



BOARD OF
EDUCATION
Portland Public Schools
Policy Committee Meeting
December 7, 2020

VIRTUAL MEETING

*In light of current public health concerns related to COVID-19, this meeting will take place virtually.**

Under the provision of ORS 192.670, the meeting will be streamed live:
<https://www.youtube.com/user/ppscmms/live>

To request to sign-up for public comment please send an email with your first and last name, and topic to PublicComment@pps.net, or call Kara Bradshaw at 503-916-3906. Requests for Public Comment will be processed in the order that they are received, and should be received by 12:00 pm on the day of the meeting. Once your spot is confirmed, instructions for addressing the board will be sent to you via email.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time. This meeting may be taped and televised by the media.

AGENDA

- I. 4:00 pm - Introductions
- II. 4:05 pm - 4.xx.xxx-P Student Suicide Prevention - 30 min.
- III. 4:35 pm - 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property - 30 min.
- IV. 5:05 pm - 4.xx.xxx-P All Students Belong - 20 min.
- V. 5:25 pm - 4.30.060-P Title IX: Draft policy Updates - 25 min.
- VI. 5:50 pm - 2.xx.xxx-P Climate Crisis Response - 60 min.
- VII. 6:50 pm - Public Comment - 10 min.
 - 5 Two-Minute slots
 - *To sign-up for public comment
email PublicComment@pps.net or
call 503-916-3906.
- VIII. 7:00 pm - Adjourn

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Student Suicide Prevention Policy

4.XX.XXX-P

OSBA:

Portland Public Schools recognizes that suicide is a leading cause of death among youth and that even more youth consider and attempt suicide. The possibility of suicide and suicidal ideation requires vigilant attention from all PPS staff. This policy is required by Oregon law, which was passed in 2019 in response to the advocacy of the family of a former PPS student, Adi Staub, who identified as transgender and died by suicide in 2017.

As a result, we must engage in best practices to provide school-wide suicide prevention and intervention strategies to minimize suicidal ideation and prevent attempts and deaths. We also must create safe and nurturing schools that increase connections and build strengths and self-worth in students. These efforts align with the PPS Racial Equity and Social Justice framework and center on BIPOC (Black, Indigenous, and People of Color) students and LGBTQIA+ (A common abbreviation for lesbian, gay, bisexual, pansexual, transgender, genderqueer, queer, intersexed, agender, questioning, and two-spirited), students living with mental and/or substance use disorders, who engage in self harm or have attempted suicide, living in out-of-home settings, experiencing houselessness, bereaved by suicide, and those with medical conditions or certain types of disabilities because these students at higher risk for suicide. The emotional wellness of students greatly impacts school attendance and educational success. This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that effective suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors.

District Plan for Suicide Prevention

The District will collaborate with local and national experts to create and maintain a comprehensive approach to address suicide prevention, intervention, and postvention (a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information on the suicide death of a member of the school community). The District will continually review, update, and implement the plan with consultation with subject-matter experts that may include state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents/guardians, employees, students, administrators, and school board associations.

The District plan shall include:

1. Training

- A. All PPS staff will be trained on the risk factors and warning signs of suicidal risk and on the skills to connect students, families, and staff to resources in and out of the school building. Training materials must include self-review options.

- B. All school social workers, school counselors, and school psychologists, in addition to any other school staff designated by the building administrator, shall be responsible for responding to and implementing a suicide screening after a report of suicidal risk, and they shall receive enhanced training in procedures relating to suicide prevention, intervention, mental health systems navigation, and activities that reduce risk and promote healing after a suicide.
 - a. The enhanced professional development for designated staff will include training to identify, support, and respond to groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing houselessness, American Indian/Alaska Native students, LGBTQIA+ students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

 - b. All school social workers, school counselors, and school psychologists, in addition to other school staff designated by the building administrator, will be trained on processes for re-entry into a school environment following hospitalization or behavioral health crisis¹.

The plan will require that District employees act at all times within the scope of their individual credentials and licenses and that they not deliver services or support when they do not have the credentials or license to do so.

2. Youth Suicide/Mental Health Prevention Education for Students

- A. All PPS students shall receive annually evidence-based, student-centered suicide prevention programming that is culturally and linguistically responsive and developmentally appropriate. The suicide prevention programming will include:
 - a. The importance of safe and healthy choices and coping strategies
 - b. How to recognize risk factors and warning signs of mental disorders and suicide in oneself and

- c. Help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.
- d. Opportunities for students to practice suicide prevention skills.

B. Suicide prevention materials and curriculum options must be reviewed annually by a multi-disciplinary group, consisting of administrators, parents, teachers, school-employed mental health professionals, representatives from community suicide prevention services, and other individuals with expertise in youth mental health, under the administration of a District prevention staff member.

These reviews should include data from surveys including but not limited to the National Youth Risk Behavior Survey and the PPS Successful Schools Survey.

4. Requirement that Every School Has its Own Suicide Prevention Plan

- A. School-based suicide prevention plans shall include but are not limited to the following components:
 - One or more suicide-prevention point(s) of contact
 - Scheduled staff training on suicide prevention
 - Scheduled student health and wellness education, suicide prevention curriculum, and social emotional learning
 - Opportunities for students to feel seen, heard, and valued through the development of racial, cultural, and/or other identity groups
 - Defined school-based resources and referral processes to support students facing documentation status, housing and food insecurity, health care, and other concerns that increase suicide risk
 - System for tracking school-specific suicide screenings and referrals and
 - Training of school-specific staff members in postvention supports including contacting the Student Success and Health Department after a suicide death in your school program.

5. Tracking and Accountability

- A. The District's Student Success and Health Department will:
 - a. Be the office of record for suicide screenings and provide consultation

- b. Organize the annual suicide prevention staff training
- c. Identify and support the suicide prevention point of contact for each school program
- d. Maintain an inventory of the suicide prevention curriculum/plan at each PPS school via the school-based suicide prevention point of contact
- e. Provide crisis response and best practice postvention recovery supports for schools experiencing a suicide

6. Notification and Family Engagement/Education

All students, families, employees, and contractors and volunteers who provide services to students will be notified annually of this policy, suicide prevention best practices for families, paths to an informal discussion of concerns about actions related to suicidal risk, as well as the process for review of actions taken in response to suicidal risk.

¹“Behavioral health crisis” as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual’s mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual’s mental or physical health. R5/01/20 | PH Student Suicide Prevention** –

JHH 1-2

END OF
POLICY

Legal Reference(s):

[ORS 332.107](#) [ORS 339.343](#) [OAR 581-022-2510](#)

R5/01/20 | PH Student Suicide Prevention** – JHH 2-2



Preservation, Maintenance, and Disposition of District Real Property

DEC 3 ~~OCT 18~~ 2020 DRAFT

The Portland Public Schools Board of Education recognizes that the District's real property assets have been bequeathed-entrusted to us by previous generations to serve the students of Portland. ^[LL1] We, therefore, ~~have~~s a fiduciary responsibility to preserve and maintain them in a manner that will ~~the District's real property assets to serve current students and to~~ ensure that the District ~~can~~ is able to serve not only its current students, but also students of future generations ~~for decades to come.~~ Because Portland's school population and the District's use of its buildings are dynamic, the assessment of the District's real property needs shall take into account a time horizon that spans multiple decades and generations and the ongoing need for flexibility.

