



# 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

---

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 discussed the merits of the proposal and requested that Ms. Bartley attend the next meeting so that the Committee could ask clarifying questions.

At the March 28<sup>th</sup> meeting of the Teaching and Learning Committee, Susie Bartley, was present to answer any questions, along with student representatives, Lynn Dao, Bea Yucho and Brook Thompson, who spoke on the value of access to IB and AP programs. The Committee voted 2-0 to move forward the Student Bill of Rights to the full Board.

# 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 scholarships 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 between rates of white teachers and students of color; and, in full acknowledgement of the history of marginalization of students of color in Advanced Placement and International Baccalaureate courses in Portland and nationally; and, in recognition of the school to prison pipeline that so clearly discourages students from both graduation and education, we, teacher Susan Anglada Bartley, former AP students Lamarra Haynes (PSU Graduate & Community Activist), Brook Thompson (Gates Millennium Scholar & Yoruk Tribe Member), Eyerusalem Abebe (American University), Tori Cherisme (OSU Diversity Scholar), Kaela Smith (PCC Student), Olivia Jones-Hall (Oberlin College), Lu Imbriano (Wesleyan University), Alexis Phillips (Gates Millennium Scholar) hereby present this **Bill of Rights** and **Statement of Needs** in solidarity with the next generation of students of color.

### **Bill of Rights for Students of Color in Advanced Placement and International Baccalaureate Courses:**

- Students have the right to select the course they desire in order to gain exposure to material that will help them to succeed in the collegiate environment.
- No school employee should be entitled to discourage a student from participating in an AP or IB course.
- 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.

- 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.
- 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).
- Counselors must be trained in culturally relevant strategies to help ensure specific support needs of students of color in AP and IB courses (Imposter Syndrome, Isolation, etc.).
- The school Principal's signature must be required for removal of a student from an AP or IB course. We have too often seen, nationally and locally, students of color removed from AP or IB courses after having signed up. Centralizing the authority on removal of students will track removal as well as support provided, and ensure that students of color are not removed at inordinate rates.

#### **Statement of Needs:**

- Teachers of AP and IB courses must be required to demonstrate the ways in which they are working to make their courses culturally relevant and accessible to all students.
- Teachers of AP and IB courses must be required to certify that they understand the available supports, and that they understand that all students have the right to take their chosen courses, as no student can be legally denied an opportunity in a public school environment.
- If a student struggles with absenteeism, school policy allows students to complete coursework up to certain point in June. In some cases, home visits by social workers or support staff affiliated with PPS would be very helpful in ensuring that students have the supports they need to face the challenging work load during the school year. These supports must be made available through the district; if they already exist, teachers must be made aware of exactly how to utilize these services.
- The district must invest a minimum of \$15,000 at each high school and middle school to offer summer bridge programs to help provide additional preparation for AP and IB courses. Students who do not take Algebra before entering high school have zero chance of reaching the highest level of AP course; students of color have very low rates of participation in the highest level of AP and IB Mathematics and Science courses. We can remedy this by providing access to summer Bridge programs taught by certified

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.

- 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 or 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 chose 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.
- 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.
- 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 cost of growing AP/IB program supplies and textbooks.
- Each High School must be supported with funds to support AP/IB test fees for students living in poverty who cannot pay them. Currently, State support of this piece is deeply appreciated for AP. In some years, however, the State only pays part of the fee, still requiring students living in poverty to pay some amount. Schools must be able to easily access funds for students who cannot pay in an expedient way that will not cause delay, as delay leads to the choice not to test. Making \$5000 available to each school for AP Test fee scholarships for students on Free and Reduced Lunch as well as students who are on the poverty line (though they may not be documented as F&R) will remove barriers.
- District partners must work toward supporting students of color in AP and IB courses, and prepare themselves with knowledge and training about AP and IB curriculum so that they may best support students taking the courses.
- Parents must be notified about the existence of AP and IB programs, summer bridge programs, as well as courses that students must engage in during 7<sup>th</sup> and 8<sup>th</sup> grade in

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

- 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 socio-economic status. Schools with higher socio-economic 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 scholarships 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 between rates of white teachers and students of color; and, in full acknowledgement of the history of marginalization of students of color in Advanced Placement and International Baccalaureate courses in Portland and nationally; and, in recognition of the school to prison pipeline that so clearly discourages students from both graduation and education, we, teacher Susan Anglada Bartley, former AP students Lamarra Haynes (PSU Graduate & Community Activist), Brook Thompson (Gates Millennium Scholar & Yurok Tribe Member), Eyerusalem Abebe (American University), Tori Cherisme (OSU Diversity Scholar), Kaela Smith (PCC Student), Olivia Jones-Hall (Oberlin College), Lu Imbriano (Wesleyan University), Alexis Phillips (Gates Millennium Scholar) hereby present this **Bill of Rights** and **Statement of Needs** in solidarity with the next generation of students of color.

