

Policy Committee Meeting
Wednesday, March 9, 2022 4:00 PM

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

Agenda

1. Introductions
2. Policies or Other Issues
 - 2.(a) District Student Council By-Laws
 - 2.(b) Future Policy Topic - Director DePass
 - 2.(c) Draft Revisions to Parent Groups and the Schools Policy 7.10.020-P
 - 2.(d) Draft Revisions to the Complaint Policy
Potential Discussion
 - 2.(e) 3.30.082-P Environmentally Sustainable Business Practices
Potential Action
3. Policy Recissions
Potential Action
 - 3.(a) Resource Conservation 3.30.080-P
 - 3.(b) Term of Administrative Contracts 5.60.020-P
 - 3.(c) Administrative Salaries 5.60.070-P
 - 3.(d) Public Purchasing and Contracting Rules 8.50.100-P
4. Policies in Public Comment Period
 - 4.(a) Field Trips, Foreign Travel, and Other Off-Campus Activities Policy 6.50.010-P
 - 4.(b) Diploma Requirements 4.20.042-P
5. Legislative or Regulatory Required Policy Changes
 - 5.(a) Weapons, Explosives & Fire Bombs 3.40.014-P Discussion
6. Staff Updates
 - 6.(a) Student Conduct and Discipline Policy - First Read July 16, 2019
 - 6.(b) Climate Crisis Response Committee Appointment Discussion
 - 6.(c) Policy Translations
7. 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.*
8. 7:00 pm - Adjourn



BOARD POLICY

Portland Public Schools Racial Educational Equity Policy

2.10.010-P

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.¹

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

¹ For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).



BOARD POLICY

Portland Public Schools Racial Educational Equity Policy

2.10.010-P

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.² The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

² Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)



BOARD POLICY

Portland Public Schools Racial Educational Equity Policy

2.10.010-P

- F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History: Adopted by Resolution No. 4459, 6-13-11

Code: DED Adopted: 9/09/02 Orig.

7.10.020-P ~~Parent Groups and the Schools~~ Individual School or Program Fundraising in Portland Public Schools

~~Parent groups functioning in various support and communications capacities have made important contributions to Portland schools. The Board recognizes that the assistance of parent organizations in cooperation with the schools is necessary and desirable to achieve the goals established for the schools. The school principals, supervising administrators and the office of the superintendent shall regard as an important aspect of their work cooperation with parent organizations in order to assure the most effective liaison between such organizations and the schools in behalf of good education for Portland children.~~

Parent and community-based organizations and individuals make important contributions to support PPS school communities and programs, as well as students and staff. One element of that support is fundraising to pay for a wide variety of activities and projects. Because the ability of a school community or program to fundraise for significant expenditures relating to staff and capital projects has historically varied greatly across the district, these guidelines and requirements are designed to enhance equity and inclusion across the district and within school communities or programs.

Local School Foundations and school or program fundraising:

The District Foundation, the Fund for Portland Schools, shall serve as fiscal agent for the Local School Foundations (LSF). Fundraising for individual schools and programs also happens through other parent and community organizations, including independent non-profit organizations.

It is important that community fundraising activities be coordinated with school administrators and the District. Fundraising for Staff and Contracted Staff or Capital Projects:

LSFs and any other parent or community organizations that raise money for (1) District staff positions or contracted staffing positions or (2) capital improvements to PPS property and facilities of more than \$XX,XXX in a calendar year must meet the following requirements:

- After the first \$10,000 raised annually for any purpose, a minimum of XX% of the amount expended on staffing (Staffing Funds) and XX% for a capital project by the LSF (Capital Funds) shall be deposited into a fund held at the District Foundation. These Staffing Funds will be re-granted to schools based on a demographic formula, which is annually reviewed by the District Foundation's Board of Directors. Capital Funds will be re-granted to schools through equity grants jointly agreed to by the Foundation's Board and the District's Board of Education.
- LSFs and other parent or community organizations are limited to raising funds for a staff or contracted position each school year not to exceed the equivalent of 0.75 of a full-time teaching position, and the funds must be transmitted to the District prior to staffing commitments being made.

- For LSFs, a minimum of two parents/guardians shall serve as the LSF leaders, including a chair and treasurer.
- Such organizations shall work with school administrators and apply the District's Racial Equity and Social Justice lens to identify the staffing position/s that the school administrator determines will increase educational equity in the school community. Provide opportunities for the broader school community participation to be part of these discussions, especially those whom the educational equity programs are meant to benefit. The school administrator has ultimate authority over all staffing decisions.

Registration: All groups or individuals affiliated with individual schools or programs that include fundraising as one of their activities and that raise funds for school staffing or for school-based capital expenditures of more than \$XX,XXX in a calendar year must register with the district by September 30 each year, and provide organization officer names and contact information and 990 statements as they are filed. PPS staff will prepare an annual report for the Board of Education on fundraising activities by school-based groups in the fall quarter.

