



# Board of Education Informational Report

## MEMORANDUM

**Date:** April 8, 2016

**To:** PPS Board of Education

**From:** Amanda Whalen, Chief of Staff  
Rosanne Powell, Board Manager

**Subject:** Student Bill of Rights

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At the February 18<sup>th</sup> meeting of the Teaching and Learning Committee, the committee discussed a Bill of Rights that was authored by Franklin teacher, Susan Bartley. The committee

# BILLOFRIGHTS

## FORSTUDENTSOFCOLORIN AP AND IB COURSES

In recognition of existing civil rights legislations supporting each child's right to a free and public education; and in recognition of the existing deficit between the quality of education provided to and the rates of high school graduation and college attendance for white students and students of color, nationally and locally; with awareness of the facts that colleges and universities are more likely to accept and offer merit

- x Students of color and students living in poverty have the right to choose AP courses, and must not be prevented from

teachers and with the support of partner agencies between 7<sup>th</sup> and 8<sup>th</sup> grades, 8<sup>th</sup> and 9<sup>th</sup> grades, and 9<sup>th</sup> and 10<sup>th</sup> grades.

- x The district must waive the requirement to give all students a letter grade, and consider allowing struggling students (of any background) to make the choice

order to prepare for higher level courses in all languages that are spoken in the school environment.

- x Schools with higher percentages of students of color and students living in poverty must be offered Advanced Academic Curricular options at the same rate as students in schools with higher percentages of white students and privileged socioeconomic status. Schools with higher socioeconomic levels and higher percentages of white students must be offered Career and Technical Education at the same rate as schools with higher numbers of students of color and students living in poverty.

Community Members in Support of the Bill of Rights & Statement of Needs:

Susan Anglada Bartley, M.Ed., High School Language Arts  
Teacher/Program Director

Brook Thompson, Gates Millennium Scholar, Portland State University,  
Yoruk Native Tribe Member

Lamarra Haynes, 2011 Queen of Rosaria, Community Activist Don't Shoot  
PDX

Alexis Phillips, Gates Millennium Scholar, Portland State University

Tori Cherisme, Oregon State University, Diversity Scholar

Eyerusalem Abebe, American University

Khalilha Haynes, Columbia University Graduate

Olivia Jones Hall, Oberlin College

Kaela Smith, PCC Student

Lu Imbriano, Wesleyan University

Cameron Whitten, Executive Director, Know Your City

Ray Leary, I AM Academy

Teressa Raiford, Don't Shoot PDX

Charles McGee, Executive Director, Black Parent Initiative

Matt Morton, (Squaxin Island Tribe), Equitable Education Portfolio Director,  
Meyer Memorial Trust

Julia Brim-Edwards, Public Education Advocate

Tawna Sanchez, MSW, Interim Executive Director NAYA Family Center,  
Candidate House District 43

Martin Gonzalez, Former PPS School Board Member

Jules Bailey, Mayoral Candidate

Ted Wheeler, Mayoral Candidate

Danielle Torres, Ph. D., Associate Professor, Lewis and Clark College

Andrea Miller, CAUSA Oregon

Beth Biagini, M.Ed., High School Science Teacher  
Donald Rose, M.A.T, 8<sup>th</sup> grade LA/SS Teacher  
Trevor Butenhoff, M.Ed., High School Mathematics Teacher  
Don Gavitte, M.Ed., High School Social Studies Teacher  
Dylan Leeman, M.Ed., High School Language Arts Teacher  
Megan Whisnand, M.A. Teaching & Leadership, High School Science  
Teacher  
Pam Garrett, M.A.T. High School Language Arts Teacher  
Dr. Shaun Nelms, Superintendent of Schools, Rochester, New York Area  
Steve Meslar, Olympic Gold Medalist & Founder of Classroom Champions

Copies to:

All of the above  
Portland School Board  
Superintendent Carole Smith  
U.S. Senator Ron Wyden  
U.S. Senator Jeff Merkley

# BILL OF RIGHTS

## FOR STUDENTS OF COLOR IN AP AND IB COURSES

In recognition of existing civil rights legislation supporting each child's right to a free and public education; and in recognition of the existing deficit between the quality of education provided to and the rates of high school graduation and college attendance for white students and students of color, nationally and locally; with awareness of the facts that colleges and universities are more likely to accept and offer merit scholarship to students who engage in Advanced Placement and International Baccalaureate courses; and with the understanding that 82% of U.S. teachers are white, and over 50% of students in public schools, nationally, are students of color; and, in recognition that Portland Public Schools struggles with an even greater gap

communicating this Bill of Rights to all Principals, counselors, and AP teachers, and share their support for this document, as well as the fact that this document is supported by community leaders,

African American, Latino, and Native American leaders, as well as former AP students of each of those groups.

- x Studentsof color and studentsliving in poverty havethe right to chooseAP courses, and must not be preventedfrom doing sobasedon assumptionsabout inability or low
- x Counselorsmust not removestudentsfrom AP or IB courseswithout involvingthree or more systemsof supportfor studentsof color that are availablein the school(for example, I AM Academy, StepUP, GearUP, Tutoring, SpecialEducation(only if applicable) andmentors).
- x Counselorsmust be trained in culturally relevantstrategiesto help ensurespecific

teachers and with the support of partner agencies between 7<sup>th</sup> and 8<sup>th</sup> grades, 8<sup>th</sup> and 9<sup>th</sup> grades, and 9<sup>th</sup> and 10<sup>th</sup> grades.