### Bill of Rights for Students of Color in Advanced Placement and International Baccalaureate Courses:

- Students have the right to select the course they desire in order to gain exposure to material that will help them to succeed in the collegiate environment.
- No school employee should be entitled to discourage a student from participating in an AP or IB course.
- 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.

**Comment [s1]:** Immediate Priority for District-Wide Communication: It will be necessary for all of the District to commit to 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.

- 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.
- 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).
- Counselors must be trained in culturally relevant strategies to help ensure specific support needs of students of color in AP and IB courses (Imposter Syndrome, Isolation, etc.).
- The school Principal's signature must be required for removal of a student from an AP or IB course. We have too often seen, nationally and locally, students of color removed from AP or IB courses after having signed up. Centralizing the authority on removal of students will track removal as well as support provided, and ensure that students of color are not removed at inordinate rates.

#### Statement of Needs:

- Teachers of AP and IB courses must be required to demonstrate the ways in which they are working to make their courses culturally relevant and accessible to all students.
- Teachers of AP and IB courses must be required to certify that they understand the available supports, and that they understand that all students have the right to take their chosen courses, as no student can be legally denied an opportunity in a public school environment.
- If a student struggles with absenteeism, school policy allows students to complete coursework up to certain point in June. In some cases, home visits by social workers or support staff affiliated with PPS would be very helpful in ensuring that students have the supports they need to face the challenging work load during the school year. These supports must be made available through the district; if they already exist, teachers must be made aware of exactly how to utilize these services.
- The district must invest a minimum of \$15,000 at each high school and middle school to offer summer bridge programs to help provide additional preparation for AP and IB courses. Students who do not take Algebra before entering high school have zero chance of reaching the highest level of AP course; students of color have very low rates of participation in the highest level of AP and IB Mathematics and Science courses. We can remedy this by providing access to summer Bridge programs taught by certified

**Comment [s2]:** Regarding counselor training--which could be done in a professional development session for counselors at Rice or the District Office, this training is a year one priority.

**Comment [s3]:** Year one - Implementation must begin in 2016-17 school year. Note: though AP teachers will be required to turn this in as a Professional Development Assignment, this is a non-punitive measure that will not be linked to teacher evaluation.

**Comment [s4]:** Year two - Teachers must meet this expectation after training is made available in year one. Training for teachers in culturally relevant AP strategies is a year one priority.

**Comment [s5]:** This is a year one priority--but could this be addressed, if properly communicated and all parties are aware of this document, by a current service provider?

**Comment [s6]:** Summer bridge programs must begin in year one at schools that do not offer Algebra--but full implementation of district wide summer programs from 7th-10th grade will require a two year roll out. This should be funded in a three year cycle with pilot schools for first year and then two more years of subsequent funding for summer work at all high needs schools. Please interpret this as providing Algebra at the school location during the summer from certified teachers.



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.

- **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 or 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 chose 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.
- **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.
- **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 cost of growing AP/IB program supplies and textbooks.
- **Each** High School must be supported with funds to support AP/IB test fees for students living in poverty who cannot pay them. Currently, State support of this piece is deeply appreciated for AP. In some years, however, the State only pays part of the fee, still requiring students living in poverty to pay some amount. Schools must be able to easily access funds for students who cannot pay in an expedient way that will not cause delay, as delay leads to the choice not to test. Making \$5000 available to each school for AP Test fee scholarships for students on Free and Reduced Lunch as well as students who are on the poverty line (though they may not be documented as F&R) will remove barriers.
- **District** partners must work toward supporting students of color in AP and IB courses, and prepare themselves with knowledge and training about AP and IB curriculum so that they may best support students taking the courses.
- **Parents** must be notified about the existence of AP and IB programs, summer bridge programs, as well as courses that students must engage in during 7<sup>th</sup> and 8<sup>th</sup> grade in

**Comment [s7]:** Year one priority for 2016-17 school year.

**Comment [s8]:** Year one priority. This will also require professional development and training for partners in the exact content of AP and IB courses so that they are prepared ahead of time in how to support students.

**Comment [s9]:** Year one priority.

**Comment [s10]:** Year one priority.

**Comment [s11]:** Year one priority - Once again, District partners must be trained in year one on the content and supports students may need in AP and IB courses.