For that reason, transactions involving the District's real property shall preserve as much as possible the District's ability to use assets ~~for its own to serve~~ students enrolled its schools and programs ~~and educational services~~ now and in the future and, only on rare occasions, will the District sell a property without replacing that property with an equivalent or better property.

Duty to Maintain and Preserve Real Property

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

- Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must



Preservation, Maintenance, and Disposition of District Real Property

seek maximum long-term financial and other benefits. The District recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

Sale or Long-Term Lease of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property lease or sale on fulfillment of the District's educational mission over the long term. ~~Selling Sale of a District property without replacing it with an equivalent or better property shall be a last resort be considered only in the absence of a viable alternative. . . . Whenever possible, Any long-term disposition of District property should take the form of a long-term lease- rather than a permanent sale. A "long-term lease" is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use. Sale of a District property without replacing it with an equivalent or better property is usually disfavored and shall be considered only after assessing alternatives and determining that the District's best long-term interests are served by a sale.~~

The Board of Education directs the following:

1. ~~Superintendent's Real Property~~ Long-Term Lease or Sale Recommendation: The Superintendent shall ~~develop and adopt an administrative directive establishing a process for developing~~ make recommendations to the Board on the long-term lease or sale of any District property. ~~The process shall include at a minimum the following components:~~
 - a. ~~Notification of the Board of Education.~~
 - b. ~~A summary of the factors considered in the development of the recommendation,~~ including an analysis of implications for the District's ability to fulfill its responsibilities in the short-, medium-, and long-term; and a ~~market and needs~~ analysis.

Sale of District Property Recommendation-Public Hearing: Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof appropriate prudent and necessary for sale. In the unlikely event ~~If~~ the Board determines that it is prudent or necessary to sell a District property, ~~is appropriate for sale,~~ it shall pass a resolution identifying the



Preservation, Maintenance, and Disposition of District Real Property

property, how relinquishing property promotes both the District’s mission and the public interest, and the terms and conditions under which it may be sold. -

~~2.1. In the unlikely event that a sale is deemed necessary or prudent, Every effort should be made to ensure that the property remain within the public domain in perpetuity in support of the public good as originally intended.~~

2. Sale process: Once ~~the property is~~ the Board declares ~~ed~~ that it is prudent or necessary to sell a District property ~~appropriate for sale by the Board~~, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

~~3. —~~

Presumption of Market ~~Rate~~ Terms:

~~When selling, leasing, or otherwise entering into transactions involving real property, the District shall pursue maximum market value and other then-current market terms. Unless the Board adopts a resolution that makes an express finding that the disposition transaction involving of District property for less than market terms rate confers significant benefit to the District and the communities it serves, the District shall pursue maximum market value for any sale, lease, or disposition under this policy. Any express finding justifying less than market terms shall be under exceptional circumstances, consider the following factors or combination of factors, and be assessed through the PPS Racial Equity & Social Justice lens:~~

a. ~~Extraordinary General~~ economic or other unusual ~~conditions~~ circumstances beyond the control of all parties (“Extraordinary Circumstances”). In this case, the other party must provide ~~documentation~~ evidence of the impact of these circumstances on ~~their~~ its financial status, ~~evidence of prior prudent efforts to manage risks and impacts, and of efforts made to explore options other than financial or other relief from PPS~~ the District, ~~such as recession or pandemic~~

b. The costs and/or benefits to ~~PPS~~ the District of offering below-market terms.

~~c. —~~

a. ~~The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs,~~



Preservation, Maintenance, and Disposition of District Real Property

- emerging bilingual students, ~~and~~ or LGBTQ students; ~~and~~
- d. Official ~~c~~Connection of the other party to the District or its students (e.g., PPS charter school, an organization providing direct services to PPS students^[EL2]); and
- e. The party on the other side of the transaction is a public entity that intends to actively use the property for public purposes.
- 4.—

To the extent any below-market terms under a lease are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which ~~by PPS because of Extraordinary Circumstances, the below-market terms shall be limited to the period of time when the impacts from the Extraordinary Circumstances exist; after that,~~ market terms shall be restored for any remainder of the lease. These factors shall ~~be applied more stringently~~ apply in the case of sale or other permanent disposition of any real property other than granting rights of way or easements that are a condition of development imposed by the authorizing governmental agency or utility. The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.

Notwithstanding any other part of this policy, if District property ~~-in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in -the grant or by state or federal regulations.~~

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts), in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects, ~~and or~~ in which the transaction can be terminated by the District within ~~3~~90 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the ~~b~~Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95;
Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; [Amd. _____](#).

Board Policy

Anti-Racist Learning Communities 4.XX.XXX-P

12/3/20 Draft

I. Purpose

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. We believe in the fundamental right to human

dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

II. Definitions

1. “Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. “Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols contained in the [Hate on Display Hate Symbols Database](#). and whose display:

- a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
- b. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school or program.

It is important for students and staff to understand the historical context of hate symbols. For example, the swastika was appropriated in the 1930s by Nazis in Germany where it became a symbol of terror for Jews, Romany, and other minorities.

*Liz Large:
Suggested
addition by
Director Bailey*

- 3. "Hate Speech" means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin.

III. Expectations and Consequences

We will not tolerate in our schools or programs or on our property any symbols of hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats . These include, but are not limited to, student and adult clothing, apparel, accessories, gestures, or other symbols such as those that depict symbols of hate.

The District prohibits the use or display of any symbols of hate on District grounds or in any District- or school-sponsored program, service, school, or activity, except where used in teaching curriculum that is aligned to the Oregon State Standards. In addition, the District will incorporate learning opportunities [in the classroom? PD?] to support the goals of this policy.

*Liz Large:
Question from
Director Bailey*

The District will approach consequences using a restorative justice approach, which will include appropriate consequences including discipline.

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found [here](#).

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]

Legal Reference(s):

[ORS 659.850](#); [ORS 659.852](#); [OAR 581-002-0005](#); [OAR 581-022-2312](#); [OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: __/20

Glossary of Terms--DRAFT

“Anti-Semitism” means the hostile beliefs and behaviors towards Jews because they are Jewish. It can take the form of cultural bias such as prejudiced or stereotyped views about Jews and/or political efforts to isolate and oppress them.

“Misogyny” means the dislike of, contempt for, or prejudice against women.

“Racism” means the system of power where one group has the power to carry out systemic discrimination through the institutional policies and practices of the society and by shaping cultural belief and values that support those racist policies and practices. Racism is expressed in three ways: individual, institutional, and cultural. Individual racism refers to the individual beliefs, attitudes, and actions of individuals that support and/or perpetuate racism in conscious and unconscious ways. Cultural racism refers to the beliefs, values, and norms that value association with white people or whiteness as automatically better or the standard. Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups and, while those policies may never explicitly mention any racial group, their effect is to create advantages for white people and disadvantage and oppression for people of color.

“Anti-racism” means active opposition to racism through advocacy for changes in policy, practices, and behaviors.

“White Supremacy” means the ideology that white people and the ideas, thoughts, beliefs, and actions of white people are superior to people of color and their ideas, thoughts, beliefs, and actions.

