Policy Committee Meeting
Monday, November 16, 2026 4:00 PM

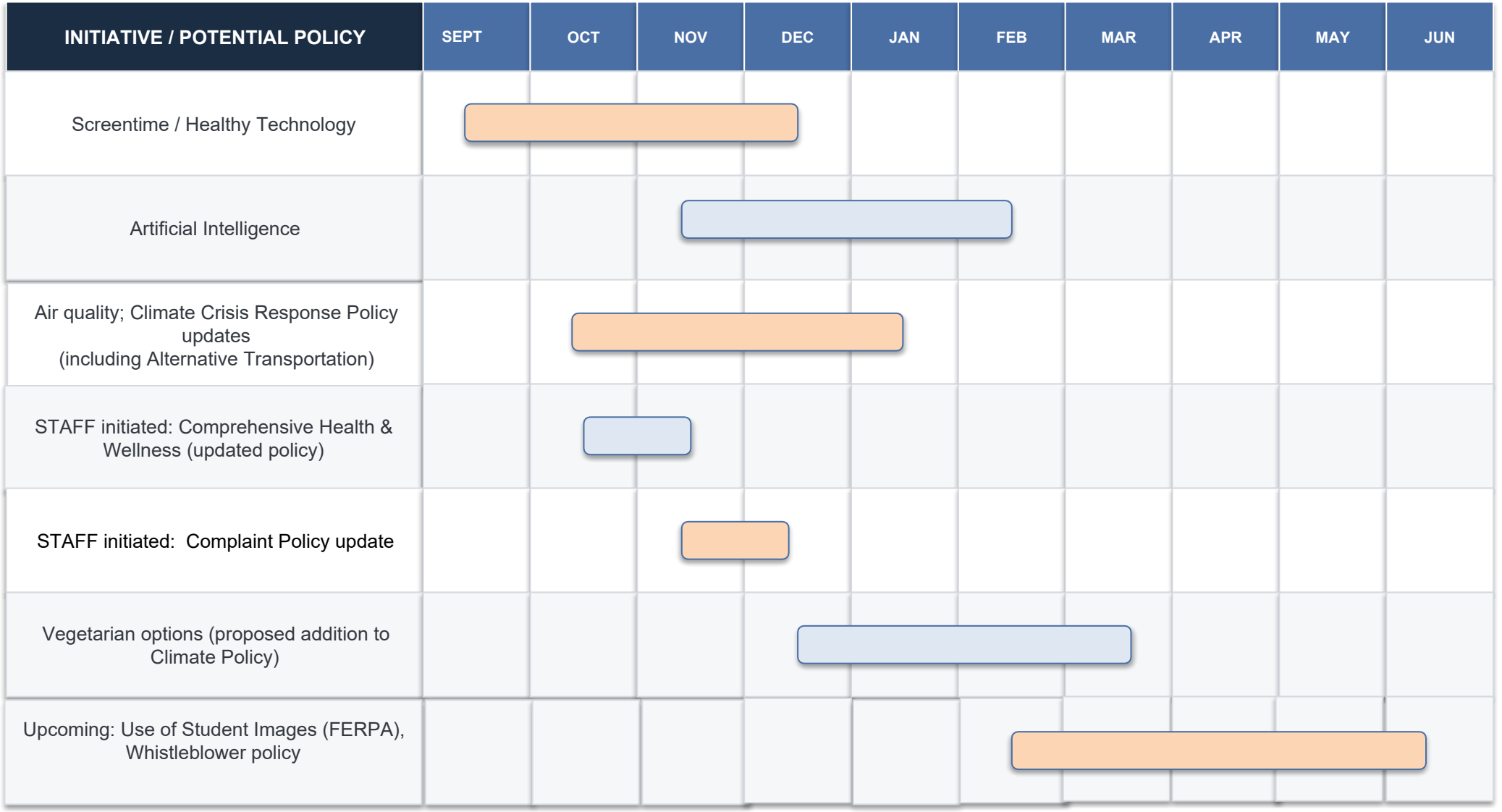
Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

Agenda

1. 4:00 pm - Call to Order / Introductions
2. 4:05 pm - General Public Comment - *2 two-minute slots *To sign-up for public comment email PublicComment@pps.net or call 503-916-3741*
3. 4:10 pm - Review Committee Work Plan
4. 4:15 pm - Review proposed revisions to 4.50.030-P Complaint Policy
5. 4:20 pm - Discussion: 3.30.080-P PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy *(2 two-minute public comment spots available on this topic)*
6. 4:55 pm - GenAI Systems Inventory and Policy Update *(2 two-minute public comment spots available on this topic)*
7. 5:25 pm - Discussion: Digital Device and Screen Use Policy *(2 two-minute public comment spots available on this topic)*
8. 5:55 pm - Other Business and Future Agenda Items
9. 6:00 pm - Adjourn

Updated: November 12, 2026

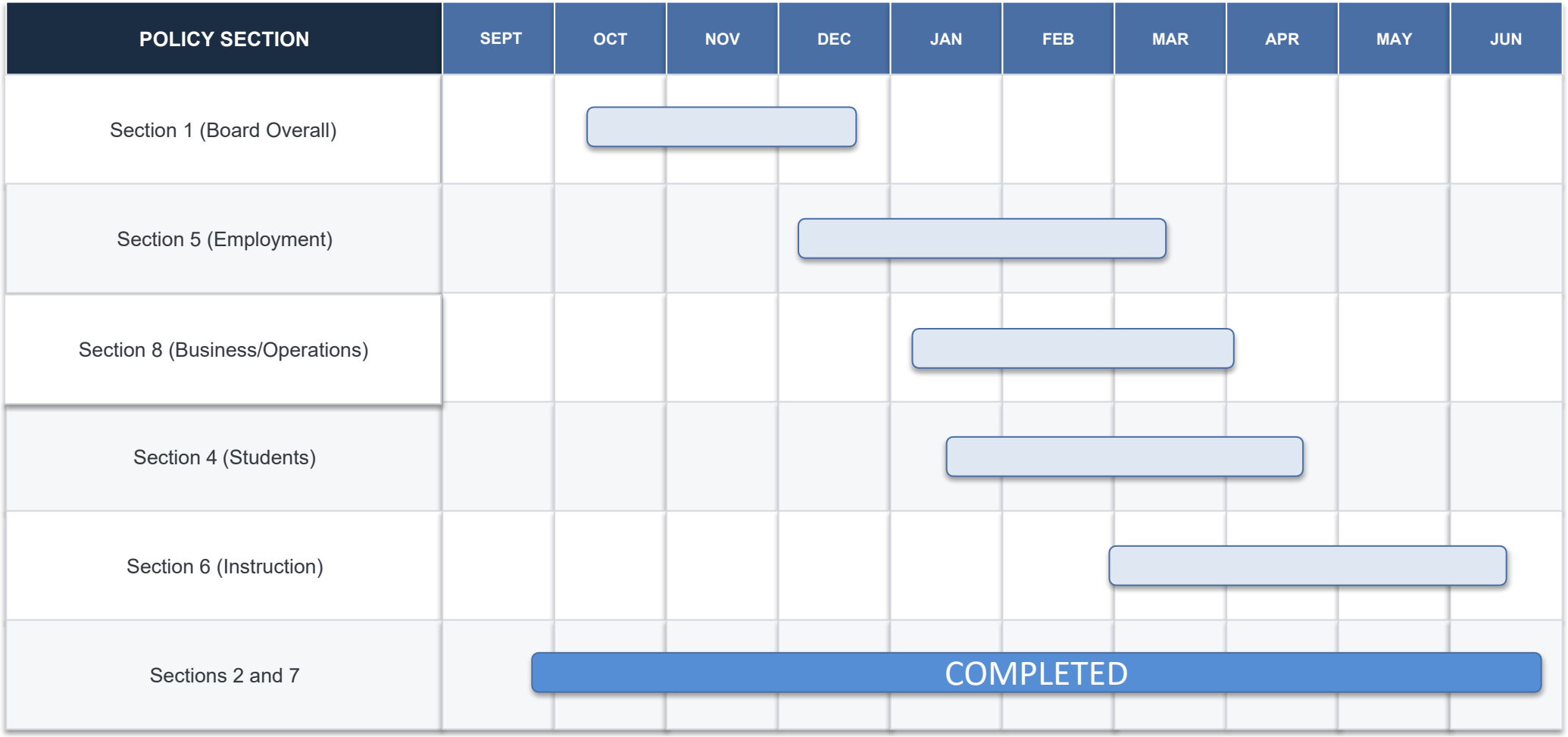
26-27 WORKPLAN FOR SUBSTANTIVE CHANGES



Updated: October 14, 2026

26-27 WORKPLAN FOR ROUTINE REVIEW

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



PORTLAND PUBLIC SCHOOLS

501 North Dixon Street / Portland, OR 97227
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Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: **November 6, 2026**

To: Policy Committee

From: Emily Courtnage, Senior Legal Counsel
Dr. Kimberlee Armstrong, Superintendent

Subject: **Proposed Policy Revision: 4.50.030-P Complaint Policy**

BACKGROUND AND ANALYSIS

Minor updates are needed to PPS's Complaint Policy, 4.50.030-P, to comport with recent guidance PPS received from Oregon Department of Education staff. Specifically, ODE staff clarified that Division 22 complaints concern district-wide practices and do not include individual complaints about discrimination or bias, restraint and seclusion, or retaliation. Rather, those individual complaints fall under separate Oregon Administrative Rules or statutes. Accordingly, this policy revision clarifies those district-wide or systemic matters that are Division 22 complaints (*see* Section II(C)(i)) subject to the Division 22 complaint procedures herein vs all other types of District complaints (*see* Section II(B)). The latter - non-Division 22 complaints - are subject to specific complaint procedures governed by state or federal laws and/or by PPS Administrative Directives.[1]

Second, this revision removes the confusing use of the word "formal" to describe Division 22 complaints. We found that complainants frequently use the word "formal" to refer to written complaints submitted through the Uniform Complaint Form, regardless of type of complaint. To avoid confusion, we recommend removing the word "formal" as a descriptor for Division 22 complaints. This change has no effect on the complaint policy or the processing of Division 22 complaints or other types of complaints.

Third, we updated links, form names, contact information, and position titles.

Finally, we updated formatting and language usage (*e.g.*, using "PPS" instead of "District," "will" instead of "shall") to ensure alignment with other recent policy and administrative directive updates.

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[1] See, e.g., 4.30.063-AD (Title IX Sexual Harassment) for PPS's complaint procedure aligned with federal Title IX regulations; 4.30.062-AD (Harassment, Intimidation, Bullying and Cyberbulling Procedures and Prevention) for PPS's complaint procedure pursuant to ORS 339.356; and 4.30.071-AD (Bias Incident Complaint Procedure) for PPS's complaint procedure required by Oregon's Every Student Belongs law prohibiting discrimination, harrassment, and bias incidents in education.

STAFF RECOMMENDATION

We recommend that the revised Complaint Policy 4.50-030-P be adopted as soon as possible to ensure alignment with applicable law and ODE guidance.

ATTACHMENTS

A. Redline of 4.50.030-P
B. Clean copy of revised 4.50.030-P

Board Policy 4.50.030-P

Complaint Policy

I. Definitions and Introduction

Complainant: The person filing a complaint against PPS.

Division 22: The educational standards, found in Oregon Administrative Rules Chapter 581, Division 22, that the State of Oregon has determined must be met in order to be a standard school district.

Final Decision: The written decision from PPS that settles a matter at the district level. Some Final Decisions have additional appeal rights to other agencies.

Affirmed: The decision made after a review of the evidence that there is reason to believe that a violation of state or federal law or District policy has occurred.

Not Affirmed: The decision made after a review of the evidence that a violation of state or federal law or District policy has not occurred.

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other PPS staff who may be able to help, too, including administrators who oversee specific schools or departments. PPS also has a District and Family Liaison/Complaint Coordinator, who can help families access information, connect with PPS staff, and help resolve concerns.

We also have several complaint processes for PPS students, families, and all who reside within the PPS community. All parties to a PPS complaint will be treated and treat others with respect and dignity, and PPS will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice.

PPS will resolve complaints as quickly as possible and in compliance with state law.

II. Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at PPS's administrative office and on PPS's Conflict Resolution website found here.

B. **District Complaints**

PPS has a common complaint form (PPS Unified Complaint Form) for concerns that will be addressed by specific departments within PPS, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, restraint and seclusion, discrimination, bias incidents, Title IX, teen dating violence, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse Hotline at 1-855-503-SAFE, as well as the PPS supervisor.

C. **Division 22 Complaints**

i. Complaints under the Oregon Department of Education's Division 22 regulations [Chapter 581, Division 22 (Standards for Public Elementary and Secondary Schools] include those about instructional standards and district-wide practices (class size, curriculum, etc.), special education and Talented and Gifted programs (but not individual concerns), health and safety, equitable education opportunities, sports safety, annual reports on restraint and seclusion, and mandatory District policies and plans.

