

Regular Meeting
Tuesday, April 5, 2022 6:00 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Consent Agenda: Resolutions 6467, and 6472 through 6474
Vote- Public Comment Accepted
 - 2.(a) Resolution 6467 - Revenue Contracts
 - 2.(b) Resolution 6472 - Expenditure Contracts
 - 2.(c) Resolution 6473 - Settlement Agreement
 - 2.(d) Resolution 6474 - Authorization for Off-Campus Activities
3. 6:10 pm - Student and Public Comment
4. 6:45 pm - Student Representative's Report
5. 6:50 pm - Board Committee and Conference Reports
6. 7:00 pm - Presentation: MAP Growth
7. 7:45 pm - 2022-23 Draft School Calendar
8. 8:05 pm - Board Election Zone Redistricting (Resolution 6475) Vote - Public Comment Accepted
9. 8:25 pm - First Reading of Policy Revisions
 - Pest Management Policy (Formally: Environmentally Sustainable Business Practices) 3.30.082-P
10. 8:30 pm - Second First Reading of a Policy
 - Diploma Policy requirements 4.20.042-P
11. 8:35 pm - First Reading of Policy Rescissions
 - 3.30.080-P Resource Conservation
 - 5.50.070-P Reimbursement of Expenses
 - 5.60.020-P Term of Administrative Contracts
 - 6.30.020-P Special Education Students and CIM
 - 8.50.100-P Public Contracting and Purchasing Rules
 - 8.80.010-P High Performance Facility Design
12. 8:40 pm - Second Reading of Policy Revisions (Resolution 6476) Vote - Public Comment Accepted
 - 4.30.010-P Student Conduct and Discipline Policy
13. 8:50 pm - Other Business / Committee Referrals
14. 8:55 pm - Adjourn

THE RESOLUTION No. 6467

Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
State of Oregon	3/16/22 through 2/28/23	Intergovernmental Agreement / Revenue IGA/R 68274 Amendment 3	DHS will provide funding for students in the Community Transition Project to work as interns. This amendment extends the end date and provides funding for additional student interns.	\$101,303 \$226,954	C. Proctor Fund 205 Dept. 9999 Grant G1789

RESOLUTION No. 6472

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Western Bus Sales	4/6/22 through 6/30/23	Purchase Order PO 158988	Purchase of buses for Student Transportation. Purchase order is pursuant to cooperative contract COA-67760.	\$317,957	C. Hertz Fund 101 Dept. 5560	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

NO NEW COOPERATIVE AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No new Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Sache International Language	5/3/19 through 5/3/23 Option to renew for one additional one year term through 5/3/24	Personal Services PS 67862 Amendment 3	Year four of five for District-wide interpretation services. Request for Proposals 2018-2543	\$80,000 \$320,000 (\$400,000 through all potential renewals)	J. Garcia Fund 101 Dept. 5489	No
Passport to Languages	5/3/19 through 5/3/23 Option to renew for one additional one year term through 5/3/24	Personal Services PS 67863 Amendment 4	Year four of five for District-wide interpretation services. Request for Proposals 2018-2543	\$80,000 \$320,000 (\$400,000 through all potential renewals)	J. Garcia Fund 101 Dept. 5489	WBE
Immigrant & Refugee Community Organization (IRCO)	5/29/19 through 5/3/23 Option to renew for one additional one year term through 5/3/24	Personal Services PS 68013 Amendment 4	Year four of five for District-wide interpretation services. Request for Proposals 2018-2543	\$80,000 \$320,000 (\$400,000 through all potential renewals)	J. Garcia Fund 101 Dept. 5489	NA - Nonprofit
Lionbridge Technologies, Inc.	5/3/19 through 5/3/23 Option to renew for one additional one year term through 5/3/24	Personal Services PS 67951 Amendment 4	Year four of five for District-wide interpretation services. Request for Proposals 2018-2543	\$70,000 \$220,000 (\$290,000 through all potential renewals)	J. Garcia Fund 101 Dept. 5489	No

RESOLUTION No. 6473

Settlement Agreement

The Board of Education grants authority to pay \$38,000 in a settlement agreement to resolve a disputed employment matter. The agreement will be specified in a form approved by the General Counsel's Office.

RESOLUTION No. 6474

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools (“District”) Policy 6.50.010-P (“Off-Campus Activities”) requires the Board of Education (“Board”) consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost Per Student
4/19-4/24/22	GHS Robotics, 20	Robotics Team Competition	Texas	\$1,095



Data Dive: Winter MAP Data

April 2022

Guiding Questions

What are the demographics and participation rates of students who tested this winter and have growth scores?

How does student achievement now compare to student achievement prior to the pandemic?

What percentage of students met their fall to winter growth targets in reading and mathematics?

What is our progress towards meeting Board goals for 3rd grade reading and 5th grade mathematics? What does staff recommend?

Student Participation Rates

Math Growth Scores Count* (Winter 21-22)

Demographics	02	03	04	05	06	07	08
American Indian/Alaska Native	7	15	12	13	12	9	8
Asian	137	184	172	159	168	167	193
Black/African American	197	219	223	240	194	243	244
Latinx	285	423	381	495	431	422	434
Multi-Racial Not Underserved	159	178	168	198	170	164	187
Multi-Racial Underserved	154	173	176	177	173	152	189
Native Hawaiian/Pacific Islander	20	16	23	21	17	16	26
White	1,456	1,709	1,660	1,725	1,649	1,712	1,601
Underserved	663	846	815	946	827	842	901
Special Education	333	474	473	519	402	417	366
English Learner	330	325	245	255	197	182	168

**Count of students with both a Fall and Winter MAP Score.*

Math Growth Score Percentages* (Winter 21-22)

Demographics	02	03	04	05	06	07	08
American Indian/Alaska Native	56%	95%	87%	88%	77%	63%	75%
Asian	83%	93%	88%	94%	96%	91%	90%
Black/African American	76%	82%	84%	87%	77%	85%	84%
Latinx	56%	82%	75%	87%	86%	85%	82%
Multi-Racial Not Underserved	86%	95%	92%	93%	96%	93%	94%
Multi-Racial Underserved	77%	87%	81%	84%	85%	82%	83%
Native Hawaiian/Pacific Islander	87%	88%	88%	96%	83%	77%	89%
White	77%	88%	90%	89%	92%	92%	88%
Underserved	66%	83%	79%	87%	83%	84%	83%
Special Education	66%	78%	81%	83%	80%	80%	76%
English Learner	64%	85%	74%	86%	82%	83%	80%

**Percentage of each student group with both Fall and Winter MAP scores.*

Reading Growth Scores Count* (Winter 21-22)

Demographics	03	04	05	06	07	08
American Indian/Alaska Native	16	11	13	9	7	7
Asian	180	178	156	169	167	206
Black/African American	223	220	234	200	235	238
Latinx	459	419	511	437	408	461
Multi-Racial Not Underserved	178	167	197	154	170	187
Multi-Racial Underserved	178	180	183	178	145	183
Native Hawaiian/Pacific Islander	19	24	21	21	16	25
White	1,727	1,652	1,722	1,515	1,681	1,627
Underserved	895	854	962	845	811	914
Special Education	494	471	507	373	403	366
English Learner	341	279	273	205	179	174

**Count of students with both a Fall and Winter MAP Score.*

Reading Growth Scores Percentages* (Winter 21-22)

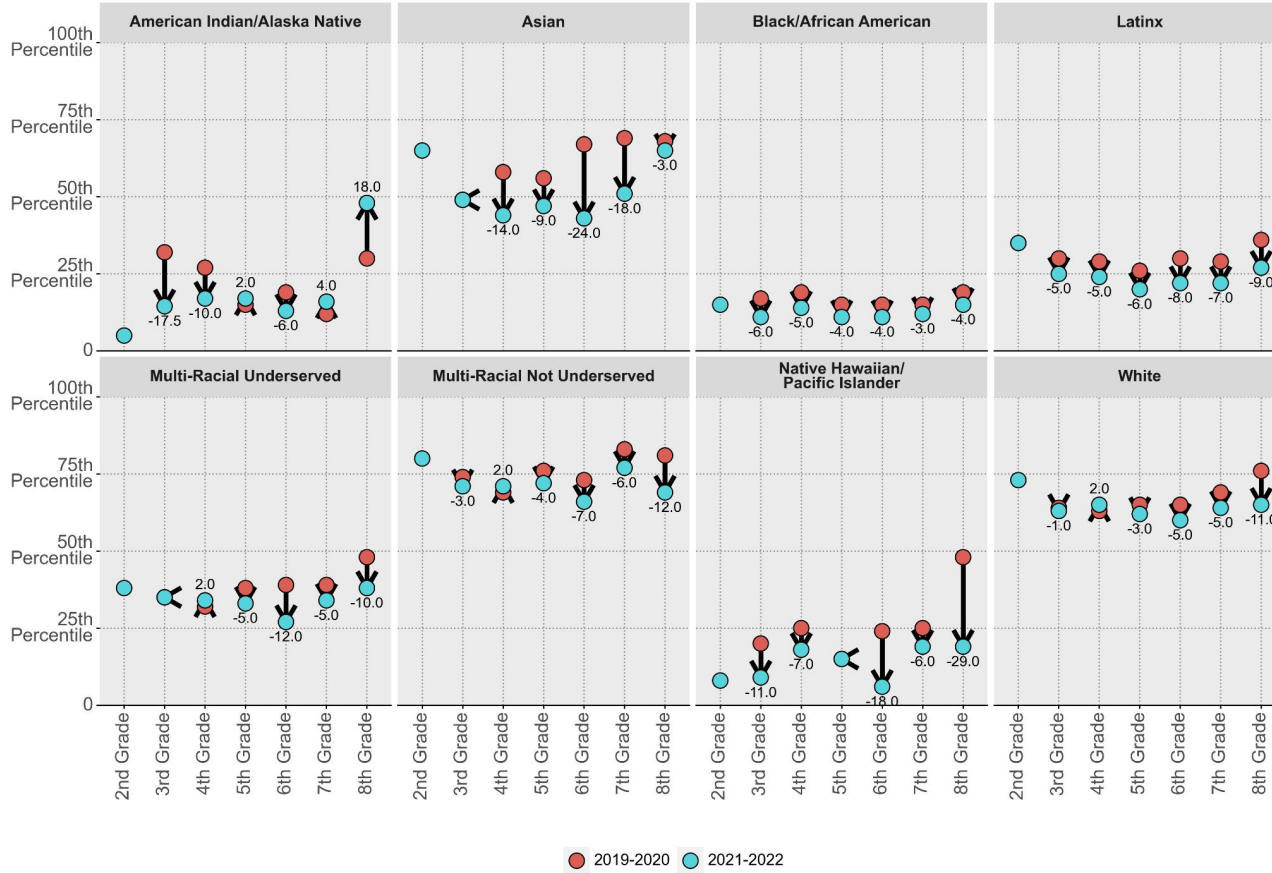
Demographics	03	04	05	06	07	08
American Indian/Alaska Native	95%	87%	81%	80%	56%	75%
Asian	90%	90%	92%	98%	91%	95%
Black/African American	81%	83%	85%	82%	82%	84%
Latinx	89%	86%	87%	86%	82%	86%
Multi-Racial Not Underserved	95%	91%	93%	91%	96%	94%
Multi-Racial Underserved	88%	82%	86%	87%	79%	83%
Native Hawaiian/Pacific Islander	92%	88%	100%	91%	87%	89%
White	89%	90%	90%	86%	91%	90%
Underserved	87%	84%	87%	85%	82%	85%
Special Education	80%	83%	82%	76%	78%	73%
English Learner	88%	89%	88%	86%	84%	84%