“White Nationalism” means a bigoted social movement that espouses white supremacy or white separatist ideologies, often focusing on the alleged inferiority of people of color, women, immigrants, Muslim, and Jewish people.

“Bigotry” means intolerant prejudice that glorifies one’s own group and denigrates members of other groups.

“Diversity” includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another.

“Inclusion” means the act of authentically bringing in traditionally excluded individuals and/or groups into processes, activities, and decision and policy making in a new way that shares power.

“Microaggressions” means the everyday verbal, nonverbal, and environmental slights, snubs, or insults whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

“Intersectionality” means the lens for seeing the way in which various forms of inequality often operate together and exacerbate each other.

“Ableism”

“Islamophobia”

“Ageism”

“Sexism”

“Classism”

“Privilege”



Professional Conduct Between Adults and

PURPOSE

District staff show extraordinary dedication and care in their daily work with students. A hallmark of this commitment is the development of strong relationships between adults and students. We believe that:

- A. Children are always learning about healthy relationships, and their most significant learning about relationships comes from how adults behave.
- B. Consistent relationship boundaries help children feel safe. Boundaries help them trust adults and help them know what is healthy behavior.
- C. Children need adults to be adults. Adults' behaviors set the conditions for healthy relationships.
- D. Adults are responsible for creating safe spaces.

The purpose of this policy is to establish common understanding and expectations for all adults in our District on setting consistent and safe boundaries with students. Those boundaries maintain the healthy relationships and safe spaces that students need to thrive.

GENERAL STANDARDS & DEFINITIONS

- A. For purposes of this policy, **except as specifically noted**, "adults" include any and all District employees, coaches, substitutes, contracted service providers, and volunteers in their interactions with students in District schools and programs.
- B. "Student" means any person: (1) Who is: (a) In any grade from pre- kindergarten through grade 12; or (b) Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or (2) Who was previously known to the adult covered under this policy as a student and who left school or graduated from high school within 90 days of any alleged conduct violating this policy.
- C. For purposes of this policy, the term "legitimate educational purpose" includes matters or communications related to teaching, counseling, athletics, extracurricular activities, social-emotional support that serves the interest of the student, treatment of a student's physical injury or other medical needs, school administration, or other purposes within the scope of the adult's employment or other District-related duties.
- D. A "boundary violation" is behavior or interaction by an adult with a student that has no legitimate educational purpose and has the potential to cause harm to the student.
- E. All adults should maintain the highest professional and ethical standards when interacting with students. These standards are defined by the Oregon Teacher Standards and Practices Commission and by District policy.
- F. Volunteers play unique and important roles in students' lives, and many also have relationships outside the school setting. **This policy applies to volunteers in the context of their volunteer commitment with the District.** The District expects volunteers to maintain appropriate conduct with students when they are engaged in District-authorized activities as outlined in this and other policies.



Professional Conduct Between Adults and

GUIDELINES FOR INTERACTIONS BETWEEN ADULTS AND STUDENTS

A. General Guidelines and Required Training

The interactions and relationships between adults and students should be based upon respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of our schools. Adults may not intrude or appear to intrude on a student's physical and emotional boundaries unless the purpose of the interaction is to serve a legitimate educational purpose.

Adults [with direct, unsupervised contact with students](#) are required to complete annual training provided by the District on sexual conduct prevention to provide guidance and establish appropriate professional boundaries for student-adult interactions.

We recognize that forming a relationship with students is an important aspect of teaching; however, adults should not engage in discussions with students when its purpose is to meet the adult's personal needs rather than the student's needs. If a student initiates a discussion about a significant personal or family problem, adults are encouraged to seek guidance from appropriate resources such as their principal or school counselors, as needed.

B. Conduct Outside a School Setting

Adults shall use good judgment in their relationships with students beyond their work responsibilities and/or outside the school setting. Informal and social involvements with individual students should be based on appropriate professional boundaries. Volunteers with community-based relationships with students are not subject to this provision in their relationships with those students in non-District settings. In addition to regular classroom instruction and extracurricular activities, staff members may also act in their professional capacity outside of the school day—for example, in providing before- and after-care, tutoring to improve students' academic skills, mentoring that provides students with positive role models, answering questions about school assignments, hosting school-sanctioned or school-sponsored activities and events. We recognize that adults will also encounter students out in our community in the normal course of their personal lives.

Even during non-school hours, when District employees and third-party contractors are acting in their professional capacity, they must maintain at all times ethical standards consistent with Teachers Standards and Practices Commission (TSPC) standards and District policies.

One-to-one tutoring and mentoring offered during school or non-school hours must take place at the school unless the principal or appropriate supervisor has received prior notification of an off-site location and written permission from the parent/guardian has been obtained. Unless otherwise approved by the principal or other District administrator, volunteers on District property must be under the supervision of a District staff member.

C. Appropriate Personal and Community Relationships

There may be circumstances where there is an appropriate personal relationship between staff and a student's family that exists independently of the staff member's position with the District (e.g., when the families' children are friends). This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships.

The District understands that adults may be involved in other roles in the community through



Professional Conduct Between Adults and

civic, religious, family, athletic, scouting, private tutoring, or other organizations and programs whose participants may include District students. This policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, staff members are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

D. Appropriate Use of Email, Websites & Social Media

The District allows and supports the use of technology to communicate transparently and for legitimate educational purposes. As with all forms of communication, adults are expected to maintain professional boundaries with students when communicating via electronic communications and social media.

Staff or students may use approved educational websites if such sites are used solely for legitimate educational purposes.

1. Email Communication

All email communications from employees to students must be through a PPS-provided email address as described in the District's Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.

2. Social Media

District employees who wish to use social media as a tool to assist them in their professional duties must maintain separate accounts for professional and personal social media use and may follow or accept requests to connect from students only through their professional social media presence established consistent with the requirements set forth in the Social Media Administrative Directive 8.60.045-AD. Staff should have no expectation of privacy when communicating to students, including on a social media platform (e.g. Facebook, Twitter). Staff should not promise students absolute confidentiality in their communications.

3. Group Text Messages

The use of group text messaging has become a convenient tool for coaches and other staff working with students to relay information. District employees and third-party contractors shall use this method of communication only with both District approval and parental knowledge. Text messages to individual students [through District-approved platforms](#) shall contain only information with a legitimate educational purpose.

E. IN-PERSON INTERACTIONS

1. One-on-one meetings with students

There will be times when adults are alone with students to discuss legitimate educational issues, including discipline or academic performance, for example. When possible, adults should meet one-on-one with students in a public space, such as libraries, open classrooms, or in places observable by others, such as offices or classrooms with windows and unlocked, ajar doors. When supporting students with sensitive issues, as is common for staff such as counselors and social workers, it is appropriate to provide a private setting. To maintain transparency, it is also good practice to let others know when and where meetings with a student will occur.



Professional Conduct Between Adults and

2. Personal communication with students

Connecting with students and building rapport is an important component to the staff-student relationship, and adults should promote healthy relationships with all students.

There are many times when a staff member's request for personal information is for a legitimate educational purpose. For example, personal reflection, relationships, or experiences are often part of a journaling exercise, and this policy is not intended to interfere with or impede this type of educational activity. It is appropriate for adults to check in with students about their well-being and/or whether they need any support with their school work. This policy does not prohibit that kind of healthy support of students.

