

Policy Committee Meeting
Wednesday, January 26, 2022 4:00 PM

Hybrid: Virtual & BESC
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Introductions
2. Staff Updates
 - Student Conduct and Discipline Policy (First Read 7/16/19)
3. Items / Policies for Discussion
 - Climate Crisis Response Policy - *Possible Action Item - Public Comment Accepted*
4. Policies in Public Comment Period
 - Student Representative and District Student Council Policy 1.20.012-P
 - Non-Discrimination / Anti-Harassment Policy 1.80.020-P
 - Diploma Requirements Policy 4.20.042-P
5. Legislative or Regulatory Required Policy Changes
 - None
6. Public Comment **To sign-up for public comment email PublicComment@pps.net or call the Board Office at 503-916-3741*
7. Other Business
8. Adjourn

Portland Public School District 1st Reading

DATE: July 16, 2019

Public Comment for: Policy 4.30.010.-P: Student Conduct and Discipline Policy

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

1st Reading by: Julia Brim-Edwards, Vice-Chair,
Portland Public School Board

Summary: Professional Conduct between Staff and Student Policy

Draft Policy Web Site: <https://www.pps.net/Page/11911>

Recommended for 1st Reading by: Board of Education

Policy Contact: Rosanne Powell, Board Office Manager

Last Date for Comment: August 6, 2019

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: schoolboard@pps.net

Last Date for Comment: August 6, 2019



Board Meeting/Work Session Date: July 15th, 2019

Senior Lead: Brenda Martinek

Department Lead: Dana Riemer

Staff Lead: Juniper Painton-Straub

SUBJECT: Revision of Student Conduct and Discipline Policy (4.30.010-P)

I. BACKGROUND

In order to align with district priorities and national best practice, the Office of Student Support Services recommends updating, including imbedding the principles of our equity policy, trauma-informed practices, restorative justice and tiered systems of support into our Student Conduct & Discipline Policy.

II. RELATED POLICIES/BEST PRACTICES

This revision of the Student Conduct and Discipline Policy acknowledges intersectionality of disciplinary action, substance use/abuse and/or mental health challenges and utilizes a trauma-informed lens to guide the discipline practices in this district. With the intention of imbedding equity into our system, the Racial Educational Equity Policy (2.10.010-P) was consulted and is referenced. In an effort to streamline services and build a sustainable system of supports the District is instituting Multi-Tiered Systems of Support (MTSS) framework and the Student Conduct and Discipline Policy needs to be in alignment with this and the Restorative Justice practices that are integral to this system.

III. ANALYSIS OF SITUATION

Currently, Portland Public Schools has high levels of inequity/over representation in disciplinary actions of historically underserved populations. The Student Conduct and Discipline Policy is outdated, and needs to reflect a more supportive and comprehensive discipline practice that incorporates best practices of Restorative Justice, Multi-Tiered Systems of Support, trauma-informed care and equity.

IV. FISCAL IMPACT

Additional professional development for staff in regards to trauma informed practices will be required. A three year training plan will be developed during the 2019-20 school year with associated budgets. There will also need to be increased investment to support restorative justice practices. We expect to utilize and expand our internal resources for these trainings, however financial investment will also be necessary to support additional hours and resources.

V. COMMUNITY ENGAGEMENT (IF APPLICABLE)

In an effort to engage stakeholders early and often in this process, the Office of Student Support Services conducted family, student and teacher listening sessions as well as a survey. We also involved school administrators and other interested District staff in a bi-weekly work session to incorporate their perspective as we revised the Student Conduct and Discipline Policy and the accompanying Administrative Directive. Below is a list of the most salient points taken from those meetings, followed by the engagements opportunities provided.

- Disciplinary processes need improved communication, consistency and clarity.
- Discipline in the District needs to have an increased focus on equity and restorative practices

- School staff feel the need for tools and resources to improve school engagement and climate

Engagement opportunities to gather feedback on the Student Conduct and Discipline Policy and Administrative Directive

- We held five work group meetings with interested building administrators and other district staff to add varied perspective to the Student Conduct and Discipline Policy and AD
- Nine listening sessions were conducted with students at Franklin, Benson, Cleveland, Grant, Lincoln, Roosevelt, and Alliance at Meek. Approximately 125 students.
- Three listening sessions were conducted with teachers and staff at Cleveland, Lincoln, and Madison High Schools. Approximately 45 teachers and staff members.
- A survey with parents who attended insight class. There were not as many responses as we would have hoped. The survey can be found at: <https://tinyurl.com/yy5rrds4>. We received 37 responses to the survey.
- We have reached out to principals and SUN sites in the hopes of gathering additional parent feedback to build into the Administrative Directive within the month of July.

VI. TIMELINE FOR IMPLEMENTATION/EVALUATION

The accompanying Administrative Directive is in the final editing stages, and the revised Student Right and Responsibilities Handbook is being prepared based on these policy revisions and must be approved to go to print in time for the start of school. Associated Professional development planning will take place during the 2019-20 school year.

VII. STAFF RECOMMENDATION

Recommend the adoption of the updated Student Conduct and Discipline Policy.

VIII. I have reviewed this staff report and concur with the recommendation to the Board.



Guadalupe Guerrero
Superintendent
Portland Public Schools

July 12, 2019

Date

ATTACHMENTS

(List all supporting documentation, including resolution, etc.)

- A. Current policy
- B. Redlined policy
- C. Clean version of revised policy

PPS District Priorities FY 2018-19

1. *Set a clear Vision and Strategic Plan*
 2. *Create equitable opportunities and outcomes for all students*
 3. *Build management and accountability systems and structures*
 4. *Allocate budget, funding and resources focused on improving outcomes for students*
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|  | BOARD POLICY Student Conduct and Discipline | 4.30.010-P |
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I. Introduction

The District desires the use of evidence-based, trauma-informed practices that maximize instructional time for every student and minimize the use of exclusionary discipline. The District seeks to build a system-wide understanding of trauma prevalence and impact which recognizes that traumatic experiences can negatively affect student behavior and that disciplinary practices can retraumatize students. Each school and program shall create a safe, calm, and secure environment in which all students feel included, supported, and respected. To this end, disciplinary decision making should include a trauma-informed perspective and focus on restorative practices first and foremost. When student behavior disrupts the learning or working environment, school staff, families, and students will share concerns and work collaboratively to develop and implement equitable and restorative plans for more intensive interventions and supports

The District believes the following will reduce the need for disciplinary actions that exclude students from their classroom:

1. Positive school climate
 2. Clear and consistent student behavioral expectations
 3. Trauma-informed and effective classroom management strategies
 4. Parent/family/guardian engagement
 5. Culturally relevant instruction
 6. Developmentally appropriate practices
- B. Discipline should be used to support students in learning the skills and concepts necessary to enhance a positive school climate and avoid disruptive behavior. Utilizing a trauma-informed approach to school discipline that is paired with meaningful and accessible instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community. This is more likely to result in re-engaging the student in learning. The District is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:
- Is conducive to student learning
 - Fosters self-efficacy
 - Encourages active participation in their communities