**Percentage of each student group with both Fall and Winter MAP scores.*

Student Achievement: Pre-pandemic vs. Current Year

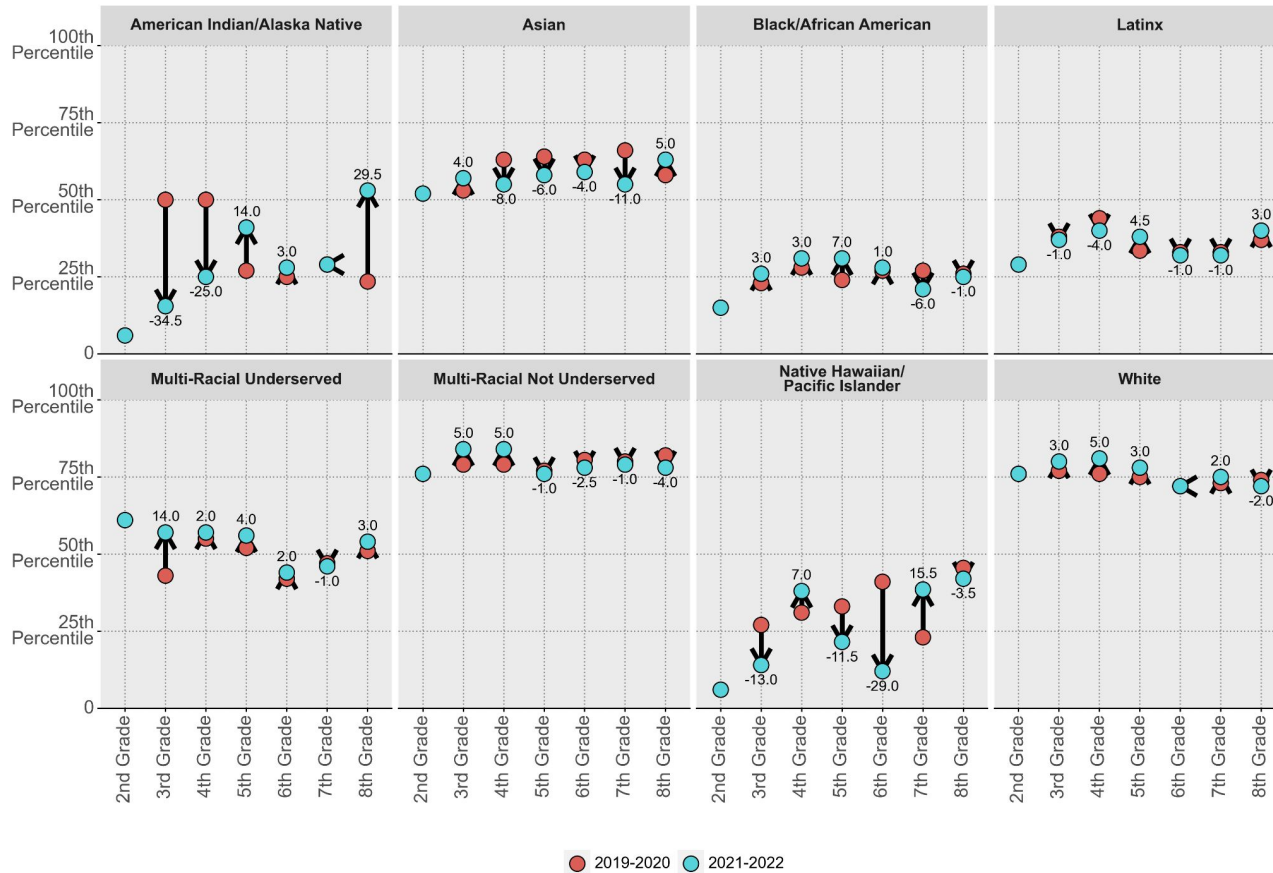
Percentile Rank Changes: Math

Winter 2019-2020 to Winter 2021-2022 Percentile Median Change in Math



Percentile Rank Changes: Reading

Winter 2019-2020 to Winter 2021-2022 Percentile Median Change in ELA



Conclusions/Takeaways

Overall student performance is lower now, than it was prior to the pandemic.

Performance declines are more pronounced in mathematics than in reading.

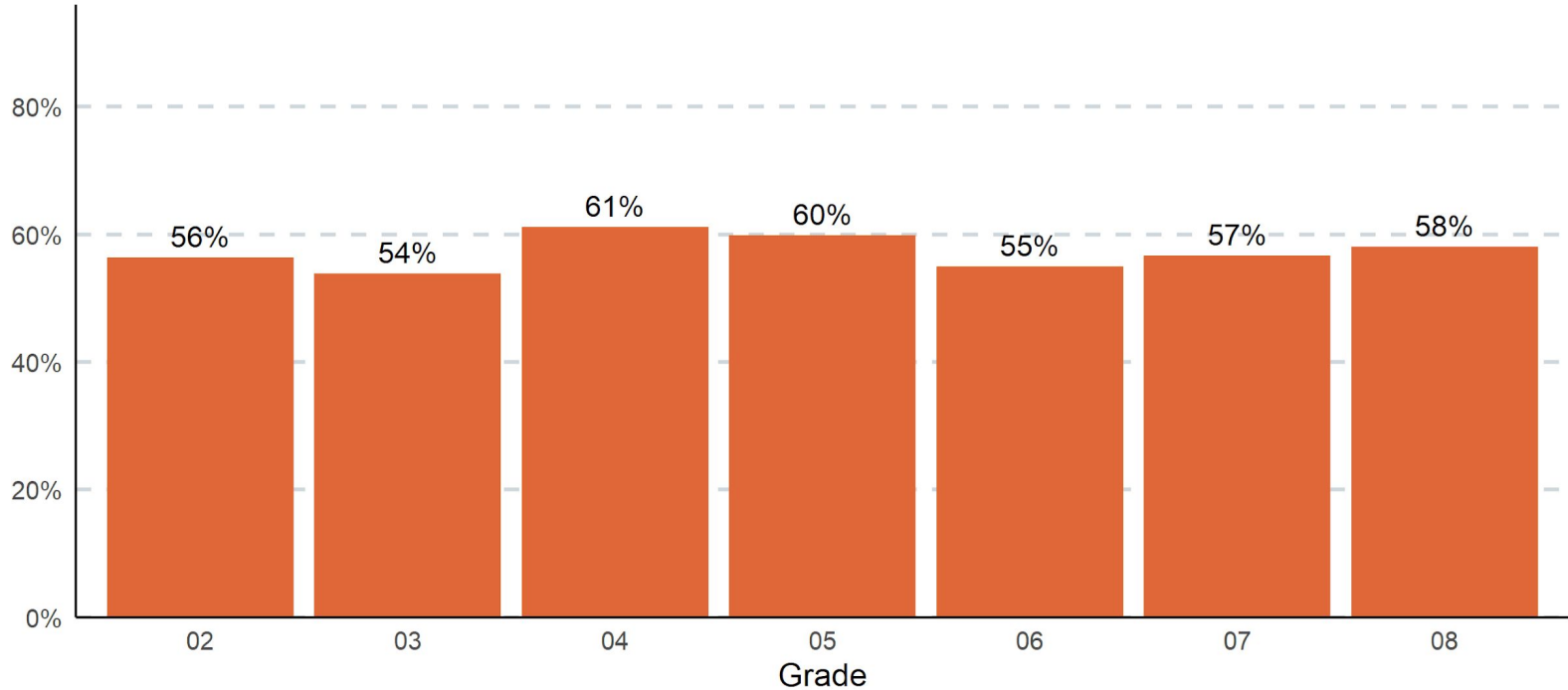
Gaps persist between Black, Native, and Latinx students and their White and Asian peers.



