

Policy Committee Meeting
Wednesday, February 16, 2022 4:00 PM

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. 4:00 pm - Introductions
2. Staff Updates - 0 min.
 - 2.(a) Student Conduct and Discipline Policy that was First Read on July 16, 2019
3. Items / Policies for Discussion - 0 min.
 - 3.(a) Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P
 - 3.(b) Complaint policy revisions and community engagement
 - 3.(c) Fundraising Policy update and revisions
4. Policies in Public Comment Period - 0 min.
 - 4.(a) PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy
 - 4.(b) Non-Discrimination Anti-Harassment Policy 1.80.020-P
 - 4.(c) Diploma Requirements 4.20.042-P
5. Legislative or Regulatory Required Policy Changes
 - 5.(a) Weapons, Explosives & Fire Bombs 3.40.014-P
6. Public Comment - 10 min.
 - 5 *Two-Minute slots*

**To sign-up for public comment email PublicComment@pps.net or call Kara Bradshaw at 503-916-3906.*
7. 6:00 pm - Adjourn



PORTLAND PUBLIC SCHOOLS

OFFICE OF Language Access Services

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3254

Date: February 16, 2022

To: School Board Policy Committee
Superintendent Guadalupe Guerrero

From: Marifer Sager, Senior Manager, Language Access Services Department
Rachel Lent, Paralegal, Office of the General Counsel

Subject: Translation Project of Board Policies and Administrative Directives

BACKGROUND

The Policy Committee has asked staff to provide information about and prioritize the translation of District policies and administrative directives (ADs) into the current five languages supported at Portland Public Schools. Because policies and ADs are tools and sources of information for students, parents, staff, and other community members, it is essential for the District to provide written translation. This commitment will provide meaningful access to District policies and ADs, and it reinforces the District's commitment to PPS's linguistically diverse students, families, and communities.

SCOPE OF WORK

The policy manual currently consists of 330 policies and ADs that total approximately 1,000 pages of written material (and work is ongoing to streamline the policy manual). Each document will be translated from English into Spanish, Vietnamese, Simplified Chinese, Somali, and Russian. Translation of materials will take place over a period of time with prioritization of those policies and ADs impacting most directly students and their families. The translation project of the policies and ADs will be managed by the Language Access Services Department utilizing a combination of its current employees and vendors. If fully funded, this work would take approximately 60 business days to complete.

FISCAL IMPACT

The estimated cost by language is based on translating 300,000 words (approximately 300 words per page, on average) for a total amount of \$195,000.

[The 2021/2022 Student Enrollment by Language data includes the District's alternative programs, CBOs, Special Services programs and Charter schools as of October 1, 2021.](#)

Spanish- 7% enrollment: 0.07 per word = \$21,000

Simplified Chinese- 1% enrollment: 0.12 per word= \$36,000

Vietnamese- 2% enrollment: 0.16 per word = \$48,000

Somali- 1% enrollment: 0.18 per word= \$54,000

Russian- <1% enrollment: 0.12 per word= \$36,000

Note that these are estimated amounts to translate the current policy manual. This is not a final quote and does not include estimates for future translation of policies and ADs that are revised.

STAFF RECOMMENDATION AND FUNDING SOURCE

We recommend (1) obtaining data about which policies/ADs are accessed most regularly (if it is available through IT), (2) reviewing current profile of PPS families that need communication in other than the five languages, and (3) assessing a budget allocation for the purposes of translating the most used policies and ADs in the 2022/2023 FY budget.

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*
-

	BOARD POLICY Student Conduct and Discipline	4.30.010-P
-----------------------------------------------------------------------------------	--------------------------------------------------------------	-------------------

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.