The Superintendent or designee will work with all schools and programs to carry out a variety of evidence-based, trauma-informed practices and strategies for maintaining a safe, calm, and secure school climate. The strategies shall focus on:

- Communicating clear, appropriate, and consistent behavior expectations
- Educating students on behavior expectations
- Providing students with tiered supports/interventions
- Implementing consistent and fair use of consequences
- Eliminating disproportionate uses of discipline actions
- Continuous review and improvement of discipline practices
- Fostering teachers' use of trauma-informed and effective classroom management strategies

The District recognizes that some students experience disproportionate disciplinary actions in response to their behavior, specifically Latinx students, students with African American or Black, Native American, and Pacific Islander ancestry, English Language Learners, students with disabilities, LGBTQ Continuum students, and students living in poverty. The District recognizes that unconscious biases can impact disciplinary decision-making and seeks to eliminate disparities in the use of school and program discipline. As stated in our district Racial Educational Equity Policy (2.10.010-P), Portland Public Schools is committed to the success of every student in each of our District. Schools and programs shall strive to enforce disciplinary rules fairly, equitably, and without discrimination or bias.

- C. Recognizing that student discipline practices are closely related to student achievement, the District expects school practices that:
1. Incorporate student and family perspective at all levels from policy to enforcement, and engage parents/guardians early in disciplinary processes;
 2. Are trauma-informed and evidence based, resulting in safer schools grounded in equity, improved student achievement, improved student attendance, and fosters student sense of self-efficacy;
 3. Provide consistency, fairness, and equitable interventions and consequences across all schools and programs in the district;
 4. Eliminate disparities in applying discipline by assuring equitable tiered interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes (see 1.80.020-P Non-Discrimination);
 5. Define and communicate expectations for student behavior;

6. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
 7. Use restorative practices to balance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall school community;
 8. Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.
- D. Since we are all invested in the success of our children, it is the shared responsibility of all adults in our school district to ensure that social justice principles are imbedded in our schools and that we take the necessary steps to shift our system to meet the needs of students. These responsibilities will include personal and professional introspection, acknowledgement of unconscious biases, willingness to learn restorative and trauma-informed practices.

District leadership is expected to provide professional development to support these shifts, and to define procedures and practices that build a safe, supportive, and inclusive school climate. Everyone in a school who has direct contact with students is expected to utilize the learning opportunities provided to create and maintain an environment that inspires student learning by using principles of positive behavior support, cultural responsiveness, and trauma-informed effective discipline practices to support students' prosocial development.

II. Discipline Principles

- A. Discipline must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250.
- B. Discipline practices should deter undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.
- C. The District and schools shall make every reasonable effort to first correct student undesired behavior through family, school, and community-based resources. These efforts involve utilizing a trauma-informed perspective to analyze individual student needs and adult responses, developing preventive, responsive, and developmentally appropriate interventions and providing disciplinary and educational alternatives.
- D. Discipline should take into consideration the understood effects of trauma to the developing brain and start at the lowest possible level reasonably determined to change the student's behavior and to minimize the loss of instructional time. It is the expectation that District representatives consider an individual student's trauma load when discussing discipline. Unless there is a behavior that poses an imminent risk to others, exclusionary discipline should be the actions of a last resort.

III. Monitoring and Accountability

- A. The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the District.
- B. The District shall monitor progress on student conduct in a way that is data driven and responsive to the needs of schools and students.
- C. The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target tiered areas for support, thus enabling schools and the District to craft solutions.
- D. Monitoring information shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public as the law permits (OAR 581-021-0330, OAR 581-021-0340). Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.

IV. Implementation

- A. The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.
- B. The District shall publish and distribute to staff, students and parents

expectations outlining student rights and responsibilities, behavior expectations, tiered interventions and potential disciplinary actions.

- C. Under this policy, resources will be allocated to support a trauma-informed approach to discipline, positive behavior and provide alternatives to exclusionary discipline.

V. Definitions

- **Restorative Practices:** District staff shall endeavor to utilize restorative practices when applicable and agreed upon by all parties. Restorative practices include, but are not limited to:
 - Restorative Conferencing: a meeting between all parties impacted, attendees include school administrators, teachers, staff, students, parents/guardians, and appropriate community service providers to discuss impact of behavior, solving conflict peacefully, and to create a plan of action for interventions and supports.
 - Restorative Responsive Circles: a gathering to give space to students directly involved in a conflict and others directly affected to discuss the impact of the behavior and develop a plan to repair the harm.
 - Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.
- **Tiered Supports:** the main component of a data based Multi-tiered Systems of Support (MTSS) framework. Attention is focused on Tier 1 (universal practices and supports for all students), Tier 2 (targeted small group strategies and supports provided in addition to Tier 1) and Tier 3 (supports at the individual student level).
- **Self-Efficacy:** students' belief in their innate ability to set and achieve goals.
- **Social Justice Principles:** values that favor measures aimed at decreasing or eliminating inequity; promoting inclusiveness of diversity; and establishing environments that are supportive of all people.
- **Trauma-Informed Approach:** designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, OAR 581-021-0050 to -0075.

History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline) Adpt 6/2009

Policy Review

This policy will be reviewed every 5 years. It revises 4.30.010-P and eliminates 4.30.030-P Program for Disruptive Students, as well as the Administrative Directive 4.30.031-AD that accompanies it.

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|  | BOARD POLICY Student Conduct and Discipline | 4.30.010-P |
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I. Introduction

The District desires the use of evidence-based, trauma-informed practices that maximize instructional time for every student and minimize the use of exclusionary discipline. The District seeks to build a system-wide understanding of trauma prevalence and impact which recognizes that traumatic experiences can negatively affect student behavior and that disciplinary practices can retraumatize students. Each school and program shall create a safe, calm, and secure environment in which all students feel included, supported, and respected. To this end, disciplinary decision making should include a trauma-informed perspective and focus on restorative practices first and foremost. When student behavior disrupts the learning or working environment, school staff, families, and students will share concerns and work collaboratively to develop and implement equitable and restorative plans for more intensive interventions and supports

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The District believes the following will reduce the need for disciplinary actions that exclude students from their classroom:

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1. Positive school climate
2. Clear and consistent student behavioral expectations
3. Trauma-informed and effective classroom management strategies
4. Parent/family/guardian engagement
5. Culturally relevant instruction
6. Developmentally appropriate practices

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B. Discipline should be used to support students in learning the skills and concepts necessary to enhance a positive school climate and avoid disruptive behavior. Utilizing a trauma-informed approach to school discipline that is paired with meaningful and accessible instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community. This is more likely to result in re-engaging the student in learning. The District is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:

- Is conducive to student learning
- Fosters self-efficacy
- Encourages active participation in their communities

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A. The Board is committed to a positive, respectful, inclusive climate in every

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~~school that promotes academic achievement, ensures safe and drug free learning communities, provides positive behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school.~~

The Superintendent or designee will work with all schools and programs to carry out a variety of evidence-based, trauma-informed practices and strategies for maintaining a safe, calm, and secure school climate. The strategies shall focus on:

- Communicating clear, appropriate, and consistent behavior expectations
- Educating students on behavior expectations
- Providing students with tiered supports/interventions
- Implementing consistent and fair use of consequences
- Eliminating disproportionate uses of discipline actions
- Continuous review and improvement of discipline practices
- Fostering teachers' use of trauma-informed and effective classroom management strategies

The District recognizes that some students experience disproportionate disciplinary actions in response to their behavior, specifically Latinx students, students with African American or Black, Native American, and Pacific Islander ancestry, English Language Learners, students with disabilities, LGBTQ Continuum students, and students living in poverty. The District recognizes that unconscious biases can impact disciplinary decision-making and seeks to eliminate disparities in the use of school and program discipline. As stated in our district Racial Educational Equity Policy (2.10.010-P), Portland Public Schools is committed to the success of every student in each of our District. Schools and programs shall strive to enforce disciplinary rules fairly, equitably, and without discrimination or bias.