Other Requirements: In recognition of the positive impact of fundraising groups on the experiences of PPS students and staff, fundraising groups that raise funds for District or contracted staffing or spend more than \$XX in capital spending commit to:

- Include all who wish to participate [in x] from the benefitting school or program, regardless of ability to pay. For example, if the fundraising group hosts paid events, it shall provide at least 10% of the total anticipated admission tickets free of charge to the school or program for families who wish to attend but for whom the ticket price is a barrier.
- Include and inform the broader school community about fundraising decision-making processes, especially including families for whom the educational equity programs are meant to benefit.
- Adhere to District policies, administrative directives and other requirements.

Other Provisions For purposes of this policy, district and contracted staff includes all manner of contracted and compensated positions, including, but not limited to, interns, artists in residents, coaches, and trainers.

Legal Reference: ORS 332 \07

History: Adpt 6/7; Amd 9/9/02; BA 2422; Amd _____/20____ Portland Public Schools Page 1

School Achievement, Students-per-FTE and Dollars-per-student, with Foundation

Sorted by School Type and Free by DC%

SchoolName	Type	2019-20 Free Meals by DC%	Achievement - % Earning Level 3 or Level 4		Students per FTE					Dollars per Student					2019-20 Foundation Funds		2019-20 PPS Parent Fund Grant		Total	(Programs), ODE status, and Title-I
			2018-19 Math	2018-19 English LA	2019-19 Students Per FTE	2020-20 Students Per FTE	2020-21 Students Per FTE	2021-22 Students Per FTE	2018-19 \$ per Student	2019-20 \$ per Student	2020-21 \$ per Student	2021-22 \$ per Student	Licensed	Classified	Non-Rep	Licensed	Classified	Non-Rep		
Forest Park	K-5	1%	79%	86%	11.0:1	11.9:1	12.4:1	14.8:1	\$7,210:1	\$6,674:1	\$5,486:1	\$6,935:1	0.50	0.90				1.40		
Alameda	K-5	3%	74%	79%	12.3:1	12.9:1	11.8:1	13.1:1	\$5,847:1	\$6,013:1	\$6,495:1	\$6,441:1	0.50	0.99				1.49		
Richmond	K-5	3%	75%	75%	15.4:1	15.3:1	14.8:1	16.1:1	\$5,898:1	\$6,026:1	\$6,248:1	\$6,347:1	1.50	0.50				2.00	(Japanese Immersion)	
Atinsworth	K-5	4%	76%	82%	12.3:1	12.4:1	11.4:1	12.6:1	\$6,184:1	\$6,076:1	\$6,676:1	\$6,666:1	2.00	0.38				2.38	(Spanish Immersion)	
Stephenson	K-5	5%	72%	81%	11.1:1	11.3:1	10.6:1	11.7:1	\$6,929:1	\$6,399:1	\$7,158:1	\$7,459:1		0.88				0.88		
Abernethy	K-5	5%	64%	77%	14.0:1	12.0:1	12.3:1	13.7:1	\$6,594:1	\$6,508:1	\$6,825:1	\$7,040:1	2.25					2.25		
Dunway	K-5	6%	60%	73%	13.8:1	14.0:1	13.1:1	14.3:1	\$6,271:1	\$6,310:1	\$5,900:1	\$6,855:1	1.15	1.47				2.62		
Llewellyn	K-5	7%	71%	80%	11.4:1	11.6:1	11.0:1	11.7:1	\$6,036:1	\$5,679:1	\$6,157:1	\$6,566:1		0.98				0.98		
Glencoe	K-5	7%	64%	75%	14.0:1	13.6:1	12.3:1	12.6:1	\$6,704:1	\$6,926:1	\$7,361:1	\$8,021:1	0.50	0.13				0.63		
Bridlemile	K-5	7%	75%	74%	11.1:1	11.4:1	11.0:1	12.1:1	\$6,616:1	\$6,279:1	\$6,436:1	\$6,937:1	0.50	1.20				1.70		
Rieke	K-5	7%	64%	72%	12.4:1	12.6:1	12.0:1	14.3:1	\$6,948:1	\$6,659:1	\$6,937:1	\$7,118:1	0.25	0.69				0.94		
Capitol Hill	K-5	10%	63%	74%	13.3:1	12.4:1	12.6:1	12.9:1	\$6,542:1	\$6,946:1	\$6,646:1	\$7,274:1	0.20	0.50				0.70		
Maplewood	K-5	10%	44%	54%	12.8:1	13.1:1	13.0:1	12.6:1	\$6,369:1	\$6,857:1	\$6,082:1	\$7,684:1	0.25	0.50				0.75	TSI	
Woodstock	K-5	12%	64%	74%	12.4:1	12.1:1	13.2:1	13.1:1	\$6,536:1	\$6,888:1	\$6,710:1	\$7,333:1		0.13				0.13	(Mandarin Immersion)	
Sabin	K-5	14%	58%	73%	9.6:1	9.4:1	8.2:1	8.2:1	\$6,252:1	\$7,062:1	\$6,421:1	\$8,427:1	0.55	0.25				0.80	TSI	