If a Complainant is not satisfied after exhausting PPS's complaint procedures, PPS fails to provide a written decision within 30 days of submission of the complaint at any step, or PPS fails to resolve the complaint within 60 days of the initial filing of the complaint, Complainants may appeal PPS's final decision to the Oregon Department of Education.

ii. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on (1) Division 22 trends, emerging issues, and District responses, as well as an assessment of the Division 22 complaint process; and (2) a summary of complaints that are not governed by a process that is required by statute or regulation (*e.g.*, Title IX) that have been filed using PPS's complaint process concerning matters that affect more than an individual student or school.

iii. PPS will provide training for designated PPS staff on how to handle complaints under Division 22.

III. Timelines for All Complaints

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

i. Within two years after the alleged violation or unlawful incident occurred or the Complainant discovered the alleged violation or unlawful incident. For

incidents that are continuing in nature, the time limit runs from the date of the most recent incident; or

ii. Within one year after the affected student has graduated from, moved away from, or otherwise left PPS, whichever is later

B. The time limits for bringing complaints may be extended by PPS for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

C. PPS accepts confidential anonymous complaints concerning Division 22 matters through the PPS Unified Complaint Form. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. Filing a Division 22 Complaint – Step 1

A. The written complaint must be filed with PPS's Complaint Coordinator by letter, email, or the PPS Unified Complaint Form. The written complaint should include the name and contact information for the Complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The Complainant will receive a written acknowledgement of receipt of the complaint within five days of submitting the complaint.

B. All Division 22 complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for PPS's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline, and the decision will include information about next steps in the complaint process.

V. Filing an Appeal of a Division 22 Complaint Decision – Step 2 Appeal to the School Board

A. If a complaint about a Division 22 matter is not fully substantiated, the Complainant may request a review of the unsubstantiated allegations by the School Board. The request for review will be submitted in writing within 10 days of the Complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal PPS's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The Complainant will also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

C. PPS staff and the Complainant will exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the Complainant may ask for an extension of time.

D. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, PPS will inform the Complainant which PPS staff will be attending the hearing.

E. Because the Board makes the final decision at the Step 2 appeal, Board members should not knowingly initiate or continue contact with Complainants about the topic of

a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 complaint has been filed. PPS staff will regularly notify Board members about new Division 22 complaints that are filed.

F. To make the process as fair and transparent as possible, PPS will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The Complainant may provide testimony when the complaint is heard.

G. The Board will issue a final decision after the hearing that PPS's Step 1 decision is:

   i. Affirmed and no further action will be taken; or

   ii. Not affirmed in whole or in part and may direct the Superintendent to take alternative steps or other courses of action.

H. With agreement from the Complainant, the Board may hold the complaint in abeyance until a certain date or event.

I. PPS will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 complaint at a time that is convenient for the Complainant. If, after multiple attempts and at least 90 days have passed since the appeal was made, it has not been possible to coordinate a time for the meeting with the Complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the Complainant.

J. The Board's final decision will be communicated to the Complainant in writing. If the complainant is not satisfied with the decision of the Board, the Complainant may file an appeal with the Oregon Department of Education (ODE) as permitted by OAR 581-022-2370(4)(b).

VI. Other Provisions

A. PPS will provide translation and interpretation services and other reasonable accommodations to assist Complainants. Legal advice is not a resource provided by PPS.

B. The PPS representative assigning staff to investigate and respond to a complaint will avoid any conflicts of interest or the appearance of conflicts of interest.

C. Retaliation against any person who files or participates in a PPS complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or School Board.

D. PPS will share with Complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint or other legally protected information.

E. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.

F. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday will be extended to the next business day.

G. PPS may not be able to assure confidentiality of the names of persons who file complaints under this policy.

H. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and PPS will endeavor to respond in a timely manner.

I. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

J. Complaints that have been previously filed by a Complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired, cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed.

VII. Complaints Against the Superintendent or Members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not PPS action for which the Superintendent may have ultimate responsibility as the chief executive officer of PPS) will be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair, who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of either referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of either referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board will decide, within 30 days, in open session, what action, if any, is warranted.

VIII. Complaints Submitted to Members of the Board of Education

School Board members who receive Division 22 complaints from constituents or staff will forward complaints to PPS’s Complaint Coordinator. Board members will forward all other complaints to the appropriate school or department in order to address the concern.

IX. Further Appeal Rights

If any complaint alleges a violation of Oregon Administrative Rules (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statutes (ORS) 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through a PPS complaint process, the Complainant, who is a student, a parent or guardian of a student attending a school in PPS, or a person who resides in PPS district, may appeal a final decision by PPS to the Oregon Department of Education.

If the complaint alleges discrimination pursuant to ORS 659.850 or OAR 581-021-0045 to 581-021-0047 (Discrimination in Education), a Complainant may appeal a final decision by PPS to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust PPS procedures under this policy.

In addition to using the PPS complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The Complainant must send a copy of the complaint to PPS and the Department of Education at the same time.

Legal Reference(s): ORS 192.610 to 192.690 ORS 332.107; ORS 339.285 to 339.383; ORS 659.852; OAR 581-022-2370

History: Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, 6/13/2023

Board Policy 4.50.030-P

Complaint Policy

I. Definitions and Introduction

Complainant: The person filing a complaint against ~~the District~~PPS.

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We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other PPS~~District~~ staff who may be able to help, too, including administrators who oversee specific schools or departments. ~~The District~~PPS also has a District and Family Liaison/Complaint Coordinator, who can help families access information, connect with PPS~~District~~ staff, and help resolve concerns.

We also have several complaint processes for PPS students, families, and all who reside within the PPS ~~District~~ community. All parties to a PPS~~District~~ complaint ~~shall~~will be treated and treat others with respect and dignity, and ~~the District~~PPS will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice.

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A. A full explanation of the complaint procedure, including all forms, shall be available at ~~the District~~PPS's administrative office and on ~~the homepage of the District~~PPS's Conflict Resolution website found here.

B. **District Complaints**

~~The District~~PPS has a common complaint form (PPS Unified Complaint Form~~hyperlink~~ ~~here~~) for concerns ~~complaints~~ that will be addressed by specific departments within ~~the District~~PPS, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, restraint and seclusion, discrimination, bias incidents, Title IX, teen dating violence, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse ~~h~~Hotline at 1-855-503-SAFE, as well as the PPS supervisor.

C. **Division 22 ~~Formal~~ Complaints**

i. ~~Formal c~~Complaints under the Oregon Department of Education's Division 22 regulations [Chapter 581, Division 22 (Standards for Public Elementary and Secondary Schools~~link to ODE website~~] include those about instructional standards and district-wide practices (class size, curriculum, etc.), special education and Talented and Gifted programs (but not individual concerns~~complaints~~), health and safety, equitable education opportunities, sports safety, annual reports on restraint and~~/or~~ seclusion, and mandatory District policies and plans~~, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias~~.

If a ~~c~~Complainant is not satisfied after exhausting ~~the District~~PPS's complaint procedures, ~~the District~~PPS fails to provide a written decision within 30 days of submission of the complaint at any step, or ~~the District~~PPS fails to resolve the complaint within 60 days of the initial filing of the complaint, ~~c~~Complainants may appeal ~~the District~~PPS's final decision to the Oregon Department of Education.

ii. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on (1) Division 22 trends, emerging issues, and District responses, as well as an assessment of the Division 22 ~~formal~~ complaint process; and (2) a summary of complaints that are not governed by a process that is required by statute or regulation (*e.g.*, Title IX) that have been filed using ~~the District~~PPS's complaint process concerning matters that affect more than an individual student or school.

iii. ~~The District~~PPS ~~shall~~will provide training for designated ~~District~~PPS staff on how to handle ~~Formal C~~complaints under Division 22.

III. Timelines for All Complaints

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

i. Within two years after the alleged violation or unlawful incident occurred or the ~~c~~Complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; or~~OR~~

ii. Within one year after the affected student has graduated from, moved away from, or otherwise left ~~the District~~PPS, whichever is later

B. The time limits for bringing ~~formal~~ complaints may be extended by ~~the District~~PPS for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

C. PPS accepts confidential anonymous ~~formal~~ complaints concerning Division 22 matters through the PPS Unified Complaint Form~~by email at anonymouscomplaints@pps.net and phone at 503-916- 3462~~. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. Filing a Division 22 ~~Formal~~ Complaint – Step 1

A. The written complaint must be filed with ~~the District~~PPS's ~~c~~Complaint ~~c~~Coordinator by letter, email, or the PPS Unified Complaint Form ~~written complaint form~~. The written complaint should include the name and contact information for the ~~c~~Complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The ~~c~~Complainant will~~shall~~ receive a written acknowledgement of receipt of the complaint within five~~5~~ days of submitting the complaint.

B. All Division 22 ~~Formal C~~complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for ~~the District~~PPS's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline, and the decision will include information about next steps in the complaint process.

V. Filing an Appeal of a Division 22 ~~Formal~~ Complaint Decision – Step 2 Appeal to the ~~PPS~~ School Board

A. If a ~~Formal C~~complaint about a Division 22 matter is not fully substantiated, the ~~c~~Complainant may request a review of the unsubstantiated allegations by the ~~PPS~~ School Board. The request for review ~~shall~~will be submitted in writing within 10 days of the ~~c~~Complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal ~~the District~~PPS's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The ~~c~~Complainant ~~shall~~will also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

C. ~~District~~PPS staff and the ~~c~~Complainant ~~shall~~will exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the ~~c~~Complainant may ask for an extension of time.

D. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, ~~the District~~PPS will inform the ~~c~~Complainant which PPS staff will be attending the hearing.

E. Because the Board makes the final decision at the Step 2~~1~~ appeal, Board members should not knowingly initiate or continue contact with ~~c~~Complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 ~~Formal C~~complaint has been filed. ~~District~~PPS staff will regularly notify Board members about new Division 22 ~~Formal C~~complaints that are filed.

F. To make the process as fair and transparent as possible, ~~the District~~PPS will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The ~~c~~Complainant may provide testimony when the complaint is heard.

G. The Board ~~shall~~will issue a final decision after the hearing that ~~the District~~PPS's Step 1 decision is:

   i. Affirmed and no further action will be taken; or

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H. With agreement from the ~~c~~Complainant, the Board may hold the complaint in abeyance until a certain date or event.

I. ~~The District~~PPS will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 ~~Formal C~~complaint at a time that is convenient for the ~~c~~Complainant. If, after multiple attempts and at least 90 days have~~has~~ passed since the appeal was made, it has not been possible to coordinate a time for the meeting with the ~~c~~Complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the ~~c~~Complainant.

J. The Board's final decision ~~shall~~will be communicated to the C~~c~~omplainant in writing. If the complainant is not satisfied with the decision of the Board, the ~~c~~Complainant may~~can~~ file an appeal with the Oregon Department of Education (ODE) as permitted by OAR 581-022-2370(4)(b) ~~and~~ OAR 581002-0005.

VI. Other Provisions

A. ~~The District~~PPS will provide translation and interpretation services and other reasonable accommodations to assist ~~c~~Complainants. Legal advice is not a resource provided by ~~the District~~PPS.

B. ~~The District~~The PPS representative assigning staff to investigate and respond to a complaint ~~shall~~will avoid any conflicts of interest or the appearance of conflicts of interest.

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I. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

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If any complaint alleges a violation of Oregon Administrative Rules (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statutes (ORS) 339.285 to 339.303~~383~~ or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through a PPS~~the~~ complaint process, the ~~c~~Complainant,

who is a student, a parent or guardian of a student attending a school in ~~the District~~PPS, or a person who resides in ~~the District~~PPS district, may appeal a final decision by ~~the District~~PPS to the Oregon Department of Education~~Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005~~.

If the complaint alleges discrimination pursuant to ORS 659.850 or OAR 581-021-0045 to 581-021-0047 (Discrimination in Education), a ~~c~~Complainant may appeal a final decision by ~~the District~~PPS to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust ~~District~~PPS procedures under this policy.

In addition to using ~~the District~~the PPS complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The ~~c~~Complainant must send a copy of the complaint to ~~the District~~PPS and the Department of Education at the same time.

Legal Reference(s): ORS 192.610 to 192.690 ORS 332.107; ORS 339.285 to 339.383; ORS 659.852; OAR 581-022-2370

History: Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, 6/13/2023

Memo

To: Board of Education
From: Jon Franco, Senior Chief of Operations
Frank Leavitt, Sr. Director of Operations
Curtis Leonard, Sr. Manager of CJES
Brett Borgeson, Sr. Manager of EH&S
Date: November 16, 2026
Subject: Staff Response to the Community Proposed Indoor Air Quality (IAQ) Policy

Dear Board Members,

The District appreciates the thought and energy put into the proposed policy changes, however, the language from the Community Proposed Indoor Air Quality additions should not be attached to the existing Climate Crisis Response Policy. There are concerns that a blanket commitment to higher ventilation rates above ASHRAE 62.1 and the Oregon Mechanical Specialty Code would put the District in misalignment with the Climate Crisis Response Policy's energy and emissions targets. By consolidating this under one policy, we risk an expansion of the policy's scope that would dilute the existing language, (seeing a pivot from global emissions mitigation and climate action to localized public health) and implementation of the existing CCRP's climate goals.