- ~~1.~~ Recognizing that student discipline practices are closely related to student achievement, the ~~Board~~District supports ~~expects~~ school practices that:

C.

~~Engage parents/guardians early in the disciplinary process:~~

1. Incorporate student and family perspective at all levels from policy to enforcement, and engage parents/guardians early in disciplinary processes;
2. Are ~~well researched~~trauma-informed and evidence based, ~~and~~ resulting in safer schools grounded in equity, improved ~~d~~ student achievement, improved ~~d~~ student attendance, and ~~increased~~

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~~student accountability fosters student sense of self-efficacy;~~

3. Provide consistency, fairness, and equitable interventions and consequences across all schools and programs in the district;
4. Eliminate disparities in applying discipline by assuring equitable tiered interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes (see 1.80.020-P Non-Discrimination);
5. Define and communicate expectations for student behavior;
6. Define and communicate expectations for staff responsibilities related to student conduct and discipline;

6.

Use restorative practices to Balance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall school community;

7.

~~7. Engage parents/guardians early in the disciplinary process;~~

8. Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.

D. Since we are all invested in the success of our children, it is the shared responsibility of all adults in our school district to ensure that social justice principles are imbedded in our schools and that we take the necessary steps to shift our system to meet the needs of students. These responsibilities will include personal and professional introspection, acknowledgement of unconscious biases, willingness to learn restorative and trauma-informed practices.

—District leadership is expected to provide professional development to support these shifts, and to define procedures and practices that build a safe, supportive, and inclusive school climate. Everyone in a school who has direct contact with students is expected to utilize the learning opportunities provided to create and maintain an environment that inspires student learning by using principles of positive behavior support, cultural responsiveness, and trauma-informed effective discipline practices to support students' prosocial development.

~~II. Student Conduct Principles~~

~~A. Proper student conduct, reinforced by an effective discipline program based on best practices and cultural responsiveness, is essential to creating and maintaining a positive, respectful, and inclusive school climate.~~

~~B. A positive, respectful, and inclusive school climate is the mutual responsibility of:~~

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Student Conduct and Discipline

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1. ~~District staff, who are expected to create an environment for student success using principles of positive behavior support/effective discipline practices and cultural competency in managing student conduct;~~
2. ~~Students, who are expected to learn to function effectively in a school environment, learn the consequences of their behavior, develop self-discipline and take responsibility for their actions;~~
3. ~~Parents/guardians, who are expected to take an active role in school efforts to implement positive behavior supports and to work with schools to address their students' needs; and~~
4. ~~The community, whose partnerships are encouraged and welcomed in supporting appropriate student behavior.~~
- C. ~~Students shall comply with the authority of district staff as granted by law and with District standards of conduct including the school-based Student Conduct and Discipline Plan. They shall conduct themselves in an orderly manner at school during the school day and during school-sponsored activities.~~

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~~III.II.~~ Discipline Principles

- A. Discipline ~~should~~ must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250, ~~and match the severity of the student's misbehavior.~~
- B. ~~Discipline should teach students to behave in ways that contribute to academic and behavioral success, and to support a school environment where students and staff are positive, respectful and inclusive.~~
- C. ~~B.~~ Discipline practices should prevent/deter undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.
- D. ~~Discipline should be used to support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.~~
- ~~—~~ The District and schools shall make every reasonable effort to first correct student undesired ~~mis~~behavior through family, and school, and community-based resources. These efforts involve utilizing a trauma-informed perspective to analyze ~~analyzing~~ individual student needs and adult responses, developing preventive, and responsive, and developmentally appropriate interventions and providing disciplinary and educational alternatives.

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Student Conduct and Discipline

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D. Discipline should take into consideration the understood effects of trauma to the developing brain and start at the lowest possible level reasonably ~~calculated~~ determined to change the student's behavior and to minimize the loss of instructional time. It is the expectation that District representatives consider an individual student's trauma load when discussing discipline. District administrators are authorized to expel students from schools pursuant to District policies and administrative directives. However, ~~Unless there is a behavior that poses an imminent risk to others, exclusionary discipline should be the actions of a last resort.~~

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Student Conduct and Discipline

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~~there is extreme disruption of the educational process or behavior that poses a danger to persons or property, exclusionary discipline practices should be the action of last resort.~~

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~~IV.~~III. Monitoring and Accountability

- ~~A. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.~~
- A. The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the ~~Board~~District.
- B. The District shall monitor progress on student conduct in a way that is data driven and responsive to the needs of schools and students.
- C. The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target tiered areas ~~of concern~~for support, thus enabling schools and the District to craft solutions.
- D. Monitoring information shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public as the law permits (OAR 581-021-0330. OAR 581-021-0340). Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.

~~V.~~IV. Implementation

- ~~—The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.~~
- A. The District shall publish and distribute to staff, students and parents rules expectations outlining student rights and responsibilities, conduct behavior expectations, tiered interventions and possible potential disciplinary actions.
- ~~B. A. The Superintendent shall develop administrative directives, procedures and standards to implement this policy.~~
- ~~C. The implementation of this policy and corresponding directives will be consistent with related Federal and State law, District policies, and collective bargaining agreements.~~
- C. Resource allocation decisions to implement this policy will consider the strong link between discipline and academic achievement. Under this policy, resources will be allocated to support a trauma-informed approach to discipline, positive behavior and provide alternatives to exclusionary discipline.

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Student Conduct and Discipline

4.30.010-P

Definitions

V.

- Restorative Practices: District staff shall endeavor to utilize restorative practices when applicable and agreed upon by all parties. Restorative practices include, but are not limited to:
 - Restorative Conferencing: a meeting between all parties impacted, attendees include school administrators, teachers, staff, students, parents/guardians, and appropriate community service providers to discuss impact of behavior, solving conflict peacefully, and to create a plan of action for interventions and supports.
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- Self-Efficacy: students' belief in their innate ability to set and achieve goals.
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Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, ORAR 581-021-0050 to -0075.

History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline) Adpt 6/2009

For Staff Report: Policy Review

This policy will be reviewed every 5 years. It revises 4.30.010-P and eliminates 4.30.030-P Program for Disruptive Students, as well as the Administrative Directive 4.30.031-AD that accompanies it.