If a student discloses information about the student's significant personal or family problems, adults are expected to seek guidance from appropriate resources such as their principal or school counselor, as needed.

Adults are also expected to bring their concerns to their supervisor's attention when they have reason to believe a student is or may be becoming overly attached to or interested in them or other staff.

3. Traveling with or transporting students

When transporting students to athletic events and other extracurricular activities, adults need to notify the District and the student's parent/guardian of the travel itinerary and may not transport students in a personal vehicle in a non-emergency situation without advance authorization by the District or as defined by the Coaches Handbook (<https://www.pilathletics.com/page/show/5161432-hs-coach-s-handbook>).

If an emergency situation arises that requires a staff member to transport a student without prior approval, the staff member shall alert a direct supervisor and the parent of the situation as soon as practicable.

When traveling out of town, staff must follow the procedure outlined in the Field Trips Administrative Directive (6.50.011-AD). Adults are prohibited from entering a student's hotel room without another adult present, except in an emergency.

4. Physical contact with students

Adults should not initiate any physical contact without a legitimate educational purpose including offering public greetings, positive acknowledgments, or responding to a crisis. There are times when adults have a legitimate educational purpose to initiate physical contact with a student, and noninvasive contact, such as "high fives" or fist bumps to acknowledge a job well done are fine. In other instances, adults may be required to assist an injured student or a student with special needs who requires physical assistance. Likewise, adults may need to touch a student's arms or hands to redirect them in an activity. Coaches, music teachers, and other instructors may have a need for physical contact as a method of instruction. Adults need to be aware of what kinds of physical contact with which a student is and is not comfortable and limit physical contact to only that which is necessary for a legitimate purpose. Any physical redirection of students must be pursuant to the District's Physical Restraint and Seclusion Administrative Directive 4.50.060-AD.



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5. Respecting student privacy

Adults must honor a student's physical and emotional boundaries unless the interaction serves a legitimate educational purpose or is in response to an emergency.

Examples:

Physical Surroundings: Adults should not invade a student's privacy by entering a restroom, locker room, or other space where a student may not be fully clothed unless it falls within a staff member's regular job duties under an established written protocol, an emergency, or the staff needs to use the facility for a legitimate and intended purpose (e.g., if it is not practical due to distance and time constraints to use a staff-only restroom).

Personal Space: Adults should respect a student's private space and be conscious of a student's cultural and personal boundaries when communicating (e.g., adults should be conscious of standing too close to students when interacting with them).

6. Exceptions

An emergency or a legitimate educational purpose may justify deviation from professional boundaries set out in this policy. Adults shall be prepared to articulate the reason for any exception from the requirements of this policy and must demonstrate that an appropriate relationship was maintained with the student at all times. Adults must ensure that any exception is narrowly tailored to the circumstances and must report it to their supervisor within 24 hours.

BOUNDARY VIOLATIONS

A boundary violation is behavior or interaction by an adult in a position of power with a student that has no legitimate educational purpose, and has the potential to cause harm to the student.

A. Examples of boundary violations/prohibited conduct

Examples of conduct that violates professional adult/student boundaries in or outside of school hours include, but are not limited to, the following:

1. Any type of conduct, verbal or nonverbal, which denigrates or shows hostility to a student or students by reason of their gender, that would be considered sexual harassment under the District's Non-Discrimination/Anti-Harassment Policy (1.80.020-P);
2. ~~1. Any type of conduct, including verbal or nonverbal conduct, or contact through written or electronic communications, which denigrates or shows hostility to a student or students by reason of their gender, that would be considered sexual harassment under the District's Non-Discrimination/Anti-Harassment Policy (1.80.020-P);~~

~~3.~~ 3.2. Any type of sexual harassment, including verbal or nonverbal conduct, or contact through written or electronic communications, with a student that is a demand or



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request for sexual favors in exchange for benefits; or any type of sexual contact that occurs with a student's consent because the student is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats; or

~~4.~~

~~5.3.~~ Having any sexual conduct, including verbal or physical conduct or contact through written or electronic communications, with a student that is a sexual advance or request for a sexual favor or is of a sexual nature and is directed toward the student or that has the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment;

a. Examples of this behavior include, but are not limited to, the following:

- 1) Engaging in a romantic or sexual relationship with a student;
- 2) Dating, flirting with, or propositioning a student;
- 3) Showing pornography to a student;
- 4) Discussing, writing, texting, transmitting, and/or displaying material to students about sexual topics unrelated to curriculum or a legitimate educational purpose;
- 5) Banter, allusions, jokes, or innuendos of a sexual nature with students;
- 6) Patting buttocks or touching other intimate parts of a student;
- 7) Permitting students to engage in behaviors with an adult that cross appropriate physical boundaries, e.g., allowing students to give shoulder massages to the adult or allowing students to sit on an adult's lap;
- 8) Singling out a particular student or students for favoritism, special privileges, or exchanging of gifts beyond the employee-student relationship;
- 9) Disclosing intimate or sexual matters to a student, unless necessary to serve a legitimate educational purpose.

~~6.4.~~ Bullying or other violations of the District's Anti-Harassment Policy 4.30.060-P.

~~7.5.~~ Favoring a student when its purpose is to meet the adult's personal needs rather than the student's needs;

~~8.6.~~ Inviting individual students to the adult's home without parental notice and approval unless otherwise noted in "Exceptions" section of the policy;

~~9.7.~~ Being in the company of students who are consuming alcohol, drugs, or



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tobacco without intervening and reporting the conduct to appropriate personnel;

- ~~10.8.~~ 11.8. Sending or accompanying a student on personal errands or travel unrelated to any legitimate educational purpose;
- ~~11.9.~~ 12.9. Telling a student to keep something secret from other adults;
- ~~12.10.~~ 13.10. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner that may cross appropriate professional boundaries;
- ~~13.11.~~ 14.11. Giving a student a ride alone in a vehicle in a non-emergency situation; except as permitted under this policy and Field Trips 6.50.011-AD;
- ~~14.12.~~ 15.12. Engaging in prohibited social media and electronic communications between adults and students as defined by the District's Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.

a) Examples of this behavior include, but are not limited to, the following:

- 1) District employees acting in their District capacity are prohibited from inappropriate online socializing with students, including phone calls, texting, skyping, instant messaging, or use of any other telecommunications method, or from engaging in any conduct that violates the law, District policies, or other generally recognized professional standards.
- 2) Adults shall not communicate with students, for any reason, through use of a medium, blog, or app (software or phone application) that is designed to eliminate all traces or records of the communication (e.g., Snapchat).
- 3) District employees and third-party contractors may not communicate with current students through social media directly or through private messaging tools without both written District approval and parental notice.

DUTY TO REPORT POSSIBLE VIOLATIONS

- A. Adults shall discuss with their building administrator or supervisor whenever they suspect or are unsure whether their conduct, or the conduct of other adults, is inappropriate or constitutes a violation of this policy. If the adult is dissatisfied with the response of the building administrator or supervisor, or does not feel comfortable discussing the situation with those individuals, they may bring it to the attention of the Chief of Human Resources. If the alleged behavior deals with harassment, intimidation, or bullying, the process in Policy 4.30.060-P should be followed. The District will investigate all complaints.