	BOARD POLICY Student Conduct and Discipline	4.30.010-P
-----------------------------------------------------------------------------------	--------------------------------------------------------------	-------------------

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

Formatted: Indent: Left: 0.88", First line: 0", Right: 0.98", Pattern: Clear, Tab stops: 0.88", Left + 0.88", Left

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

Formatted: Left

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

Formatted: Right: 0.98", Space Before: 6 pt

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

Formatted: Bulleted + Level: 3 + Aligned at: 0.88" + Indent at: 1.23"

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

Formatted: Normal

~~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 resultin~~g~~ in safer schools grounded in equity, improvedd student achievement, improvedd student attendance, and ~~increased~~

Formatted: Normal, Right: 0", No bullets or numbering, Tab stops: 6.39", Left + Not at 0.88" + 0.88"

Formatted: Indent: Left: 0.88", No bullets or numbering

Formatted: Right, Indent: Left: 0.88", No bullets or numbering

Formatted: Bulleted + Level: 3 + Aligned at: 0.88" + Indent at: 1.23"

Formatted: Right, Indent: Left: 0.88", No bullets or numbering

Formatted: Indent: Left: 0.88", No bullets or numbering

Formatted: Pattern: Clear

Formatted: Normal, No bullets or numbering

Formatted: Left, Indent: Left: 0.88", Hanging: 0.4", Right: 0.51", Space Before: 6 pt, Tab stops: 1.28", Left + 1.28", Left + Not at 1.23"

Formatted: Right: 0.98", Tab stops: 0.88", Left + 0.88", Left + Not at 1.28" + 1.28"

~~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:~~

Formatted: Right: 1", Space Before: 6.1 pt

Formatted: List Paragraph, Right: 1", Space Before: 6.1 pt, Tab stops: 1.23", Left + 1.23", Left

Formatted: Right: 1", Space Before: 6.1 pt

Formatted: Indent: Left: 0.53", Hanging: 0.35", Right: 1", Tab stops: 1.23", Left + 1.23", Left

Formatted: List Paragraph, Right: 0.45", Numbered + Level: 2 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.53" + Indent at: 0.88"

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: List Paragraph, Indent: Left: 0.88", First line: 0.01", Right: 0.45", Numbered + Level: 2 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.53" + Indent at: 0.88"

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Condensed by 0.15 pt

Formatted: Not Expanded by / Condensed by

Formatted: Pattern: Clear

Formatted: Tab stops: 3.08", Left

Student Conduct and Discipline

4.30.010-P

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.~~

Formatted

~~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/determis 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 misbehavior 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.~~

Formatted: List Paragraph, Right: 1.02", Space Before: 5.95 pt, Numbered + Level: 2 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.53" + Indent at: 0.88", Tab stops: 0.88", Left + 0.88", Left

C.

Student Conduct and Discipline

4.30.010-P

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.

E. —s

Formatted: Font: Not Bold

Formatted: Left

Formatted: Font: Not Bold

Formatted: Font: Not Bold, Pattern: Clear

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Right: 0.51"

Student Conduct and Discipline

4.30.010-P

~~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.~~

Formatted: Right: 0.5"

Formatted: Indent Left: 0.59", Hanging: 0.35"

~~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.
- ~~A.B.~~ 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.

Formatted: Left

Formatted: Right: 1.21", Space Before: 5.95 pt

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.
 - 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, 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.

Formatted: Font: Bold

Formatted: List Paragraph, Left, Right: 1.28", Space Before: 0 pt, Numbered + Level: 1 + Numbering Style: I, II, III, ... + Start at: 1 + Alignment: Left + Aligned at: 0.24" + Indent at: 0.53", Tab stops: 0.88", Left + 0.88", Left

Formatted: Font: 11 pt, Bold

Formatted: Underline

Formatted

Formatted: Underline

Formatted: Body Text, Right: 0", Space Before: 0 pt, Bulleted + Level: 1 + Aligned at: 0.43" + Indent at: 0.68", Tab stops: Not at 0.88" + 0.88"

Formatted: Underline

Formatted: No underline

Formatted: Underline

Formatted: Bulleted + Level: 1 + Aligned at: 0.43" + Indent at: 0.68"

Formatted: Body Text, Indent: Left: 0.18", First line: 0", Right: 0.84", Space Before: 0.05 pt, Line spacing: Multiple 1.01 li



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:

Student Conduct and Discipline	4.30.010-P
---------------------------------------	-------------------

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



Field Trips, Foreign Travel, and Other Off-Campus Activities

The District believes in the value of experiences outside the classroom and endeavors to make these opportunities available to all **students**. As in all other aspects of school life, PPS is committed to both the access to and the inclusivity of off-campus activities. In planning and authorizing off- campus activities, primary consideration shall be given to the educational outcomes derived, the safety and welfare of students involved, District expectations of conduct and behavior on the part of all participants, and the selection of appropriate adult supervision in accordance with Board Policy [5.10.064-P Professional Conduct between Adults and Students](#).

