI schools suggests that the academic and environmental impact on traveling and non-traveling students alike is minimal, and in some cases, the temporarily smaller class sizes provide some benefits to non-traveling teachers and students, while traveling students show little to no learning loss from their absence from their home campuses.

In fact, data suggests that the benefits outweigh the drawbacks. According to Penn State University professor Celeste Kinginger: "While 10 days (17 with weekends, etc.) may not seem like much in total, twice the exposure time (and proportionally more time recovered from jet lag, etc.) has benefits that could impact long term commitment to language study as a result of social integration with local communities."

This is spelled out in a recent co-authored publication (Zhuang & Kinginger, 2024) that describes a large follow-on research project of US-based study abroad alumni, using a nationwide survey (approximately 4900 respondents) and 54 life history interviews. The study finds that longer-duration study abroad stays leads to more social integration/friendship development, which in turn leads to improved long-term language learning outcomes.

It is our contention that the staff recommendation does not satisfy the concerns that the policy change proposal was designed in part to address, namely, that more time is needed for students to reap the full benefits from an academically rigorous language and cultural immersion program and achieve the stated fluency goals of the DLI programs. It curtails the ability to provide a productive cultural exchange with host families and schools, which is a priority for our international partners.

DLI PROGRAM RECOMMENDATION

The PPS Policy Committee and the Asian DLI faculty, trip directors, and parent groups have worked closely together for several months to develop a new policy for international research residencies and other academically rigorous travel programs that will satisfy the District's academic and fiscal goals as well as the goals of our nationally-recognized Asian language immersion programs. Indeed, we hope that similar opportunities - whether international or domestic - will eventually be extended to all 8th graders in the District. We respectfully request that the School Board honor that work and the good intentions of the committee and implement the policy as drafted by the committee.

Sincerely,

Christine Hanolsy, Vice President, Oya No Kai (JDLI)
Maya Mori, Co-President, Oya No Kai (JDLI)
Kelli George, Chair, Shu Ren of Portland (Harrison Park MDLI)
Letha Tawney, Chair, Jin Ren of Portland (Albina MDLI)
James Luu, Trustee, Research Vietnam (VDLI)

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Policy you are providing comment on *

Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

James Luu

Email *

[redacted]

Your School Community *

Vietnamese Dual Language Immersion at McDaniel High School and Rose CIty Park Elementary School

Please provide your comments below *

Dear PPS Policy Committee,

Dual Language Immersion Research Residencies have long been a “capstone” experience for these programs for several decades within PPS. The Vietnamese Dual Language Immersion program recently conducted its first ever research residency to Vietnam. In fact, because PPS has the 2nd ever VDLI program in the nation, and because the Seattle-based program has not announced such a trip, this was in fact the first ever VDLI research residency in the entire United States to have ever happened. This was a hallmark moment for Vietnamese-Americans as a racial/ethnic group.

It is through policies such as this that these community changing events can happen. The impact of policies such as this can have profound impacts that are both short-term and most especially long-term in nature. With respect to the many decades of research residencies for the Japanese and Mandarin programs that have been afforded the opportunity to travel for 10 school days away, I want to express my extreme disappointment that the district chose in the 23-24 school year to limit travel days abroad to just 5 days.

The Vietnamese-American community is a relative newcomer to this country (e.g. the fall of Saigon was just 49 years ago) as most if not all of us came as refugees or immigrants suffering under undue economic and social hardship with many facing life-threatening circumstances. To see the vast opportunity given to others in the past via 10-day research residencies only to see that cut in half for our VDLI program on our maiden voyage feels like a repeat of history (i.e. those who say they want to help us in fact actually short-changing us, akin to the US withdrawal from Vietnam). Invoking the district’s own racial equity policy, I question if the district has considered how it treats lower SES Asian communities like the Vietnamese community relative to how it has treated higher SES Asian communities like the Japanese and Chinese community. It is clear to me that the district, rather than digging into the nuances of this, instead lumps us all together by skin tone and calls us “Asian” as a bloc.

I encourage this policy committee to consider how equitable it is to limit the Vietnamese Dual Language Immersion community as we are building out our community and program. Most other DLI programs with a research residency have used it as a goal for students which helped with not only language growth and retention but also as an enrollment tool. I have learned that today’s newest VDLI kindergarten class only had 25 students enrolled. A far cry from the 48 open slots afforded. Why does this district treat the VDLI program as second-class citizens? Why is the district not showcasing this 1st of its kind Vietnamese research residency to help develop our program? Why is the district not throwing its weight behind the opportunity as it has for the JDLI and MDLI programs for decades in the past?This program could be a shining star for the VIetnamese-American community, yet the district seems intent on limiting its potential at every step of the way.