Irvington	K-5	14%	45%	61%	9.9:1	9.9:1	10.2:1	9.8:1	\$7,872:1	\$7,283:1	\$6,605:1	\$8,586:1		0.25				0.25	TSI	
Atkinson	K-5	14%	45%	57%	9.7:1	9.0:1	9.4:1	9.2:1	\$6,283:1	\$7,194:1	\$6,328:1	\$7,833:1	0.25					0.25	(Spanish Immersion)	
Lewis	K-5	15%	48%	63%	11.7:1	10.8:1	10.1:1	12.4:1	\$6,471:1	\$6,209:1	\$7,406:1	\$6,781:1		0.25				0.25		
Hayhurst	K-5	16%	65%	73%	11.5:1	11.4:1	9.5:1	10.2:1	\$6,023:1	\$5,995:1	\$6,379:1	\$7,091:1						0.47	(Vietnamese Immersion)	
Rose City Park	K-5	17%	51%	62%	11.4:1	12.0:1	12.1:1	12.6:1	\$7,144:1	\$6,882:1	\$6,502:1	\$7,282:1		0.47				0.77	(Arts Focus)	
Buckman	K-5	19%	49%	66%	10.4:1	9.9:1	9.7:1	10.0:1	\$6,457:1	\$6,656:1	\$6,890:1	\$7,380:1		0.77				0.77		
Creston	K-5	21%	52%	62%	9.3:1	9.1:1	9.2:1	9.4:1	\$7,940:1	\$7,683:1	\$7,695:1	\$9,352:1						0.30	0.10	
Beach	K-5	21%	50%	51%	9.9:1	11.3:1	10.0:1	11.1:1	\$6,779:1	\$6,738:1	\$7,379:1	\$7,775:1	0.30	0.10				0.40	(Spanish Immersion)	
Chief Joseph	K-5	23%	49%	55%	11.9:1	12.4:1	9.6:1	10.7:1	\$6,606:1	\$6,909:1	\$8,470:1	\$8,786:1						1.00	0.40	
Chapman	K-5	25%	56%	71%	11.3:1	12.1:1	9.7:1	11.9:1	\$6,878:1	\$6,633:1	\$7,506:1	\$8,031:1						1.40	TSI	
Bridger	K-5	25%	37%	43%	9.6:1	9.3:1	9.6:1	9.4:1	\$8,061:1	\$9,000:1	\$8,982:1	\$9,586:1						0.35	(Spanish Immersion) TSI	
Markham	K-5	26%	49%	60%	9.0:1	9.3:1	10.7:1	10.1:1	\$6,620:1	\$6,721:1	\$6,369:1	\$7,177:1						0.35		
Peninsula	K-5	26%	17%	33%	7.0:1	7.0:1	6.1:1	7.0:1	\$7,963:1	\$8,494:1	\$10,337:1	\$10,078:1						0.25	TSI	
Arleta	K-5	27%	39%	52%	10.2:1	10.1:1	9.0:1	9.3:1	\$6,424:1	\$6,476:1	\$7,712:1	\$7,729:1						0.25		
Vestal	K-5	34%	27%	41%	6.2:1	6.4:1	5.7:1	5.9:1	\$8,897:1	\$9,279:1	\$11,580:1	\$12,073:1						0.44	TSI Title I	
Groul	K-5	35%	38%	46%	8.0:1	7.6:1	7.5:1	7.9:1	\$7,640:1	\$8,484:1	\$8,533:1	\$8,976:1						0.44	TSI Title I	
James John	K-5	35%	27%	37%	7.1:1	7.1:1	5.8:1	6.5:1	\$8,392:1	\$8,571:1	\$10,633:1	\$10,579:1						0.08	(Spanish Immersion) TSI Title I	
Lee	K-5	37%	33%	45%	6.3:1	6.7:1	6.2:1	6.5:1	\$9,737:1	\$9,760:1	\$10,482:1	\$10,431:1						0.08	TSI Title I	
Woodmere	K-5	38%	18%	27%	7.3:1	6.6:1	6.4:1	6.0:1	\$8,558:1	\$9,864:1	\$10,377:1	\$11,332:1						0.08	TSI Title I	
Kelly	K-5	39%	23%	30%	8.8:1	8.7:1	7.8:1	8.6:1	\$8,469:1	\$8,341:1	\$9,594:1	\$10,092:1						0.40	(Russian Immersion) TSI Title I	
Lent	K-5	41%	15%	25%	7.9:1	7.8:1	8.2:1	6.4:1	\$8,668:1	\$9,449:1	\$8,238:1	\$12,191:1						0.40	(Spanish Immersion) CSI Title I	
Rigler	K-5	44%	8%	18%	7.3:1	7.5:1	6.5:1	7.2:1	\$9,388:1	\$9,040:1	\$11,799:1	\$10,420:1						0.13	(Spanish Immersion) CSI Title I	
Scott	K-5	45%	19%	24%	7.6:1	8.0:1	7.6:1	8.0:1	\$7,585:1	\$8,182:1	\$9,322:1	\$9,675:1						0.08	(Spanish Immersion) CSI Title I	
Sitton	K-5	49%	13%	20%	6.8:1	6.9:1	6.4:1	6.5:1	\$8,695:1	\$8,649:1	\$10,822:1	\$11,082:1						0.08	(Spanish Immersion) CSI Title I	
Rosa Parks	K-5	68%	10%	24%	7.8:1	8.0:1	7.3:1	7.6:1	\$8,960:1	\$10,322:1	\$10,920:1	\$11,421:1						0.08	CSI Title I	
Marysville	PK-5	38%	31%	47%	7.5:1	7.0:1	7.7:1	6.4:1	\$8,319:1	\$8,802:1	\$8,676:1	\$10,708:1						0.23	Title I	
Woodlawn	PK-5	39%	34%	45%	6.9:1	6.5:1	7.0:1	7.3:1	\$8,849:1	\$9,616:1	\$8,709:1	\$9,808:1						0.23	Title I	
MLK Jr	PK-5	43%	7%	21%	6.9:1	7.4:1	7.3:1	7.8:1	\$10,947:1	\$10,471:1	\$11,269:1	\$11,489:1						0.37	(Mandarin Immersion) TSI Title I	
Whitman	PK-5	48%	39%	40%	7.1:1	6.6:1	6.4:1	7.5:1	\$9,944:1	\$11,378:1	\$11,724:1	\$11,471:1						0.37	Title I	
Boise-Eliot/Humboldt	PK-5	52%	13%	17%	6.3:1	6.8:1	6.3:1	6.6:1	\$10,160:1	\$9,839:1	\$11,922:1	\$12,141:1						0.37	CSI Title I	