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BOARD POLICY
**Student Conduct and
Discipline**

4.30.010-P

I. Introduction

- A. The Board is committed to a positive, respectful, inclusive climate in every school that promotes academic achievement, ensures safe and drug-free learning communities, provides positive behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school.
- B. Recognizing that student discipline practices are closely related to student achievement, the Board supports school practices that:
1. Are well researched and result in safer schools grounded in equity, improved student achievement, improved student attendance, and increased student accountability;
 2. Provide consistency, fairness, and equitable interventions and consequences across all schools in the district;
 3. Eliminate disparities in applying discipline by assuring equitable interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes (see 1.80.020-P Non-Discrimination);
 4. Define and communicate expectations for student behavior;
 5. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
 6. Balance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall school community;
 7. Engage parents/guardians early in the disciplinary process;
Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.

II. Student Conduct Principles

- A. Proper student conduct, reinforced by an effective discipline program based on best practices and cultural responsiveness, is essential to creating and maintaining a positive, respectful, and inclusive school climate.
- B. A positive, respectful, and inclusive school climate is the mutual responsibility of:

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| Student Conduct and Discipline | 4.30.010-P |
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1. District staff, who are expected to create an environment for student success using principles of positive behavior support/effective discipline practices and cultural competency in managing student conduct;
 2. Students, who are expected to learn to function effectively in a school environment, learn the consequences of their behavior, develop self-discipline and take responsibility for their actions;
 3. Parents/guardians, who are expected to take an active role in school efforts to implement positive behavior supports and to work with schools to address their students' needs; and
 4. The community, whose partnerships are encouraged and welcomed in supporting appropriate student behavior.
- C. Students shall comply with the authority of district staff as granted by law and with District standards of conduct including the school-based Student Conduct and Discipline Plan. They shall conduct themselves in an orderly manner at school during the school day and during school-sponsored activities.

III. Discipline Principles

- A. Discipline should be equitable, timely, fair, developmentally appropriate, and match the severity of the student's misbehavior.
- B. Discipline should teach students to behave in ways that contribute to academic and behavioral success, and to support a school environment where students and staff are positive, respectful and inclusive.
- C. Discipline should prevent misbehavior before it occurs, and use effective interventions after it occurs.
- D. Discipline should be used to support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- E. The District and schools shall make every reasonable effort to first correct student misbehavior through family and school-based resources. These efforts involve analyzing individual student needs and adult responses, developing preventive and responsive interventions and providing disciplinary and educational alternatives.
- F. Discipline should start at the lowest possible level reasonably calculated to change the student's behavior and to minimize the loss of instructional time. District administrators are authorized to expel students from schools pursuant to District policies and administrative directives. However, unless

there is extreme disruption of the educational process or behavior that poses a danger to persons or property, exclusionary discipline practices should be the action of last resort.

IV. Monitoring and Accountability

- A. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.
- B. The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the Board.
- C. The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target areas of concern, thus enabling schools and the District to craft solutions.
- D. Monitoring information shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public.

V. Implementation

- A. The District shall publish and distribute to staff, students and parents rules outlining student rights and responsibilities, conduct expectations, and possible disciplinary actions.
- B. The Superintendent shall develop administrative directives, procedures and standards to implement this policy.
- C. The implementation of this policy and corresponding directives will be consistent with related Federal and State law, District policies, and collective bargaining agreements.
- D. Resource allocation decisions to implement this policy will consider the strong link between discipline and academic achievement.

Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, ORA 581-021-0050 to -0075.

History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline) Adpt 6/2009

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 (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize ~~investment efforts~~ that ~~have~~ achieve the greatest emissions reduction ~~the largest environmental return on investment for immediate action~~, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040¹~~50~~.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement, Resilience, and Wellness: The district will take steps to prepare schools for the effects of climate change; PPS will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals.

¹ These goals, and the 2040 target, are based on the following assumptions: the District will continue to pass voter-approved bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals; the local construction industry and contractor pool will have the capacity to support PPS' building decarbonization projects.

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy-efficient, resilient, and adaptable. The District will:

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency and minimize the indirect use of fossil fuels, where feasible[1].
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and are more sustainable (e.g. green concrete).
7. 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.
8. Include infrastructure to support sustainable practices in school nutrition programs.

Goal 1.2: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management. The District will:

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses. [2]
3. Minimize disposable materials and fully utilize all materials before disposal[3].

Goal 1.3: PPS will maximize the carbon sequestration-absorbing potential and other environmental benefits of grounds and increase the ability of grounds to adapt to climate extremes. The District will:

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.
3. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.
4. Utilize risk maps of district-owned sites and populations most vulnerable to climate impacts and plan accessible grounds improvements accordingly.
5. Phase out gas powered equipment used for grounds maintenance.
6. Phase out the use of pesticides and herbicides where feasible.

Goal 1.4[4]: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles. The District will:

1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Offer free TriMet Youth Passes to all high school students.[5]
3. Transition PPS and contracted vehicle fleet to electric or low emissions by 2050², renewable fuels, based on a vehicle life-cycle evaluation of carbon impact. Work with the state and federal government to defray costs of shifting towards electric vehicles.
4. Evaluate bus routes annually to improve route efficiencies and capacities.

² These goals, and the 2050 target, are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals.

5. Enforce the “no idling” policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.

Goal 1.5: PPS will 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. The District will:

1. Using best practices related to Environmentally Preferable Purchasing, incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non-post-consumer 100% recycled paper.[6][7][8]
- ~~1.2.~~ Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions.[9]
- ~~2.3.~~ Reduce paper copying by transitioning to increased electronic communication.
- ~~3.4.~~ Where feasible, divest banking investments from fossil fuel industries.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness. The District will:

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district asset assessment and management.
2. In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e. protected from heat, smoke, and pollution).
3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.
4. Where possible, prioritize foods that are less carbon intensive[10], local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.

Goal 2.2: PPS will empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events. The District will:[11]

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
2. Coordinate with the County Office of Emergency Management to 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, landslides, wildfires, and flooding.
3. Work with students, especially students in frontline communities, and communities to develop plans for, and prepare for the adverse effects of climate change in their own communities. Including individual plans for how they and their family will stay safe during worsening climate disasters (or impacts).[12][13]
- ~~2.4.~~ Develop district-wide plans for how to communicate available local resources and support to students and families during-address natural disasters such as: wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events, and others.[14]
- ~~3.5.~~ Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities, communities of color, and vulnerable populations.
- ~~4.6.~~ Host climate related emergency preparedness events for students, staff, teachers, and families.

Goal 2.3: PPS will promote healthy and sustainable opportunities for its students, such as local foods, safe and active routes to school, and increased use of outdoor space for learning and gathering.[15]

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower all PPS staff as allies for a healthy climate. The District will:

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.

2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.
3. Establish a program to have a sustainability liaison in every school.
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.