This is not right. It is not equitable. And it is not fair. I urge this committee to please consider adopting the original draft proposal without any further revision limiting the amount of travel days abroad.

In closing, I’d like to reference both Steve Thorne, professor of second language acquisition at Portland State University and Celeste Kinginger, professor of applied linguistics at Penn State University. They are both qualified and credentialed experts in the field of second languages. I’ve spoken with both of them and with respect to the differences between 5 and 10 travel days abroad, they had this to say:

“While 10 days (17 with weekends etc.) may not seem like much in total, twice the exposure time (and proportionally more time recovered from jet lag, etc.) has benefits that could impact long term commitment to language study as a result of social integration with local communities.

As Prof. King noted, the measurable language learning may not appear immediately in linguistic assessments, but social integration with the target language community (home stays, interaction with peers, etc.) is correlated with continued language study and ultimately higher levels of language ability.

So, this is a direct response to answering the School Board question of "what can students develop over 10 days that they can't develop over 5 days?" Answer: more robust social integration and interpersonal relationships of significance, both of which take time, and both of which correlate with continued language study and ultimate attainment.

This is spelled out in a recent co-authored publication (Zhuang & Kinginger, 2024, Long-term language use by US-based study-abroad alumni: Activity types and program effects) that describes a large follow-up research project of US-based study abroad alumni, using a nationwide survey (~4900 respondents) and 54 life history interviews. Equationally: longer duration study abroad stay = more social integration/friendship development = improved long term language learning outcomes.”

Sincerely,

James Luu
VDLI Parent
Board Director, Oregon-Vietnam Economic Education and Cultural Association
Trustee of the Research Vietnam organization

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Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Policy you are providing comment on *

Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

Valerie Turner

Email *

[redacted]

Your School Community *

Mt. Tabor Middle School

Please provide your comments below *

Letter to the PPS School Board for September 10, 2024
Re: Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P

To the members of the PPS School Board, students, colleagues, staff, and members of our community,

My name is Valerie Turner. I teach English Language Arts and Social Sciences and have been teaching in this district since 2006. I'm honored to be starting my fourth year at Mt. Tabor Middle School, where roughly half of our students are in the Japanese Dual-Language Immersion (JDLI) program, and half are neighborhood students. We also have students in programs such as the Deaf and Hard of Hearing program and the Intensive Skills Classroom.

I am here this evening to describe a unique situation - defending the integrity of me and my non-dual-language-immersion colleagues when our JDLI educators are away from school, traveling with the JDLI students. If you are not aware, 8th grade students in the JDLI program at Mt. Tabor have the tremendous privilege of traveling to Japan. Yes, this is known to JDLI families when their kiddos are enrolled in Japanese Immersion as wee baby kindergarteners. Other DLI programs (such as Vietnamese and Mandarin) also have student travel opportunities, but I am speaking from my own personal perspective as a classroom teacher of the neighborhood students who are "left behind." I fully support 10 days of travel for JDLI colleagues and students, and I have three main reasons why.

One important point to make is that because student travel is a self-funded privilege, there is incredible school and community support and fundraising to make this happen. I'm not sure why the staff report for the proposed policy includes the dollar amount of $300,000, since the district does not pay that. However, taking 74 students plus teachers and chaperones to Japan - and having to pay for substitutes - costs a lot of money. It was more expensive than usual last year since my colleagues had to wait for approval, and changing their flight reservations within 12 weeks of travel added a significant cost. $300,000 divided by let's say 84 people comes out to about $3571 per person. That is not unreasonable for a 7+ day trip to Japan with airfare, lodging, food, excursions, and ground transportation, booked two months before departure.

REASON 1: TEACHING & LEARNING DON'T STOP
First, I'd like to disabuse anyone of the assumption that when half the students are away, instruction and learning stops at school. My colleagues and I work hard to plan ahead for what we teach and when we teach it, so we are able to create a somewhat independent "capsule" of instruction for the roughly 7 or 8 instructional days the JDLI students have been away from Mt. Tabor in the past. Thanks to the pandemic (yes, this is sarcastic, but also serious), my colleagues and I are all highly-skilled at creating online instructional resources. Our district requires us to post lesson materials and resources in Canvas anyway - for any child who might miss school for any reason.