School Achievement, Students-per-FTE and Dollars-per-student, with Foundation

Sorted by School Type and Free by DC%

SchoolName	School Type	2019-20 Free Meals by DC%	Achievement - % Earning Level 3 or Level 4		Students per FTE					Dollars per Student					2019-20 PPS Parent Foundation Funds Fund Grant				Total	(Programs), ODE status, and Title-I	
			2018-19 Math	2018-19 English LA	2019-19 Students Per FTE	2020-20 Students Per FTE	2020-21 Students Per FTE	2021-22 Students Per FTE	2018-19 \$ per Student	2019-20 \$ per Student	2020-21 \$ per Student	2021-22 \$ per Student	Licensed	Classified	Non-Rep	Licensed	Classified	Non-Rep.			
Access	K-8	5%	95%	94%	9.8:1	9.5:1	11.1:1	11.1:1	11.1:1	\$9,536:1	\$9,607:1	\$8,843:1	\$9,746:1	0.45	0.25			0.70			
Odyssey	K-8	2%					12.6:1	12.6:1				\$7,253:1	\$7,875:1								
Laurelhurst	K-8	4%	70%	82%	13.8:1	14.1:1	13.9:1	14.1:1	14.1:1	\$6,391:1	\$6,489:1	\$6,775:1	\$7,172:1	0.60	1.05			1.65			
Beverly Cleary	K-8	4%	69%	81%	12.9:1	12.8:1	12.4:1	12.9:1	12.9:1	\$6,198:1	\$6,445:1	\$6,353:1	\$6,791:1	0.75	0.15			0.90			
Skyline	K-8	6%	61%	70%	10.9:1	9.9:1	7.7:1	9.1:1	9.1:1	\$7,381:1	\$8,962:1	\$11,846:1	\$9,797:1	0.64	0.23			0.86			
Winterhaven	K-8	6%	82%	80%	14.2:1	12.8:1	11.7:1	11.6:1	11.6:1	\$6,805:1	\$7,180:1	\$7,630:1	\$8,159:1			0.05		0.05			
Sunnyside Environmental	K-8	11%	44%	65%	13.3:1	12.5:1	12.4:1	12.6:1	12.6:1	\$6,326:1	\$6,769:1	\$7,037:1	\$7,389:1	0.13	0.45			0.58			
Creative Science	K-8	12%	53%	66%	13.9:1	14.1:1	12.4:1	12.1:1	12.1:1	\$6,536:1	\$6,583:1	\$7,046:1	\$7,736:1								
Astor	K-8	20%	36%	49%	11.5:1	10.6:1	9.6:1	9.9:1	9.9:1	\$7,052:1	\$7,925:1	\$8,518:1	\$9,357:1								
Vernon	K-8	27%	44%	53%	12.1:1	12.4:1	11.1:1	12.4:1	12.4:1	\$7,216:1	\$6,653:1	\$7,844:1	\$7,902:1	0.25				0.25			
Harrison Park	K-8	44%	25%	36%	9.6:1	8.6:1	8.2:1	8.5:1	8.5:1	\$7,193:1	\$8,051:1	\$8,526:1	\$9,125:1			0.55	0.08	0.63			
Cesar Chavez	K-8	44%	15%	24%	8.3:1	8.2:1	8.2:1	8.3:1	8.3:1	\$8,326:1	\$8,666:1	\$9,331:1	\$10,275:1								
Faubion	PK-8	42%	10%	25%	8.0:1	8.3:1	7.7:1	7.9:1	7.9:1	\$7,617:1	\$8,129:1	\$7,313:1	\$10,331:1								
Kellogg	6-8							11.0:1					\$8,278:1								
West Sylvan	6-8	5%	75%	84%	15.8:1	14.9:1	13.8:1	14.4:1	14.4:1	\$5,771:1	\$5,794:1	\$5,786:1	\$6,608:1	0.75				0.75			
Mt Tabor	6-8	7%	49%	61%	14.7:1	14.2:1	13.6:1	13.4:1	13.4:1	\$5,896:1	\$6,144:1	\$6,467:1	\$7,150:1								
Sellwood	6-8	8%	66%	77%	15.8:1	15.6:1	13.8:1	14.3:1	14.3:1	\$5,447:1	\$5,826:1	\$6,266:1	\$6,806:1	0.50				0.50			