If the Board decides that an Air Quality policy should exist, it should exist as a stand-alone policy, with the potential for a broader focus on public and environmental health. We recommend a collaborative staff-and-community-driven reporting structure, a timeline of goal implementation independent from the CCRPs timelines, and a clearly identified IAQ management team of existing staff members tasked with responding to the goals under the direction of a to-be-hired IAQ Coordinator position. The motivations behind this are to ultimately protect the current scope of the Climate Crisis Response Policy and to make the financial and operational impact of this proposed policy more apparent.

Core Policy Misalignment: Why IAQ & CCRP Should Remain Separate

The overarching objective of the CCRP is to mitigate global emissions and reduce our reliance on fossil fuels. Given IAQs focuses on micro-environmental public health parameters, targets like these would be better suited in a different policy with a focus on compliance with existing occupational health mandates. The combining of standard indoor occupational health mandates with global decarbonization policy dilutes the core focus of the CCRP and risks making it harder to reach net-zero by 2040.

In its current state, the CCRP explicitly states that district investments should prioritize those that achieve the "greatest emissions reduction." By elevating IAQ monitoring within the CCRP, the priority of the Climate Justice, Energy & Sustainability team would pivot from policy fulfillment to ongoing facilities operational maintenance, further hindering the pursuance of environmental and sustainability education gains as well as structural and multi-year carbon reduction projects. Additionally, the Climate Justice, Energy & Sustainability team has concerns about the lack of involvement of the Climate Crisis Response Committee in this policy decision.

The Climate Crisis Response Committee is a group of nine individuals (two students and seven adults), who are tasked with advising the PPS Board of Education on implementation of the CCRP. The committee has not been involved in this decision-making process or had the chance to formally provide input to the board on what they think about this

proposal. This proposed policy change would drastically alter the scope of what the CCRC oversees, without asking the individual committee members for their input on this decision. The CCRC's goal is to ensure the strength and relevance of the CCRP, and by not consulting them, they are not being utilized as the committee charter intends. This is another major driver in the desire for policy separation, establishing Air Quality as a standalone policy with a topical focus on public and environmental health.

Lastly, it is important to highlight that IAQ standards and HVAC operations are traditionally regulated under facilities management plans, standard operating procedures, occupational health and safety protocols (OSHA/ASHRAE), or public health guidelines. Many of these frameworks already inform the mission of the Environmental Health & Safety team in their pursuance of clean air in our schools. There is a hesitancy to lock in this level of detail in the Climate Crisis Response Policy, knowing that operational target metrics have the potential to rapidly evolve. As it stands, the CCRP has taken a more broad approach with its regulatory rigidity, so the Climate Justice, Energy & Sustainability team can adapt as the science and industry adapts. We believe any Air Quality targets should take the same approach with policy and take a more granular approach in the creation of operating procedures.

3rd-Party Technical Evaluation: Industry Expert Findings

Apex Companies is an environmental consulting firm that has been in business for 38 years and has a staff of almost 2,000 individuals, known for their technical excellence and commitment to quality. They were tasked with providing a report on the impact of changing the Ventilation Rates at Atkinson Elementary (chosen because it reflects an average Elementary School in terms of size within PPS). Schools in the District are built to industry standards using best practices, specifically compliance with legally adopted building codes. The emphasis on air changes per hour (ACH) in the proposed policy alone is not a widely-accepted industry benchmark for air ventilation systems.
The use of ASHRAE 62.1-2022 within the Oregon Mechanical Specialty Code represents the legally adopted, peer-reviewed, and balanced engineering standards for ventilation design. ASHRAE standards are developed through a multi-year consensus process involving engineers, public health experts, and regulators. It provides acceptable indoor air quality while maintaining reasonable construction costs, energy consumption, and environmental impact. Designing schools in compliance with OMSC and ASHRAE 62.1 therefore represents appropriate professional engineering practice and regulatory compliance.

Financial & Resource Constraints: Impact & Resource Allocation

Meeting aggressive ventilation goals like targeting 6 to 12 effective air changes per hour (ACH) requires running HVAC systems continuously and drawing in significantly larger volumes of unconditioned outdoor air. Increasing ventilation rates above codes and standards risks the longevity of our building systems and has the potential to overwork and ultimately increase the failure rate of building systems. Pursuing a target of 6 - 12 ACH would lead to ventilation rates at 50% to 200% higher than code minimums. Before a policy commitment of this caliber is made by this Committee, a larger conversation must happen, outside of the Climate Crisis Response Policy, to determine how existing Standard Operating Procedures and compliance with the CCRP can be balanced to meet additional goals.

The APEX report on ventilation rates to target 4 - 6 ACH suggests that we could see an annual increase of HVAC energy costs of $15,000-$30,000 at Atkinson Elementary. Pursuing rates of 6 - 12 ACH would see an even higher cost impact in our utility bill portfolio. Designing schools for higher ventilation rates requires larger mechanical equipment. Since HVAC systems typically represent 10% to 20% of total school construction cost, this translates to 1% to 5% increase in total building construction cost. In addition to the cost impact of pushing our air ventilation systems beyond existing standards and codes, we would see an increase to our HVAC's energy usage by 10-40% at each site, which will make

our emissions reduction targets harder to meet. Before adopting ventilations standards that are more robust than current ASHRAE 62.1 and OMSC recommendations, a larger conversation needs to happen around the conflict between pushing our building systems to work harder and the emissions that would accompany this policy decision.

The financial impacts of the proposed language are significant for the District. The proposed language would require the District to purchase sensors for each classroom at a (low end) cost of $1,500 per classroom. This cost does not include the hardwiring needed for each classroom from IT and Maintenance and the required maintenance and monitoring. With research from our HVAC partners, the estimated cost (low end) to increase air changes per hour (ACH) from 3 to 6 would be approximately $500,000 a year for the entire District. That is the basic operating costs of increased energy usage. This cost does not include the initial investment required by the District and the need for an additional FTE to monitor this program.

In conclusion, we recommend the following next steps:

- **Pause the Policy Adoption**: Do not include the IAQ additions into the CCRP to allow a more thorough board review of 3rd party findings.
- **Maintain CCRP Policy Boundaries**: Keep the Climate Crisis Response Policy focused on emissions reduction, net-zero goals, and structural climate action.
- **If establishing a Standalone Policy**: Draft a separate, dedicated IAQ policy supported by an IAQ Coordinator and tailored operational procedures and non-conflicting goals of CCRP.
- **Review Supporting Materials**
    - April 2026 FIOC Committee Air Quality Presentation
    - November 2026 Policy Committee Air Quality Presentation
    - November 2026 Air Quality Policy Staff Memo
    - Third-Party Evaluation Report (Apex) for Atkinson Elementary

Indoor Air Quality

Policy Subcommittee Meeting



PORTLAND
Public Schools

11.16.26

Recommendation on Proposed Indoor Air Quality (IAQ) Policy Additions

- **Core Recommendation:** Pause adoption of IAQ additions to the Climate Crisis Response Policy (CCRP).

- **Policy Separation:** If desired, establish Indoor Air Quality (IAQ) as a standalone policy with dedicated leadership (IAQ Coordinator).

- **Primary Objective:** Protect the current scope of the CCRP goals while defining a separate and rigorous indoor environmental health policy, if needed.



Core Policy Misalignment:
Why IAQ & CCRP Should Remain Separate

- **Scope & Focus Shift:**
  - **CCRP Focus:** Global emissions mitigation, decarbonization, and long-term climate action (net-zero by 2040).
  - **IAQ Focus:** Micro-environmental public health and occupational safety protocols, which historically exist as internal Standard Operating Procedures (SOPs).
- **Risk of Policy Dilution:**
  - Combining daily occupational health mandates and global decarbonization in one policy dilutes core CCRP objectives.
  - Pivots Climate Justice, Energy & Sustainability (CJES) team priority from structural carbon reduction to routine maintenance.
- **Governance Alignment:**
  - Operational metrics evolve rapidly; standard operating procedures (SOPs) and Environmental Health & Safety (EH&S) frameworks provide proper flexibility compared to rigid policy language.



Energy & Emissions Impact
Conflict Between IAQ & CCRP

- **Ventilation vs. Carbon Goals:**
  - Targeting 6 to 12 Air Changes per Hour (ACH) requires continuous HVAC operation and high intake of unconditioned outdoor air.
- **Increased Energy Consumption:**
  - HVAC energy usage would increase by **10% to 40% per site**.
  - Directly conflicts with CCRP mandate to prioritize investments achieving the *greatest emissions reduction*.
- **Impact on CCRP Targets:**
  - Higher energy demand creates significant headwinds against reaching district-wide net-zero targets.



Financial & Resource Constraints

- **Estimated Annual Operating Cost Increase (per site):**
  - **Elementary School (e.g., Atkinson):** +$15,000 to $30,000 / year
- **Capital Construction Costs:**
  - Estimated **1% to 5% increase** in total project costs.
- **Capital Diversion:**
  - Mandating continuous in-room sensors, 5-year airflow rebalancing, and rapid filter turnover diverts limited capital from primary climate initiatives:
    - Solar installs
    - Building envelope sealing
    - Fleet electrification
  - *Increasing ventilation rates above codes and standards could risk the longevity of our aging systems and increased failure rates of our building systems.*



3rd-Party Technical Evaluation
Industry Expert Findings & Standards Baseline

- **About Apex Companies:** 38 years of experience, ~2,000 expert consultants in ESG, environment, compliance, and health & safety.
- **Regulatory Code vs. Voluntary Guidance:**
  - **Oregon Mechanical Specialty Code (OMSC) / ASHRAE 62.1-2022:** Legally adopted, peer-reviewed engineering standards balancing air quality, energy efficiency, and cost.
  - **Harvard Healthy Buildings Program:** Voluntary pandemic mitigation research framework; not a regulatory design standard (targets are 50%–200% higher than code minimums).
- **Key Finding:** Air Change Rates (ACH) alone are not a universally accepted benchmark for ventilation safety or system efficacy.



Climate Crisis Response Committee Involvement

- **Climate Crisis Response Committee (CCRC):**
  - Charter: 9 members (2 students, 7 adults) advising the Board on CCRP implementation.
  - Current Status: **Not consulted** on the proposed policy expansion.
- **Governance Concerns:**
  - Alters committee oversight scope without committee member input.
  - Risks setting a precedent for rushed policy modifications that could compromise long-term climate targets.
- **Best Practice:** Have the IAQ policy exist independent of the CCRC, or, at minimum, engage the CCRC to ensure policy stability and alignment with original charter goals.

"The mission of the Climate Crisis Response Committee is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Portland Public Schools's Climate Crisis Response, Climate Justice and Sustainable Practices Policy and the goals in it."



Staff Recommendation & Next Steps

- **Pause Policy Adoption:** Pause embedding IAQ additions into the CCRP to allow thorough Board review of 3rd-party data.
- **Maintain Policy Boundaries:** Keep CCRP focused on emissions reduction, net-zero goals, and structural climate action.
- **If Establishing a Standalone Policy:** Draft a separate, dedicated IAQ policy supported by an IAQ Coordinator and tailored operational procedures and non-conflicting goals of CCRP.
- **Review Supporting Materials:**
  - April 2026 FIOC Committee Air Quality Presentation
  - November 2026 Policy Committee Air Quality Presentation
  - November 2026 Air Quality Policy Staff Memo
  - Third-Party Evaluation Report (Apex) for Atkinson Elementary



Thank You



PORTLAND
Public Schools

Balanced Instruction & Healthy Technology Use

November 16 2026

PPS Policy Committee



What Is “Healthy Technology Use”?

Screen Time / Value

Reflect current state and build for the future, specific to usage guidelines in the classroom as well as digital literacy for our students.

Filtering & Monitoring

Protect students, ensure data privacy, align work online to curriculum needs and best practices - remove the wide variability across classrooms.

Generative AI

Balanced approach toward gradual introduction to AI literacy and use to prepare students for critical thinking

Digital Literacy

Engage and partner with our educators and parents to implement research-based best practices that increase student awareness and safety

Today’s discussion

Why This Is Important

PPS's Policies and Processes are Out of Date with Current Use of Tech

Align & Support School Staff for More Intentional Use of Tech

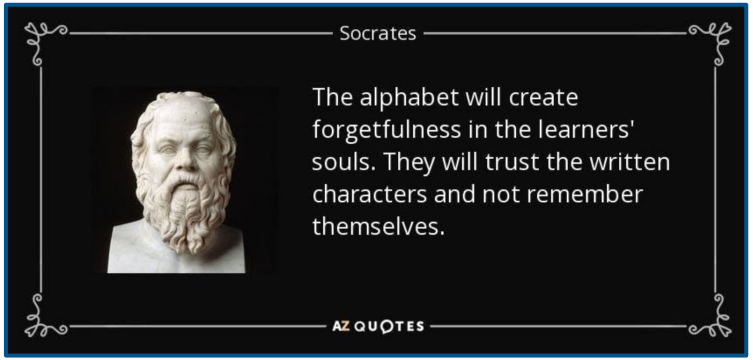
Protect Students through strong Data Privacy Practices and Tighter Controls

Implement Digital Literacy Curriculum to Prepare for the Current State, Provide Skills for the Future State

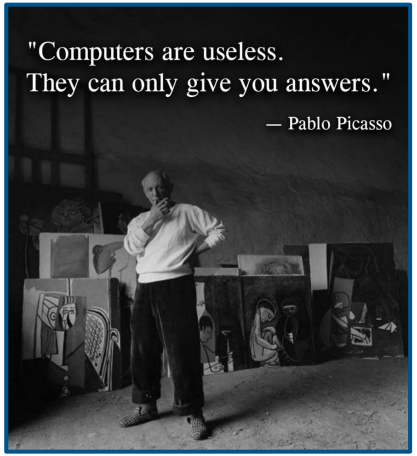
The changes and guidelines must vary by grade and student needs as a gradient experience

Given the pace of technology change, PPS must create a repeatable process to be effective, efficient, and ethical

Technology Drives Change







Recent Timeline

September '25

AI Planning Committee started

Cross organizational group of central office and school staff along with parent and student advisory input

February

AI Guidebook Published

Guidance posted on PPS site regarding best practices, responsible use, data privacy, etc.