Math and Reading Growth

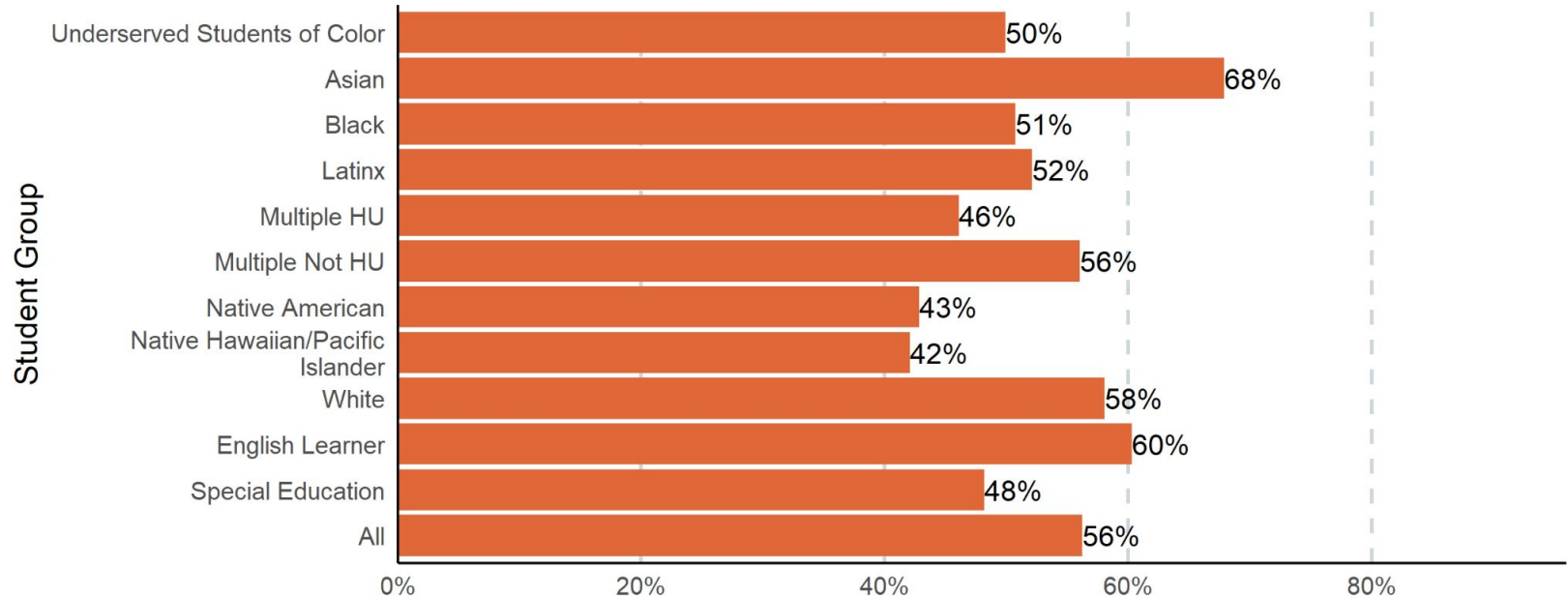
Math Growth By Grade Level

Overall Math Growth
Winter 2021-2022



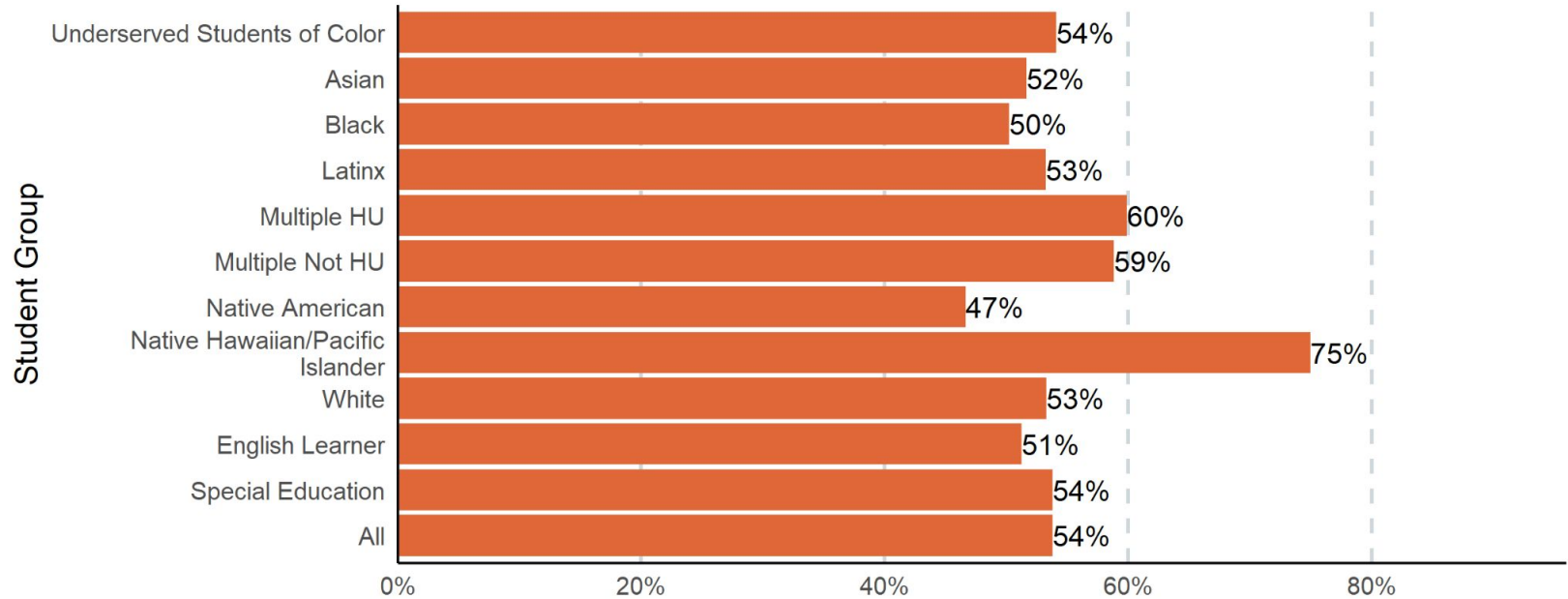
Mathematics Growth: Grade 2

Math Growth
Grade 02
Winter 2021-2022



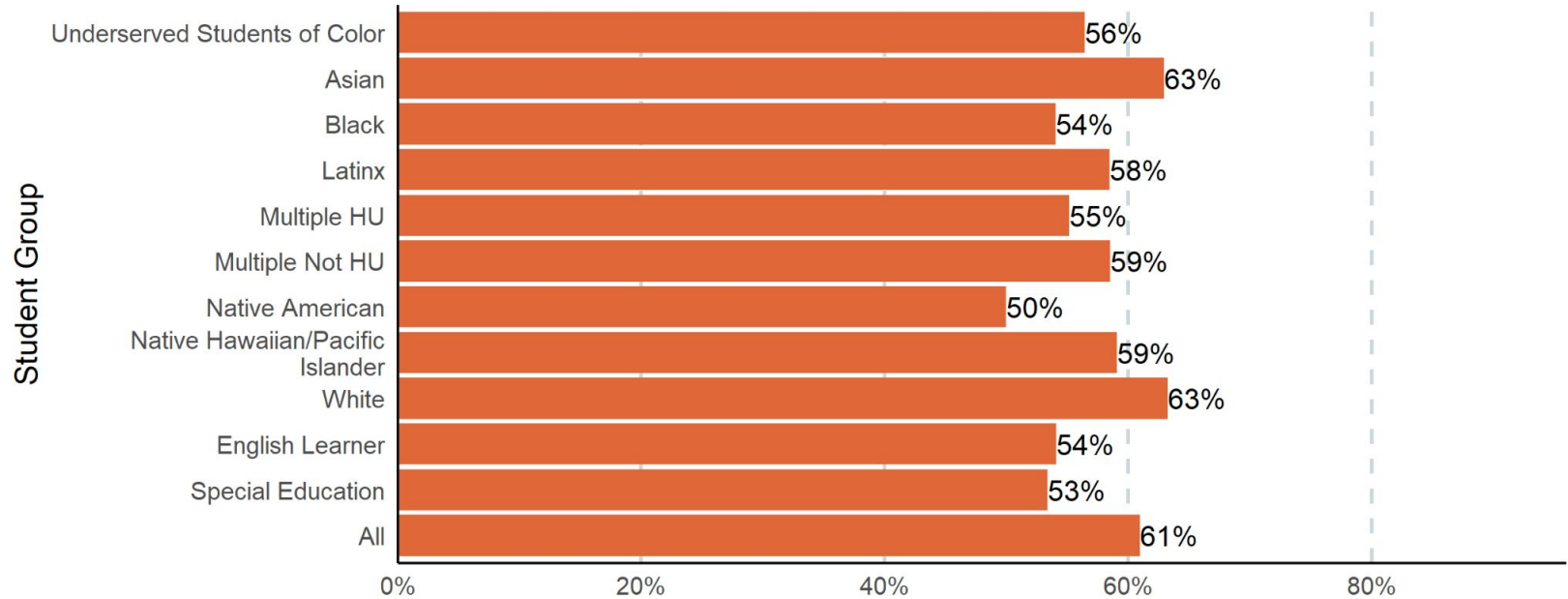
Mathematics Growth: Grade 3

Math Growth
Grade 03
Winter 2021-2022



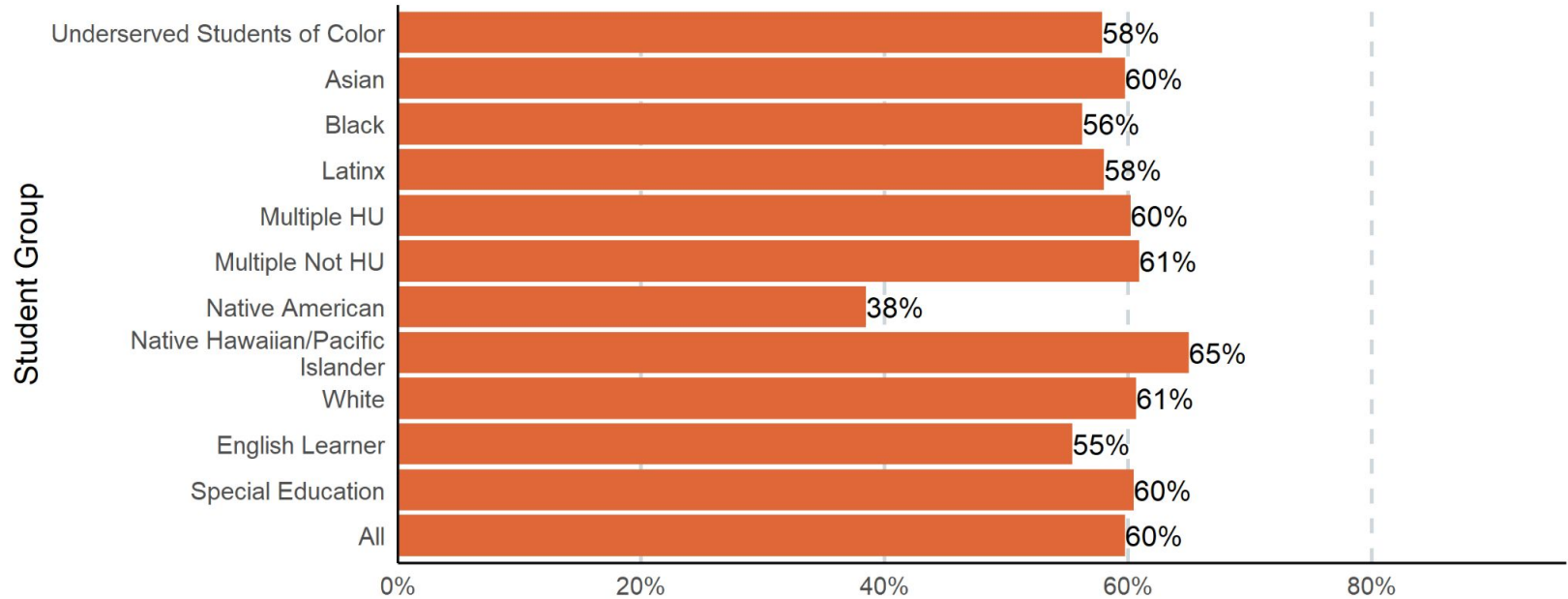
Mathematics Growth: Grade 4

Math Growth
Grade 04
Winter 2021-2022



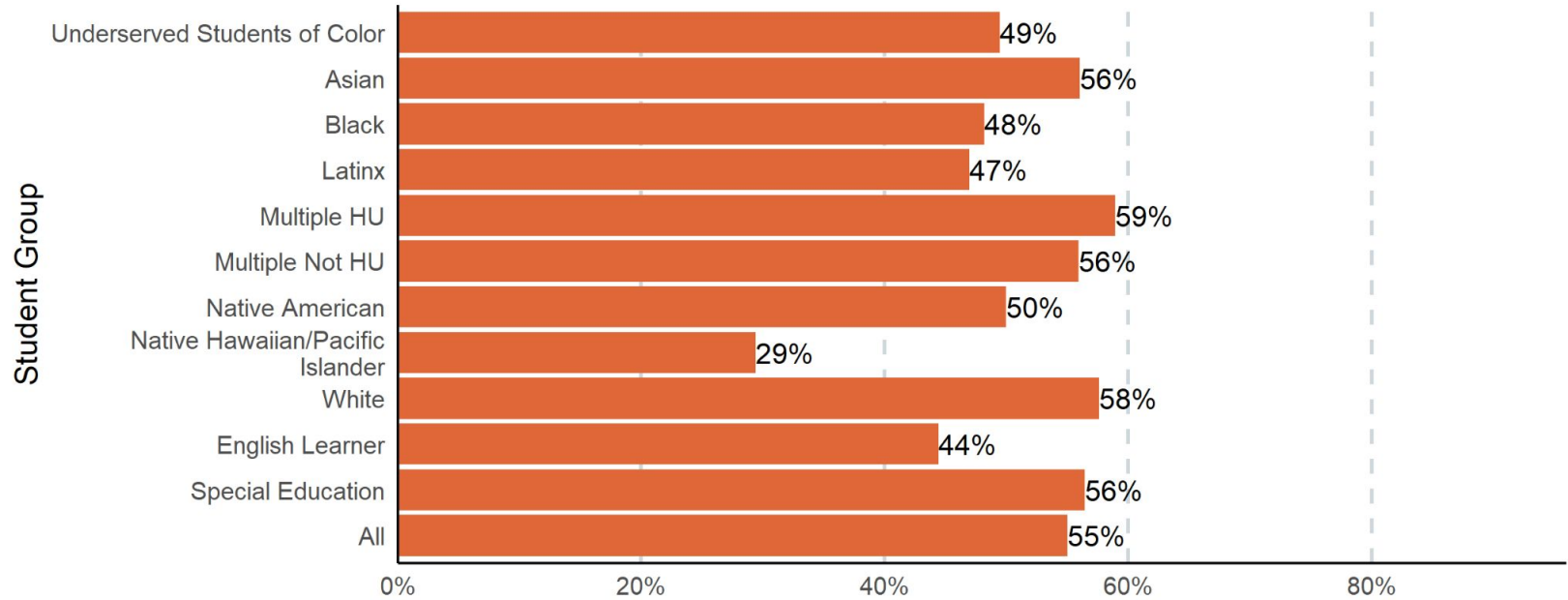
Mathematics Growth: Grade 5

Math Growth
Grade 05
Winter 2021-2022