I. District-Sponsored Activities

Special activities outside the classroom are an important part of an educational experience. Students shall be allowed to participate in carefully planned learning experiences or co-curricular activities, which fall outside the normal school program, school day, and/or are off-campus when they serve a legitimate educational purpose. Off-campus activities should promote and not compromise the integrity and purpose of the District's educational programs. Plans for continuity of curriculum must be made for the off-campus activity and likewise for students remaining on campus. This policy applies to all off-campus activities, unless otherwise noted.

- 1) As authorized through this policy and Administrative Directives, the Superintendent's designees may authorize field trips and other extra-curricular activities involving travel off-campus when such activities contribute to educational goals.
- 2) District staff responsible for overseeing extended travel must notify building administrators in advance of the trip so that plans for continuity of curriculum and instruction can be assured for students remaining on campus. Those plans will be communicated to the school community and observed so that no disruption in curriculum or programming will occur for students remaining on campus.



Field Trips, Foreign Travel, and Other Off-Campus Activities

- 3) Schools and staff ~~to~~ **must** submit field trip requests for review, and approval or denial, prior to any planned activities.
 - a. Principals shall ~~have the authority to~~ approve ~~standard~~ **regular** off-campus field trips, ~~subject to Risk Management approval~~, occurring during the course of one school day.
 - b. **Overnight, wilderness and international** ~~All off-campus trips comprising more than one school day will be reviewed~~ **approved** by the principal, and then sent to by Risk Management and ~~approved by~~ the supervising Area Assistant Superintendent for final approval.
 - c. Specific timelines, procedures, and requirements of this field trip approval process ~~will be~~ **are** outlined in a related Administrative Directive [\[insert link\]](#).
- 4) ~~All out of state and foreign travel shall require prior Board approval with the exception of travel up to 150 miles from the PPS headquarters.~~
- 5) In planning for off-campus activities, staff members must avoid factors that might prohibit student participation, including financial burden, as well as any hazards or barriers for students arising from discriminatory policies or practices in the destination or during transit based on race, religion, culture, gender orientation, sexual identity, or immigration status. Trips should be designed to promote healthy, safe, and inclusive experiences for all students, and consider the identified special needs and required accommodations of students with an Individualized Education Plan (IEP) and/or plans under Section 504 of the Rehabilitation Act of 1973. ▀
- 7) Both students and adult supervisors should be acquainted with and comply with relevant District policies, administrative directives, and other guidance, including the *PPS Student Responsibilities, Rights, and Discipline Handbook*, while representing the District. These expectations should be reviewed again by all students and staff prior to any extended off-campus activity.



**Field Trips, Foreign Travel,
and Other Off-Campus
Activities**

II. Non-School Sponsored Off-Campus Activities Must Clearly Indicate They Are Not Affiliated with the District

The unique professional status of District staff members may at times make it difficult for students and families to distinguish between school-sponsored off-campus activities from non-school privately sponsored off-campus activities. While working as PPS staff and/or representing PPS, District staff may not develop, plan, and/or supervise off-campus activities represented as "school, class, club, etc." other than what has been approved under this policy and the implementing administrative directives. In addition, District staff or other persons may not use District email, social media, hardcopy distribution to students, or other methods of District-controlled distribution that are not open to the general public to communicate to District students or families about private, non-school sponsored off-campus activities, without the pre-approval of the school building administrator and in adherence with PPS Disclaimer Requirement ~~(11.1.a)~~.

1) Travel Study Programs

Travel Study Programs are activities involving student travel that are planned, marketed, and conducted by organizations other than Portland Public Schools. Portland Public Schools does not fund, sponsor, or endorse any such programs.