Goal 3.2: With guidance from Black, Indigenous, and other People of Color (BIPOC) students and communities, PPS will 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. The District will:

1. Develop and deliver content to help students understand, prepare for and respond to climate change impacts, with priority special support and resources available to schools serving the most vulnerable populations.
- 1.2. Integrate climate justice into curriculum so all students have access and opportunities to engage in understanding climate change and climate solutions.[16]
- 2.3. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
- 3.4. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
5. Increase workforce training in living-wage green jobs, prioritizing opportunities for students from frontline communities.
6. Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.[17]
- 4.7. Offer opportunities for students to recognize the vital importance of a healthy climate upon which our lives depend, and to understand how their own vision, imagination and intention, and actions can create a desired future.[18]
- 5.8. Support partner organizations that provide hands-on, place-based, experiential climate education for students.

Goal 3.43: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. The District will:

1. Support development of youth leadership and engagement opportunities around climate solutions.
2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate related programs.
3. Support student-led climate justice, climate action, and climate resiliency initiatives.
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space.[19]
5. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.
6. Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.

Climate Crisis Response Committee: To monitor effective implementation, transparency, and tracking of progress, PPS will establish a ~~nine-person~~ committee of no more than nine persons that is made up of ~~at least five~~ a majority of members who identify as people of color and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board, but does not have decision-making authority.

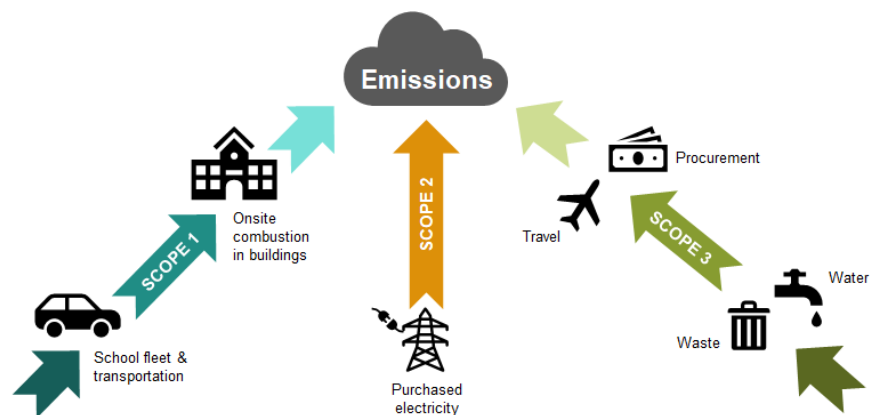
Glossary of Definitions [To be incorporated into policy]

Scope 1 Emissions: direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, water heaters, vehicles).

Scope 2 Emissions: indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling. Although scope 2 emissions physically occur at the facility where they are generated, they are accounted for in an organization's GHG inventory because they are a result of the organization's energy use.

Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization's scope 1 and 2 boundary. The scope 3 emissions for one organization are the scope 1 and 2 emissions of another organization. Scope 3 emission sources include emissions both upstream and downstream of the organization's activities.

Scopes of Emissions in Schools



(Scope emissions defined by [EPA Center for Corporate Climate Leadership Home](#))

Address (2.2.4): ~~communicate available local resources and support during emergencies to students and families.~~

Feasible: capable of being done or carried out. Feasibility will include the following factors: economics/available funding, appropriate trade-offs (i.e. the district will not spend general funds on energy efficiency if it is in lieu of incremental staffing in schools).

Frontline Communities: Communities that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas[20], and indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities[21].

Systems Thinking: a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time.

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

3.30.080-P V.25; Revisions post 2-21 Committee meeting

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 (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040¹.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement, Resilience, and Wellness: The District will take steps to prepare schools for the effects of climate change; PPS will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

As the District works to meet these climate and sustainability goals and targets, the District will maximize, minimize, and take other actions to reduce carbon emissions and increase sustainable practices when alternatives exist that meet District standards, are aligned with carbon-reduction targets, are cost competitive over time, and available technology exists.

¹ These goals, and the 2040 target, are based on the following assumptions: the District will continue to pass voter-approved bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals; the local construction industry and contractor pool will have the capacity to support PPS's building decarbonization projects.

It should be noted that these goals are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a regular cycle to support infrastructure investment; and the District will allocate general fund budget to help reach these goals.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals.

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency, maximize the use of renewable energy sources, and minimize the use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and are more sustainable
7. Design, renovate, and construct new facilities to improve resiliency to climate-related emergencies.
8. .

Goal 1.2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including recycling, and food waste reduction at campuses.

Minimize disposable materials.

Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes.

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management in compliance with City code.
3. Establish green school yard plans to care for school grounds.
4. Phase out gas powered equipment used for grounds maintenance.
- 5.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles. Establish school-based infrastructure and supports for staff and students to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.

- 1.
2. Transition PPS and contracted vehicle fleet to electric or low emissions ² or renewable fuels. Work with industry, utilities, and the state and federal governments to reduce the costs of shifting towards electric or low emission vehicles.
3. .
4. . Educate and communicate to students and staff about benefits of and opportunities to reduce single-occupant car commuting and idling.

² These goals, and the 2050 target, are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals.

Goal 1.5: PPS will 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. Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidances to schools to support sustainable, climate-preferred product and services purchasing.
2. Transition to increased electronic communication and reduce paper copying. **maximizing recycled content in paper used.** (PC query: other concepts to accomplish this?). PPS will produce a report at least annually of PPS investments in fossil fuels with information that, in light of state-mandated investments, is reasonably accessible and available to it. Investments in state investment funds will be reported, recognizing that the Oregon State Treasury controls the decision-making for state investment funds.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees. :

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management.
2. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.

Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events. :

1. . PPS will coordinate with state, regional and local jurisdictions and community-based organizations to communicate with and support PPS students and families during climate-related events and natural disasters, such as **wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events.** The District will **make** available its facilities, as appropriate, during community response efforts to climate events.
2. .
3. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities and frontline communities.
4. .

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower PPS staff as allies for a healthy climate.

1. Provide learning opportunities for staff on climate science/climate justice.
2. Continuously collaborate with staff to **utilize sustainability practices in the performance of their work and provide information, support, and tools to help implement those practices.**
3. .
4. .

Goal 3.2: With guidance from frontline students and communities, PPS will 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. Develop and deliver curriculum and resources to help students understand, prepare for and respond to climate change impacts.
2. .

Goal 3.3: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities for students from frontline communities.
2. Support student-led climate justice, climate action, and climate resiliency initiatives.

3. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space. Support students in their ongoing and critical role as climate response, climate justice and sustainability advocates.

Climate Crisis Response Committee: To monitor effective implementation, transparency, and tracking of progress, PPS will establish a committee of no more than nine persons that is made up of a majority of members who identify as people of color and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board, but does not have decision-making authority.

