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.
• 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. Note: This requirement is not related to the teacher evaluation process; it is simply a matter of positive professional development to promote civil rights and inclusion.
• 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 a 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 workload 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 7th and 8th grades, 8th and 9th grades, and 9th and 10th 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 7th and 8th 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, 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
Khaliilha 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
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Martin Gonzalez, Former PPS School Board Member
Jules Bailey, Portland Mayoral Candidate
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Danielle Torres, Ph. D., Associate Professor, Lewis and Clark College
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Catherine Theriault, M.Ed., High School English Language Arts Instructional Coach
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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)
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Lisa Zuniga, PPS Parent and Foster Parent
Hallima Docmanov, Activist and Undergrad at the University of Massachusetts, Boston
Layla Hijab Cable, Boston Public Schools
Teneah Rushen, Willamette University
Jennifer Rushen, PSU Student, Portland Teen Idol Director
Bea Yucho, PSU Student
Alejandra Zamudio, PSU Student
Lynn Dao, Franklin High School Senior
Brad Scarface Jordan, Legendary Rapper & Producer
Jennifer Reeves-Eisbach, M.A., High School Counselor, Roosevelt High School
Margaret Noel, President of the League of Women Voters of Portland
Copies to:
Superintendent Carole Smith
Portland School Board
Senator Rob Wyden
Senator Jeff Merkley