- a) Disclaimer Requirements: Any information about travel study programs must include the following disclaimer: "Portland Public Schools does not fund, sponsor, or endorse this travel study program. The District is not responsible for conducting or supervising this trip. Portland Public School employees who participate in travel study programs are not acting in their capacity as District employees and do so at their own risk. Students participating in travel study programs do so at their own risk."
- b) Any information distributed about travel study programs cannot contain the name of the District or any Portland Public school.
- c) Distribution of information by travel study organizations must follow distribution guidelines in Board Policy 3.30.035-P Distribution of Materials and Information to Students and Administrative Directive 3.30.038-AD. Information distributed



**Board
Policy**

**6.50.010
-P**

**Field Trips, Foreign Travel,
and Other Off-Campus
Activities**

about



**Field Trips, Foreign Travel,
and Other Off-Campus
Activities**

travel study programs shall not be made through PPS email, without the pre-approval of the school-building administrator and in adherence with PPS Disclaimer Requirement (see 11.1.a).

- d) Travel study organizations must use the Civic Use of Buildings (CUB) procedures for informational/planning meetings after the school day. See Policy 3.30.010-P Community Use of School Buildings and Facilities and 3.30.011-AD Community Use of School Buildings and Facilities: Short-Term Use.

Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019



Complaint Policy

4.50.032-P

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also make available to PPS students, families, and all who reside within the PPS District community a Formal Complaint process. This policy and the accompanying administrative directive describe that process in greater detail. All parties to a Formal Complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. The District's goal is to have a complaint process that is accessible to, and welcoming of, all of our students, parents/guardians, and PPS community members.

- I. Formal Complaints: Accessibility; Training; and Annual Reports
 - A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the home page of the District's Conflict Resolution website found [here](#).

1. Formal Complaints

This policy provides a process for resolving complaints as required by Oregon Administrative Rule 581-022-2370, including, but not limited to, complaints related to:

- a) Instructional standards and practices
 - (1) Curriculum
 - (2) Teaching strategies
 - (3) Testing
 - (4) Counseling
 - (5) Class size
 - (6) Alternative education programs
 - (7) Instructional materials
 - (8) Compliance with state standards
- b) Special education
- c) Health and safety
- d) Equitable education opportunities
- e) Sports safety
- f) Restraint and/or seclusion
- g) Bias or discrimination in education
- h) Retaliation against a student or parent/guardian
- i) Failure to investigate complaints of bias

- B. Information regarding the complaint process shall be easily accessible to members of the school community and user-friendly.
- C. The District shall provide training for building administration and designated District staff on how to handle formal complaints under this policy, as well as the administrative directive 4.50.031-AD.
- D. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

II. TIMELINES

- A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:
 - 1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.
- B.** The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- C.** The receipt of a written complaint starts the 90-day timeline for resolution of complaints under this policy.

III. FILING A FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.
2. In most situations, a District leader for the involved school, or the appropriate departmental supervisor, will be responsible for investigating and responding to the complaint at Step 1. The Superintendent may assign a different decision maker at Step 1 as appropriate.
3. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about the next steps in the complaint process.
4. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE SUPERINTENDENT

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the Superintendent. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

1. After reviewing materials previously submitted or gathered and after conducting additional review, if deemed necessary, the Superintendent or designee shall issue a written decision addressing the review of each concern raised and the reason for the decision and provide the written decision to the complainant, pursuant to OAR 581-022-2370. All complaints appealed to the Superintendent will receive a decision in writing within 30 days of receipt of the request for review. The decision will include information on the steps for further appeal under this policy.
2. Upon receiving the Superintendent's decision, if the complainant wants to continue to appeal, the complainant may appeal to the Board.

B. STEP 3: APPEAL TO THE PPS SCHOOL BOARD

The Board will vote on the appeal within 30 days of the written request to appeal the Superintendent's decision. The Board will have the full written record of the decisions at Step 1 and Step 2. District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time. The complainant may provide testimony when the complaint is heard. The Board shall decide that the Superintendent's decision is:

1. Affirmed and no further action will be taken; or
2. Reversed and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the Superintendent's decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision.

If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other Types of Complaints

Complaints about Sexual Conduct and Sexual Discrimination should be directed to the Title IX Department [here](#).

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor.

More information about conflict resolution resources may be found [here](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants through the Formal Complaint process. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
3. Complainants may bring an advocate or support person to any meeting or proceeding.
4. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint. The Board will hear complaints concerning students and employees in a closed session unless the employee or student/family requests an open session.
6. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
7. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.
8. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
9. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the

complaint.

10. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
11. Complaints that have been previously filed, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed through the Formal Complaint process.
12. Additional allegations offered during the Step 2 process will not be heard along with the original complaint. The person making the complaint will be informed that the allegation will not be addressed as part of the Step 2 response and that the allegation must be filed as a new complaint with the District's complaint coordinator.
13. Because the Board serves as the final decision maker at the Step 3 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021

Legal Reference(s):

[ORS 192.610 to 192.690](#)
[ORS 332.107](#)
[ORS 339.285 to 339.383](#)
[ORS 659.852](#)
[OAR 581-022-2370](#)

Public comments submitted for the PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy 3.30.080-P

Last Day for Public Comment-March 1, 2022

From: Erica Keeley

Date: Thu, Feb 10, 2022 at 11:20 AM

Subject: Support for Climate Crisis Response Policy

Dear PPS School Board,

Thank you for considering the Climate Crisis Response Policy. As a parent of students at two PPS schools, I believe that PPS has a real opportunity to demonstrate leadership in addressing climate change through district level changes and educating students to engage with our environment sustainably. I am excited to see PPS focus on reducing greenhouse gases and new materials, prioritizing serving frontline communities, greening schoolyards in low canopy neighborhoods, and implementing sustainability education through a lense of empowerment, health & wellness. Thank you for including the establishment of a committee to monitor progress, I look forward to watching (and supporting) your successes. The time is now, please vote in favor of the Climate Crisis Response Policy!

I acknowledge that implementation of this policy will take a great deal of effort and funding - resources that should not take away from education. I want to assure you that future capital bond programs to implement this work will have my vote.

Thank you,

Erica Keeley

PPS Parent, Eco-school Network Volunteer

From: Amy Minato

Date: Wed, Feb 9, 2022 at 7:49 PM

Subject: climate crisis policies at PPS

Dear PPS School Board,

As a PPS substitute teacher married to a PPS teacher, past PPS parent and future grandparent of a PPS students who is concerned about the impact of climate change, I

Feb 15, 2022

am heartened to see PPS declaring bold action to fight climate change and support climate justice. I applaud the dual objectives of reducing greenhouse gas emissions, and engagement, resilience and wellness of PPS students and staff. Overall, it reads as a comprehensive approach to meeting those objectives. I'm pleased to see frontline communities noted as disproportionately impacted by climate change with commensurate strategies to mitigate negative impacts to those communities. I also appreciate the monitoring and transparency provided by the Climate Crisis Response Committee, it will be important for implementation of this policy to be reported on and adapted as needed. We don't have time to waste and action must be as effective as possible. Please vote to pass the Climate Crisis Response Policy.

I acknowledge that implementation of this policy will take a great deal of effort and funding - resources that should not take away from education. I want to assure you that future capital bond programs to implement this work will have my vote.

Sincerely,

Amy Minato

[Public comments submitted by NW Natural](#)

[Public comments submitted by Families for Climate](#)

Portland Public School District 1st Reading

DATE OF FIRST READING: February 08, 2022

PUBLIC COMMENT FOR

Policy 3.30.080-P: PPS Climate Crisis Response, Climate Justice, and Sustainable Practices 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: March 01, 2022

Summary: PPS Climate Crisis Response, Climate Justice, and Sustainable Practices Policy 3.30.080-P

1st Reading by: 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

Included in Packet

Page

Clean Draft Policy

03



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

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 2040.

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.



**PPS Climate Crisis Response,
Climate Justice and Sustainable
Practices Policy**

Engagement, Resilience, and Wellness: The District will take steps to prepare schools for the effects of climate change, and 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, it 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.

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 that are more sustainable.
7. Design, renovate, and construct new facilities to improve resiliency to climate-related emergencies.



**PPS Climate Crisis Response,
Climate Justice and Sustainable
Practices Policy**

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.
3. 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.

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

1. Establish school-based infrastructure and support for staff and students to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Transition PPS and contracted vehicle fleet to electric or low emissions 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. Educate and communicate to students, parents and staff about benefits of and opportunities to reduce single-occupant car commuting and 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.

1. Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidance to schools to support sustainable, climate-preferred product and services purchasing.
2. Transition to increased electronic communication and reduce paper copying and maximize recycled content in paper used.



**PPS Climate Crisis Response,
Climate Justice and Sustainable
Practices Policy**

3. 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. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities and frontline communities.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower 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.

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



**PPS Climate Crisis Response,
Climate Justice and Sustainable
Practices Policy**

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. Teaching and learning about climate change will recognize and support the emotional and other impacts of climate change on individuals.
3. Provide opportunities for students to probe the underlying causes of the climate crisis and the structural racism embedded in climate change due to actions by majority white countries with disproportionate negative burdens and 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.

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.
4. 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.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Glossary of Definitions

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.

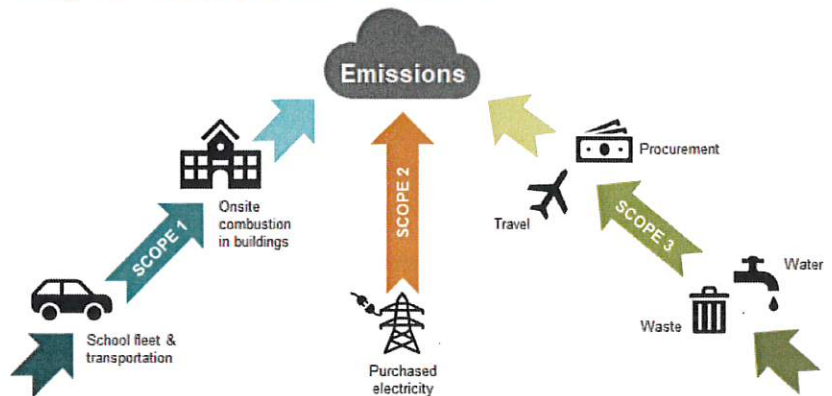
Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization’s scope 1 and 2 boundary. The scope 3 emissions for one organization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

(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 and 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

Scopes of Emissions in Schools





Board Policy

3.XX.XXX-P

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

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.

Adopted: _/2022

3.30.080-P Resource Conservation

- (1) As a leader in the community, the district must take a key role in resource conservation and instilling a conservation ethic in today's youth. To accomplish this, the Board adopts the following resource conservation management strategies:
 - (a) Enhance awareness of resource conservation methods;
 - (b) Encourage the efficient use of electricity, natural gas, gasoline, water, full utilization of materials prior to disposal, limited use of disposable materials, non-biodegradable products and promote recycling efforts;
 - (c) Institute best practices for resource management;
 - (d) Maintain energy usage and energy costs at the lowest level that is reasonably achievable and consistent with an efficient learning environment in schools.
- (2) The Director of Facilities and Assets Management shall promulgate a resource management plan consistent with the district's educational goals incorporating these strategies and taking into consideration:
 - (a) New resource conservation technologies and alternative energy sources;
 - (b) Resource conservation in all building retrofits as well as in new buildings or additions;
 - (c) Best practices in resource conservation technology for monitoring and operating district buildings.
- (3) The plan shall also include procedures for the Director of Facilities and Assets Management to administer the plan to maintain resource conservation, efficient buildings and provide training and recognition for students, custodians, teachers, principals and others as appropriate to ensure conservation accountability. The effectiveness of the district's resource conservation plan will be continually revised as needed to reflect conservation innovations and shall include recognition for student and staff special efforts toward the goal of resource conservation.

Legal References: ORS 279.570 (2); ORS 332.107; ORS 455.560; ORS 455.565

History Adpt 11/19/92; Amd 9/9/02; BA 2419

3.30.082-P ~~Environmentally Sustainable Business Practices~~ Integrated Pest Management