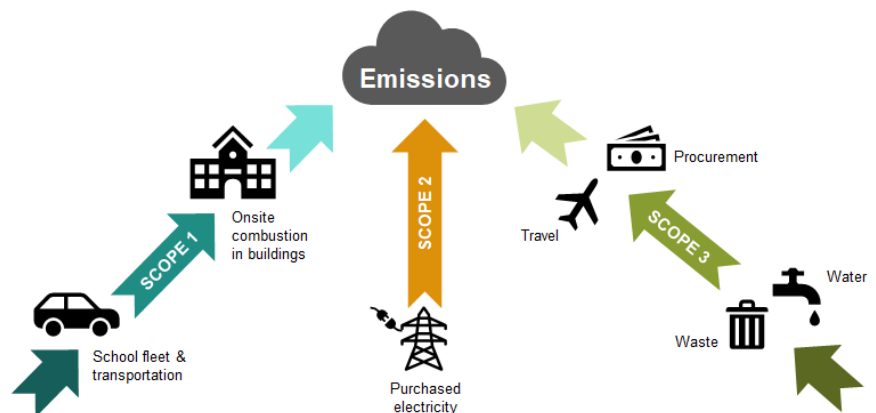
Glossary of Definitions [To be incorporated into policy]

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Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization's scope 1 and 2 boundary. The scope 3 emissions for one organization are

Scopes of Emissions in Schools



the scope 1 and 2 emissions of another organization. Scope 3 emission sources include emissions both upstream and downstream of the organization's activities.

(Scope emissions defined by [EPA Center for Corporate Climate Leadership Home](#))

Feasible: capable of being done or carried out. Feasibility will include the following factors: economics/available funding, appropriate trade-offs (i.e. the district will not spend general funds on energy efficiency if it is in lieu of incremental staffing in schools).

Frontline Communities: Communities that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas, and indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities.

Systems Thinking: a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time.

Teaching and learning about climate change will recognize and support the emotional and other impacts of climate change on students.

Provide opportunities for students to probe the underlying causes of the climate crisis and the structural racism embedded in climate change with disproportionate burdens and negative impacts on people of color and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.

Portland Public School District 1st Reading

DATE OF FIRST READING: January 11, 2022

PUBLIC COMMENT FOR

Policy 1.20.012-P:

Student Representative and District Student Council Policy

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Last Date for Comment: February 01, 2022

Summary: **Student Representative and District Student Council Policy
1.20.012-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board

Recommended for a 1st Reading by:
Portland Public Schools Board of Education
Policy Committee

Draft Policy Web Site: <https://www.pps.net/Page/11911>

Contact: **Rosanne Powell, Senior Board Manager**
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

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| Draft Policy | 05 |
| Redlined Policy with Proposed Changes | 08 |
| Original Policy | 12 |



PORTLAND PUBLIC SCHOOLS
Office of General Counsel

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

Date: December 17, 2021
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Proposed Amendments to the Student Representative and District Student Council Policy 1.20.012-P

BACKGROUND

Staff identified language in this policy outlining the eligibility requirements for students to become the Student Representative to the Board that was inconsistent with language found in the Board of Education policy 1.20.010-P. They brought their concerns to the Policy Committee and asked that these changes be made before the next election cycle in March 2022.

A draft amended policy was developed and presented to the current student representative and to the DSC for consideration. It was also brought to the Policy Committee at its December 1, 2021 meeting for discussion. At the December 15, 2021 Policy Committee meeting, members recommended the amended policy be forwarded to the full Board for approval.

RELATED POLICIES/BEST PRACTICES

The language around student eligibility in this policy does not currently align with the language found in the Board of Education Policy 1.20.010-P. It is best practice for the policies to provide consistent guidance.

FISCAL IMPACT

There is no fiscal impact projected for these changes to the policy.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The changes will be implemented immediately.

CONNECTION TO BOARD GOALS

These revisions reflect the Board's goal of amplifying student voice in District decisions.

STAFF RECOMMENDATION

Staff recommends that the Board adopt these revisions to the Student Representative and District Student Council Policy.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

- A. Student Representative and District Student Council Policy 1.20.012-P – Clean Draft
- B. Student Representative and District Student Council Policy 1.20.012-P – Redline
- C. Student Representative and District Student Council Policy 1.20.012-P – Original



BOARD POLICY

1.20.012-P

Student Representative and District Student Council Policy

The Student Representative to the Board of Education has a variety of important roles and responsibilities, including representing the views of students on matters of concern to students; encouraging the involvement of students in educational affairs; convening student meetings to provide information and receive input about proposed actions by the Board or the District; as time allows, participating in other events attended by Board members; and being an articulate voice to the public on matters of concern to students.

The Student Representative will be provided a complete orientation on Board governance in order to contribute to the Board's and School District's work. The Student Representative will then be responsible for attending public meetings, work sessions, and events of the Board and receiving and reviewing non-confidential public meeting materials provided to Board members.

1) District Student Council (DSC).

The Student Representative shall lead an advisory council composed of one representative and an alternative from each District high school, including each Alliance building, Pioneer, and Metropolitan Learning Center ("District High Schools"). The District Student Council representatives shall either be elected by the student body of the high school or as an alternative may be selected by the school administration. In either case, each high school administration shall provide adequate notice to the student body, in advance of the election or selection process, how the District Student Council representative will be selected. The election or selection process shall be accessible to all students who meet the school-established criteria for appointment.

There are no term limits for DSC representatives. Each representative is entitled to one vote each.

- A. The school administration shall notify the Board Office and the DSC Staff Liaison of its representative to the DSC.
- B. Every effort should be made to promote and support equitable representation of each District's high school student body in voting and/or representation on the DSC.
- C. Each school's Student Body President shall serve as the alternate representative from each school to the DSC.

Members of the DSC shall be encouraged to attend all public Board meetings and work sessions, and shall assist the Student Representative in their respective schools. The Student Representative shall present opportunities to members of the DSC to advise Board and District Board committees and task forces on issues of interest to the DSC and students.

The DSC shall adopt and maintain bylaws that are consistent with the DSC purpose

and operational expectations set out in Board policies and Administrative Directives. DSC bylaws and amendments of them shall be approved by the Board of Education.

The DSC shall receive sufficient funds from the Superintendent's office to carry out operations and events, and that will be set by the Superintendent and Board in the regular District budgetary process.

Each representative to the DSC shall receive 1 elective credit for holding a position on the council for a year. To meet the requirements for elective credit, each representative must attend 90% of the meetings throughout the year, maintain regular communication between the DSC and the ASB or school governing body, and participate in the yearly DSC summit.

The DSC shall hold at least one PPS Student Summit per school year to promote student voice, foster connections, and promote the work of the council.

The Superintendent shall appoint an individual to serve as the lead staff liaison with the DSC ((DSC Staff Liaison) and the Student Representative. The Superintendent's designee shall assist the DSC and the Student Representative by providing information on school District policies, practices, and business; assisting the DSC in maintaining school representation on the DSC; provide tactical assistance to the DSC for meeting planning; and providing, as needed and requested by DSC, school and District-wide communication between the DSC and students, staff, and the Board.

The Superintendent's staff liaison shall assist the DSC in connecting with the PPS Superintendent, Board Members, District staff, and the Board office for support and information.

2) Student Representative Election.