June 23rd

Board Meeting *(budget review)*

Resolution introduced to pause on AI in the classroom, report back in October, etc.

October 27th

Policy Committee Mtg.

Present an updated Resolution that includes:

- Screen Time
- AI use
- Filtering & Monitoring

November 16th

Policy Meeting

Present response to Resolution from June 23rd meeting *(bumped from Nov. 4 BOE mtg.)*

Student Chromebooks:
All K-8 grades to in-classroom carts (not 1:1)

Partnership across Academics, Technology, building leaders, teachers, and parents.

Detailed Responses

November 16 2026

PPS Policy Committee



AI Pause:
Directive #1 and #2

(1) "Pause the execution of any new contracts, contract amendments, subscriptions, pilot programs, software licenses, or procurement actions primarily related to GenAI technologies"

- At time of the resolution, none of the above was planned
- No change since the time of the resolution
- No current plans to do anything regarding GenAI in the classroom

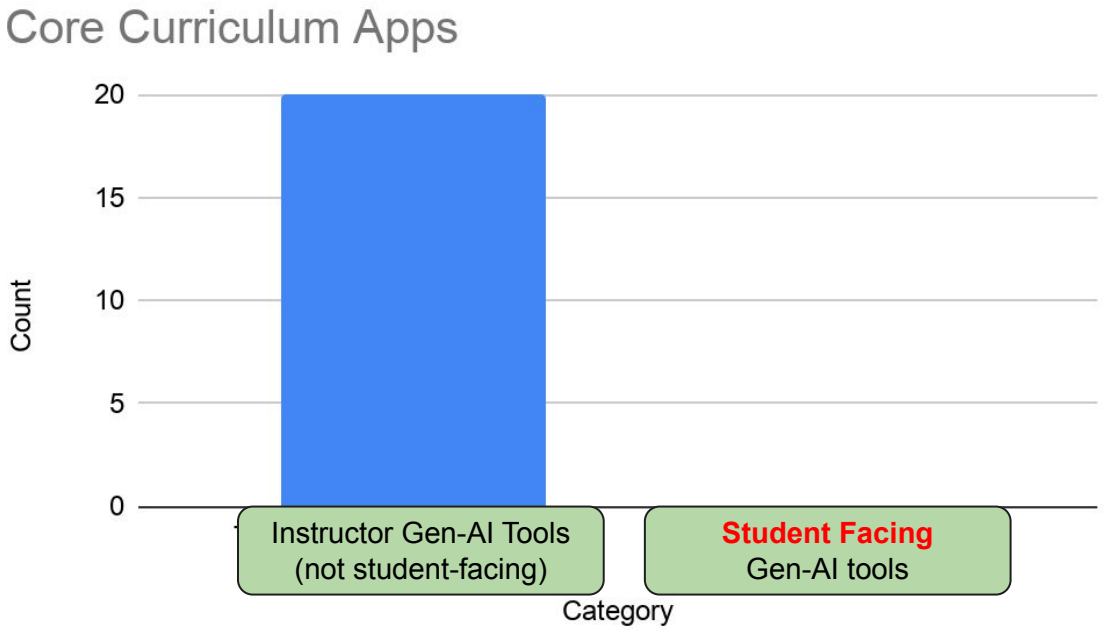
(2) "Pause the expansion of existing GenAI technology implementations beyond their current scope of work"

- At time of the resolution, none of the above was planned
- No change since the time of the resolution
- No current plans to do anything regarding GenAI in the classroom

"This pause shall not apply to cybersecurity, accessibility, or software maintenance functions that do not materially expand GenAI capabilities and/or are not student-interactive."

AI Pause Directive #3

"Prepare an Inventory of APPROVED Existing Student-Facing GenAI Implementations



Core Curriculum Apps

Teaching-Facing

- GenAI apps = 20
- Non genAI apps = 34
- Total apps = 54

Student-Facing

- GenAI Apps = 0

*As of Oct. 2026

***Apps for CTE follow the app vetting approval process and align to industry standard for the CTE program and courses.**

***All PPS core content curriculum apps that have optional student-facing Gen AI features have been disabled by PPS**

AI Pause Directive #4

Educational Technology Contracts and Data Sharing Agreements

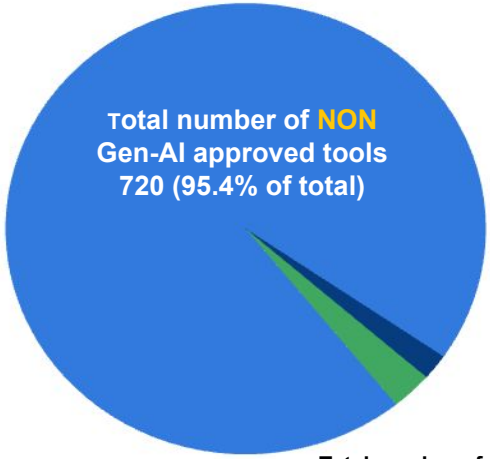
"Work to amend all existing educational technology contracts and data-sharing agreements to prohibit third-party vendors from collecting or sharing personally identifiable student data unless expressly required by law."

- FERPA language is included in every Professional Services Agreement and all purchasing agreement Terms & Conditions
- This highlights the critical reason why all software needs to be approved by central office staff per the current process with centralized review, approval, tracking and oversight.

AI Pause Directive #5a

Inventory of all tools, platforms, software products, pilots, and services currently used throughout all of PPS

Important
None of these tools are student-facing



*as of Oct. 2026

Google Gemini
- Use Case: Productivity Tools
- Active Staff: 2,000
- Included with Google Workspace licenses at $6/user/year.

Central Office GenAI Tools
- Use Case: Productivity Tools
- Active Staff: 450
- Smartsheet, AXIS3 (SPED), CIM (Facilities)
- Cybersecurity (OTIS)

All Remaining Tools
- Usage is limited to specific use cases
- Active Staff: 9,700 (ever, not concurrent)

AI Pause Directive #5b & #5c

5b: All associated contracts, costs, funding sources, and renewal dates

5c: Description of all student, employee, and PPS data shared with associated vendors

Important
None of these tools are student-facing

5b: Full details in posted Board materials

5c: Data

- All approved software (instructional or otherwise) has restrictive language regarding data usage and privacy as part of every Professional Services Agreement, including FERPA
- *NOTE:* PPS Academics, OTIS, & Legal departments recommend stronger Policy or Administrative Directive language to reduce unapproved software in the classroom, as it does not follow approved vetting and procurement processes and controls.

AI Pause Directive #5d

Recommendations regarding future implementation, limitations, or expansion of GenAI technologies within PPS

Knowledge of AI should be treated similar to a required language

PPS should integrate developmentally appropriate Digital Literacy instruction into the core curriculum for grades K–12, starting in the 2027-28 school year

- Evaluating source credibility and detecting misinformation
- Understanding data privacy and responsible use
- The environmental and social impacts of digital technologies
- Safe and respectful use of digital tools, including social media
- Skills to critically evaluate digital content
- Developing critical thinking, creativity, communication, collaboration, empathy, judgment, and independent problem-solving skills in a rapidly evolving technological world
- Maintaining healthy technology habits, including attention management, periodic breaks, ergonomics, and awareness of persuasive or engagement-focused design.

Questions



PORTLAND PUBLIC SCHOOLS
OFFICE OF TECHNOLOGY AND INFORMATION SERVICES (OTIS)
Business and Operations
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380 / Fax: (503) 916-3050

Date: October 11, 2026

To: PPS Board of Education

From: Dr. Kimberlee Armstrong, Superintendent
Dr. Kristin Moon, Director, Educator Professional Learning
Russell Adamson, Sr. Director, Office of Technology & Information Services
Mark Lancaster, Director, Office of Technology & Information Services

Subject: Response to GenAI Pause as requested at June 23rd BOE Meeting

Executive Summary

This memorandum serves as the districtwide assessment requested by the Board of Education on June 23, 2026 via the Budget Amendment “AI Pause REVISED” within Resolution 7326.

As directed, this response documents the approved applications and software systems currently in operation utilizing GenAI across central office and instructional environments, establishes updated governance standards, and formalizes our recommendations for future digital literacy and technology use.

Definitions

- **Artificial Intelligence (AI):** The capability of computer systems or algorithms to imitate intelligent human behavior.
- **Generative AI (GenAI):** Artificial intelligence that is capable of generating new content (such as images or text) in response to a submitted prompt by learning from a large reference database of examples.
- **Agentic AI:** Able to accomplish results with autonomy, used especially in reference to artificial intelligence.

Resolution Directive Compliance

Below is the detailed response to the June 23 Board Resolution. Per the Amendment language, **"*This pause shall not apply to cybersecurity, accessibility, or software maintenance functions that do not materially expand GenAI capabilities and/or are not student-interactive.*"**

Resolution Directive	Status	Detailed Response
(1) "Pause the execution of any new contracts, contract amendments, subscriptions, pilot programs, software licenses, or procurement actions primarily related to GenAI technologies"	Compliant	• At the time of the resolution, none of the activity listed was planned • No change since the time of resolution • Lumi and Amira contracts expired on June 30, 2026
(2) "Pause the expansion of existing GenAI technology implementations beyond their current scope of work"	Compliant	• At the time of the resolution, none of the activity listed was planned • No change since the time of resolution • Lumi and Amira contracts expired on June 30, 2026
(3) "Prepare an Inventory of ***(approved)*** Existing Student-Facing GenAI Implementations"	Listed	• At the time of the resolution, two (2) GenAI applications were approved - Lumi and Amira none of the activity listed was planned • Both the Lumi and Amira contracts expired on June 30, 2026 • Currently, there are no approved GenAI classroom applications
(4) "Work to amend all existing educational technology contracts and data-sharing agreements to prohibit third-party vendors from collecting or sharing personally identifiable student data unless expressly required by law."	Compliant	• All approved software (instructional or otherwise) has strong FERPA language within every Tech Services Agreement • ***NOTE:*** PPS Academics, OTIS, & Legal ***recommend*** stronger Policy language to reduce or eliminate **unapproved** software in the classroom, as it does not follow approved vetting and procurement processes and controls.

Resolution Directive	Status	Detailed Response
(5) “Provide, within 90 days of adoption of this Resolution, a comprehensive districtwide assessment of all AI systems, contracts, expenditures, pilot programs, data-sharing agreements, risk mitigation measures, and educational impacts; that includes, at a minimum”		
(a) An inventory of all GenAI tools, platforms, software products, pilots, and services currently utilized throughout PPS	Complete	● **Classroom & Instructional** - Currently, there are no approved GenAI classroom applications ● **Central Office** - please see section below titled *“Central Office GenAI Inventory”*
(b) All associated contracts, costs, funding sources, and renewal dates	Complete	● **Classroom & Instructional** - Currently, there are no approved GenAI classroom applications ● **Central Office** - this is a significant effort to collect & summarize data. This summary will be delivered in advance of 11/4 BOE meeting
(c) A description of all student, employee, and PPS data shared with associated vendors	Complete	● All approved software (instructional orL otherwise) has strong FERPA language as part of every Technology Services Agreement ● ***NOTE: PPS Academics, OTIS, & Legal departments recommend*** stronger Policy or Administrative Directive language to reduce or eliminate **unapproved** software in the classroom, as it does not follow approved vetting and procurement processes and controls.
(d) Recommendations regarding future implementation, limitations, or expansion of GenAI technologies within PPS	Complete	● Please see section below titled *“Promoting Balanced Instruction and Healthy Technology Use”*

Classroom & Instructional Technology Landscape

Within the instructional scope, there are 54 total core curriculum (Language Arts, Social Studies, Mathematics, and Science) applications:

- **Approved Non-GenAI Core Curriculum Apps: 34**
- **Approved Teacher-Facing GenAI Apps: 20**
- **Approved Instructional (Student-Facing) GenAI apps: 0**

Approved apps utilized for Career and Technical Education (CTE) follow the standard app vetting approval process and align directly to industry standards for specific CTE programming.

Central Office GenAI Inventory

PPS has 720 total approved technology tools (this includes the 54 listed above). This inventory lists applications with documented GenAI capabilities currently in use by Central Office staff. Below are the In compliance with Directive 5b and 5c, all associated costs, renewal dates, and descriptions of shared data have been documented.