- x The district must waive the requirement to give all students a letter grade, and consider allowing struggling students (of any background) to make the choice to take the course for a Pass or Fail on a proficiency based grading model, until mid semester, in order to remain engaged in the course without damage to their GPA. While colleges will notice if a student chooses to take the course for a Pass or Fail, they will also note that the student stayed in the course and continued to experience a higher level of preparation and exposure to college level material. This will give counselors another option aside from removing students from the course, and also reduce stress and anxiety for students taking AP courses for the first time who may fear the consequences of a lower grade.
- x Teachers must be made aware of the multiple supports that are available to help traditionally marginalized students in AP courses. Each teacher must be provided with a list of supports in the community and school that they may access when a student struggles.
- x When a school doesn't have enough textbooks or materials, parents are often expected to backfill. This should not be the default option because not all students have parents who can pay for these items. Many AP/IB classes require the right math calculator or laptop for reports, papers, and lab project. Each high school must be supplied a minimum of \$20,000 per year to cover the or high 36 notes & 14 - \$ D; 65/TM " @ D | y • DÀ ñquÁ ¾ ò&- arTc [(ma)-8(ter)-6(i

order to prepare for higher level courses in all languages that are spoken in the school environment.

- x Schools with higher percentages of students of color and students living in poverty must be offered Advanced Academic Curricular options at the same rate as students in schools with higher percentages of white students and privileged socioeconomic status. Schools with higher socioeconomic levels and higher percentages of white students must be offered Career and Technical Education at the same rate as schools with higher numbers of students of color and students living in poverty.

Comment [s13]: Growth of AP and IB Programs will require a three year roll out plan. Funding must be made available for Principals to support teachers in being AP and Pre-AP trained. The rate of \$3000 per middle school (so that 8th grade teachers can access training) and \$5000 per high school for three years will dramatically increase in the next 10 years.

#### Community Members in Support of the Bill of Rights & Statement of Needs:

- Susan Anglada Bartley, M.Ed., High School Language Arts Teacher/Program Director
- Brook Thompson, Gates Millennium Scholar, Portland State University, Yurok Native Tribe Member
- Lamarra Haynes, 2011 Queen of Rosaria, Community Activist Don't Shoot PDX
- Alexis Phillips, Gates Millennium Scholar, Portland State University
- Tori Cherisme, Oregon State University, Diversity Scholar
- Eyerusalem Abebe, American University
- Khalilha Haynes, Columbia University Graduate
- Olivia Jones Hall, Oberlin College
- Kaela Smith, PCC Student
- Lu Imbriano, Wesleyan University
- Cameron Whitten, Executive Director, Know Your City
- Ray Leary, I AM Academy
- Teresa Raiford, Don't Shoot PDX
- Charles McGee, Executive Director, Black Parent Initiative
- Matt Morton, (Squaxin Island Tribe), Equitable Education Portfolio Director, Meyer Memorial Trust
- Julia Brim-Edwards, Public Education Advocate
- Tawna Sanchez, MSW, Interim Executive Director NAYA Family Center, Candidate House District 43
- Martin Gonzalez, Former PPS School Board Member
- Jules Bailey, Portland Mayoral Candidate
- Ted Wheeler, Portland Mayoral Candidate
- Danielle Torres, Ph. D., Associate Professor, Lewis and Clark College
- Andrea Miller, CAUSA Oregon





Students have the right to enroll in AP or IB courses. We desire to provide a safe and supportive environment for all students that will help them to succeed in the collegiate environment. #IREY-iepæR

- x No school employee should be entitled to discourage a student from participating in an AP or IB course.
- x Student of color and students living in poverty must be fully informed about the opportunity for advanced coursework and encouraged to engage in such coursework.
- x Students of color and students living in poverty have the right to choose AP courses, and must not be prevented from doing so based on assumptions about inability or low expectations.
- x Counselors must not remove students from AP or IB courses without involving three or more systems of support for students of color that are available in the school (for example, I AM Academy, Step UP, Gear UP, Tutoring, Special Education (only if applicable), and mentors).
- x Counselors must be trained in culturally relevant strategies to help ensure that all students are successful in AP or IB courses. We have too often seen, nationally and locally, students drop out of AP or IB courses after having signed up. Centralizing the responsibility for student success in AP or IB courses is a critical component of our commitment to equity and excellence. (s af4ing )6(sio

- D. The Bill of Rights for Students of Color in Advanced Placement and International Baccalaureate Courses is aligned with the District's priority of every student prepared for life, college and career, and to meaningfully contribute to their communities.
- E. The District has made a number of investments to support accelerated learning including expanding AP/IB and Dual Credit opportunities in all schools, providing additional textbooks and expanding programs similar to Franklin's Advanced Scholars into other high schools.
- F. The Teaching and Learning Committee voted to bring this Bill of Rights to the full board for consideration by a vote of 2-0.

#### RESOLUTION

1. The Board of Education supports the Bill of Rights for Students of Color in Advanced Placement and International Baccalaureate Courses and directs the Superintendent and staff to develop an implementation plan including potential costs and present it to the Teaching and Learning Committee.

C. Russo