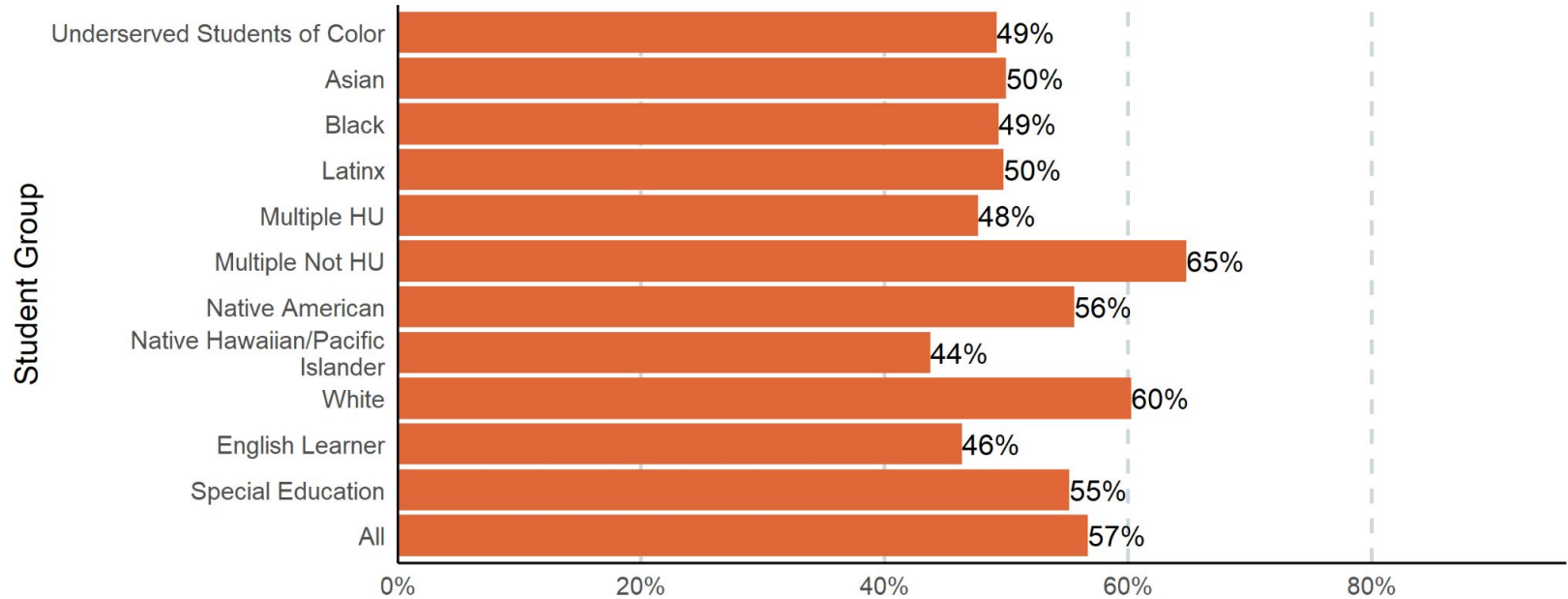
Mathematics Growth: Grade 6

Math Growth
Grade 06
Winter 2021-2022



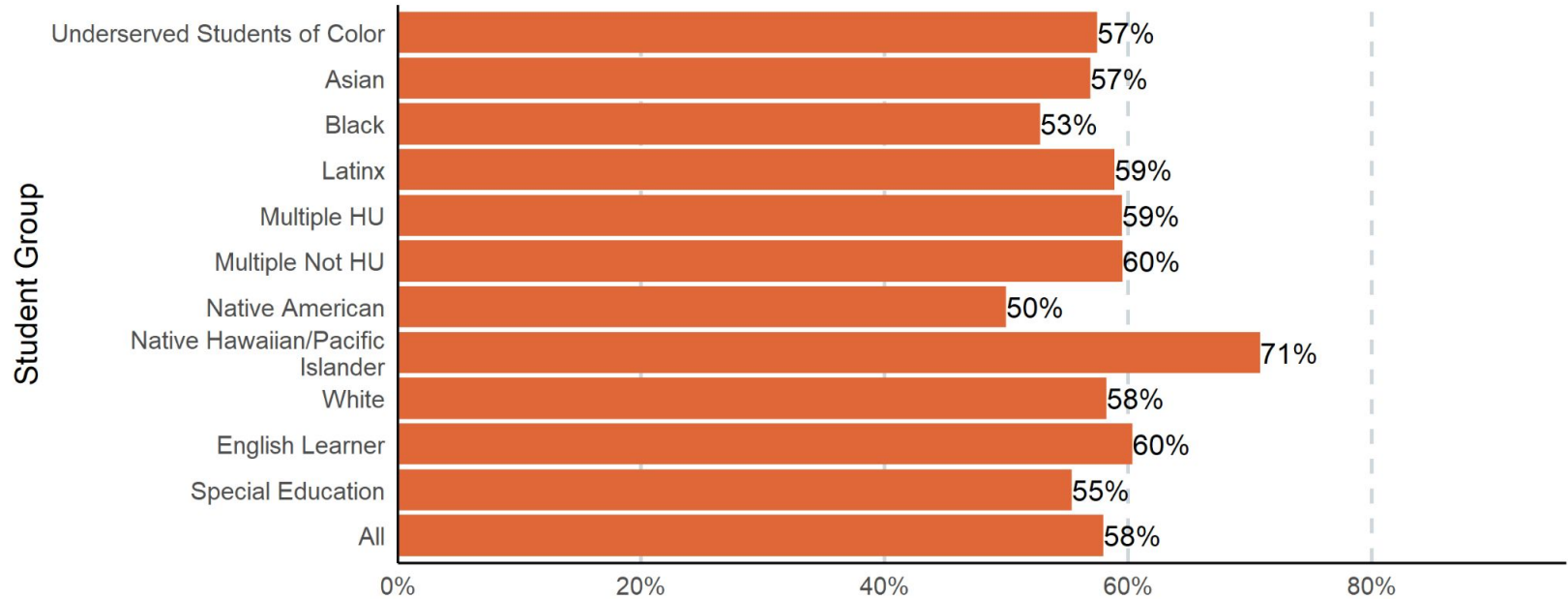
Mathematics Growth: Grade 7

Math Growth
Grade 07
Winter 2021-2022



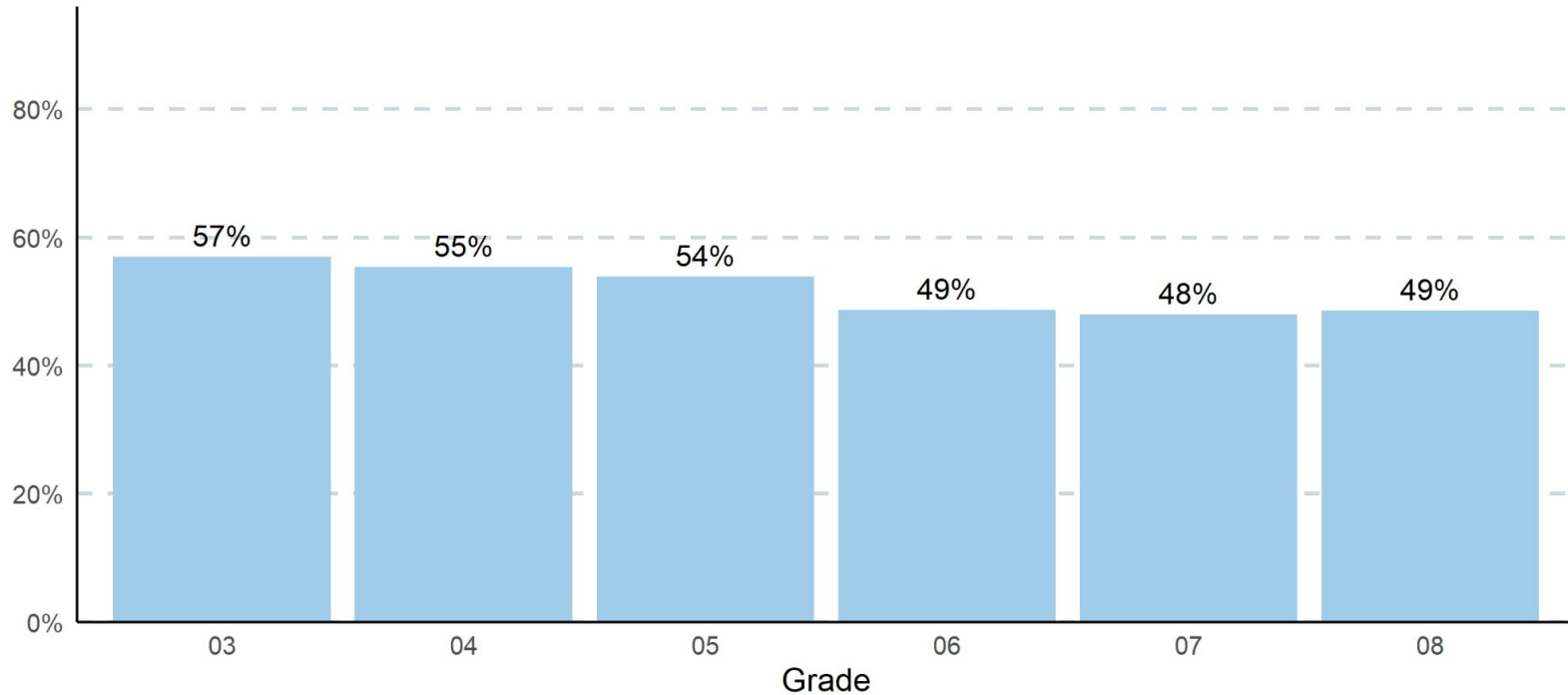
Mathematics Growth: Grade 8

Math Growth
Grade 08
Winter 2021-2022



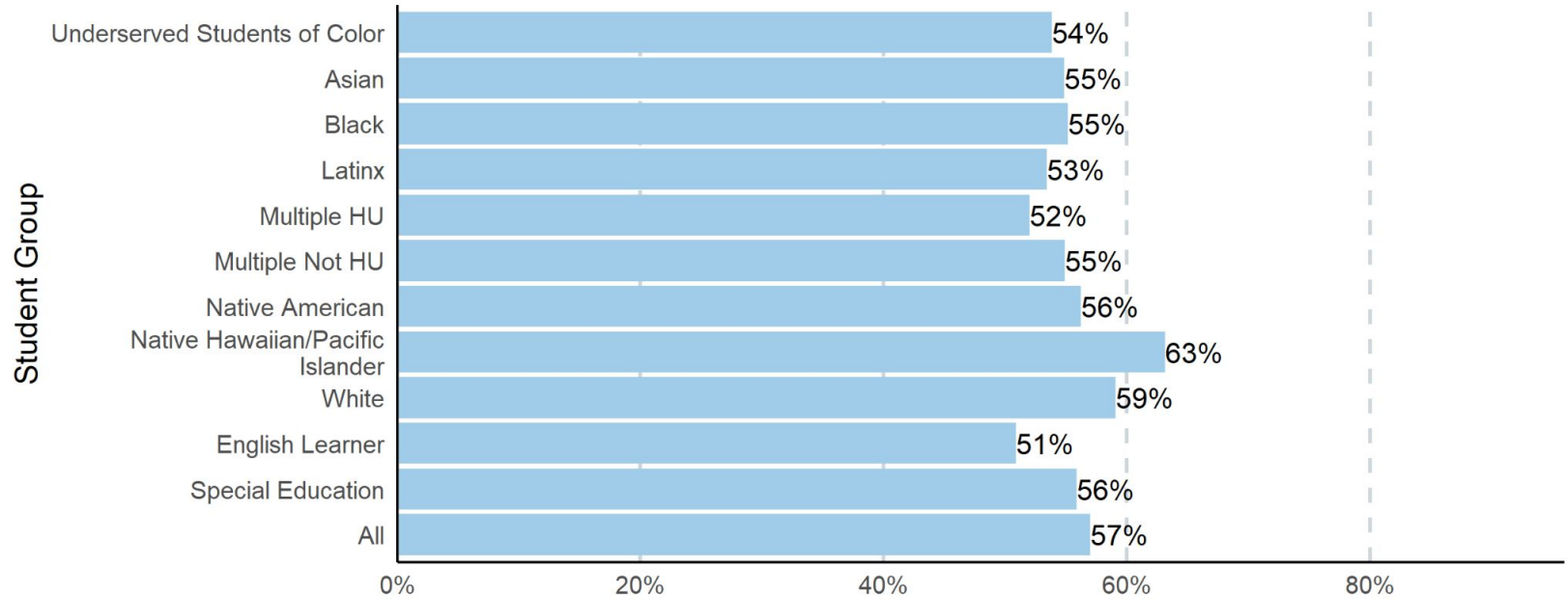
Reading Growth by Grade Level

Overall Reading Growth
Winter 2021-2022



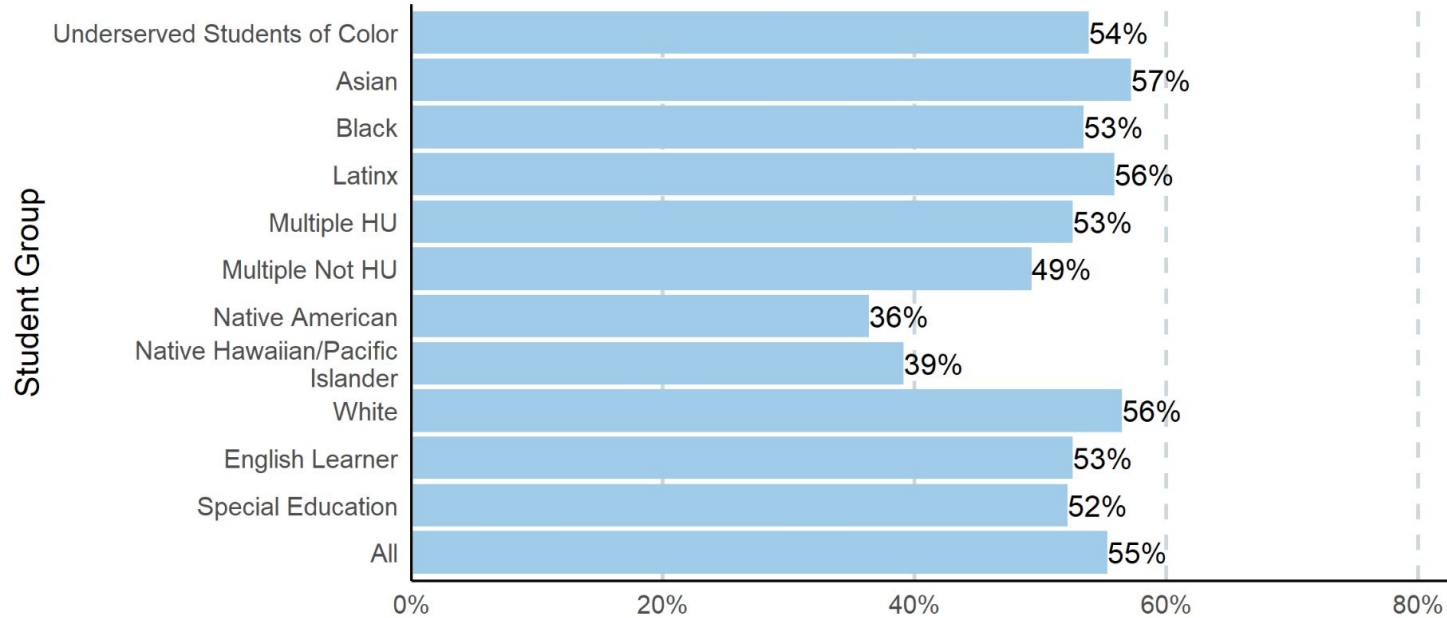
Reading Growth: Grade 3

Reading Growth
Grade 03
Winter 2021-2022



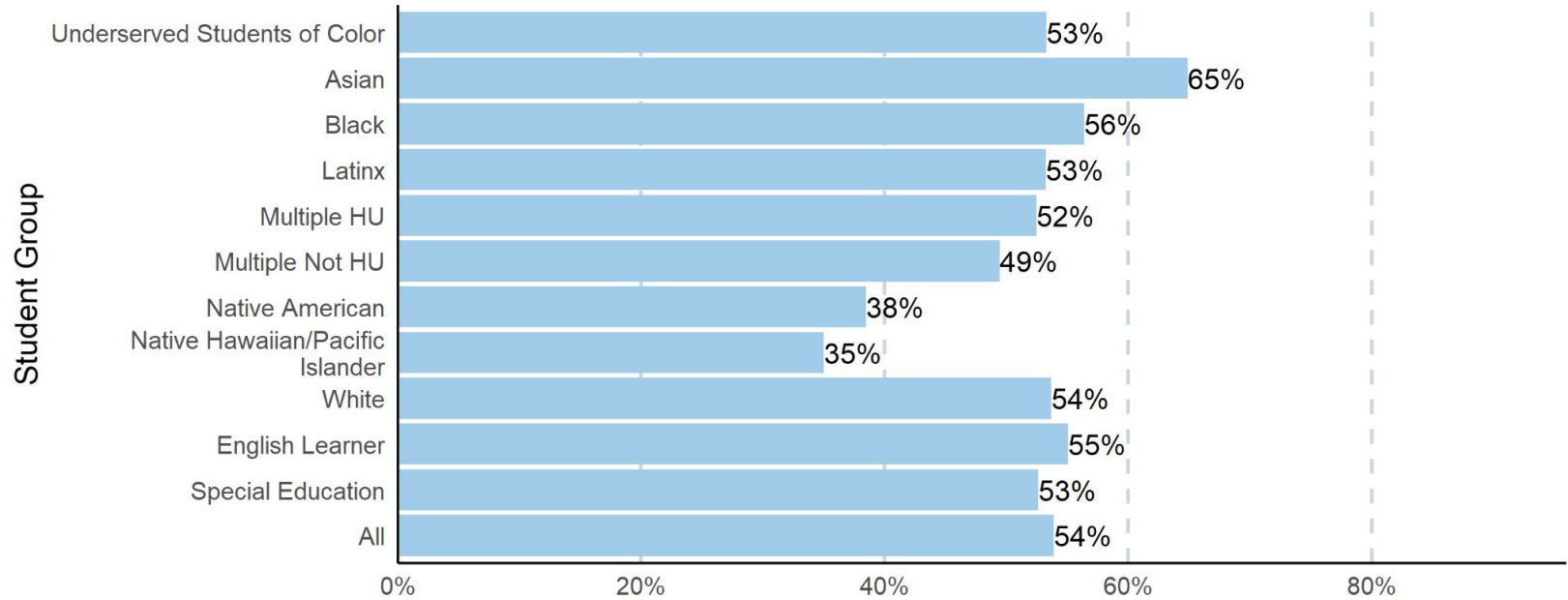