Productivity Tools

- **Google Workspace/Gemini & Gemini Notebook**
  - *Vendor:* Google, Inc. | *Office:* OTIS
  - *Deployment:* 1,926 active staff accounts
  - *Cost & Renewal:* Included at $6/user/year with Staff license ($224k total estimate) | Renews 1/26/2027
  - *Data Shared:* Employee credentials, email metadata, user-generated prompts, non-sensitive administrative documents.
  - *Links:* https://edu.google.com/intl/ALL_us/ai/gemini-for-education/, https://support.google.com/gemininotebook/answer/17004255?hl=en
- **Smartsheet**
  - *Vendor:* Smartsheet, Inc. | *Office:* OTIS
  - *Deployment:* 143 active seats (central office)
  - *Cost & Renewal:* $165k (General Funds) | Renews 7/15/2027
  - *Data Shared:* Administrative project schedules, operational workflows, employee project data.
  - *Links:* https://www.smartsheet.com/ai
- **AXIS3**
  - *Vendor:* Creatively Focused | *Office:* Special Education
  - *Deployment:* 435 staff accounts
  - *Cost & Renewal:* $136k (General Funds) | Renewal TBD
  - *Data Shared:* Special education operational workflows and anonymized procedural

support metrics.
    - *Links:* https://creativelyfocused.net/education-solutions

Infrastructure & Operations

- **CIM Peak Fault Detection and Diagnostics**
    - *Vendor:* CIM | *Office:* Facilities Maintenance
    - *Deployment:* 5 staff (25 modernized buildings)
    - *Cost & Renewal:* Included in enterprise base licensing / TBD
    - *Data Shared:* Facility HVAC performance metrics, building sensor telemetry.
    - *Links:* https://www.cim.io/solutions/fault-detection-and-diagnostics
- **Workato Automation Platform / Snowflake / AWS Connect Customer / Catalyst Center**
    - *Vendors:* Workato, Snowflake, AWS, Cisco | *Office:* OTIS
    - *Deployment:* Back-office network and automation administrators (5-10 staff per system)
    - *Cost & Renewal:* Integrated into core enterprise licensing and Capital/General Funds / TBD
    - *Data Shared:* System logs, network routing telemetry, back-office API payloads, IT contact center audio/routing metrics.

Cybersecurity & Content Filtering

- **Falcon Complete**
    - *Vendor:* Crowdstrike, Inc. | *Office:* OTIS
    - *Cost & Renewal:* $419k (Capital Funds) | Renews 4/1/2028
    - *Data Shared:* Device telemetry, application execution logs, threat intelligence data.
    - *Links:* https://www.crowdstrike.com/en-us/solutions/falcon-complete-for-falcon-guardian/
- **Inbound Email Security, AI Security Mailbox**
    - *Vendor:* Abnormal AI, Inc. | *Office:* OTIS
    - *Cost & Renewal:* $133k (Capital Funds) | Renews 12/29/2028
    - *Data Shared:* Incoming district email headers, text, and routing metadata for threat analysis.
    - *Links:* https://abnormal.ai/platform/inbound-email-security
- **Securly Filter / Umbrella Secure Access / Security Cloud**
    - *Vendors:* Securly, Inc., Cisco | *Office:* OTIS
    - *Cost & Renewal:* Securly at $82k (Capital Funds) renewing 11/15/2026. Cisco systems integrated into enterprise infrastructure.
    - *Data Shared:* Network traffic destinations, blocked content requests, system web filtering logs.
    - *Links:* https://www.securly.com/filter, https://umbrella.cisco.com/products/umbrella-enterprise-security-packages

Promoting Balanced Instruction & Healthy Tech Use

I. Definitions

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

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

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

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

II. Objective

PPS will use educational technology when it supports a defined instructional, accessibility, safety, or operational purpose. Educators should select instructional methods best suited to the learning objective and provide developmentally appropriate opportunities for discussion, handwriting, reading in print, physical activity, collaborative work, creative expression, independent problem-solving, and other screen-free learning. Educational Technology should support, rather than routinely replace, effective educator-led instruction and interpersonal learning.

III. Grade-Level Technology Restrictions

A. Pre-K Through 8th Grade

i. PPS will limit use of PPS-issued Devices during instructional time in accordance with the PPS Screen Time Guidelines for PPS adopted curriculum and assessments:

Pre-Kindergarten-Grade 2: Up to 130 minutes per week, inclusive of core instruction and intervention

Grades 3-5: Up to 225 minutes per week inclusive of core instruction and intervention

Grades 6-8: Up to 300 minutes per week across all classes

ii. Devices will be used to support specific in-class curriculum and learning activities and will not serve the primary instructional medium. PPS will not operate a standard one-to-one take-home Device program for students in Pre-K through Grade 8.

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

B. High School

i. PPS will limit use of PPS-issued Devices during instructional time in accordance with PPS Screen Time Guidelines. Use must support a defined instructional, assessment, accessibility, safety, or operational purpose. Educators should incorporate appropriate screen-free instruction and activities based on the learning objective and students' developmental needs.

ii. PPS Devices will be issued to each student.

IV. Content and Platforms Across All Grade Levels

A. Streaming Restrictions: Classroom access to streaming media is limited to content that supports an instructional purpose and is selected by an educator through an Approved Educational Technology service. PPS will use industry-standard filtering and monitoring tools to block restricted content across platforms.

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

B. Responsible Use Policy: Consistent with the Responsible Use Policy, use of PPS Devices, accounts, networks, and systems may be monitored for legitimate educational, safety, security, legal, and operational purposes. Automated alerts or classifications will receive appropriate human review before being used for discipline, grading, special-education decisions, or other material decisions affecting a student. Students using PPS Devices, accounts, or networks will have no expectation of privacy.

V. Operational Accountability

A. EdTech Audit: PPS will conduct an annual review of all educational technology contracts and, to the extent feasible, conduct an assessment of unapproved digital technology use and report to the Board the results of the review.

B. Evaluation of Impact of Technology Application Use: PPS will develop a plan for the adoption of digital technology used for instruction.

VI. Digital Literacy

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

A. Evaluating source credibility and detecting misinformation;

B. Understanding data privacy and the Responsible Use Policy;

C. The environmental and social impacts of digital technologies;

D. Safe and respectful use of digital tools;

E. Skills to critically evaluate digital content;

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

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

VI. Professional Learning

All PPS staff members will complete annual training about data privacy, security, and responsible use to ensure alignment with this policy, the Children's Online Privacy Protect Act (COPPA), and the Family Educational Rights and Privacy Act (FERPA).

VII. Exceptions

The restrictions and limits provided in Section III of this Administrative Directive and the PPS Screentime Guidelines may be modified to be consistent with students' IEPs or Section 504 Plans based on individual students' disability-related needs as determined by their IEP or 504 teams.

Recommendations for Future Implementation

To ensure PPS remains secure, compliant, and educationally effective, we formally recommend the following strategic initiatives:

1. **Instructional Staff Professional Development:** Cross-functional collaboration between OTIS and Academic teams to design and deliver targeted professional learning. This will focus on literacy, critical thinking, data privacy, and instructional strategies to prepare staff for evolving technological realities. This effort requires funds which need to be sustained over multiple fiscal years.

2. **Development and Implementation of Digital Literacy**: Student-facing digital literacy lessons that include critical evaluation of technological outputs, ethical use, and understanding bias.

3. **Back-Office Modernization:** Continue leveraging non-student-interactive AI within approved back-office infrastructure (e.g., cybersecurity, Workday platform evolution, filtering). Restricting administrative modernizations poses a severe risk of reduced central services and unsustainable organic staff growth.

4. **Parent & Community Engagement:** Deepen partnerships with parent and family advocacy groups (such as Schools Beyond Screens) to amplify shared goals surrounding digital literacy and healthy technology usage outside the traditional school day.

5. **Regular Updates to Board, Administrative Directives and AI Guidebook:** Brief the Board three times a year on the current state and future roadmap of district technology, updating PPS Administrative Directives and the AI Guidebook on the same schedule.

Digital Device & Screen Time Policy Update



PORTLAND
Public Schools

November 16, 2026

Policy Work Update

Met with Schools Beyond Screens Lead Team on Nov. 12

- Reviewed the purpose and use of a Board Policy and Administrative Directives
- Agreed to co-present at the December Policy Committee Meeting
- K-5 Screen Time Caps
  - Agreed to language of screen time caps have flexibility across the course of an instructional unit
  - Made some progress on 3rd-5th grade screen time caps



Continued Work

K-2 Screen Time Caps

Use of Digital Apps with Gamification

Shifting AI language in Screen Time Policy to a stand alone AI Policy

Whether to shift to an internet website Allow List .

Next Steps

- Meet with the PPS Digital Ecosystem Parent Group - Dec. 8
- Review PPS Curriculum Adoption Timeline to consider a phased-in approach
- Update draft Board Policy for December Policy Committee Meeting



Version 11.11.2026

SCHOOLS BEYOND SCREENS PORTLAND

Building on Common Ground

Our revised Digital Device and Screen Use Policy: Where we've aligned with the district, and the safeguards we're asking to keep

WHERE WE ARE IN THE CONVERSATION

Three drafts, one conversation

OCT. 12

SBS policy draft

Our proposal, shaped by meetings with SBS PDX, PAT, ODE and board members

OCT. 27

PPS staff proposal

The district's rewrite of our draft as a board policy

NOV. 11

SBS updated draft

Our response, shaped by our Nov. 10 meeting with district staff

Section numbers refer to our Nov. 11 working draft (Version 11.11.2026).

Common ground on 21, compromise on 12, firm on 5

21 ALIGNED

No 1:1 take-home, K–8 (IV.A)
Screen-free breaks K–8 (IV.B)
Tech-course flexibility (IV.D)
Offline homework, LMS (IV.E)
Approved tools only (IV.F)
No ads or upsells (IV.G)
No screen-time rewards (IV.J)
Grade 3: 100 min; 4–5: 150 min (V.A)
Grades 6–8: 300 min (V.A)
Grades 9–12: 480 min (V.A)
Take-home for need only (VI.B)
Digital literacy (VII)
90-day tool removal (X.C)

Plus 8 more, including definitions and annual policy review

12 PARTIAL

All UPDATED SINCE Oct. 12

Evidence standard (III.A)
Paper as primary (III.C)
Gamified learning (IV.I)
Student platforms (IV.L.2)
Teacher-led video (IV.H, V.A)
Family transparency (VIII.A–B)
Parental consent (VIII.C)
Approval rubric (IX.A)
Educator training (XI)
Committee role, incl. directives (XII.B)
Annual report date (XIII.B)
Guiding principles (App. A)

5 HOLDING FIRM

Student data protection (IV.K)
Allow list, core curriculum only (IV.L.1)
Generative AI pause (IV.M)
K–2 screen time (V.A)
Independent audit (X.A)

MOVED TO ALIGNMENT | Nov 10th

Grades 3–5 screen time

Section numbers refer to our Nov. 11 working draft (Version 11.11.2026), compared with the PPS staff proposal (Oct. 27).

FIRST PRINCIPLE · THE WHOLE CHILD

Centering the whole child: health, growth and learning

> **Most studies measure one outcome at a time. Policy has to weigh them together, and act with proportionate precaution where risks are credible, even before the evidence is final.**

Learning

Ed Tech can improve outcomes, but is not as impactful as teacher-led instruction. In rigorous K–5 studies, **tutoring by teachers and EAs raised achievement** while adaptive Ed Tech showed few to no gains.

Physical health

Screen time is consistently linked to **shorter sleep** and **less physical activity** at every age studied, and to nearsightedness.

Mental health

Linked to **negative emotions, dysregulation, conduct problems,** and common mental health problems, and the pattern grows with age. More on the next slide.

Social development

Screens displace **face-to-face interaction**. Children learn more when an adult engages with them alongside the screen.

The Lancet's conclusion: risk is concentrated among vulnerable groups, and “inaction … is not a neutral position.”

Sources: Holly et al. and Prainsack et al. (2026), Lancet 408, Digital Determinants of Health Series; The Lancet editorial (Oct. 2026); APA Expert Report (Sept. 2026); Neitzel et al. (2022), Reading Research Quarterly; Pellegrini et al. (2021), AERA Open

THE WHOLE CHILD · MENTAL HEALTH

Expanding on mental health

An umbrella review of 121 systematic reviews of digital media use that included nearly 3,000 primary studies and 9 million young people.

CHILDREN, AGES 0–10

71% of all findings adverse
10% beneficial

More screen time is linked to higher odds of:

- Common mental health problems **1.5×**
- Negative emotions or conduct problems **1.4×**
- Poor sleep **1.8×**

YOUNG PEOPLE, AGES 10–24

80% of all findings adverse
8% beneficial

Problematic, addiction-like use is linked to higher odds of:

- Self-harm or suicidal thoughts **2.2×**
- Loneliness **2.3×**
- Common mental health problems **2.3×**
- Negative emotions or conduct problems **3.3×**
- Poorer quality of life **2.5×**

General social media use: 1.7× the odds of common mental health problems

Source: Holly et al. (2026), Lancet 408. Odds ratios from meta-analyses; associations, not proof of cause.