Here is one example of ongoing instruction: The past two years at Mt. Tabor, one of the capsules the English Language Arts team taught included Tribal History/Shared History lessons required by Senate Bill 13. Does that mean students traveling to Japan completely miss those lessons? No, but we set the lessons up to be accessed early and asynchronously. Is it true that some traveling students simply won't get around to completing the capsule lessons? Yes, for a few - but that is their choice, same as always. At Mt. Tabor, we use standards-based grading as well as equitable grading practices, so if a student misses one assessment,

the odds are that same standard will be assessed again before the end of the quarter anyway. High-quality instruction and student learning don't stop for the "left-behind" students or the traveling students.

Another example of our instructional practices: Years ago, the ELA8 and JDLI teams co-created a much-loved year-end project: all 8th grade students learn how to conduct a personal interview with someone from a different generation and/or a different culture. JDLI students often interview someone they meet in Japan, but any student could interview any grandparent, neighbor, friend's mom, or whomever they choose. Several of the required interview questions set kids up nicely to write summative research reports in Quarter 4, as per our district-adopted ELA scope and sequence. More importantly, every student exercises their speaking and listening skills, their note-taking and writing skills, and their evaluation skills - which facts should stay in the final project, and which should be ditched? Final projects could be a formal interview write-up or a slides presentation about their person. Allowing student voice and choice while encouraging students to capture narratives from other people's lives are practices I highly value. Our "Across Cultures - Across Generations" project is a memorable final ELA project for our 8th-graders, and I look forward to it every year.

REASON 2: VALUE LANGUAGE IMMERSION EXPERIENCES
As someone who also speaks another language and had the privilege of language immersion experiences, I can say without a doubt that being surrounded by native speakers of the language you are learning is priceless. There is simply no better way to spark a love for language than to feel yourself successfully using it in real-world settings. Students traveling to Japan don't stop learning when they depart from Mt. Tabor on their Japan Research Residency. They change their learning - and it's authentic, impactful, and deep. Student travel gives our kids the all-too-rare honor of thinking globally. Of course I want that for our kids - for any of my students lucky enough to have the opportunity. One regret I have is that these amazing experiences are not YET available for all of the dual-language immersion programs in PPS. However, education is not a zero-sum game; students who get to travel with DLI groups are not "taking away" education from our neighborhood students. If anything, our neighborhood students get additional teacher time and support, since many of our 8th grade class sizes are smaller when the JDLI students are away. It's a luxury we writing teachers particularly enjoy.

REASON 3: WHY NOT CONSIDER STUDENT TRAVEL AS PART OF A CAPSTONE EXPERIENCE? I know the middle school redesign group recommends an experiential learning experience as a capstone of our students' middle school years.The Japan Research Residency inspired my neighborhood Social Sciences colleagues and I to launch an Oregon Research Residency last year. We took approximately 70 neighborhood students to the Pendleton, Oregon area last spring. This trip was self-funded and we were able to provide full or partial scholarships for about 15 students. We spent time learning from members of the Confederated Tribes of the Umatilla Indian Reservation, visiting the Tamástslikt Cultural Center, touring the grounds of the Pendleton Round-Up and the Whitman Mission in Walla Walla, and much more. Our students experienced Oregon's history, cultures, and present resiliency in real life. Out-of-school, experiential learning is the type of learning that makes memories. I am certain that in 10 years, my students will remember details of their Oregon Research Residency experience better than facts about westward expansion from a curriculum app.

ACKNOWLEDGEMENTS
Finally, I want to acknowledge the massive amount of work that goes on behind the scenes to make sure the Japan Research Residency can happen. Our Mt. Tabor Principal and Assistant Principal ensure that standards-based instruction continues for all students - whether they are in Japan or at Mt. Tabor. The amount of forms and paperwork they managed was astounding. Please recognize the time my "left-behind" colleagues and I spent in teams, making sure standards were aligned, the timing worked, and assessments were authentic before our JDLI students departed.

A FINAL REASON… believe educators. Please SUPPORT student language immersion experiences. Please honor my JDLI colleagues - and all DLI educators in this district - who work tirelessly to advocate for authentic language learning. They are the ones creating a path towards global citizenship for our kids. Listen to the JDLI educators who say that 10 days, not 7, are needed for travel more than 10 times zones away. Know that whether students are traveling or not, learning never stops in our schools.

Thank you for your time.