Reading Growth: Grade 4

Reading Growth
Grade 04
Winter 2021-2022



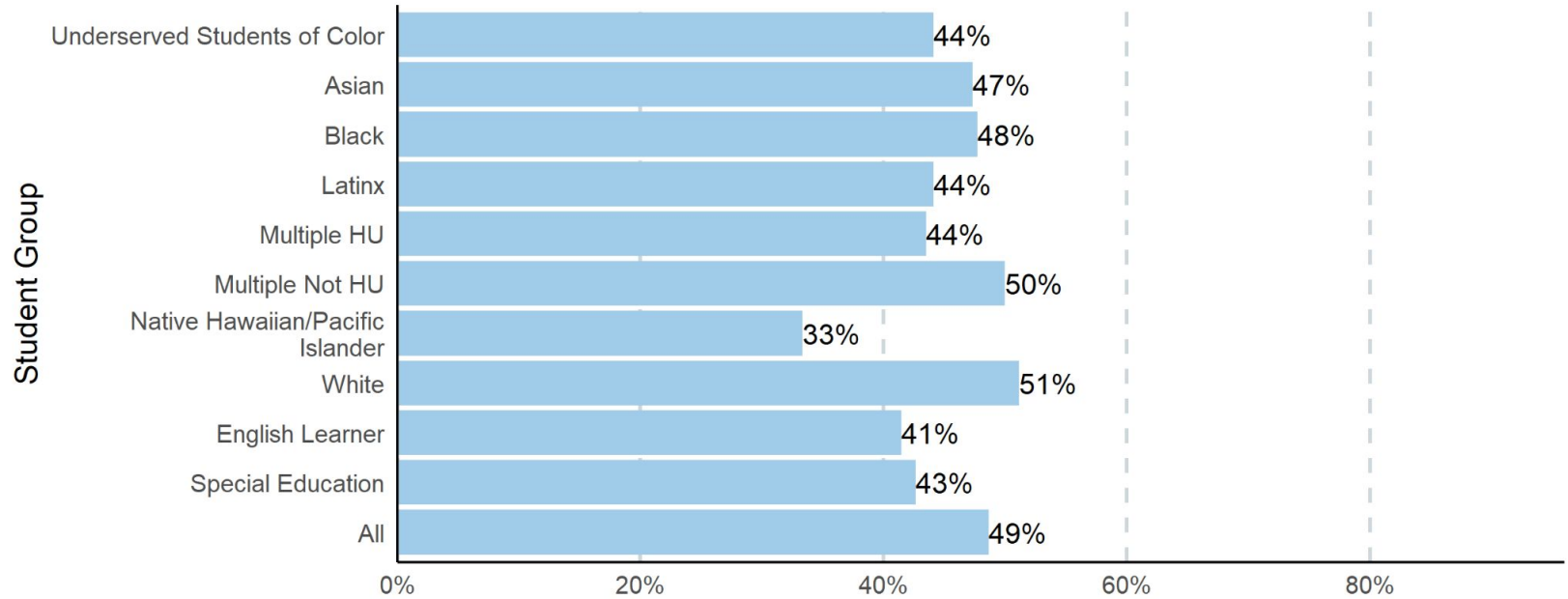
Reading Growth: Grade 5

Reading Growth
Grade 05
Winter 2021-2022



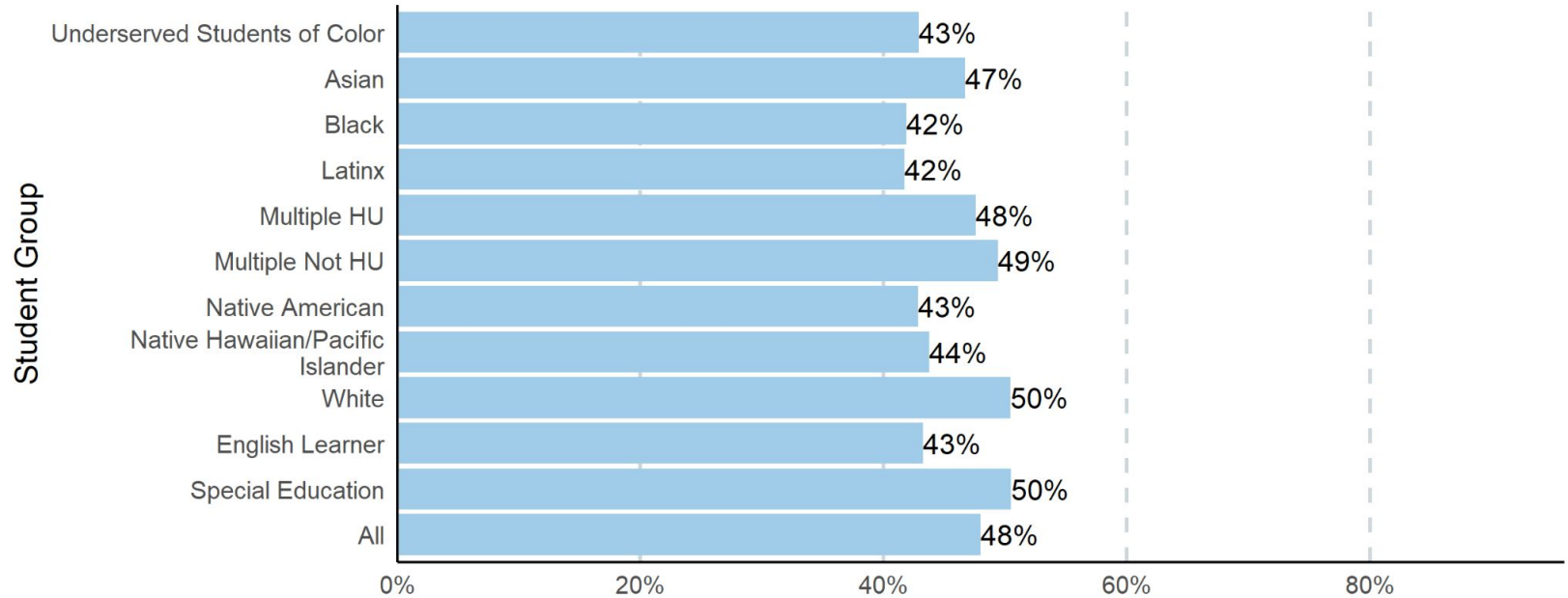
Reading Growth: Grade 6

Reading Growth
Grade 06
Winter 2021-2022



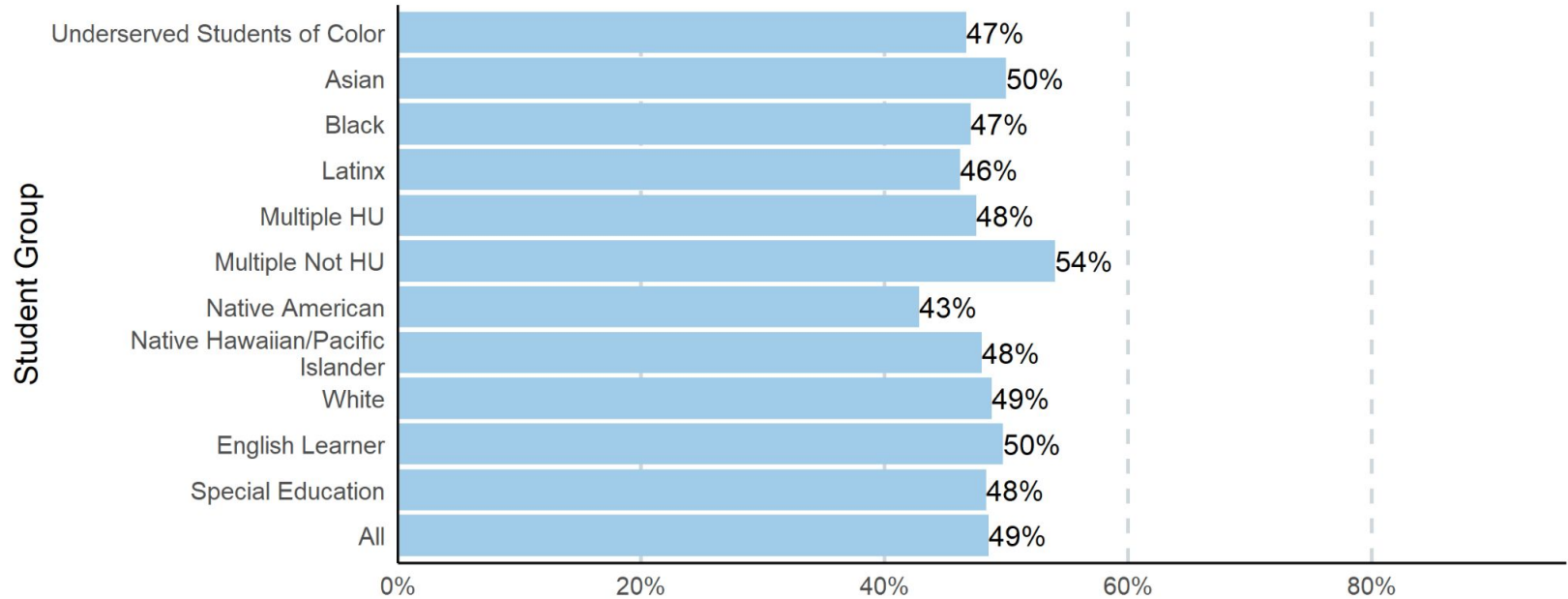
Reading Growth: Grade 7

Reading Growth
Grade 07
Winter 2021-2022



Reading Growth: Grade 8

Reading Growth
Grade 08
Winter 2021-2022



Conclusions/Takeaways

Growth in mathematics was stronger across all grade levels as compared to growth in reading.