Gray	6-8	9%	71%	75%	13.2:1	13.5:1	11.3:1	12.5:1	12.5:1	\$5,934:1	\$5,843:1	\$6,735:1	\$7,011:1			0.02		0.02			
Jackson	6-8	12%	60%	75%	12.5:1	12.8:1	11.8:1	12.0:1	12.0:1	\$5,622:1	\$5,645:1	\$6,014:1	\$6,378:1					0.70			
da Vinci	6-8	13%	35%	61%	13.3:1	12.4:1	12.0:1	11.7:1	11.7:1	\$6,302:1	\$6,350:1	\$6,747:1	\$7,140:1	0.50		0.20		0.25			
Hostford	6-8	14%	53%	65%	12.0:1	12.2:1	12.3:1	12.1:1	12.1:1	\$5,847:1	\$5,609:1	\$5,343:1	\$6,983:1					0.25			
Beaumont	6-8	21%	43%	54%	10.6:1	9.8:1	8.4:1	9.2:1	9.2:1	\$6,846:1	\$7,196:1	\$8,319:1	\$9,011:1	0.50	0.23			0.73			
Oakley Green	6-8	30%	18%	31%	10.3:1	9.6:1	9.4:1	10.0:1	10.0:1	\$7,333:1	\$7,428:1	\$7,113:1	\$8,169:1								
Roseway Heights	6-8	33%	25%	33%	11.2:1	10.7:1	10.9:1	10.4:1	10.4:1	\$6,517:1	\$7,418:1	\$7,254:1	\$8,525:1								
Harriet Tubman	6-8	34%	23%	35%	9.4:1	8.3:1	8.3:1	8.2:1	8.2:1	\$6,779:1	\$8,433:1	\$9,104:1	\$10,312:1			0.10		0.10			
Lane	6-8	41%	24%	39%	8.4:1	8.5:1	7.8:1	7.7:1	7.7:1	\$7,988:1	\$7,568:1	\$8,621:1	\$9,983:1			0.25		0.25			
George	6-8	50%	12%	26%	7.9:1	8.0:1	7.2:1	6.9:1	6.9:1	\$8,071:1	\$7,777:1	\$9,580:1	\$10,860:1			0.13		0.13			
Lincoln	9-12	3%	43%	81%	13.8:1	13.3:1	13.0:1	13.6:1	13.6:1	\$6,671:1	\$7,129:1	\$7,232:1	\$7,835:1	3.56				3.56			
Grant	9-12	6%	58%	85%	13.1:1	12.7:1	12.6:1	12.8:1	12.8:1	\$6,707:1	\$6,489:1	\$6,264:1	\$6,813:1	0.32	0.25			0.57			
Cleveland	9-12	9%	39%	64%	12.2:1	12.4:1	12.2:1	11.9:1	11.9:1	\$6,635:1	\$6,966:1	\$6,724:1	\$7,500:1	1.00				1.00			
Ida B. Wells-Barnett	9-12	10%	22%	64%	11.7:1	12.6:1	11.9:1	12.3:1	12.3:1	\$6,980:1	\$6,949:1	\$7,118:1	\$7,408:1	1.10	0.19			1.29			
Franklin	9-12	18%	33%	64%	12.0:1	12.4:1	11.9:1	11.8:1	11.8:1	\$6,807:1	\$6,933:1	\$6,901:1	\$7,776:1			0.12		0.12			
Benison	9-12	19%	30%	68%	10.0:1	10.8:1	9.4:1	9.1:1	9.1:1	\$7,888:1	\$7,483:1	\$7,483:1									
Alliance	9-12	26%		21%	5.1:1	4.8:1	4.4:1	4.3:1	4.3:1	\$16,655:1	\$17,375:1	\$20,460:1	\$25,154:1								
Jefferson	9-12	28%	23%	43%	7.8:1	8.1:1	7.4:1	7.5:1	7.5:1	\$9,539:1	\$9,347:1	\$10,142:1	\$11,169:1			0.24	0.17	0.40			
McDaniel	9-12	32%	29%	52%	9.7:1	8.9:1	9.0:1	9.2:1	9.2:1	\$7,461:1	\$8,492:1	\$8,035:1	\$9,124:1			0.25		0.25			
Roosevelt	9-12	35%	9%	36%	9.0:1	9.2:1	8.9:1	9.2:1	9.2:1	\$7,535:1	\$7,066:1	\$8,203:1	\$9,104:1								
Metro Learning Center	K-12	8%	46%	67%	11.0:1	10.4:1	9.6:1	10.0:1	10.0:1	\$7,797:1	\$8,665:1	\$9,409:1	\$10,374:1	0.25				0.25			
														22.50	14.95	0.20		1.73	2.67	0.17	42.21