THREE STRUCTURAL SAFEGUARDS

Three safeguards do the heavy lifting, so teachers don't have to

1 · NO 1:1 DEVICES, K–8

Devices on shared carts

ALIGNED

With take-home exceptions for need (IV.A, VI)

2 · SCREEN-TIME LIMITS

Caps time by grade

GETTING CLOSE

Aligned for grades 3–12; still talking through K–2 (V.A)

3 · A LAYERED ALLOW LIST

Added protection without overblocking

WORKING ON IT TOGETHER

Rewritten with expert input to meet district concerns (IV.L.1)

THE MORE OF THESE ARE IN PLACE, THE...

Less policing by teachers
Fewer screens to monitor, fewer workarounds to chase

More focus on content
Fewer games, videos, and tabs pulling students off task

Foundations without AI
Core skills come first, because AI can shortcut the effort that builds them

Less gamified learning
Less exposure to addictive reward loops built to hold attention

Less data exposure
Fewer tools and accounts collecting and capitalizing on student data

Support where it's needed
Help for kids who struggle to focus, and allowance for home devices when needed

SCREEN-TIME LIMITS · SECTION V.A · ALIGNED 3–12, HOLDING K–2

SBS K–5 limits mirror Los Angeles and New York City

GRADE	PPS, OCT. 27	SBS, NOV. 11	STATUS	LAUSD	NYC
Kindergarten	45 min/wk	0 routine use†	Discussing	0	0 (no 1:1)
1st grade	60 min/wk	0 routine use†	Discussing	0	0 (no 1:1)
2nd grade	90 min/wk	0 routine use†	Discussing	100 min/wk	0 (no 1:1)
3rd grade	225 min/wk	100 min/wk	Aligned	100 min/wk	~150 min/wk
4th grade	225 min/wk	150 min/wk	Aligned	150 min/wk	~150 min/wk
5th grade	225 min/wk	150 min/wk	Aligned	150 min/wk	~150 min/wk
Grades 6–8	max 300/wk	max 300/wk	Aligned	max 360/wk	~225 min/wk
Grades 9–12	max 480/wk	max 480/wk	Aligned	max 600/wk	No limit

> **Since Oct. 27 school board policy meeting, collaborated on grade 3–5 limits now matching LAUSD. SBS prioritizing screen-free K-2.**

†Outside mandated assessments; up to 90 min of test-tool practice before each. Limits cover individual devices, not short teacher-led video (V.A).
Sources: PPS staff proposal (Oct. 27, 2026); SBS working draft (Nov. 11, 2026); LAUSD (2026); NYC Public Schools (Oct. 2026).

SCREEN-TIME LIMITS · K–2 · THE TOOLS

Why we're holding firm on K–2: the evidence is limited

Young children should explore math and science with their hands and practice reading with a teacher. Paper and hands-on alternatives exist for every tool here.

TOOL	GRADES	WHAT THE EVIDENCE SHOWS
i-Ready My Path	K–2	• Most studies come from the vendor. • The one independent, peer-reviewed study found about 0.05 SD in lower-elementary math.
FUN HUB Practice	K–3	• New in 2024, no published studies. • Fundations' evidence comes from teacher-led instruction.
Fluency Flight	Grade 2	• No published studies. • PPS allows up to 75 min/wk; the vendor suggests about 32–40 min/wk.

WHERE WE'RE MEETING THE DISTRICT ON K–2

- **Short teacher-led video** on a shared screen is allowed (V.A)
- **Flexibility for a gradual transition** as curriculum contracts come up, allowing time to plan for more paper-based curricula and teacher-led support

Sources: Darling-Aduana & Capers (2026), Online Learning; Curriculum Associates research reports; Wilson Language Training; Fluency Flight family letter; PPS Screen Time guidance (Oct. 2026).

SCREEN-TIME LIMITS · K–2 · TESTING

Test readiness doesn’t require routine screen time

WHAT WE KNOW

Research on young children shows computer-based testing can change measured scores, especially for some groups.

→ SO WE ADVOCATE

for a paper option for K–2 state assessments

WHAT NO ONE HAS SHOWN

We found no rigorous K–3 study showing routine classroom computer use is needed for test readiness, or that it closes gaps.

So we shouldn't teach to the test with routine screen time.

UNTIL THEN · OUR DRAFT (V.A)

90 min

of practice with the actual test tools before each test window, at school, with extra support for students who need it, so every student starts on a level playing field

Sources: SB 141 (2025); Pomplun & Custer (2005); Seifert et al. (2024); Backes & Cowan (2019, 2024); K–2 i-Ready evidence brief; SBS draft V.A (Nov. 2026).

EQUITY · A SHARED PRIORITY

Family resources shape screen time, learning and access

HOURS

3:48 vs 1:52

Daily screen time for children 0–8 in lower- vs. higher-income homes. Nearly double.

- **Time and money.** Keeping kids off screens takes both, and higher-income families tend to have more.
- **Learning at home.** When screen-based lessons fall short, families with means fill the gap with tutoring, enrichment, and paper books.
- **Internet and devices.** Access gaps for kids have narrowed in recent years, but they haven't closed.

> *Screen-based technology for homework as well as in-class instruction has been very ineffective for our daughter. We have had to provide supplemental traditional tutoring for math, reading, and writing three days a week for the past three years."*
>
> — PPS parent of a sixth grader, SBS survey of 500+ PPS parents

School minutes add to every child's screen time, but weigh heaviest on kids who already have the most. Limits lighten that load and nudge every classroom back toward hands-on, teacher-led learning.

ALSO IN OUR POLICY

Paper-first learning; offline homework; take-home devices for identified needs; no limits on assistive tech, IEPs, 504s or PEPs.

Sources: Common Sense Census (2025); NCES (2023 data); ACT (2024); SBS parent survey; Bohnert & Gracia (2023); The Atlantic (2026).

CONTENT FILTERING · SECTION IV.L.1 · HOLDING, REWRITTEN

Two tiers of filtering keep students on task

1

ALWAYS ON

Global filtering

Every district student device and account, on and off campus

Board Policy 8.60.040-P, federal CIPA and the IV.L.2 blocks

2

ADDED DURING CORE CURRICULUM

Classroom allow lists

A district-made list keeps students inside each core digital product, and the sites it needs during class

Room to explore

Research and creation use global filtering and teacher supervision

Access protected

Never blocks assistive tech, translation, IEP/504 or language-access tools

Educator training

Folded into existing product and Securly training, with a one-page guide

- Parent advisory committee members are working with district IT staff on how this is implemented, and it is already being piloted in a Portland school.

Source: SBS working draft IV.L.1 (Nov. 2026)

ALLOW LIST · WHY A LAYERED APPROACH

A guardrail for the lesson, not a wall around the internet

FOCUS

Equitable, not just equal

Some students tune out games and videos easily; others, often with attention or sensory needs, can't. Designing out distraction helps them most, and everyone benefits.

FREEDOM

Open for curiosity

Research, creating, and following a good question stay open under the global filter and teacher judgment.

FAIRNESS

Scoped to avoid overblocking and bias

Lists don’t decide which ideas, communities or perspectives students can reach; they only keep core lessons on task. Assistive tech, translation, IEP/504 and language-access tools are never blocked.

- Filters alone are a step behind: they block only after problems appear.
- Layering keeps students inside the lesson without narrowing the rest of their internet.

GENERATIVE AI · SECTION IV.M · HOLDING

Don’t let Google write PPS’s AI policy

OUR ASK OF THE DISTRICT

Keep student AI off until the board adopts an AI policy

- Common Sense Media: Google AI Search is an “unacceptable risk”
- Google, Nov. 3: Gemini and Search off until districts opt in
- Search comes with AI Overviews and AI Mode; no AI-free version

WHERE WE STAND

- Pause student AI until a board policy and AI literacy curriculum exist
- Block AI chatbots/LLMs for student-led use
- AI tools that process student work need separate consent (VIII.C.2)
- **In good company:** NYC paused student AI through grade 8; LA, all grades

WHAT EDUCATION RESEARCHERS SAY

The New York Times asked 37 researchers to rate 30 ideas for raising reading and math scores. Effectiveness, on a 1–7 scale:



Giving students A.I. on school devices ranked last of 30 and among the worst value for the money.

Sources: Common Sense Media (July 2026); Google for Education (Nov. 3, 2026); NYC and LAUSD (Sept. 2026); The New York Times (Sept. 28, 2026); SBS working draft IV.M, VIII.C.

INDEPENDENT AUDITS · SECTIONS II.I, X AND XII · HOLDING

Real accountability needs independent review

Independent auditing (X)

- The district's plan has PPS audit itself
- The team that picks the tools shouldn't grade them
- Our draft uses PPS's own Office of Internal Performance: more credibility, no new bureaucracy

Independent evidence (II.I)

Much Ed Tech research is vendor-funded and scored on the vendor's own tests. To approve a tool, our standard requires:

- **No financial stake**
- **Meets ESSA evidence tiers**
- **Learning measured outside the tool**
- **Tested with students like ours**

Updated: the Technology Advisory Committee, which already reviews audit findings (X.A), now also works with PPS to write the administrative directives for this policy (XII.B.2).

STUDENT DATA · SECTION IV.K · HOLDING

Keep student data protections in the policy

OCT. 27 | PPS CHANGE

Section removed

Why? PPS noted that approved tools must already follow privacy laws, so this section felt redundant.

NOV. 11 | SBS RESPONSE

Section maintained

- No harvesting or sale of student data
- Full terms and privacy policies published

The law may already cover this, but families, educators, and administrators will look to this policy for assurance that student data is protected.

WHAT SBS CHANGED

- Our original **Section IV.K** sentence, "PPS may not consent on behalf of families," was too broad.
- Our Nov. 11 draft removes it and handles consent more narrowly (see below).

UPDATED PARENTAL CONSENT (VIII.C)

Parents decide, each year, whether their child uses services that fall outside the school's education protections.

Required only where law or vendor terms call for it, such as Google's Additional Services, which run under consumer terms outside FERPA. Asked separately, never bundled; no penalty and an equal alternative if a family declines.

Sources: SBS working draft IV.K, VIII.C (Nov. 11, 2026); PPS staff proposal (Oct. 27, 2026); Google Workspace for Education Admin Help (2026).

PARTIAL ALIGNMENT · WHERE WE MOVED TOWARD THE DISTRICT

Less gaming, more learning

GAMIFIED LEARNING · IV.I AND IX.A

Turn off addictive features

DISTRICT Bans "gamified apps" but exempts adopted curriculum, so built-in rewards stay on.

SBS

- Digital tool rubric will consider attention-capturing design and game mechanics before approval (IX.A).
- Every approved tool, current curriculum included, turns the following high-risk features off:

Chance-based rewards **Games as rewards for work**

Streaks and penalties **Public leaderboards**

Alerts that pull students back outside assigned use

Why: Points, badges and streaks pull attention from understanding and undermine intrinsic motivation to learn.

PHYSICAL MATERIALS · III.C

Paper as the "primary medium"

DISTRICT Paper "provided": it must exist, but nothing says it comes first.

SBS

- Added more flexible language
- Printed books, handwriting, and math manipulatives lead.
- Digital tools phased in as foundational skills grow.

OUR CONCERN WITH "PROVIDED"

- **Double work:** Teachers prepare a digital and a paper version of the same lesson.
- **Drift to screens:** When the digital version is ready-made, it becomes the default in practice.

Sources: SBS draft III.C, IV.I, IX.A (Nov. 11); PPS staff proposal (Oct. 27); APA Expert Report on Learning with EdTech (Sept. 2026), Rec. 5.

PARTIAL ALIGNMENT · WHERE WE MOVED TOWARD THE DISTRICT

Families informed, educators supported

FAMILIES · VIII

Transparency and consent

- A public list of every approved tool and each child's weekly device time.
- Consent where law or vendor terms require it, or AI is used.

We moved away from broad opt-out language

EDUCATOR TRAINING · XI

A clear plan to support educators

- We share the district's commitment that “educators will be provided training,” and suggest a five-part plan for what it covers.

We removed “compensated” to meet the district language

SPECIFIC ON PURPOSE

We spelled out details to show how these sections of the policy could work. With the Technology Advisory Committee helping write the administrative directives (XII.B.2), we're comfortable moving some of this detail out of policy.

Sources: SBS working draft VIII, XI, XII.B (Nov. 11, 2026); PPS staff proposal (Oct. 27, 2026).