**Comment [s12]:** Year one, two, and three priority---but must be supported with additional funds in years two and three. Translation funds must be made available with initial funding per school at the rate of \$1000 per school to be used for this specific purpose, and additional funding each year to ensure that documents can be translated each year as AP and IB programs change and alterations are needed.

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

- 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 socio-economic status. Schools with higher socio-economic 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 our ability to equitably offer AP and IB courses from qualified, well-trained teachers. Teachers must also have the opportunity to learn from current AP and IB teachers who utilize culturally relevant strategies.

### **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**

**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.A. Curriculum & Instruction, M.A. History, 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**  
**Catherine Theriault, M.Ed., High School English Language Arts Instructional Coach**  
**Elena García-Velasco, M.A.T., High School Spanish Language Arts Teacher**  
**Dr. Shaun Nelms, Superintendent of Schools, Rochester, New York Area**  
**Steve Meslar, Olympic Gold Medalist & Founder of Classroom Champions**  
**Dr. Randy Hitz, Dean of the Portland State University Graduate School of Education**  
**Adrienne Cabouet, Black Lives Matter Portland**  
**Dr. Paulette Meyer (M.A. Education Stanford University)**  
**Tara L. Cooper MA, Teacher Pathways Program Coordinator, Graduate School of Education, Portland State University**  
**Brady Bennon, M.Ed., High School Social Studies Teacher/Program Coordinator**  
**Charlene McGee, PPS Parent and Graduate**  
**Stephen Ruszczyk, Ph.D., MS Ed., Adj. Assistant Professor, City College New York**  
**Samuel J. Sellers, Hip Hop Artist, U.S. State Dept. Cultural Ambassador, Part-time Lecturer (The New School for Social Research, NYC)**  
**Sarah Shanley Hope, Executive Director, The Solutions Project, San Francisco, CA**  
**Dr. Alex Gurn, Research Associate, Rockman et al, San Francisco Bay Area**  
**Ulana Ainsworth, K0/K1 Inclusion Teacher, Boston Public Schools**  
**Lisa Zuniga, PPS Parent and Foster Parent**  
**Hallima Docmanov, Activist and Undergrad at the University of Massachusetts, Boston**  
**Layla Hijab Cable, Boston Public Schools**  
**Brad (Scarface) Jordan, Multi-platinum Rapper & Producer**  
**Teneah Rushen, Willamette University Student**  
**Jennifer Rushen, Portland Teen Idol Director, PSU Student**  
**Alejandra Zamudio, Portland State University Student**

**Bea Yucho, Portland State University Student**

Copies to:

All of the above

**Portland School Board**

**Superintendent Carole Smith**

**U.S. Senator Ron Wyden**

**U.S. Senator Jeff Merkley**

## RESOLUTION No. 5251

### Support of the Bill of Rights for Students of Color in Advanced Placement and International Baccalaureate Courses

#### RECITALS

A. On March 28, 2016, the Teaching and Learning Committee of the Board of Education received a presentation on the Bill of Rights for Students of Color in Advanced Placement (AP) and International Baccalaureate (IB) Courses.

B. The preamble of the Bill of Rights for Students of Color in AP and IB courses states:

*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 scholarships 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 between rates of white teachers and students of color; and, in full acknowledgement of the history of marginalization of students of color in Advanced Placement and International Baccalaureate courses in Portland and nationally; and, in recognition of the school to prison pipeline that so clearly discourages students from both graduation and education, we, teacher Susan Anglada Bartley, former AP student Lamarra Haynes (PSU Graduate & Community Activist), Brook Thompson (Gates Millennium Scholar & Yurok Tribe Member), Eyerusalem Abebe (American University), Tori Cherisme (OSU Diversity Scholar), Kaela Smith (PCC Student), Olivia Jones-Hall (Oberlin College), Lu Imbriano (Wesleyan University), Alexis Phillips (Gates Millennium Scholar) hereby present this **Bill of Rights** and **Statement of Needs** in solidarity with the next generation of students of color.*

C. The Bill of Rights for Students of Color in Advanced Placement and International Baccalaureate Courses states:

- Students have the right to select the course they desire in order to gain exposure to material that will help them to succeed in the collegiate environment.
- No school employee should be entitled to discourage a student from participating in an AP or IB course.
- 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.
- 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.
- 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).
- Counselors must be trained in culturally relevant strategies to help ensure specific support needs of students of color in AP and IB courses (Imposter Syndrome, Isolation, etc.).
- The school Principal's signature must be required for removal of a student from an AP or IB course. We have too often seen, nationally and locally, students of color removed from AP or IB courses after having signed up. Centralizing the authority on removal of students will track removal as well as support provided, and ensure that students of color are not removed at inordinate rates.

- 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*