2022-23 PPS Parent Fund Awards

#	School/Program	Award Amount (2022-23)	% Qualified for Free Meals (2022-23)	% Historically Underserved (2022-23)	Projected Enrollment (2022-23)
ELEMENTARY SCHOOLS					
1	Arleta ES	\$10,000	28%	53%	276
2	Beach ES	\$10,000	22%	51%	345
3	Boise-Eliot/Humboldt ES	\$10,000	55%	83%	325
4	Bridger ES	\$10,000	27%	63%	335
5	Buckman ES	\$10,000	19%	46%	401
6	Chapman ES	\$10,000	33%	54%	351
7	Chief Joseph ES	\$10,000	17%	40%	271
8	Creston ES	\$10,000	26%	48%	254
9	Dr. Martin Luther King, Jr. ES	\$10,000	44%	69%	288
10	Grout ES	\$10,000	33%	54%	331
11	Irvington ES	\$10,000	16%	45%	242
12	James John ES	\$10,000	38%	71%	338
13	Jason Lee ES	\$10,000	33%	72%	232
14	Kelly ES	\$10,000	45%	88%	361
15	Lent ES	\$10,000	50%	82%	275
16	Markham ES	\$10,000	28%	54%	431
17	Marysville ES	\$10,000	49%	69%	259
18	Peninsula ES	\$10,000	26%	63%	218
19	Rigler ES	\$10,000	40%	79%	234
20	Rosa Parks ES	\$10,000	71%	98%	205
21	Rose City Park ES	\$10,000	16%	48%	470
22	Scott ES	\$10,000	48%	72%	435
23	Sitton ES	\$10,000	53%	83%	318
24	Vestal ES	\$10,000	44%	69%	208
25	Whitman ES	\$10,000	41%	75%	154
26	Woodlawn PK-5	\$10,000	31%	72%	289
27	Woodmere ES	\$10,000	45%	74%	238
K-8 SCHOOLS					
1	Astor K-8	\$12,000	20%	49%	375
2	César Chávez K-8	\$12,000	45%	87%	459
4	Faubion PK-8	\$12,000	44%	80%	631
5	Harrison Park K-8	\$12,000	47%	81%	505
7	Vernon K-8	\$12,000	23%	49%	525
MIDDLE SCHOOLS					
1	Beaumont MS	\$12,000	19%	46%	428
2	da Vinci MS	\$12,000	15%	45%	448

#	School/Program	Award Amount (2022-23)	% Qualified for Free Meals (2022-23)	% Historically Underserved (2022-23)	Projected Enrollment (2022-23)
3	George MS	\$12,000	54%	85%	373
4	Harriet Tubman MS	\$12,000	34%	64%	374
5	Kellogg MS	\$12,000	31%	65%	657
6	Lane MS	\$12,000	42%	73%	339
7	Ockley Green MS	\$12,000	30%	67%	470
8	Roseway Heights MS	\$12,000	33%	58%	584
HIGH SCHOOLS					
1	Alliance HS	\$15,000	34%	67%	275
2	Benson HS	\$15,000	23%	64%	944
3	Franklin HS	\$15,000	21%	48%	2015
4	Jefferson HS	\$15,000	39%	79%	607
5	McDaniel HS	\$15,000	29%	64%	1377
6	Roosevelt HS	\$15,000	34%	73%	1448
PROGRAMS					
1	Community Transition Program	\$10,000	14%	99%	173
2	Pioneer Special School Program	\$10,000	52%	99%	108
MULTIPLE PATHWAYS TO GRADUATION					
1	DART Programs (Day and Residential Treatment Schools)	\$5,000	61%	85%	101
2	Kairos PDX Charter School	\$5,000	24%	73%	222
3	Many Nations Academy (NAYA)	\$5,000	53%	92%	53
4	Mt Scott Learning Center	\$5,000	45%	40%	148
5	Rosemary Anderson	\$5,000	52%	80%	290
6	Arthur Academy Charter School	\$5,000	23%	49%	156
GRAND TOTAL		\$566,000			