The Student Representative to the Board of Education, as the representative of all the District's students, shall be elected by the student body of the District in the following manner:

- a. The Student Representative position shall be a student regularly attending a District high school in grade ten (10) or higher.
- b. The District Student Council shall be convened to elect the Student Representative to the Board from the DSC high school representatives.
- c. The power to elect the Student Representative shall be solely vested in the District Student Council; a plurality of votes cast is required to declare a Student Representative-elect. The DSC shall also have the authority to petition the Board to remove the Student Representative from office for cause with two-thirds (2/3) majority votes of members of the DSC.
- d. The election of a Student Representative-elect shall occur at least three months prior to June 30. This will allow the incumbent Student Representative to provide opportunities for the successor to become familiar with the responsibilities of the position.
- e. The Student Representative shall select a high school representative on the DSC as a deputy to aid and advise the Student Representative and attend

meetings and events if the Student Representative cannot be present. Representation at Board of Education meetings shall be the sole responsibility of the elected Student Representative.

3) Limitations of the Role of Student Representative on Board Matters.

- a)** Nothing in this policy shall be construed to conflict with legally given rights, responsibilities, duties, or privileges reserved for the publicly elected Board directors by state law or other PPS policy.
- b)** The Student Representative does not have an official vote in Board matters, but may participate as appropriate in deliberations.
- c)** The Student Representative may not participate (whether in executive session or otherwise), receive materials, or render an unofficial vote in any personnel or legal matter or other matters that involve records that are exempt from disclosure under the Oregon public records or other law or that involve matters that may be the subject of an executive session.
- d)** The Student Representative shall serve for a period of no more than one fiscal year.
- e)** To the extent this policy conflicts with any other policy related to the Student Representative's responsibility or authority, this policy shall govern.

Policy Implemented: History: Adopted 6/71; Amended 8/74; 6/80; 9/9/02; BA 2417; 5/19; X/22

Board Policy 1.20.012-P

Student Representative and District Student Council Policy

11/19/30/21 Draft

The Student Representative to the Board of Education has a variety of important roles and responsibilities, including representing the views of students on matters of concern to students; encouraging the involvement of students in educational affairs; convening student meetings to provide information and receive input about proposed actions by the Board or the District; as time allows, participating in other events attended by Board members; and being an articulate voice to the public on matters of concern to students.

The Student Representative will be provided a complete orientation on Board governance in order to contribute to the Board's and School District's work. The Student Representative will then be responsible for attending public meetings, work sessions, and events of the Board and receiving and reviewing non-confidential **public meeting** materials provided to Board members.

1) District Student Council (DSC). The Student Representative shall ~~have lead~~ an advisory council composed of one representative and an alternative from each ~~d~~District high school, including ~~each~~ Alliance ~~building at Benson, Alliance at Meek~~, Pioneer, and Metropolitan Learning Center ("District High Schools"). The District Student Council representatives shall ~~either~~ be elected- by the student body of the high school or as an alternative may be selected by the school administration. In either case, each high school administration shall provide adequate notice make clear to the student body, in advance of the election or selection process, how the District Student Council representative will be is selected. The election or selection process shall be accessible to all students who meet the school-established criteria for appointment. on a timely basis.

~~There are no term limits for DSC representatives. Each elected representative is entitled to one vote each.~~

- A. ~~It shall be the responsibility of each District High School student government to provide for the election of a d~~District representative that will also be a

~~position on each high school's Associated Student Body (ASB) or equivalent governing body. In the event that the District High School student government fails to promptly conduct such an election, the school administration and leadership advisor(s) shall ensure that the District High School student body has representation on the DSC. The school administration shall notify the b~~Board Office and the DSC Staff Liaison of its representative to the DSC.

- B. Every effort should be made to promote and support equitable representation of ~~each the d~~District's high school student body in voting and ~~/or~~ representation on the DSC.
- C. ~~The~~Each school's Student Body President shall serve as the alternate representative from each school to the DSC.

~~This Council~~Members of the DSC shall be encouraged to attend all public Board meetings and work sessions, and shall assist the Student Representative in their respective schools. The Student Representative shall present opportunities to members of the DSC to advise Board and ~~d~~District Board committees and task forces on issues of interest to the DSC and students.

The DSC shall adopt and maintain bylaws that are consistent with the DSC purpose and operational expectations set out in ~~this Board policies and Administrative Directives.~~DSC bylaws and Aamendments of them shall be approved by the Board of Education.

The DSC shall receive sufficient funds from the Superintendent's office to carry out operations and events, and that will be set by the Superintendent and Board in the regular ~~d~~District budgetary process.

Each representative ~~elected~~ to the DSC shall receive 1 elective credit for holding a position on the council for a year. To meet the requirements for elective credit, each representative must attend 90% of the meetings throughout the year, maintain regular communication between the DSC and the ASB or school governing body, and participate in the yearly DSC summit.

The DSC shall hold at least one PPS Student Summit per school year to promote student voice, foster connections, and promote the work of the council.

The Superintendent shall appoint an individual to serve as the ~~lead~~ staff liaison with the DSC ~~((DSC Staff Liaison))~~ and the Student Representative. The

Superintendent's designee shall assist the DSC and the Student Representative by providing information on school ~~d~~District policies, practices, and business; assisting the DSC in maintaining school representation on the DSC; provide tactical assistance to the DSC for meeting planning; and providing, as needed and requested by DSC, school and ~~D~~istrict-wide communication between the DSC and students, staff, and the Board.

The Superintendent's staff liaison shall assist the DSC in connecting with the PPS Superintendent, Board Members, ~~d~~District staff, and the Board office for support and information.

2) Student Representative Election.

The Student Representative to the Board of Education, as the representative of all the ~~d~~District's students, shall be elected by the student body of the ~~d~~District in the following manner:

- a. The Student Representative position shall be a student regularly attending a District high school in grade ten (10) or higher. ~~in the last year of high school.~~
- b. The District Student Council shall be convened to elect the Student Representative to the Board from the DSC high school representatives.
- c. The power to elect the Student Representative shall be solely vested in the District Student Council; a plurality of votes cast is required to declare a Student Representative-elect. The DSC shall also have the authority to petition the Board ~~to~~ remove the Student Representative from office for cause with ~~,-~~ Two-thirds (2/3) majority votes of members of the DSC.
- d. The election of a Student Representative-elect shall occur at least three months prior to June 30. This will allow the incumbent Student Representative to provide opportunities for the successor to become familiar with the responsibilities of the position.
- e. The Student Representative shall select a high school representative on the DSC as a deputy to aid and advise the Student Representative and attend meetings and events if the Student Representative cannot be present. Representation at Board of Education meetings shall be the sole responsibility of the elected Student Representative.

3) Limitations of the Role of Student Representative on Board

Matters.