Reading growth was higher in the elementary grades than in secondary grades.

The lack of a standards-align K-8 reading curriculum likely impacted reading growth, while lower fall achievement in math along with adopted curriculum in K-5 and piloted curriculum in 6-8 likely positively impacted math growth.





Progress Towards Board Goals

Board Goals

3rd Grade Reading

To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress), by the spring of 2022.

5th Grade Math

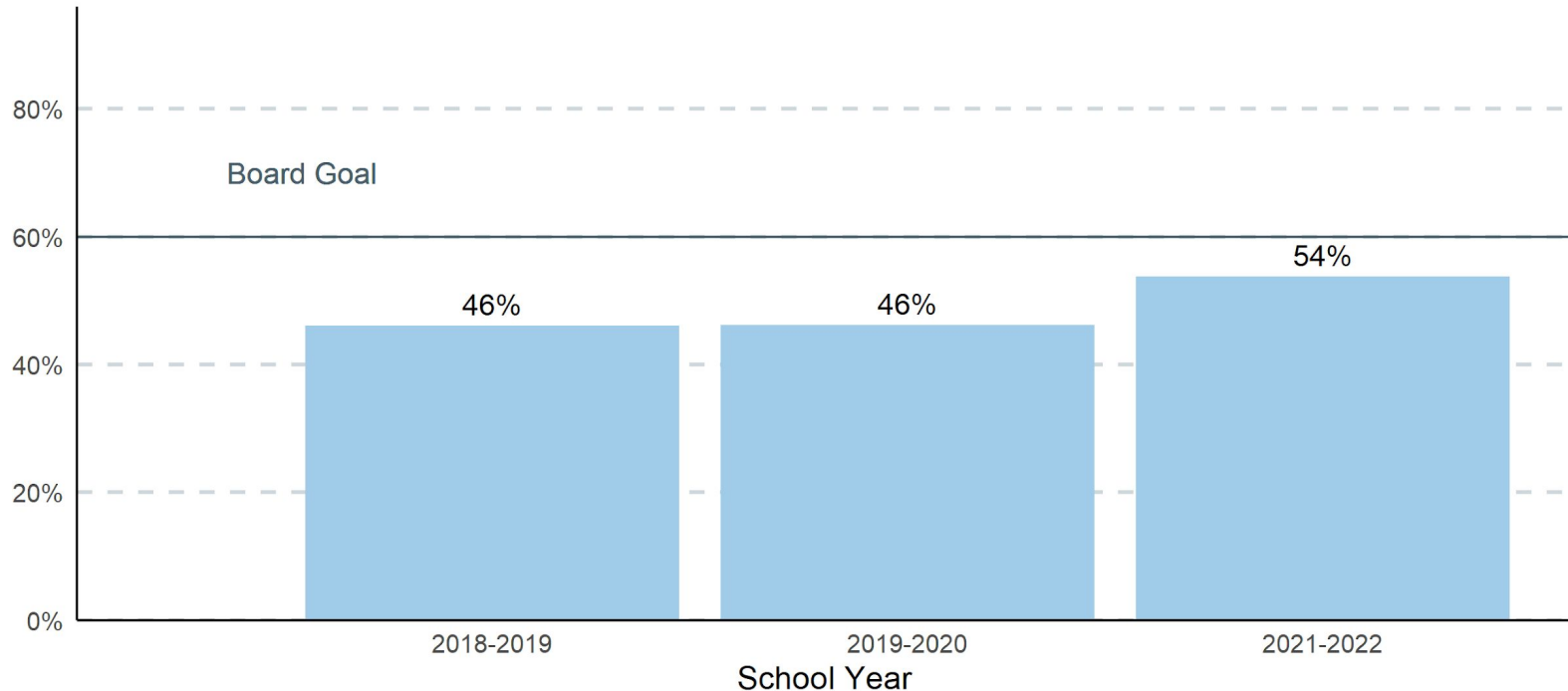
To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.