To receive a grant a school or program must enroll 1) at least 40% students identified as historically underserved

- Historically Underserved includes the following: Students eligible for Special Education, Students with Limited English Proficiency, Students eligible to receive free meals by Direct Certification, Students with any of the following races, ethnicities, or ancestry: Black, Latino/Hispanic, Native American, Pacific Islander.

and 2) at least 15% students eligible for free meals by direct certification. Using just two data points enables us to identify the schools with the greatest need for an award and provide clear transparency.

- [The data source utilized is the publicly available document October 2021 Enrollment of Underserved Groups](#)



Complaint Policy

4.50.032-P

DRAFT March 6, 2022

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 ~~have a Formal Complaint process for 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 welcoming, 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 ~~homepage~~ home page of the District's ~~Conflict Resolution~~ website found [here](#).

1. Formal Complaints

This policy provides a process for resolving complaints as required under Division 22 by (Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 [insert link to Div. 22] 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 [insert hyperlink].

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 ~~690~~-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. ~~The Superintendent or appropriate departmental supervisor. 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 PPS SCHOOL BOARD SUPERINTENDENT

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board 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 District's Step 1 decision. The Board will have the full written record of the decisions at Step 1 ~~and Step 2~~. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law (with some sort of privacy exemption).

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.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing. ~~ide~~ that the Superintendent's District's Step 1 decision is:

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

3. With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The Board's final decision shall be communicated to the complainant in writing. 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

The District has separate appeal processes for complaints or concerns that do not fall within Division 22 or this policy, such as:

- Special Education complaints (Individuals with Disabilities Education Act), which can be filed with Oregon Department of Education Chapter 581, Division 15.

CC 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. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.
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. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
 7. 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.
 8. 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.
 9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
 10. 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.
 11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
 12. Complaints that have been previously filed by a complainant, 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.
 13. ~~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.~~
 14. Because the Board ~~makes serves as~~ the final decision ~~maker of at the Step 1 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, /2022

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](#)



Formal Complaint Process - January 2020 survey summary



Table 1. All complaints by year filed	Count
2014	15
2015	19
2016	16
2017	45
2018	84
2019	44
2020	10
Total complaints filed	233
Total survey responses received	63

Total response rate: 27%



Table 2. Please select how much you agree with each statement during the formal complaint process

	Strongly or somewhat agree	Neither agree nor disagree	Strongly or somewhat disagree
I felt heard during the formal complaint process	19%	8%	73%
I was given the opportunity to share my side of the story	38%	12%	50%
I was kept informed about the progress of the formal complaint process	16%	22%	62%
PPS staff were knowledgeable	21%	20%	59%
PPS staff were professional and courteous	34%	19%	47%
The formal complaint process was conducted in a fair manner	10%	15%	75%
The length of time to took to receive a decision was reasonable	10%	17%	74%



Table 3. Before filing a complaint, please select all the people you worked with to resolve your concern(s).	Count
Principal, Vice principal, or Assistant principal	48
Teacher	35
Other	25
School counselor	18
PPS parent or family	16
Special education case manager	15
School psychologist	9
School social worker	5
School nurse or health assistant	4
On-site mental health provider/School based health clinician	3
SUN school contact/After school care provider	1
On-site community provider (Step Up, REAP, Empowerment group, Chrysalis, etc.)	1
ESL community agent	0



Year Filed	Step 1 Total Complaints	Step 2	Step 3	Percent that escalate to Step 2	Percent that escalate to Step 3
2017-2018	4	NA	NA	NA	NA
2018-2019	72	13	7	18.06%	9.72%
2019-2020	52	16	9	30.77%	17.31%
2021-2022	43	16	11	37.21%	25.58%

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 words “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](#)

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

5.60.020-P Term Of Administrative Contracts

- (1) **Fair Dismissal Positions — Permanent.** An administrator below the rank of assistant superintendent who occupies a position covered by the Oregon's Fair Dismissal Law shall upon the completion of three successful years of work in his/her position and election to a fourth year, achieve permanent status. Subsequent dismissal shall be according to provisions of ORS 342.865.
- (2) **Contract Administrators.** Administrators other than those described in Item 1 above shall receive contracts whose provisions shall be as recommended by the superintendent and approved by the Board.