- (1) ~~Children are particularly vulnerable to problems associated with pests (including asthma and allergic reactions) and the management of pests, but also to including the effects of certain pesticides. To contribute to a clean environment while also maintaining the health and safety of students and staff through integrated pest management, the District will use best practices in the purchase, use, and disposal of materials in our pest management program. and thriving economy for present and future generations, the district will establish business procedures that give a premium to environmentally sustainable practices.~~
- (2) Pests means:
 - (a) An insect or other arthropod;
 - (b) A weed, moss, slime or mildew or a plant disease caused by a fungus, bacterium or virus;
 - (c) A nematode, snail, slug, rodent or predatory animal;
 - (d) A bacteria, spore, virus, fungus or other microorganism that is harmful to human health; or
 - (e) Other forms of plant or animal life that may infest or be detrimental to vegetation, humans, animals, structures, managed landscapes or other human environments.
- (f) ~~Promoting an understanding of the importance of environmentally appropriate practices; and~~
- (g) ~~Using best practices in the purchase, use and disposal of materials.~~
- (3) District staff will operate ~~implement~~ the following strategies where feasible:
 - (a) ~~Reduce the waste of energy, water, paper, food and other resources by maintaining a resource conservation management program;~~
 - (b) ~~Use resources efficiently, recycle and work to reduce the demand for materials and resources like paper, energy and water;~~
 - (c) ~~Consider environmental impact and societal costs in decision-making;~~
 - (d) ~~Purchase products based on long-term environmental and operating costs and include environmental and social costs in short term prices;~~
 - (e) ~~Purchase products that are durable, reusable, made of recycled materials and non-toxic;~~
 - (f) ~~Plan preventive measures to avoid detrimental impacts on the environment;~~
 - (g) ~~Enlist schools, the community and business partners to develop preventive strategies and measures;~~

- (h) ~~Encourage activities that will reduce air pollution such as public transportation, carpooling, bike riding, compressed workweek and telecommuting;~~
- (i) ~~Implement~~ an integrated pest management program that includes the following practices:
 - (A) Reduce and eliminate where feasible, the use of chemical pesticides, including ~~restricting~~ use of chemical pesticides to low-impact pesticides (not classified as human carcinogens by the EPA) and do not contain the signal word "warning" or "danger" on the label. ~~warnings for use. Pesticides classified as Group A (known) or Group B (likely) carcinogens are prohibited.~~ Any pesticide used by the ~~D~~District must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;

3.30.082-P Environmentally Sustainable Business Practices

- (B) Seek practical and safe alternatives to the use of pesticides;
- (C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff;
 - (1) The principal shall notify the school community by notice and posting both before and for a reasonable period after application;
- (D) Report annually on practices;
- (E) ~~It is not a District policy to~~ Apply herbicides ~~for aesthetic purposes but~~ to prevent damage to grounds and buildings, but not solely for aesthetic purposes;
- (F) Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, ~~the district will~~ honor a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.
- (G) Additional information on Integrated Pest Management Program Manual can be found here (hyperlink).

~~Promote curriculum exploring the relationship of sustainable principles to the environment and economy.~~

Legal References: ORS 634.700 – 634.750.

History: Adpt 5/21/01, BA 1874, Amd /22

Portland Public School District 1st Reading

DATE OF FIRST READING: January 25, 2022

PUBLIC COMMENT FOR
Policy 1.80.020-P:
Non-Discrimination / Anti-Harassment 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 15, 2022

Summary: **Non-Discrimination / Anti-Harassment Policy 1.80.020-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

Included in Packet	Page
Clean Draft	03
Redlined Policy with Proposed Changes	05
Original Policy	07



BOARD POLICY

1.80.020-P

Non-Discrimination / Anti-Harassment Policy

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 _2/2022

	<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

	<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.

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

Portland Public School District 1st Reading

DATE OF FIRST READING: January 25, 2022

PUBLIC COMMENT FOR **Policy 4.20.042-P:** **Diploma Requirement 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 15, 2022

Summary: **Diploma Requirements 4.20.042-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

Included in Packet	Page
Clean Draft	03
Redlined Policy with Proposed Changes	09
Original Policy	19



BOARD 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
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

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 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:

Subject	Credits
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:
 - 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,
 - e. 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.
- 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.
 5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
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.
- 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 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 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
4. 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 _/22

	<p>BOARD POLICY</p> <p>Diploma Requirements</p>	<p>4.20.042-P</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

4.20.042-P

Diploma Requirements

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**



Board 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	4
Math (Algebra 1 and above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language (2 credits in the same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	1
Electives	6
Total Credits	24

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



Diploma Requirements

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 other 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 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.