Board Goal: 3rd Grade Reading - Growth Fall to Winter

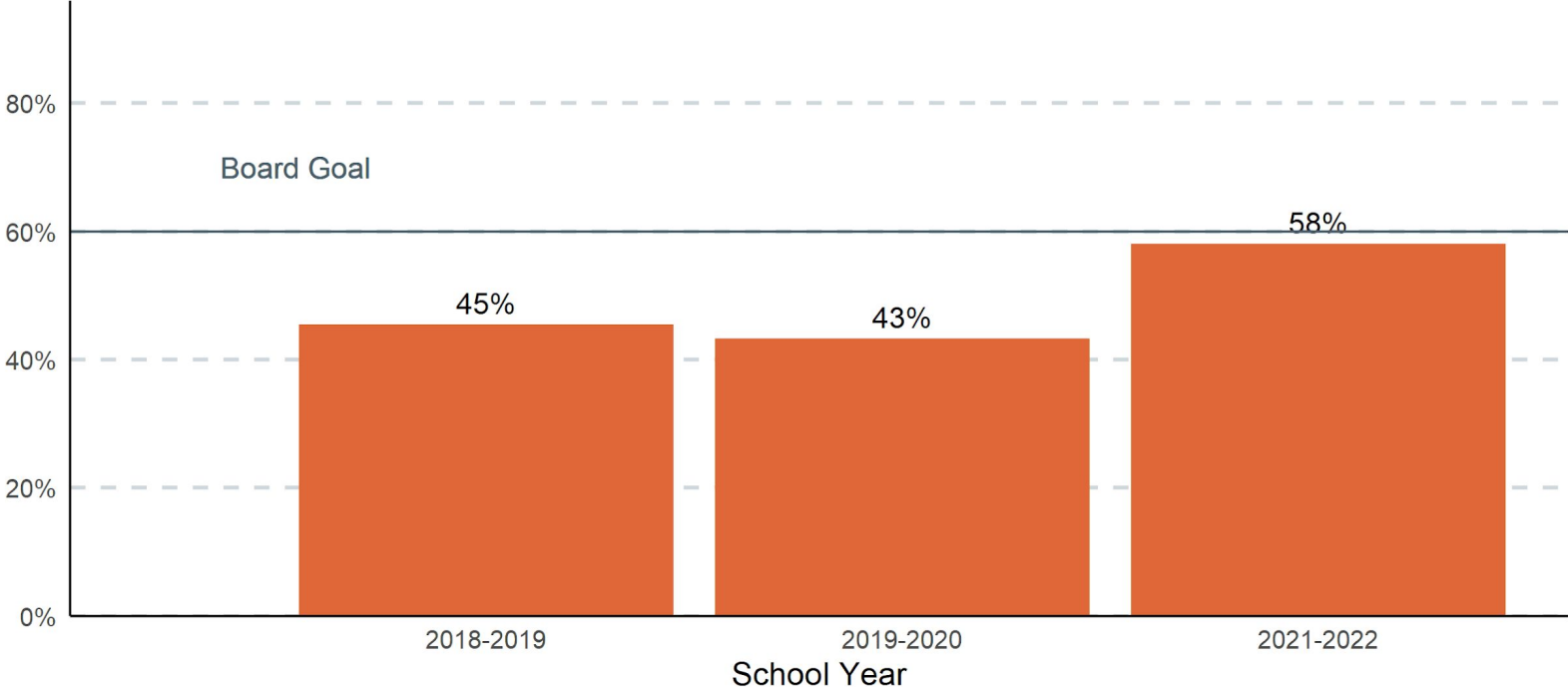
Reading Growth by Grade 03

Winter 2021



Board Goal: 5th Math Grade Growth - Fall to Winter

Math Growth by Grade 05
Winter 2021



Conclusions/Takeaways

While we made significant progress towards Board Goals in 3rd grade reading and 5th grade mathematics, work still remains in order to reach the goal of 60% of underserved student meeting or exceeding their growth expectation in each area.



Recommendation: Board Goals

Extend the current board goals by one year until 2022-2023.

- We are working with principals to align the school improvement plans with board goals.**
- Oregon Statewide Assessment System (OSAS) results will be available in early Fall.**
- Next spring (2023), the Board may examine both MAP results and OSAS baseline data to determine which measure to use moving forward for 3rd grade reading and 5th grade mathematics.**







PORTLAND PUBLIC SCHOOLS
DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3702

Website: <https://www.pps.net/>

Date: April 5, 2022
To: School Board
From: Dr. Cheryl Proctor, Deputy Superintendent
Subject: 2022-23 School District Calendar

Staff is submitting this recommended 2022-23 School District Calendar for the Board to consider and vote on at the April 19, 2022 Board meeting.

New for next school year are three professional development days, non-school days, added to the calendar to support the professional learning of our educators. These three professional development days, on September 23, October 14, and February 17, are additional days added to the calendar and do not reduce the existing instructional days.

Professional learning is critical to the successful implementation of newly adopted curriculum including K-12 Math and K-12 Language Arts. Professional educators from schools identified for improvement (CSI and TSI schools) are required to attend. Professional educators from other schools and classified staff are strongly encouraged to attend.

Staff has sought out feedback from a broad array of stakeholders, including PAT, PFSP, principals, several district departments, representatives from numerous school PTAs. Their responses have been considered prior to this formal school calendar recommendation to the Board.

The recommended calendar for next year also includes many of the features and considerations that were factored into the school calendar the past few years:

- Attempt to create a more student-focused, family-friendly school calendar
- Attempt to preserve or maximize uninterrupted whole weeks for instruction; no scheduled classes are proposed during Thanksgiving week to support family childcare planning and permit parent-teacher conferences to take place
- Effort to keep teacher planning days on Mondays or Fridays to avoid student breaks in the middle of the week
- Maintain the start of the school year on a date prior to Labor Day; the Proposed 2022-23 Calendar starts on Tuesday, August 30 and ends on Tuesday, June 13. As a reference point compared to other local school districts: Lake Oswego has published a start date of August 29; Beaverton has a start date of September 6
- Goal of ensuring semesters and quarters have a balanced number of instructional days; attempt to balance length of quarters: Q1 = 45 days; Q2 = 44 days; Q3 = 43 days; Q4 = 45 days

- Ensure calendar follows all bargaining units' contracts, including agreed upon provisions per the ratified PAT contract
- Coordination of spring break with local university calendars, to align with schedules of older siblings and university student interns who work in our classrooms; Oregon spring break is traditionally the last full 5-day work week in March
- Desire to maximize instructional days prior to Advanced Placement, International Baccalaureate, and other end-of-year summative assessments taking place
- Avoid conflicts with major religious & cultural holidays to the extent possible; and to plan to engage stakeholders on recognizing religious holidays for the 2023-24 calendar
- Ensure instructional hours for Seniors meet State requirements. The last day for Seniors will either be June 1 or 2 pending scheduling of graduations
- A 4-day "Kindergarten Ramp Up" where all Kindergarten students will have 1-day in school over the course of the four days with smaller numbers of students to orient them to school. Historically, Kindergarten has started 3 days after grades 1-12. The three days were mostly used for 1:1 assessments with students. Adding an additional day will provide all students with a smaller group 1-day orientation, relationship building, and 1:1 family connections

This recommended calendar is an important first step for both internal planning in the District and for staff and parents to have a date on the calendar by which to plan.



JULY 2022				
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AUGUST 2022				
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SEPTEMBER 2022				
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OCTOBER 2022				
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31				

NOVEMBER 2022				
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DECEMBER 2022				
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JANUARY 2023				
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30	31			

FEBRUARY 2023				
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MARCH 2023				
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APRIL 2023				
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MAY 2023				
M	T	W	T	F
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JUNE 2023				
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26	27	28	29	30

	Schools closed due to holiday or break period		High school transfer deadline
	First/last day of school for students		End of quarter
	Day/evening conferences (no school for students)		Teacher Professional Development/planning day (no school for students); Planning days always occur after the end of a quarter
	Statewide inservice (no school for students)		Possible snow make-up day
	Kindergarten first day: Kindergarten Ramp Up Aug 30 - Sep 2; K Students attend 1 day between Aug. 30 - Sep. 2 in small groups		Pre-Kindergarten/Head Start first day
	Mid-Term Progress Reports	*	Staff Meetings
	New Educator Orientation		Additional Professional Development Day(s) for Designated CSI & TSI Schools: 9/23, 10/14, & 2/17; Teachers from non-CSI/TSI schools are invited to participate in PD on these dates on a voluntary basis