Legal Reference: ORS 342.805 - 342.937

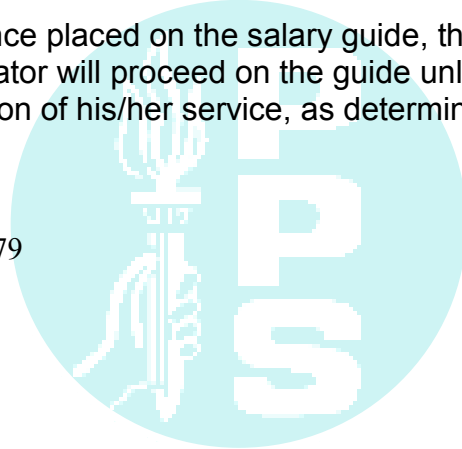
History: Adpt. 6/71; Amd. 5/76; Amd. 9/95



5.60.070-P Administrative Salaries

- (1) **Administrative Salaries and Compensation - General**. Administrative salaries and compensations shall be according to salary guides as adopted by the Board.
- (2) **New Appointees**. An appointee to a new administrative classification shall be placed on the salary guide according to evaluation of his/her training, experience, and the nature of the assignment.
- (3) **Substitutes**. An administrator authorized by the superintendent to substitute in a higher paying position will receive in addition to his/her regular salary an amount specified by the Board.
- (4) **Administrative Assistants**. Administrative assistants to the principal will work on a 190-day work year and be paid, in addition to their appropriate teaching salary, an amount specified by the Board.
- (5) **Guide Steps**. Once placed on the salary guide, the basic assumption is that an administrator will proceed on the guide unless there is substantial negative evaluation of his/her service, as determined by the office of superintendent.

History: Adpt. 6/71; Amd. 1/8/79



8.50.100-P Public Contracting and Purchasing Rules

The Portland Public School Board has designated itself as the local government contract review board pursuant to ORS 279.055(2).

- (1) The Board has the authority to:
 - (a) Adopt rules of procedure for public contracts and purchasing; and,
 - (b) Exempt certain public contracts or classes of contracts from the competitive bidding process otherwise required by the public contract rules.
- (2) The Superintendent shall develop a Contracting and Purchasing Manual containing the rules of procedure as adopted by the Board. The Manual shall be posted on the district website.
- (3) Revisions to the rules of procedure shall be approved by the Board by resolution.
- (4) The Contracting and Purchasing Manual is hereby adopted by reference and shall have the same authority as a board policy or administrative directive.

Legal References: ORS 279.055; ORS 332.107; BR 1655, 12/11/00

History: Adpt. 12/11/97; Amd 2/98; Amd. 10/28/02, BA 2461



Field Trips, Foreign Travel, and Other Off-Campus

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**

- 3) Schools and staff must submit field trip requests for review, and approval or denial, prior to any planned activities.
 - a. Principals shall approve standard off-campus field trips occurring during the course of one school day.
 - b. Overnight, wilderness and international trips will be approved by the principal, and then sent to Risk Management and the Principal's supervisor for final approval.
 - c. Specific timelines, procedures, and requirements of this field trip approval process are outlined in a related Administrative Directive [insert link].

- 4) 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**

**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.

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 about



Board

6.50.010

Field Trips, Foreign Travel, and Other Off-Campus

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



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Field Trips, Foreign Travel, and Other Off-Campus

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

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Field Trips, Foreign Travel, and Other Off-Campus

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Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019

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
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I. Introduction

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

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

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

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

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

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

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

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

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

II. Discipline Principles

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

III. Monitoring and Accountability

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

IV. Implementation

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

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

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

V. Definitions

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

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

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

Policy Review

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

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

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

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

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

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

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

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

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

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

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

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

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

C.

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

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

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

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

6.

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

7.

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

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

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

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

II. Student Conduct Principles

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

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

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Student Conduct and Discipline

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

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~~III.II.~~ Discipline Principles

- A. ~~Discipline should must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250, and match the severity of the student's misbehavior.~~
- B. ~~Discipline should teach students to behave in ways that contribute to academic and behavioral success, and to support a school environment where students and staff are positive, respectful and inclusive.~~
- C. ~~B. Discipline practices should prevent/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.~~

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Student Conduct and Discipline

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

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

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~~IV.III.~~ **Monitoring and Accountability**

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

~~V.IV.~~ **Implementation**

- ~~—The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.~~
- A.
- ~~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.

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Student Conduct and Discipline

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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.

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

For Staff Report: Policy Review

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

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BOARD POLICY
**Student Conduct and
Discipline**

4.30.010-P

I. Introduction

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

II. Student Conduct Principles

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

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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