Diploma Requirements

- 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:

Subject	Credits
English	3
Mathematics	2
Science	2
Social Studies	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Total Credits	24

- 4. 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,
 - e. 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.
- 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



Diploma Requirements

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

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



Diploma 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.
- 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 schools 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



Diploma Requirements

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 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 2/20



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
<u>English Language Arts</u>	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.

2. World language credit is for any language other than the student's primary language.

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:

Essential skills credit will be awarded in accordance with State law and District guidelines.



BOARD POLICY

4.20.042-P

Diploma Requirements

1. The District ~~will allow~~s English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's ~~language of origin primary language~~.
2. The District will ~~develop procedures to provide~~ and administer Essential Skills ~~assessments sample options~~ in the ELL student's primary language language of origin, and ~~will develop procedures to ensure that locally scored assessment options is administered in an ELL student's language of origin they will be 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
<u>English Language Arts</u>	3
Mathematics	2
Science	2
Social Studies <u>(including ½ credit of Civics)</u>	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:
 - 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,
 - e. 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 <u>Language Arts</u>	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 /22

~~3.40.014-P Weapons, Explosives And Fire Bombs~~

- ~~(1) No person except a Peace Officer shall have or enable another to have a weapon [or replica of a weapon] on district property. "Weapon" for purposes of this policy, and as defined by state and federal law, includes:
 - ~~(a) "Dangerous weapon"—any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;~~
 - ~~(b) "Deadly weapon"—any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;~~
 - ~~(c) "Firearm"—any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any other destructive device as defined by federal law.~~
 - ~~(d) "Destructive device"—any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device, which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line throwing, safety or similar device.~~~~
- ~~(2) No person except a Peace Officer shall have or enable another to have an explosive or fire bomb on district property. "Explosive" includes a device, which by heat, impact, friction or detonation will explode with such force as to injure a person or damage property. "Fire bomb" means a breakable vessel containing a substance with a flash point below 151 degrees Fahrenheit that includes a device for its intentional ignition.~~
- ~~(3) No student shall bring, possess, conceal or use a weapon on or at activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education.~~
- ~~(4) The superintendent or designee may, as provided by law, authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.~~

~~3.40.014-P Weapons, Explosives And Fire Bombs~~

Legal References: ~~ORS 161.015; OAR 581-021-0050 to 0075; ORS 166.210-166.370; OAR 581-053-0010 (5); ORS 332.107; OAR 581-053-0015 (7)(k); ORS 339.115; OAR 581-053-0545 (4)(c),(w); ORS 339.240; OAR 581-053-0550 (5)(y); ORS 339.250; ORS 339.260; ORS 809.060; ORS 809.260~~

Weapons Prohibited

No person on PPS school grounds or in buildings may possess any weapon, including a firearm. The exception to this policy are: ~~except when possessed by a person who is not otherwise prohibited from possessing one under law or this policy.~~— A weapon is any instrument, article, or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury.

~~Possession of firearms on PPS school grounds or in buildings are limited to the following circumstances:~~

1. Firearms are under the control of law enforcement personnel.
2. The Superintendent has authorized persons to possess weapons for courses, programs, and activities when otherwise in compliance with law and District policy.

A weapon is any instrument, article, or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury.

~~The exception provided in ORS 166.370(3)(g) for ~~concealed carry firearm licensees~~ are not allowed to bring firearms on (see ORS 166.291 and 166.292) does not apply to the possession of firearms on PPS school grounds or in buildings.~~

Any person violating or threatening to violate this policy, as determined by the District, may be issued a trespass citation, ejected from the premises, and/or referred to law enforcement.

The District will post clearly visible signs at all normal points of entry to the school buildings stating that firearms are prohibited under this policy and that the affirmative defense described in ORS 166.370(3)(g) does not apply.

Any District employee who reasonably believes that a person is in possession of a weapon, including a firearm, within a school or has possessed one within a school in violation of Oregon law in the previous 120 days must report such information to an administrator or law enforcement.

Legal Reference(s): ORS 161.015, 166.210, 339.315, Senate Bill 554

OSBA: KGBB

History: Adpt 2/14/91; Amd 9/9/02; BA 2419; Amd /22.