Any District employee who has reasonable cause to believe that another adult has engaged in sexual conduct as defined by Prohibition Against Employee Child Abuse and Sexual Conduct with Students 5.10.063-AD or sexual abuse as defined by statute shall immediately



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report this behavior to their school compliance officer and to the District Title IX Director. Additionally, any District employee or other mandatory reporter of abuse/neglect who has reasonable cause to believe that a child has been abused must promptly fulfill the mandatory reporting requirements to law enforcement and the Department of Human Services and report the allegation to their principal or supervisor.

District employees whose conduct violates this policy or who fail to report violations of this policy, may face discipline and/or termination, consistent with the District's policies and applicable collective bargaining agreements.

Violations of this policy by volunteers or contracted service providers may result in a prohibition from working or serving on District properties or with District students in school programs, or may result in contract cancellation. The District shall notify law enforcement of any potentially unlawful conduct, as appropriate.

B. Student/Parent and Guardian Reporting

Students and/or parents/guardians are strongly encouraged to notify the principal or other appropriate administrator if they believe an adult may be engaging in conduct that violates this policy.

CONFIDENTIALITY AND NON-RETALIATION

Staff members making a report of potential boundary violations or other prohibited conduct are specifically advised of the following:

1. They must directly notify a supervisor of the conduct;
2. They are required to maintain confidentiality; and
3. They are neither permitted to investigate nor responsible for investigating whether the conduct is inappropriate.

Confidentiality protects the student(s) as well as the adult who is the subject of the report. Failure to maintain confidentiality may impede the investigation and foster untrue and potentially harmful rumors. False reports are regarded as a serious offense and may result in disciplinary action or other appropriate sanctions.

The District prohibits retaliation against anyone who makes a good-faith report under this policy. Any District employee who retaliates against any complainant, reporter, or other participant in an investigation may be subject to discipline, up to and including dismissal.

TRAINING

The Superintendent or his/her designee shall develop an annual training for all staff and ensure ongoing review of procedures to support this policy.

Adopted 10/15/2019



**PORTLAND PUBLIC SCHOOLS
OFFICE OF LEGAL COUNSEL**

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3274

Date: December 7, 2020
To: Policy Committee
From: Mary Kane, Senior Legal Counsel
RE: Merging the Sexual Harassment-Staff to Student 5.10.062-P into the Professional Conduct Between Adults and Students, 5.10.064-P.

There is considerable overlap in the goals and expectations expressed in these two policies and after review by legal and the Title IX Director, it is our recommendation that distinct elements of the existing Sexual Harassment Policy be incorporated into the Professional Conduct Policy and thus, the Sexual Harassment-Staff to Student Policy [insert link?] (“SHSS Policy”) be rescinded in its entirety.

The Sexual Harassment- Staff to Student Policy was adopted in 1994 and has not been updated since that time. It does not contain the current definition of sexual (mis)conduct nor does it define sexual harassment except to assert that it is a form of discrimination. As other policies already provide, it includes an obligation to provide training to volunteers and employees and for the establishment of an effective complaint process which shall be referenced in the Student Handbook. It also includes a reporting requirement but only “any attempt by a student to establish an amorous or sexual relationship with a staff member or volunteer.” see [here](#)

The SHSS policy alludes to required training and reporting requirements; however, the language in the Professional Conduct is more comprehensive. Training and reporting requirements are also covered in the related administrative directive, Prohibition against Employee Child Abuse and Sexual Conduct Administrative Directive 5.10.063-AD.

To capture the SHSS policy provisions that are still relevant and not contained in other policies, the recommended specific changes to the Professional Conduct policy are as follows (and are reflected in the red-lined version provided in your materials):

Rewrite Boundary Violations section (A)(2) to more accurately define sexual harassment under state law, which is broader than but also encompasses the narrower federal law definition.

Add language for Sexual Harassment to include:

- 1) A demand or request for sexual favors in exchange for benefits;
- 2) Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student’s educational program or activity or that creates an intimidating, offensive or hostile educational environment; and
- 3) Assault when sexual contact occurs with a student’s consent because the student is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

If the Policy Committee adopts this recommendation, we also plan on renumbering this section as the Professional Conduct policy 5.10.064-P currently follows the Prohibition against Employee Child Abuse and Sexual Conduct Administrative Directive 5.10.063-AD, and we recommend that it precede the AD.

PPS Climate Crisis Response Policy 3.30.080-P V.19

In response to the human-caused climate crisis currently underway and the direct harm being done to our district, society, and planet, [Portland Public Schools \(the district\)](#) is committed to immediately mobilizing resources and taking action to restore a safe climate. To this end, the district commits to reducing greenhouse gas (GHG) emissions and building a culture of learning, responsibility, and resilience around ~~climate~~-[racial equity and environmental](#) justice. Our two overarching goals are:

Emissions Reduction and Resilience: PPS will reduce its carbon emissions by 50 percent from 2010 levels by 2030 and reach net zero [emissions](#) by 2050 while making PPS systems more resilient to ~~the~~ [environmental](#) impacts that are now unavoidable.

Engagement and Preparedness: All PPS staff and students will have opportunities to learn about and engage in climate solutions, climate change preparedness, and climate justice practices.

Emissions Reduction and Resilience Goals Operations, Maintenance, and Facilities

Target: Maximize reductions in GHG emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use. Projects must advance current energy efficiency goals.
2. Establish standardized systems for waste prevention, reuse, recycling, and food waste in all campuses.
3. Minimize disposable materials and fully utilize all materials before disposal.
4. Acknowledge climate change impacts as a risk in district asset management and assess district properties at risk of flooding, landslides, and wildfire-related problems.
5. In consultation with labor organizations, implement health and safety standards to ensure climate-safe work environment (protected from heat, smoke, and pollution).

New Construction and Renovations

Target: Design, construct and operate new schools and renovations that are energy-efficient and high-performance – conserving energy while reducing GHG emissions.

1. Avoid adding fossil fuel infrastructure/equipment to new buildings.
2. Achieve average district [source](#) Energy Use Intensity (EUI) goal of 30.
3. Meet at least LEED Gold and achieve Net-Zero ready standards for all new construction and major modernizations.
- ~~4. The district will limit the amount of refrigerants used. Exclude Variable Refrigerant Volume systems in all new construction.~~
4. Design buildings to recover quickly from climate impacts (fires, floods, landslides, heat).
- ~~6. Include infrastructure for reusable trays, utensils, and milk dispensers at new schools and add infrastructure for reusable trays and utensils in K-8 schools with space.~~
6. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.

Grounds and Gardens

Target: Maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes.

1. Increase shade trees, pollinator habitats, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater infiltration capacity by installing bioswales, rain gardens, depaving projects, eco-roofs and other stormwater management measures, in preparation for intense rain and potential flooding. Ensure accessibility is considered.
3. Phase out gas powered equipment for grounds maintenance.

4. Decrease water consumption and minimize the use of pesticides and herbicides.
5. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements.
6. Study risk maps of district-owned sites and populations most vulnerable to climate impacts, and plan ADA accessible grounds improvements accordingly.

Transportation

Target: Minimize greenhouse gas emissions from student and PPS transportation.