OUR ASK

Keep these safeguards for every PPS student

No routine K–2 screen time

Grades 3–12 now aligned; K–2 is the last gap (V.A)

Two-tier content filtering

Always-on filtering plus allow lists for core curriculum (IV.L)

A pause on student AI

Until the board adopts an AI policy (IV.M)

Student data protections

No harvesting or sale; terms published; consent when legally required; never bundled (IV.K, VIII.C)

Independent audits

And independent evidence for tools (X.A, II.I)

Keep working together

Continue open dialogue and transparency as technology evolves

Sources

POLICY, DISTRICT AND VENDOR DOCUMENTS

- SBS Portland policy drafts: Oct. 12 revision; Nov. 6 and Nov. 11, 2026 working drafts
- PPS staff proposal (Oct. 27, 2026); PPS Screen Time guidance (Oct. 2026)
- Oregon SB 141 (2025); Common Core State Standards W.4.6, W.5.6
- LAUSD and NYC Public Schools screen-time and AI policies (2026)
- Google for Education, K–12 AI and Search defaults (Nov. 3, 2026)
- Google Workspace for Education Admin Help: Additional Services and parental consent; service categories (2026)
- Wilson Language Training (FUN HUB Practice); Curriculum Associates (i-Ready, Fluency Flight)

RESEARCH AND REPORTING

- The Lancet, Digital Determinants of Health Series (Holly et al.; Prainsack et al.) and editorial, vol. 408 (Oct. 2026)
- APA Expert Report on Learning with Educational Technology (Sept. 2026)
- The New York Times, expert survey on 30 ideas for fixing U.S. schools (Sept. 28, 2026)
- Common Sense Media: Census of Media Use by Kids Zero to Eight (2017, 2025); Google AI Search risk assessment (July 2026)
- Equity: The Atlantic, “The Best Parenting Hack Is Being Rich” (Aug. 2026); NCES Digest Table 702.12 (2023 data); ACT (2024); Brookings (Trucano, 2023); Bohnert & Gracia (2023), J. of Adolescence
- Testing: Backes & Cowan (2019, 2024); Pomplun & Custer (2005); Seifert et al. (2024)
- i-Ready: Darling-Aduana & Capers (2026), Online Learning
- Paper and manipulatives: Delgado et al. (2018); Carbonneau, Marley & Selig (2013)
- Tutoring and edtech: Neitzel et al. (2022); Pellegrini et al. (2021)

DIGITAL DEVICE AND SCREEN USE POLICY

SCHOOLS BEYOND SCREENS PORTLAND DRAFT

I. PURPOSE

This Policy establishes rules for the evaluation, deployment, and use of digital technologies and screen-based devices within Portland Public Schools. It supports PPS's Graduate Portrait and Portland Public Schools' mission to provide an equitable, high-quality education by safeguarding students' physical, social-emotional, and cognitive development, and by ensuring that adopted technologies enhance, rather than diminish learning outcomes and instructional time.

Through clear, consistent, age-appropriate expectations, this Policy reflects a shared responsibility among schools, families, and students to promote academic focus, critical thinking, and healthy, lifelong learning habits, preparing students to be responsible digital citizens throughout their school years and beyond.

II. DEFINITIONS

A. **Personal data**: Any information that identifies or could reasonably identify a student. This includes the categories listed in Section IV.L and data generated through a student's use of a digital tool, such as usage, location, and behavioral data.

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

C. **Digital tool:** Any software, application, website, online platform, browser extension, or online service accessed on a digital device, including learning management systems and assessment platforms.

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

E. **Technology Education" or "TechEd:** Instruction in which the technology itself is the learning objective, including computer literacy, keyboarding, research skills, and computer science.

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

G. **PPS Digital Toolkit** means the District's published list of approved digital tools, including

the approved grade levels and uses for each tool and any features the District has disabled.

H. **Core Digital Curriculum Product:** A District-adopted or District-licensed instructional program that students use on a device for instruction, practice, or assessment as part of a structured curriculum, such as i-Ready.

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

J. **Independent Evidence**: means at least one study that:

1. Was conducted or validated by a party with no financial interest in the product
2. Meets at least Tier 3 ("promising") of the ESSA evidence standards
3. Measures retention or application of the targeted skill outside the tool, ideally at least one week after use
4. Included students comparable in grade level and learning needs to those who will use the tool

K. **Generative artificial intelligence" or "generative AI**: Software that produces text, images, audio, video, or code in response to user prompts. This includes large language model (LLM) chatbots and generative AI features embedded within other digital tools.

III. STANDARDS FOR SCREEN USE IN INSTRUCTION

A. **Proven Benefit Standard**. Digital tools will be used when they offer a clear, evidence-based advantage over non-digital methods in meeting curricular objectives.

B. **Multi-Sensory Learning Priority.** Screens will be used only for specific, approved purposes and will not replace hands-on, experiential learning.

C. **Paper-Based Materials.** Paper-based materials will be the primary medium for instruction and assignments in reading, writing, and mathematics. Students will complete written drafts and revisions by hand, particularly in the early grades. As students advance and demonstrate mastery of these foundational skills, digital tools may be introduced gradually to supplement, rather than replace, paper-based learning.

IV. GENERAL RULES AND RESTRICTIONS

The following rules will apply to all digital device and screen use, except as dictated by Individualized education plans (IEPs), 504 plans, or Personalized education plans (PEPs):

A. **Centralized Device Use for K-8**. Devices will be used to support specific in-class curriculum and learning activities and will not serve as the primary instructional medium, unless the student is participating in an online school or class approved or delivered by PPS. PPS will

not operate a standard one-to-one take-home Device program for students in Pre-K through Grade 8.

B. **K-8 Screen-Free Periods**. Recess, lunch, and passing periods will be screen- and device-free for grades K-8 by default.

C. **Screen-Free Lunch for Grade 9-12**. The use of computers during high school lunch periods will be restricted to specific classrooms or library areas specifically designated as study halls.

D. **Instructional Flexibility.** PPS recognizes that some courses and learning experiences may require greater use of technology to achieve their instructional objectives. Screen time guidance should be applied with consideration for the unique requirements of courses such as computer science, graphic design, digital media arts, yearbook, engineering, career technical education pathways, film studies, and other technology-intensive programs. In these courses and programs, technology use may exceed general screen time recommendations when it is directly connected to curriculum, student creation, design, programming, production, research, or other active learning experiences. Such use should remain purposeful, instructionally aligned, and consistent with the goals of this policy.

E. **Offline Homework**. Homework assignments will be offered in a paper format whenever possible. Internet connectivity will not be required for the completion of homework assignments. This does not prohibit the use of a learning management system in grades 6-12.

F. **Use only PPS approved digital tools and apps.** PPS-approved digital tools/apps will be vetted as detailed in this policy and approved to ensure they are safe, effective, and legal.. When students are using devices, all teachers, including substitutes, will utilize PPS-approved monitoring tools (ie Securly, etc.) to monitor student screen use for appropriateness.

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

G. **Prohibition on Advertisement and Sales.** No advertisements will appear on any computer device or projected screen at school. Any device used at school, including those used by teachers or administrators, must be installed with premium ad blockers. Furthermore, students and families will not be required to use any app or website that pushes “paid upgrades,” “premium services,” “in-app purchases,” or similar features.[1]

H. **Educational Use of Video, Visual Media, and Other Content.** PPS digital devices will

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

only be used for curriculum-aligned educational purposes that promote active student engagement. This applies in all instructional settings, including specials such as music, art, physical education, and library. Video and device use should not be used as a substitute for teacher-led instruction, classroom engagement, or active learning experiences, and should be followed by opportunities for discussion, reflection, application, or other forms of student interaction. Instructional video content should be presented by the teacher on a shared display for whole-class viewing rather than viewed on individual student devices whenever possible. Non-educational use including passive consumption for entertainment, gaming, or video streaming, will be prohibited and blocked without administrator approval.[2] Background video or visual media not aligned to active instruction should not be used. When not in active use, devices and projection screens should be off and away. Exceptions for specific disability related needs as outlined in an IEP or 504 plan are allowed.

I. Gamified Learning Applications. Game mechanics can shift students' attention from understanding content to earning rewards and reduce their interest in learning once rewards are removed.

1. The following features will be disabled in any approved digital tool or app, and tools that cannot disable them will not be approved:
    a. Chance-based or unpredictable rewards, such as spins, mystery boxes, or random prizes
    b. Non-instructional games, videos, or play time as a reward for academic work
    c. Streaks or other features that pressure students to return or penalize missed sessions
    d. Public leaderboards or student rankings
    e. Notifications drawing students back to the platform outside assigned use.

2. This provision does not apply to non-digital classroom games or displays showing which skills a student has mastered.

J. **Prohibition on Screen-Time as Reward**. Individual digital device use or screen time will not be used as a reward, incentive, or behavioral reinforcement for students.[3]

K. **Data Collection**. Students' personal data (including, but not limited to, health records, grades, behavior, test scores, immigration status, birth location, household income, and SSNs) will not be harvested, packaged, or sold by apps or learning management systems.[4] Any apps accessible to students must publish their complete terms of service and privacy policies.

L. **Platform and Content Restrictions.**

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[2] Wall Street Journal, Screens Have Taken Over Classrooms. Even Students Have Had Enough. Educators question whether the rapid shift toward more technology has benefited learning; New York Times, How Much Screen Time Is Your Child Getting at School? We Asked 350 Teachers.
[3] Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. Psychological Bulletin, 125(6), 627–668.
[4] NBC News, Google's work in schools aims to create a 'pipeline of future users'

1. **Content Filtering.** Students should be able to use District technology safely and stay focused on learning. The District will use two tiers of content filtering on District student devices and accounts.
    a. **Global Filtering:** The District will filter all District student devices and accounts, on and off campus, consistent with Board Policy 8.60.040-P and the Children's Internet Protection Act, including the restrictions in Section IV.L.2.
    b. **Classroom Allow Lists:** For each Core Digital Curriculum product, the District will provide a Classroom Allow List that limits student access to that product and the sites it needs to work.
    c. **Educator Use:** When students use a Core Digital Curriculum product in class, educators shall apply the District-provided Classroom Allow List for that product. Classroom Allow Lists do not apply to research, creation, or other activities outside a Core Digital Curriculum product. Global Filtering stays in effect at all times.
    d. **Individual Access:** Classroom Allow Lists shall not block assistive technology, translation tools, or other resources required by a student's IEP, 504 plan, or language access needs.
    e. **Implementation:** The annual report, as specified elsewhere in this policy, shall list each Core Digital Curriculum product, whether it has a Classroom Allow List, and, if not, why.

2. **Administrative Directive | Implements Content Filtering**
    a. **Purpose**
    This Administrative Directive implements Section IV.L.1 of this Policy. Classroom Allow Lists keep students inside the curriculum product they are using during class. They are built once per product and run on the District's existing classroom management tool, currently Securly Classroom, so no new software purchase is required.
    b. **Developing Classroom Allow Lists**
        i. The Office of Technology and Information Services (OTIS), working with the Office of Teaching and Learning, shall keep a list of Core Digital Curriculum products. It shall publish a Classroom Allow List for each product to all educators as a shared, District-approved collection.
        ii. Timelines: Classroom Allow Lists for Core Digital Curriculum in use when this directive is adopted shall be available by [the start of the 2027–28 school year]. For products adopted later, the list shall be available before classroom use begins.
        iii. Exceptions: If OTIS determines that a product cannot work under a Classroom Allow List, OTIS shall record the reason. The product will be reported as an exception in the annual report to the Board.
    c. **Procurement and Renewal**
        i. When the District adopts, purchases, or renews Core Digital Curriculum, it shall confirm that the product can work under a Classroom Allow List.

ii. Contracts and renewals should require the vendor to provide a current list of required domains and to notify the District when that list changes.

d. **Educator Use**
   i. When students use a Core Digital Curriculum product in class, educators shall start a classroom management session and apply that product's Classroom Allow List.
   ii. If the product doesn't work while the Classroom Allow List is applied, the educator may remove it for the rest of the session and report the problem to the OTIS Help Desk. OTIS shall update the list.
   iii. Classroom Allow Lists are not meant for open-ended research, creation, or exploratory learning. For those activities, Global Filtering applies, and educators use professional judgment to keep students on task and supervise device use under Section IV.F.

e. **Individual Access**
   i. OTIS shall set assistive technology and translation tools to remain available whenever a Classroom Allow List is applied. A student's IEP or 504 team may request that additional resources be added.

f. **Training**
   i. Educators who use Core Digital Curriculum shall be trained to apply Classroom Allow Lists. This training should be part of existing training on the product or on the classroom management tool, supported by a one-page quick-reference guide.

3. **Student Blocked Access**. PPS will block access to student-led use of YouTube, social media, and streaming platforms, AI/LLM chatbot platforms (ie ChatGPT, Gemini, Claude, etc.), along with non-approved gaming platforms.[5] Exceptions may only be permitted for educator-directed instructional use when a platform directly supports curriculum-aligned learning objectives.

M. **Generative Artificial Intelligence (AI) and Large Language Models (LLMs).** Access to generative AI is prohibited on student-facing, PPS-issued devices until the PPS Board/District adopts an AI policy and research-backed AI literacy curriculum is implemented district wide.[6]

V. TIME LIMITATIONS ON DEVICE USE

A. **Maximum Limits for Screen Use for K-12 (excluding TechEd)**. Total in-class screen time will not exceed the following and can be balanced over the course of a unit of

[5] The Conversation, The 'one chatbot per child' model for AI in classrooms conflicts with what research shows: Learning is a social process; Ben Williamson et al., National Education Policy Center, Time for a Pause: Without Effective Public Oversight, AI in Schools Will Do More Harm Than Good.