Sincerely,

Valerie Turner and the following “neighborhood” colleagues at Mt. Tabor Middle School:
Adrian Ackerman-Harvie, Spanish / ELD teacher
Katrina Arras, 7th Science & Computer Science Teacher
Rebecca M. Darling-Budner, Health Teacher
Alex Dawson, Longtime neighborhood social studies & PE teacher
Heather Dulin, Grade 6 ELA, Drama, AVID and Technology
Anna Durocher, Middle School Science Teacher
Alison Ellsworth, Math Teacher
Marissa Goff, Speech-Language Pathologist
Dawn Gordon, Social Sciences
Gina Gray, 6th Grade Language Arts, 7th Grade Math, 8th Grade WEB Coordinator
Emory Oeding, School Counselor
Kirk Ordway, Science Teacher
Molly Renauer, Art Teacher
Dena Sorensen, SPED Teacher
Jacob Soto, Band grades 6-8
RaeAnn Suckow, School Based Instructional Coach
Kathleen Sullivan, MTMS Mathematics
Michael Valenti, Science Teacher
Joe Walker, English Language Arts
Emily Willis, English Language Arts

This form was created inside of Portland Public Schools.

Google Forms

Core Eighth-Grade Teachers
Harriet Tubman Middle School
2231 N Flint Ave,
Portland, OR 97227
September 3rd, 2024

Portland Public School Board
501 N Dixon St.
Portland, OR 97227

To Whom It May Concern:

The core teachers of Harriet Tubman Middle School would like to express our full support for the two-week trip that the Mandarin Immersion Program has participated in the past. We believe this is a fantastic opportunity and the best education experience for our MiP students. We hope this experience will continue to be available in the future.

We have come to understand that the Board is concerned about this trip's academic disruption on MiP students and the students who remain at school. It is our opinion that the benefits of this once-in-a-lifetime and unique global cultural experience far outweigh any potential negative effects. The experiences our MiP students bring back and share with their peers positively impact our entire community.

Moreover, with sufficient notice, we can ensure that the student's educational experience in all core classes will be minimally disrupted. By frontloading instruction and unit planning, we can mitigate the impact of the few missing students on their peers who will not attend the trip, thereby maintaining the continuity of learning for all students. Thank you for the opportunity to provide our insight on the matter,

Candice Trent
8th Grade Science

Kira Jones
8th Grade Math

Rochelle Pluymers
8th Grade ELA

Arturo Estrella
8th Social Sciences

Core Eighth-Grade Teachers
Harrison Park Middle School
2225 SE 87th Ave.
Portland, OR 97216
August 29, 2024

Portland Public School Board
501 N Dixon St.
Portland, OR 97227

To Whom It May Concern:

The core teachers of Harrison Park Middle School would like to express our full support for the two week trip that the Mandarin Immersion Program has executed in the past. Considering the best educational interest for our MIP students, we hope this experience will be available in the future.

We understand that the Board is concerned about the academic disruption that this trip has on the MIP students. It is our opinion that the benefits of a unique global cultural experience, such as this trip, far outweigh any negative effects. We believe that the experiences our MIP students bring back and share with their peers have a positive impact on our entire student body.

Furthermore, with appropriate advanced notice, we can commit to frontloading instruction so the students will experience minimal disruption to their educational experience in all core classes. Given ample time to unit-plan, teachers can ensure that the impact of the few missing students will not affect the rest of their peers who will not attend the trip.

Thank you for the opportunity to provide our insight on the matter,

Mikael Benson 8th-Grade Math Harrison Park Middle School	Amanda Coggins 8th-Grade Language Arts Harrison Park Middle School	Georgie Steeves 8th-Grade Science Harrison Park Middle School	Ron Huff 8th-Grade Social Studies Harrison Park Middle School

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

* Indicates required question

Policy you are providing comment on *

Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P

Do you provide permission to post your comments on the PPS website? *

- ○ Yes, with name
- ◉ Yes, without name
- ○ No. Share only with Board and District staff

Name *

[redacted]

Email *

[redacted]

Your School Community *

Kelly ES DLI

Please provide your comments below *

District should not support any study abroad if it does support then all students in that class should have any equal right to go overseas not the priviliged who can pay their own trip. District should not even support 5 days! When at school growing up we did, it was extra semester or class students took. For example, the month of January was no school for all students. If students wanted to make it part of the school, their parents paid the trip to the kids and the school represtaative and also parents needed to find a volunteer teacher who agree to go with the students without any sellers, but trip expanses paid by the parents! Japanese DLI have too much money also taking too much money from the distract

Submitted 10/2/24, 11:24 AM