- a.** Nothing in this policy shall be construed to conflict with legally given rights, responsibilities, duties, or privileges reserved for the publicly elected Board directors by state law or other PPS policy.
- b.** The Student Representative does not have an official vote in Board matters, but may participate as appropriate in deliberations.
- c.** The Student Representative may not participate (whether in executive session or otherwise), receive materials, or render an unofficial vote in any personnel or legal matter or other matters that involve records that are exempt from disclosure under the Oregon public records or other law or that involve matters that may be the subject of an executive session.
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Policy Implemented: History: Adopted 6/71; Amended 8/74; 6/80; 9/9/02;
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- a. It shall be the responsibility of each District High School student government to provide for the election of a district representative that will also be a position on each high school's Associated Student Body (ASB) or equivalent governing body. In the event that the District High School student government fails to promptly conduct such an election, the school administration and leadership advisor(s) shall ensure that the District High School student body has representation on the DSC. Any such student chosen by the administration is not eligible to be a candidate for Student Representative.
- b. Every effort should be made to promote and support equitable representation of the district's high school student body in voting and representation on the DSC.

- c. The school Student Body President shall serve as the alternate representative from each school to the DSC.
- d. The DSC shall expediently fill any vacancy with a temporary appointment to complete the remainder of the term. This will be the Student Body President of such school where the vacancy exists.

This Council shall be encouraged to attend all public Board meetings and work sessions, and shall assist the Student Representative in their respective schools. The Student Representative shall present opportunities to members of the DSC to advise Board and district committees and task forces on issues of interest to the DSC and students.

The DSC shall adopt and maintain bylaws that are consistent with the DSC purpose and operational expectations set out in this policy.

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Policy Implemented: History: Adopted 6/71; Amended 8/74; 6/80; 9/9/02; BA 2417; 5/19



BOARD POLICY
Diploma Requirements

4.20.042-P

Policy 4.20.042-P Diploma Requirements

Diploma requirements are a significant indicator of the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements as well as all district requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate which meet or exceed state requirements.

I. High School Diploma Requirements

- A.** To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

| Subject | Credits |
|---|----------------|
| English Language Arts | 4 |
| Math (Algebra 1 and Above) | 3 |
| Science | 3 |
| Social Studies (including ½ credit of Civics) | 3 |
| Physical Education | 1 |
| Health Education | 1 |
| World Language (2 credits in same language) | 2 |
| Career and Technical Education, the Arts, or a third credit of World Language | 3 |
| Electives | 4 |
| Total Credits | 24 |



BOARD POLICY

Diploma Requirements

4.20.042-P

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application.

B. Credit Requirements: Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

C. Proficiency credit: Proficiency credit will be awarded in accordance with State law and district guidelines.

D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

E. Essential Skills:

1. The District will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.
2. The District will develop procedures to provide Essential Skills sample options in the ELL student's language of



BOARD POLICY

4.20.042-P

Diploma Requirements

origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

- 3.** Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

- A.** A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.
- B.** To be eligible for a modified diploma a student must:
 1. Have a documented history of an inability to maintain grade level achievements due to significant learning and instruction barriers; or
 2. Have a documented history of a medical condition that creates a barrier to achievement.
 3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:



BOARD POLICY
Diploma Requirements

4.20.042-P

| Subject | Credits |
|---|----------------|
| English Language Arts | 3 |
| Mathematics | 2 |
| Science | 2 |
| Social Studies (including ½ credit of Civics) | 2 |
| Physical Education | 1 |
| Health Education | 1 |
| Career and Technical Education, the Arts, or World Language | 1 |
| Electives | 12 |
| Credits | 24 |

4. In addition to the above credit requirements, students must:
- Develop a Personal Education Plan and build an education profile,
 - Demonstrate Career Related Learning Standards,
 - Participate in Career Related Learning Experiences,
 - Complete an Extended Application,
 - Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.
- C.** Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.



BOARD POLICY

Diploma Requirements

4.20.042-P

- D. Proficiency credit may be awarded in accordance with State law and district guidelines.
- E. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

- A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.
- B. To be eligible for an extended diploma a student must:
 - 1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
 - 2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.
 - 3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
 - 4. Have a documented medical condition that creates a barrier to achievement.



BOARD POLICY

Diploma Requirements

4.20.042-P

5. Earn the following 12 credits between grade nine through the completion of high school:

| Subject | Credits |
|--|----------------|
| English Language Arts | 2 |
| Mathematics | 2 |
| Science | 2 |
| Social Studies | 3 |
| Physical Education | 1 |
| Health Education | 1 |
| Career and Technical Education, the Arts, or World Language | 1 |
| Credits | 12 |

- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

IV. Alternative Certificate Requirements

- A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
- B. An alternative certificate will be awarded based on a student's needs and achievement.



BOARD POLICY

Diploma Requirements

4.20.042-P

- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

- 1. The Superintendent shall grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

- B. **Graduating in Less Than Four Years:** The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

- C. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

- D. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless the



BOARD POLICY

4.20.042-P

Diploma Requirements

student is deemed ineligible due to discipline violations.

- E. Issuance of Diplomas to Veterans:** As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:
1. The person was discharged or released under honorable conditions, and
 2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.
 3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and

4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; **Amd 1/22**

| | | |
|---|--|--------------------------|
|  | <p>BOARD POLICY</p> <p>Non-Discrimination/ Anti-Harassment Policy</p> | <p>1.80.020-P</p> |
|---|--|--------------------------|

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.

The District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender expression or identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran's status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates. **Race includes physical characteristics that are historically associated with race, including, but not limited to, natural hair, hair texture, hair type and protective hairstyles (a hairstyle, hair color or manner of wearing hair that includes, but is not limited to, braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists).**

The District prohibits discrimination and harassment in all of its programs and operations, including but not limited to, employment, assignment, and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and in accommodating the public at public meetings.

Complaints regarding discrimination and harassment may be filed with any District administrator or manager, including Human Resources (complaint line: 503-916-2990 or hrlegal@pps.net), PPS's Title IX Office (Titleix@pps.net), and the Superintendent. In addition, complaints regarding discrimination may be filed with the United States or Oregon Departments of Education Office for Civil Rights . All complaints regarding sexual harassment and sexual violence shall also be forwarded to the Title IX Office. Complaints may be made anonymously; however, corroborating evidence is

required for any disciplinary action or other consequences.

Specific information on where to file a complaint can be found here: [\[hyperlink landing page\]](#)

Retaliation, intimidation, harassment, or threats against any person who in good faith reports, is thought to have reported, or otherwise participates in an investigation of discrimination or harassment is strictly prohibited, regardless of whether a complaint is substantiated. The good-faith initiation of any complaint of discrimination or harassment by a student will not adversely affect a student's school placement or educational learning environment. The good-faith initiation of any complaint of discrimination or harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff complainant. False reports found to be made in bad-faith shall be regarded as a serious offense and may result in disciplinary action or other appropriate sanctions.

The District shall investigate all complaints of discrimination, harassment, and retaliation.

Legal References: ORS 192.630; ORS 326.051; ORS 339.356; ORS 342.700; ORS 342.704; ORS 342.865; ORS 659.850; ORS 659A.006; ORS 659A.029; ORS 659A.030; ORS 659A.133; ORS 659A.270-.290; Title VII of the Civil Rights Act of 1964, as amended, Americans with Disabilities Act, Family Medical Leave Act, Age Discrimination in Employment Act

OSBA: AC

History: Adpt 2/13/97; Amd 9/9/02; Amd 6/17/13; Amd 4/10/18; Amd 6/2021; Amd __/2022