[6] 3 reasons why 'going slow to go fast' is the right approach for AI in schools (Brookings Institute, Sept 2026); NPR, The risks of AI in schools outweigh the benefits, report says.

instruction to allow for flexibility:

Grade	Weekly Limit	Flexibility	In Practice (Ad. Dir.)
P	0 minutes	No routine use	No routine use
K–2	0 minutes	No routine use. Up to 90 minutes of screen-based practice before each mandated assessment	No routine use outside mandated assessments
3	100 minutes	Minutes may be averaged over a unit	20 minutes per day
4-5	150 minutes	Minutes may be averaged over a unit	30 minutes per day
6–8	300 minutes	Minutes may be averaged over a unit	45 minutes per subject/week
9–12	480 minutes	Minutes may be averaged over a unit	60 minutes per subject/week

These limits apply to students' use of individual devices. They do not apply to static projected materials (e.g., a document or slideshow displayed for common reference) or to brief, teacher-led video shown to the whole class in support of a lesson. Extended video viewing should be infrequent. In grades K–2, teacher-led video should be limited to occasional short clips that serve a clear instructional purpose.

B. **Exceptions:** Exceptions to the time limitations set forth in this Section may be granted under the following circumstances:

1. IEPs, 504 plans, or PEPs*
2. Emergency situations requiring immediate communication or safety measures
3. Temporary, unexpected teacher substitutions where prepared lesson plans necessitate screen-based instruction
4. Special assemblies featuring guest speakers or presentations that require audiovisual components
5. Other special circumstances approved in advance by the principal.

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

VI. PROHIBITION OF ONE-TO-ONE DEVICES

A. **Prohibition on One-to-One Devices.** PPS will not issue individual devices to K-8 students. All student access to digital devices will be limited to shared devices in dedicated computer labs or supervised computer carts as set forth in Section IV of this Policy.

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

VII. Digital Literacy

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

A. Digital Literacy instruction will focus on:

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

VIII. Parent and Guardian Rights

A. **Transparency.** PPS shall maintain a public, online, current listing of all digital tools approved for student use and relevant information about each, updated within 30 days of any addition or change and sent annually to parents and guardians[7].

Administrative Directive | For each tool, the listing shall include:

1. Whether it incorporates generative AI

[7] ACLU, Digital Dystopia: The Danger in Buying What the EdTech Surveillance Industry is Selling.; UNESCO. (2023). Global education monitoring report 2023: Technology in education: A tool on whose terms?

2. Features PPS has disabled
3. How it was vetted against district standards
4. A plain-language summary of what student data it collects, how that data is used and stored, and who it is shared with
5. A link to the full privacy policy

B. **Access.** Parents and guardians will have access to information specific to their child, including the apps, programs, and services their child's class/school uses and their child's estimated or actual weekly device time, with the method used to calculate that time.

C. **Parental Consent.** PPS will obtain annual consent from a parent or guardian before a student under the age of 18 may use:

1. Any Google Workspace for Education Additional Service, or any third-party service for which consent is required by law or by the vendor's terms.
2. Any tool or feature that uses generative AI to process student input or work, whether or not the vendor classifies it as a core service.
3. Consent will be requested separately for each service, not bundled into a single blanket form.
4. Students without consent for a service shall receive an equivalent alternative and will not be penalized.

IX. DIGITAL TOOL VETTING AND APPROVAL PROCESS

A. Rubric and Vetting. PPS, in collaboration with the Technology Advisory Committee, will review and update the PPS Digital Technology and App Approval Process with a formal, transparent rubric and vetting process to evaluate ed tech and digital tools. The rubric will consider targeted learning objectives, independent evidence*, cognitive processes, student data privacy and safety, attention-capturing design and game mechanics, and time bound requirements.

New student-facing digital products should only be adopted when there are proven benefits over analog alternatives. A process for teachers and staff to request approval for a new tool or app should also be in place.[8]

*Independent evidence as defined above.

X. TECHNOLOGY AUDIT PROCESS

A. **Regular Technology Audit**. The Office of Internal Performance auditor will conduct annual audits of all digital tools and technologies currently in use across all grade levels and programs. The Technology Advisory Committee (discussed below) will review audit findings and make recommendations.

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

These audits will evaluate:

1. Continued compliance with approval criteria
2. Actual learning outcomes achieved
3. Any reported adverse effects on student privacy, learning, physical and mental health
4. Budget impacts

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

XI. FACULTY AND STAFF SUPPORT

A. Ongoing Professional Support. PPS will provide educators and staff with ongoing training, guidance, and resources to implement this policy, including:

1. **Instructional practice:** effective, curriculum-aligned use of digital tools, and high-quality non-digital alternatives.
2. **Platform and tool training:** hands-on training on each approved platform and app before staff are expected to use it with students, including privacy and data settings, how to disable restricted features, and how to confirm parental consent status where it is required.
3. **Consistent, equitable enforcement:** clear districtwide standards and procedures so that the same behavior results in the same response for every student, with an emphasis on non-exclusionary responses rather than confiscation or discipline.
4. **Digital literacy instruction:** strategies for teaching students to regulate their own technology use, evaluate information, and protect their privacy.
5. **Policy procedures:** using the allow list request process, and meeting accommodation obligations for assistive technology and students with IEPs or 504 plans.

XII. STAKEHOLDER COLLABORATION AND OVERSIGHT

A. **Technology Advisory Committee.** PPS will maintain a Technology Advisory Committee that ideally includes technology personnel, educators, administrators, psychologists, students, and parents to review how technology is implemented throughout the district.

B. **Committee Responsibilities.** The Technology Advisory Committee will:

1. Work with PPS to develop a digital tool rubric
2. Work with PPS to write administrative directive related to this policy
3. Review and recommend updates to this Policy annually
4. Evaluating impacts of digital tools and platforms on the learning and well-being of students
5. Evaluate proposed new technologies prior to adoption
6. Monitor research and developments in educational technology and child health
7. Collect information from parents, faculty, and staff regarding technology use
8. Evaluate outcomes of digital literacy curriculum and recommend changes as needed

9. Report findings and recommendations to the school board as a component in the District Annual Report.

XIII. MONITORING, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT

A. **Policy Review.** The Technology Advisory Committee will review this Policy annually and make suggestions to the board to update as necessary based on current research, stakeholder feedback, and operational experience. The policy will be updated as needed to reflect new research, implementation feedback, equity analyses, and emerging tools and information. The first annual review will include feedback from students, educators, administrators, staff, parents, and families regarding policy implementation and data on screen time usage.

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

1. **Screen Time Data.** A summary of average student screen time across the District, compared against the goals and benchmarks established under this Policy.
2. **Digital Tools and Platforms in Use.** A current inventory of approved applications, digital tools, and commonly used websites utilized for instructional purposes and associated costs. Data on learning outcomes for each tool should be presented as well.
3. **Digital and AI Literacy Curriculum.** An update on the implementation and status of digital and artificial intelligence literacy curricula, including progress made, instructional outcomes, and consistency of implementation across schools.
4. **Data Privacy Incidents.** A summary of any student data privacy issues or incidents that arose during the school year, including the nature of each issue and the steps taken to address or mitigate it.
5. **Monitoring and Filtering Systems.** An update on the effectiveness of device monitoring and content-filtering systems, including efforts to ensure device use remains educational, minimizes access to distracting or non-instructional content, and maintains a safe digital environment for students. Include filtering mishaps and mitigation strategies.
6. **Emerging Research.** A summary of relevant, current research on educational technology, screen use, and child development, and how such research may inform future updates to this Policy.
7. **Disaggregation of Data.** Wherever possible, data provided under this section will be disaggregated by classroom, grade band, individual school, and historically underserved student groups, to allow the Board to identify disparities in implementation, access, or outcomes.
8. **Technology Advisory Committee Findings and Recommendations.**

Note:

For further reading and supporting materials, please visit our recommended reading list here: https://schoolsbeyondscreens.com/c/portland/learn-more

APPENDIX A: GUIDING PRINCIPLES

These guiding principles were conceived with the whole child in mind, centering around the question of what is truly best for all children's learning and development.

A. **Research-backed Pedagogy**. Neuroscientific research shows that effective learning requires sustained focus, deliberate effort, and emotional, and relational connection.[9] Students require a balance of direct instruction, social interaction and collaboration, physical activity, and hands-on learning. Technology use should not replace these essential experiences. Reading comprehension is often lower when on a screen rather than paper.[10] Multitasking and gamification can diminish learning.[11] Whenever possible, independent research should be used to evaluate the efficacy of digital tools.

B. **Teacher-led Instruction First:** Learning is the most effective when directed and guided by skilled educators and meaningful human interaction.[12] Technology should support and enhance teacher-led instruction, not replace the essential role of educators in fostering engagement, relationships, and learning.

C. **Adaptability**. Cognitive skills and habits of mind enable students to adapt to evolving circumstances and future technological trends. Teaching students to think deeply enables them to use any tool; teaching students to use a specific tool limits them to that tool.

D. **Real-life and Multi-sensory Practices**. Analog learning methods–including whole book reading and handwriting as well as paper based math and use of manipulatives–reliably produce stronger comprehension and retention than digital methods.[13]

E. **Student Health and Well-Being**. Excessive device use has been shown to be correlated with poor attention, distraction, anxiety, depression, myopia, and sleep disruption among children and adolescents.[14] Students deserve learning environments that minimize distractions and maximize

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[9] Written Testimony of Dr. Jenny Radesky and Written Testimony of Dr. Jean Twenge, Hearing before the U.S. Senate Committee on Commerce, Science, and Transportation (Jan. 15, 2026).

[10] American Psychological Association. (2026). Children's and adolescents' learning with educational technology; Tiffany Munzer, et al., Digital Ecosystems, Children, and Adolescents: Policy Statement. Pediatrics February 2026; 157 (2): e2025075320. 10.1542/peds.2025-075320

[11] Michael D. Hanus, Jesse Fox, Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance, Computers & Education, Volume 80, 2015, Pages 152-161, ISSN 0360-1315, https://doi.org/10.1016/j.compedu.2014.08.019.

[12] Written Testimony of Dr. Jared Cooney Horvath, Hearing before the U.S. Senate Committee on Commerce, Science, and Transportation (Jan. 15, 2026).

[13] Dr. Jared Cooney Horvath, *The Digital Delusion*; New York Times, Kids Rarely Read Whole Books Anymore, Even in English Class.

[14] Meri, R., Hutton, J., Farah, R., DiFrancesco, M., Gozman, L., & Horowitz-Kraus, T. (2023). Higher access to screens is related to decreased functional connectivity between neural networks associated with basic attention skills and cognitive

engagement. Portland Public Schools devices and systems should prioritize curriculum-aligned educational resources and prohibit access to content that does not directly support learning.

F. **Equity and Inclusion**. Excessive reliance on edtech can reinforce inequity and widen the achievement gap. The new "digital divide" will be defined by access (or lack thereof) to high quality, screen-free instruction.[15] However, students will need to have access to meaningful opportunities to engage with technology, including for tech education, assessments, differentiated learning, instructional accommodations, and accessibility supports while ensuring that no group of students experiences disproportionate exposure to passive or excessive screen time. Use of devices for students with diverse needs, including but not limited to students with disabilities and English Learners, gifted learners, and students requiring specialized instructional support, will be protected.

G: **Set educators up for success.** Educators need robust support, including time for professional development around research-backed analog instruction and differentiation methods, use of technology-based curriculum with intention and confidence to support student learning, and teaching digital literacy effectively.[16]

H. **Technology Education vs. Technology-Delivered Education**. Technology Education ("**TechEd**") is distinct from Education Technology ("**EdTech**"). TechEd refers to a curriculum of computer literacy and may include, among other things, typing and research instruction. EdTech refers to digital tools, software, platforms, and devices used to deliver core subject content.

I. **Transparency.** Educators need clear guidelines on acceptable digital platforms, devices, and screen use. Families need clear communication at the start of each school year about what to expect regarding screen time, educational app and tool use, and the data privacy policies governing these tools.[17]

J. **Data privacy.** Some data can help show when and why a learner is struggling, but the same information can be used for marketing, product development, or other purposes that do not directly benefit the learner. Policies should protect learners, only allowing vetted products and tools with compliant data collection and privacy policies.[18]

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control in children. Child Neuropsychology, *29*(4), 666-685; Ha A, Lee YJ, Lee M, Shim SR, Kim YK. Digital Screen Time and Myopia: A Systematic Review and Dose-Response Meta-Analysis. JAMA Netw Open. 2025;8(2):e2460026; Tiffany Munzer, et al., Digital Ecosystems, Children, and Adolescents: Policy Statement. Pediatrics February 2026, 157 (2): e2025075320. 10.1542/peds.2025-075320.

[15] The Atlantic, The Best Parenting Hack Is Being Rich (Aug. 2026); UNESCO. (2023). Global education monitoring report 2023: Technology in education: A tool on whose terms?; Faith Bonniger et al., National Education Policy Center, Fit for Purpose? How Today's Commercial Digital Platforms Subvert Key Goals of Public Education.

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

[17] UNICEF, Child Protection in Digital Education

[18] The Markup, This Private Equity Firm Is Amassing Companies That Collect Data on America's Children: Vista Equity Partners has been buying up software used in schools.; NBC News, Google's work in schools aims to create a 'pipeline of future users,' internal documents say.