1. Evaluate bus routes annually to improve route efficiencies and capacities.
2. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels.
3. Establish incentives for staff to walk, bike, bus or telecommute, achieving a 35% reduction in single-occupant car commuting.
4. Refine “no idle” policy for fleet vehicles, buses, and family cars at schools.
5. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.

Contracting/Purchasing

Target: Reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

1. Divest banking investments from fossil fuel industries.
2. Purchase products based on long-term environmental and operating costs and include ecological and resulting social costs in purchasing decisions.
3. Implement a life-cycle analysis tool or criteria to evaluate and prioritize products based on durability, reusability, locally made, sustainably produced, biodegradable, responsibly packaged, recycled content, and non-toxic.
4. Incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods.
5. Transition from virgin paper to maximum post-consumer recycled content paper goods.
6. Transition to electronic communication for the District, (e.g., internal memos, pay stubs, HR paperwork, contracts, and agendas).

Food

Target: Create and implement a low-waste, low-carbon food and cafeteria system.

1. Prioritize foods that are local, organic, seasonal, plant-based, and/or minimally packaged, and lower embodied carbon while meeting requirements of the National School Lunch Program.
2. Use bulk serving over single-use plastic packaging when possible.
3. Provide student opportunities to learn about food waste and carbon impacts of foods.
4. Donate excess food that would otherwise be collected as food waste.
5. Incorporate management of durable trays, utensils, collecting food scraps, and recycling into staff responsibilities.

Engagement and Preparedness Goals

Frontline Community Support

Target: ~~Protect~~ ~~Empower~~ frontline communities to build resiliency from climate change induced stresses and ~~help them support prepare~~ preparation for and recover from these events.

1. Support and advance climate justice, climate action, and climate resiliency initiatives led by the community, especially Black, Indigenous and other communities of color (BIPOC) and youth.
- ~~1~~.2. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality.
- ~~2~~.3. Develop and distribute accessible and culturally appropriate communications to help families understand, prepare for and respond to climate impacts such as heatwaves, smoke, heavy rain

and flooding. For families in areas susceptible to flooding or heat-island effect, provide targeted information and resources.

- ~~3.4. Host climate related emergency preparedness event(s) for students, staff, and teachers.~~
- ~~4. Build capacity within frontline communities by supporting community-specific student-led projects, initiatives, and events.~~
- ~~5. Support and advance climate justice and climate action initiatives led by the community, especially Black, Indigenous and other communities of color and youth.~~

Climate Justice and Climate Science Curriculum

Target: ~~Develop~~ **With the help of BIPOC students and communities, develop** curricular learning opportunities so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions.

1. Consider climate science and anti-racist climate justice content (that includes representation of people with disabilities) before approving new curricula and/or teaching materials.
2. Offer climate justice learning opportunities that are culturally relevant, solutions focused, designed to build a sense of personal efficacy, focusing on individual behaviors and understanding ways to make changes in bigger systems.
3. Increase workforce training in living-wage green jobs, with special opportunities for students from frontline communities.
4. Develop and deliver content to help students understand, prepare for and respond to likely climate change impacts, with special support and resources available to schools serving the most vulnerable populations.

Campus Action

Target: Create opportunities for students to engage in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth engagement opportunities around climate solutions.
2. Create meaningful opportunities for BIPOC and low-income communities to shape the development and implementation of climate related programs.
3. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for common sense climate policies.
4. Update school emergency response plans to address climate-related hazards, including flood, extreme heat, landslides, and wildfire. Plans should emphasize protecting and serving low-income populations, communities of color, and people with disabilities.

Professional Development

Target: Empower all PPS teachers and staff as allies for a healthy climate.

1. Identify climate considerations of various roles and add climate justice responsibilities to job descriptions.
2. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
3. Provide training so custodians, kitchen staff, teachers, and principals understand climate impacts and solutions relevant to their job and establish accountability.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Reporting and Communications

Target: Establish metrics to evaluate and communicate progress to stakeholders.

1. Develop and implement a monitoring and evaluation plan for each of the above areas. Frontline communities will be involved in overseeing/conducting the evaluations.
2. Share climate justice awareness materials (i.e., video, website) with staff and families.
3. Continually revise the effectiveness of the district's Climate Crisis Response Policy Administrative Directive as needed to reflect changing realities and innovations.

4. Transmit official copies of this policy and progress reports via the District Clerk to: The Superintendent, the State Superintendent of Education, the Oregon State Board of Education, the Congressional Climate Solutions Caucus, the Oregon School Board Association, our state and national representatives, and all district staff.

Climate Crisis Response Committee

To carry out this work, a Climate Crisis Response Committee (CCRC) will develop recommendations to meet the goals in the form of an Administrative Directive (AD). The AD will include strategies to achieve each goal, with targets. CCRC will include representatives from frontline communities, students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. CCRC will provide regular progress reports to the School Board. A PPS administrative position will be created to help with implementation, monitoring and reporting.

DRAFT

Mike & Amy's Draft Policy			
Operations, Maintenance, and Facilities			
	Current Status	Comments/Notes	What is Needed?
1	Maximize efficiency in the use of electricity, fuel, and water, and achieve a 100 percent renewable energy portfolio through purchase or production for remaining energy requirements	not likely to be implemented	maximizing efficiency can be implemented, achieving a 100% renewable energy portfolio is not realistic unless the utilities actually produce 100% clean energy by a certain date
2	Develop a sustainable procurement and life cycle consideration policy.	can be implemented/needs leadership support	
3	Establish standardized recycling and composting systems in all buildings, along with standard waste prevention measures in all campuses.	can be implemented/needs leadership support	funding
4	Establish materials reclamation and reuse programs in all buildings.	can be implemented/needs dedicated staff	Vague dedicated staff/new position
5	New office appliances and kitchen equipment will be U.S. EPA ENERGY STAR rated.	In place/implemented	For OSM & FAM projects
6	Full utilization of materials will be expected before disposal, limit the use of disposable materials, and non-biodegradable products.	In place/implemented	This is already implemented in OSM projects. This suggestion seems a little vague to me as it relates to operations and maintenance
7	Use space in existing buildings to full capacity.	In place/implemented	This also seems vague to me. We are at capacity in many of our buildings already and this is more driven by district boundaries than anything else
New Construction and Renovations			
	Current Status	Comments/Notes	What is Needed?
1	When existing mechanical systems reach end-of-life, replace them with all-electric or renewable systems.	can be implemented/needs leadership support	Not sure what a "renewable" mechanical system is. We are looking into this as part of the life-cycle cost and carbon analysis in OSM projects. Not sure it is feasible for FAM projects Funding (OSM) and leadership commitment
2	Avoid adding fossil fuel infrastructure or equipment to new buildings or renovations – if existing systems need to be supplemented, these systems are to be all-electric.	can be implemented/needs leadership support	This seems redundant with #1 on this list. We are already looking into this for new construction/complete rebuilds.
3	Set a district EUI (Energy Use Intensity) Goal of 30. To achieve this, prioritize high-quality building envelopes; high-efficiency heating systems; natural ventilation (operable windows and ceiling fans); and lighting power density goals below 0.45 W/ft ² .	In progress/not yet implemented	Plan is to be implemented for 2020 bond projects and beyond
4	Meet at least LEED Silver and Net-Zero energy efficiency standards for all new construction.	can be implemented/needs leadership support	LEED Silver is already our baseline target for modernizations (gold for rebuilds/new construction). Net-zero READY is doable, but just needs leadership commitment
5	Purchase greener concrete for new construction.	can be implemented/needs leadership support	Currently, OSM is not really doing much around low-carbon concrete, but it is starting to become more popular in the industry. Funding? (OSM) and leadership support for lower-carbon building materials beyond LEED requirements
6	Minimize the volume of refrigerants used on any new system. When used, ensure systems are accessible and maintainable, and that piping length is minimized.	can easily be implemented with current resources	Currently no commitment to limit refrigerants (Madison is installing VRF system). However, if we have carbon reduction goals and do carbon life cycle analysis for all bond projects, we could easily advocate for this Leadership support for carbon reduction goals and/or low carbon construction and operations

7	Reduce and reuse demolition materials.	In place/implemented	All bond projects do a cost and impact analysis to decide whether we rebuild or modernize a school. Either way, all building materials are reused and/or recycled close to 100%	
8	New buildings and infrastructure will be designed to recover quickly from the impacts of a changing climate such as flooding, landslides, and heatwaves.	can be implemented/needs leadership support	Vague request, but some of this is inherently already being done due to new seismic requirements and other resiliency efforts (and adding cooling to all modernizations)	Better building envelope standards (in progress).
9	Train teachers and staff to properly use energy-saving systems like passive heating, etc.	can be implemented/needs dedicated staff	We currently do not have the staff or the leadership support for this. Kellogg team is working on a building occupant training manual so that could get us halfway there.	Dedicated staff
Grounds and Gardens				
1	Plant and maintain additional shade trees and diverse native species.	can be implemented/needs dedicated staff		
2	Decrease use of gas-powered equipment (such as mowers, blowers, etc.) and convert equipment to electric when possible.	can be implemented/needs leadership support		
3	Include convenient bike parking at all schools.	not likely to be implemented	Currently, PDRs would need to be submitted. Maybe this could be changed for a wider implementation by the District. Also schools that do not have safe routes for pedestrians or bikers are not likely to receive bike parking due to low participation.	Perhaps more carpooling, or 'TriMet Trekkers' who meet together before taking transit.
4	Decrease water consumption and minimize (eliminate?) use of herbicides and pesticides.	can be implemented/needs leadership support	I believe Gary's staff uses select herbicides and pesticides to complete jobs quicker.	EPA approved list. Irrigation is a small use/cost.
5	Conduct de-paving projects to reduce the impervious area and create space for trees, vegetation, and gardens.	In place/implemented	To increase these on a wide scale - would be a huge cost to haul away asphalt. Currently, handled on a grant availability basis and partnership availability between Depave and planting organizations.	Funding & leadership support and more project managers needed to expand district-wide
6	Treat the grounds and garden of each school as a space for learning. Provide water sources to each school in the best location for a school garden.	In place/implemented	Could be expanded, however, water sources are unlikely to be changed.	Expanded partnerships and staff support from outdoor education and garden education organizations and PPS teachers to also use/maintain the space.
7	Involve students in meaningful ways when emissions-reducing activities take place on school grounds (such as tree plantings, etc.).	In place/implemented	Could be expanded, but can't add work to Landscaping crew.	Leadership support. Expanded partnerships with Friends of Trees in addition to current partnership with Learning Landscapes/Urban Forestry.
Nutrition Services				
1	Include infrastructure for reusable trays, utensils, and refillable bulk milk dispensers (dishwasher, storage space, the configuration of line, etc.) at all new schools.	not likely to be implemented	Think further up the chain, buying/sourcing different products. This could be done as we modernize schools, but not likely to be district-wide all at once. Employee safety concern with bulk milk dispensers due to weight of lifting.	upgraded electrical capacity in kitchens (for dishwashers and milk dispensers)

2	Hire additional cafeteria staff to dish out foods (rather than serving items in disposable serving boats), and to wash durable trays and utensils.	not likely to be implemented	Already hiring for washing trays and utensils; not logical to hire specifically for service due to minimal hours unless paired with another part time FTE district staff. AD already exists for student volunteers and helpers which also can assist with service and less need for single use if supported across the district.	Funding/dedicated staff
3	Add infrastructure that facilitates the use of reusable trays and utensils for all schools where students eat in the cafeteria.	not likely to be implemented	Not likely unless serious electrical upgrades occur. If we were able to implement a policy against personal appliances - would that be enough additional electrical capacity for additional large appliances/dishwashers? Lack of space in most elementary kitchens without dishwashers; remodel triggers code compliance which would increase need for space, drain upgrade, grease trap(s), etc.	Electrical; space
4	Vendors will be required to provide an environmental impact statement.	In progress/not yet implemented	What District staff would be responsible for verifying these and rating their performance. Maybe we could provide a template, but unsure if this would hinder minority owned or small businesses to win contracts. Already included in some RFPs (most recent supply RFP); how company will support districts initiatives; in some RFPs when possible, conduct onsite inspections and discuss sustainability practices.	
5	When selecting commercially purchased foods (beyond USDA Foods entitlement), foods meeting the following criteria will be prioritized when fiscally possible: Local over nonlocal Organic over conventional Seasonal over non-seasonal Sustainable meats, poultry, seafood and dairy	In place/implemented	Already being done for the most part, but district still has to meet federal USDA National School Lunch requirements for servings and maintain breakeven operation; cost may prohibit. USDA Foods (commodities) must also be utilized which will take precedence or be the priority for use in the program over this initiative.	
6	Establish and implement a plan to begin collecting all back of kitchen and cafeteria organic material.	In place/implemented	BOH District-wide. FOH on school-by-school basis, monitored by volunteers. Standardized bins/waste stations in cafeterias may make this easier to roll out district-wide.	Custodial support.
7	Include reuse, recycling, and composting procedures in custodial job descriptions, and provide training annually and for new hires.	In place/implemented	Engage staff at annual custodial training in the summer for all custodians. Develop new hire engagement strategy.	
8	Provide infrastructure, maintenance, and support for cafeteria food scrap collection and recycling at each school; durable, standardized recycling and composting receptacles, and standardized lunch waste sorting lines in each cafeteria.	can be implemented/needs leadership support	Would be a huge cost in bins and sorting stations.	Leadership support & dedicated staff (for monitoring FOH), unless we can involve students on a regular basis (could be spun as a learning opportunity)
9	Develop and implement annual student, staff, and teacher training on proper composting, recycling, and waste prevention and handling. Involve students in monitoring waste systems.	can be implemented/needs dedicated staff		
10	Switch more menu items from poultry, fish, and meat to plant-based foods, while meeting requirements of the National School Lunch Program.	In progress/not yet implemented	To meet the same protein requirements as a meat product, plant-based options have to increase their serving size and thus increase their purchasing cost. If students are unfamiliar with a food offering, they are much less likely to choose it resulting in additional food waste.	Education and outreach around plant-based options need to happen first. Whitney's comment - concerned about who is vetting the education and making sure students are receiving information that is evidence and science-based that does not lead to food bullying or food shaming.

4	Establish a green transportation incentive program for staff of district and schools (incentives to walk, bike, use mass transit, and carpool), normalize compressed workweek and telecommuting options, and aim to achieve a reduction in single-occupant car/truck commuting.	can be implemented/needs leadership support	Transit incentives already in the works, but not for bike/walk/carpool to work. compressed work week might be impossible for some since we have a lot of site work, but could be possible for some staff (will need leadership support and I'm not optimistic that will happen). Reduction in single-car trips will be difficult given everyone has different meetings and schedules, etc.	
5	Install personal vehicle charging stations at all new and existing schools.	can be implemented/needs leadership support	Likely to be implemented in OSM projects, but not for all existing buildings	
6	Maintain X environmental certifications for shops.	In place/implemented	Student Transportation shop is already certified, I believe. Need to confirm with Teri/Brandon	
7	Continually revisit and refine "no idle" policy for fleet vehicles and campus buses, and family cars in front of schools.	can easily be implemented with current resources	Not sure what would need to be "revisited and refined." Student bus drivers have policy in place to not idle more than 5 minutes (need Teri/brandon to confirm). Signs exist at some sites. We would encourage this to be a student engagement activity to make signs.	
8	Purchase carbon offsets to negate emissions related to staff air travel.	not likely to be implemented	I don't think the district would spend taxpayer money on purchasing carbon offsets	
9	Invest and collaborate with partners to ensure that every school, regardless of socio-economic status, has easy walk and bike access from families' homes to school.	can be implemented/needs leadership support	I believe this has and is already being done the district partnering with PBOT on safe routes to school measures. There is probably room for improvement.	Funding
10	Collaborate with the City of Portland and Safe Routes to Schools for safe route improvements beyond school property, and invest in safe walk and bike infrastructure on school property (bike parking, crosswalks, signage, preferred parking spots for carpools), etc.	can be implemented/needs leadership support	This can be combined with #9. Schools for the most part already have bike parking and crosswalks	Staff time
Purchasing & Contracting				
		Current Status	Comments/Notes	What is Needed?
1	Reduce the demand for new materials and resources.	not likely to be implemented	This is vague. As a school district, we will continue to need new materials and resources in order to provide modern education. We could advocate for e-textbooks and more online learning vs. paper. However, using paper is inevitable in the classroom	
2	Purchase products based on long-term environmental and operating costs and include ecological and climate costs and resulting social costs in purchasing decisions.	not likely to be implemented	Currently not likely since each department controls their own budget and will look for cheaper options. Will need to be a district-wide mandate. might not make sense for smaller items, such as bins, furniture, and school supplies.	District-wide requirement

3	<p>Implement a life cycle analysis tool or a standard set of criteria to evaluate and prioritize products based on life-cycle factors, including:</p> <ul style="list-style-type: none"> High durability and reusability Low-emissions Locally produced Sustainably certified Biodegradable Bulk purchasing for reduced packaging Percent of recycled material content Low content of hazardous materials Minimally packaged, or packaged in biodegradable materials Energy efficiency 	<p>can be implemented/needs dedicated staff</p>		<p>Also needs leadership support (and funding since this will likely result in departments/schools spending more money that they currently don't have)</p>
4	<p>Incorporate green standards in all contracts for services and goods and include climate impact statement disclosures in all-new RFPs for vendors.</p>	<p>can be implemented/needs leadership support</p>	<p>"green standards" is vague and this will not be applicable to all contracts.</p>	<p>District-wide mandate/policy (similar to equity in public purchasing/contracting)</p>
5	<p>Divest district banking investments from fossil fuel industries and reallocate toward green market sectors.</p>	<p>not likely to be implemented</p>	<p>Not sure what this entails exactly. Change who we use for banking? Changing our utility providers is not possible.</p>	
6	<p>Eliminate purchase of virgin-fiber or partially recycled content paper and transition to nonchlorine-bleached office paper that has 100 percent post-consumer recycled content for regular office/ school paper and all other paper products possible.</p>	<p>can be implemented/needs leadership support</p>		<p>Funding (incremental cost of recycled content paper products). District-wide mandate/policy</p>
<p>Climate Justice & Climate Science Curriculum</p>				
		<p>Current Status</p>	<p>Comments/Notes</p>	<p>What is Needed?</p>
1	<p>Develop learning opportunities in the curriculum to ensure that all PPS graduates know how climate change works, understand climate justice, understand the causes and consequences, and have practice and skills taking action to address climate change. Learning opportunities to be integrated into standard K-12 science and social studies curriculum and supplemented by education services provided by trusted community partners.</p>			
2	<p>Develop learning opportunities to increase preparedness and resiliency for all PPS students and school communities, with particular attention to the needs of marginalized and vulnerable communities.</p>			
3	<p>Climate science content (and lack thereof) will be considered before the Board approves new curricula and/or teaching materials.</p>			
4	<p>Motivate all students and staff to change their behavior in ways that reduce carbon emissions.</p>			
5	<p>PPS commits itself to provide teachers, administrators, and other school personnel with professional development, curricular materials, and outdoor field studies that explore the breadth of cause and consequences of the climate crisis as well as potential solutions that address the root causes of the crisis; and do so in ways that are participatory, imaginative, and respectful of students' and teachers' creativity and eagerness to be part of addressing global problems, and that build a sense of personal efficacy and empowerment.</p>			

5	The Board directs the district clerk to transmit official copies of this policy to the following: the Superintendent, the State Superintendent of Education and the Oregon State Board of Education, the Congressional Climate Solutions Caucus, the Oregon State School Board Association, the National School Board Association, and our state and national representatives, and all district staff.	can be implemented/needs leadership support		
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ENERGY & SUSTAINABILITY GOALS

2018/19 EUI: 55.5

EUI	GOAL:	The District will reduce total building energy use (EUI) to 30 kBtu/sf/year by 2040.
		STRATEGY
	1	New Construction (20 EUI K-5; 25 EUI K-8/MS; 30 EUI HS)
	2	Modernizations (30 EUI K-5/K-8/MS; 35 EUI HS)
	3	Planned retrofits (energy projects, school conversions, etc)
	4	End of life equipment replacement
	5	Retro-commissioning & operational improvements
	6	BAS manager/contractor

2018/19 Solar: 1.3 mW

SOLAR	GOAL:	The District will increase its amount of on-site solar to 5 MegaWatts by 2040.
		STRATEGY
	1	Establish program-level solar plan for GET (1.5%) requirement (not site-specific)
	2	Establish a minimum Watt per panel standard
	3	Enroll modernizations/new construction projects in ETO's Whole Buildings program
	4	Establish a uniform and robust monitoring system standard for all solar projects

2018/19 Water: 83.2 million gallons

Water	GOAL:	The District will reduce water consumption to an annual total of 50 million gallons by 2040.
		STRATEGY
	1	Execute plumbing flexible services contract to address water leaks in a timely manner
	2	Establish specs for low-flow fixtures in design standards
	3	Establish operational procedures for irrigation
	4	End of life equipment replacement (low-flow fixtures)

2018/19 Garbage pick-ups: 15,745 (61% of total hauls)

Waste	GOAL:	The District will reduce the number of garbage pick-ups to 8,000 per year by 2040.
		STRATEGY
	1	Provide educational materials and training to students and staff on recycling and waste reduction
	2	Implement food waste collection in kitchens and cafeterias district-wide
	3	Purchase goods and materials that are reusable and recyclable