RESOLUTION No. 6475

Board Zone Redistricting

RECITALS

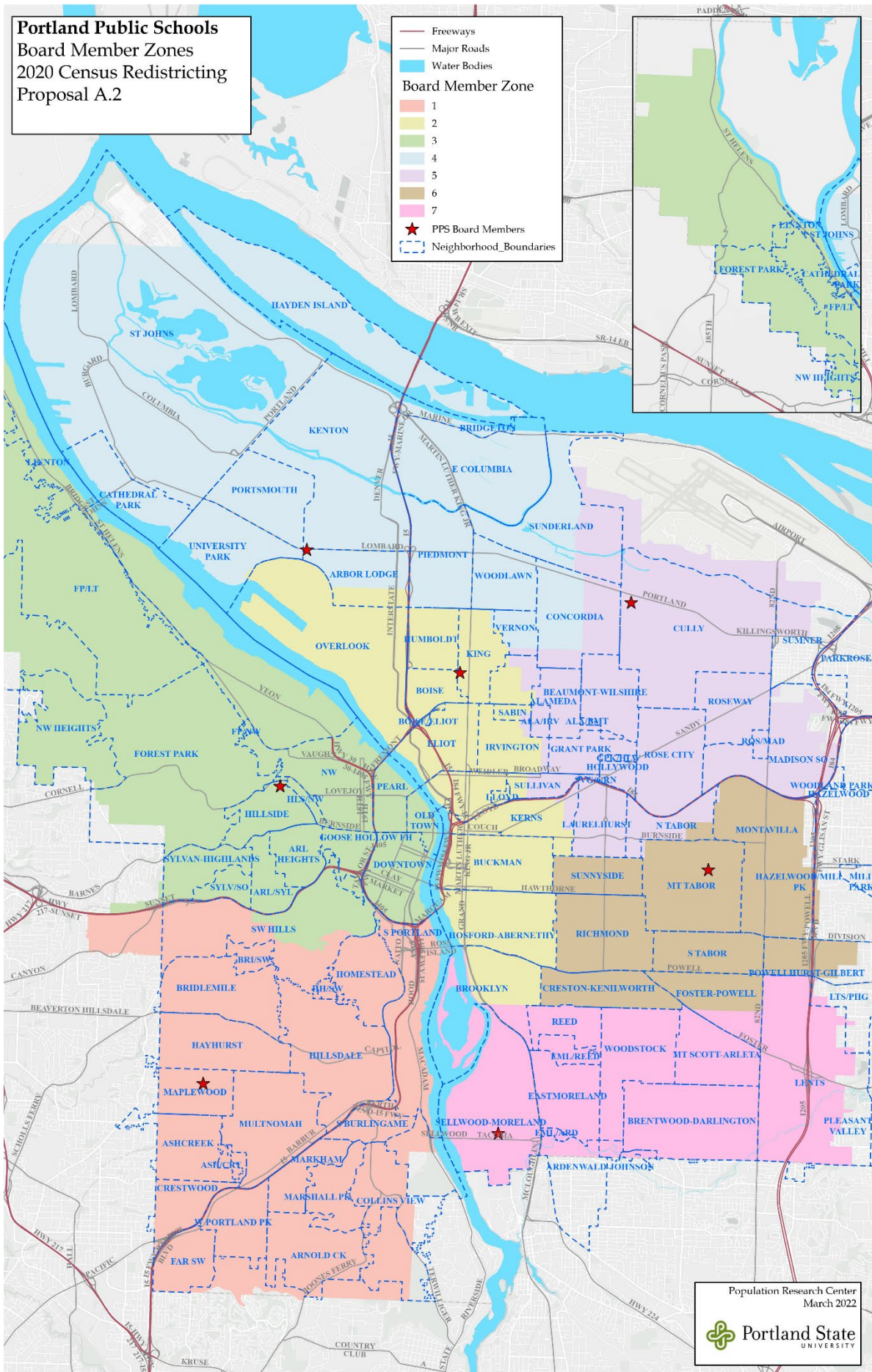
- A. Following each decennial U.S. Census, all local governments are required to apply new demographic data to existing electoral boundaries, attempting to ensure that there is no more than a 10 percent deviation in population between the largest and smallest districts.
- B. For Portland Public Schools (PPS), this requires rebalancing board zones to have nearly equal population in each zone.
- C. Portland Public Schools board members run district-wide but must reside in one of seven defined electoral zones.
- D. Staff contracted with the Population Research Center (PRC) at Portland State University (PSU) to prepare two options for the board to consider. The PRC has prepared most analyses and recommendations for local governments.
- E. Two proposed plans were presented by the PRCat to the Elections Task Force on February 7, then to the full Board on February 22. The options considered were:
 - Plan A: "Preservation" - preserves as much of current boundaries as possible.
 - Plan B: "Realignment" - reconfigures zones along high school attendance zones and neighborhood boundaries.
- F. The Board discussed the plans at the February 22 Board meeting, and the elections task force held a further discussion at the February 28 task force meeting. The task force recommends Plan A.2.

RESOLUTION

The Board approves Plan "A.2", which creates "nearly equal population" among board zones, while attempting to minimize changes to existing board zone boundaries.

**Portland Public Schools
Board Member Zones
2020 Census Redistricting
Proposal A.2**

— Freeways
— Major Roads
— Water Bodies
Board Member Zone
■ 1
■ 2
■ 3
■ 4
■ 5
■ 6
■ 7
★ PPS Board Members
— Neighborhood Boundaries



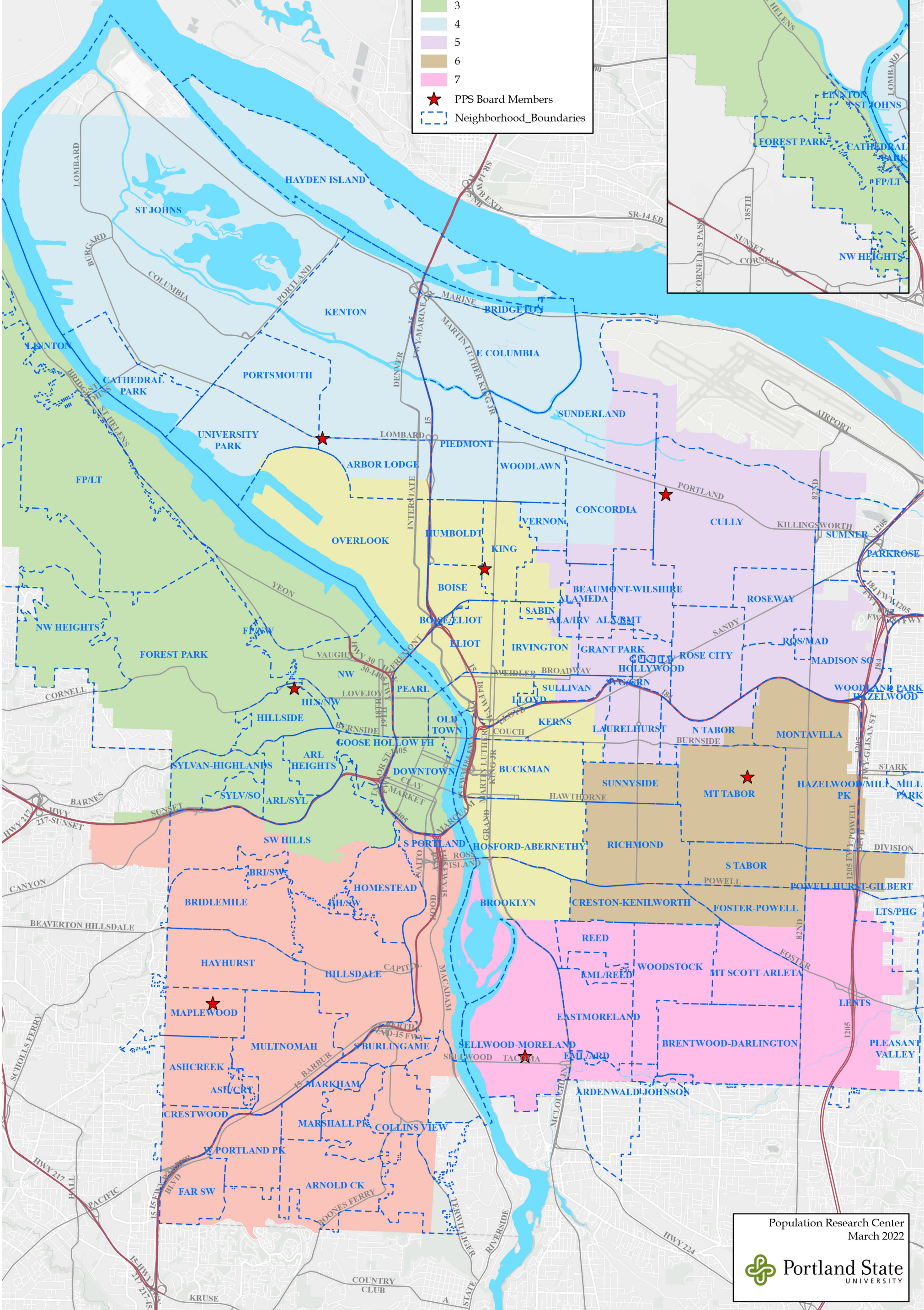
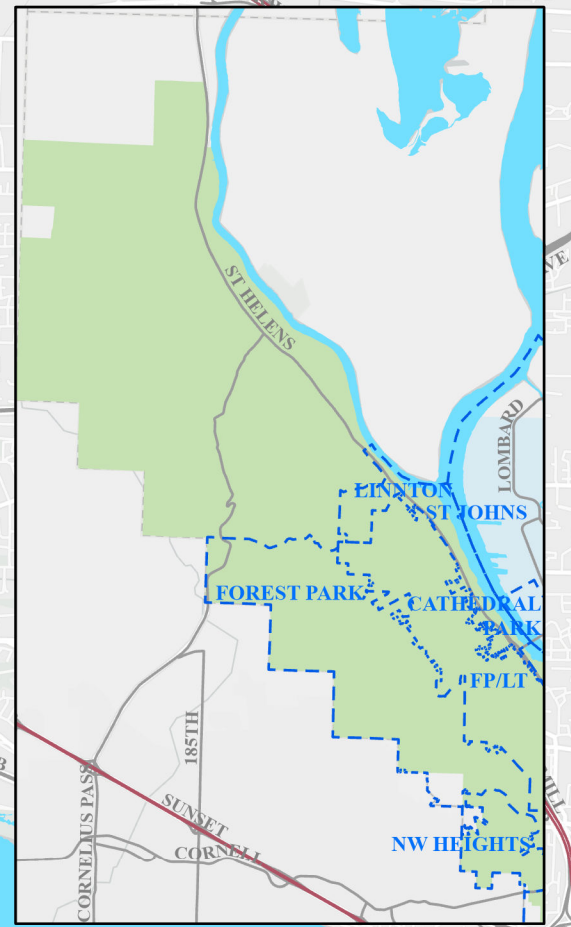
**Portland Public Schools
Board Member Zones
2020 Census Redistricting
Proposal A.2**

- Freeways
- Major Roads
- Water Bodies

Board Member Zone

- 1
- 2
- 3
- 4
- 5
- 6
- 7

- ★ PPS Board Members
- - - Neighborhood_Boundaries





PORTLAND PUBLIC SCHOOLS
OFFICE OF CHIEF OF STAFF

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3214

Date: March 30, 2022
To: School Board
From: Courtney Westling, Director of Government Relations
Kate Wilkinson, Assistant General Counsel
Subject: School Board zone rebalancing

BACKGROUND

Following each decennial U.S. Census, all local governments are required to apply new demographic data to existing electoral boundaries, attempting to ensure that there is no more than a 10 percent deviation in population between the largest and smallest districts.

ORS 332.132 provides that, if a school district is zoned, it “shall divide the district into the necessary number of zones as nearly equal in population, as shown by the latest federal census, as practicable, taking into account attendance areas where possible.”

Portland Public Schools (PPS) requested from the Population Research Center (PRC) at Portland State University (PSU) a proposal for two scenarios for new boundaries for its board member electoral districts (“zones”) that meet the legal requirements. Oregon law requires the use of the latest federal census data, which motivated the use of the “Public Law 94-171 Redistricting Data File from the 2020 Census, released August, 2021”.

ANALYSIS

Under current boundaries, the 2020 Census found that Zones 1, 2 and 3 grew more quickly than average, and as a result would need to contract. Zones 4, 5, 6 and 7 grew less than average and would need to add population to allow for the zones to have a nearly equal population. The total population of the PPS district is 519,967; translating to a target population (average) of 74,281 persons per district.

FISCAL IMPACT

None

COMMUNITY ENGAGEMENT

The Board discussed zone rebalancing at its meeting on February 22, 2022. The Board Elections Task Force met and discussed the issue during its February 7, February 28, and March 14 meetings.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Once approved by the School Board, PPS will provide revised and adopted maps to the Multnomah County Elections Office so they may add the new zone maps to their systems for future elections. The next PPS Board election is scheduled for May 2023.

STAFF RECOMMENDATION

Staff recommends that the Board adopt Option A.2 as that option will result in nearly equal school board zones and attempts to minimize changes to existing board zone boundaries.

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

_____ *(Initials)*

ATTACHMENTS

- A. Resolution 6474
- B. Portland Public Schools Board Member Zones 2020 Census Redistricting Proposal A.2

**Portland Public Schools
Board Member Zones
2020 Census Redistricting
Proposal A.2
Median Income by ZIP**

Water Bodies

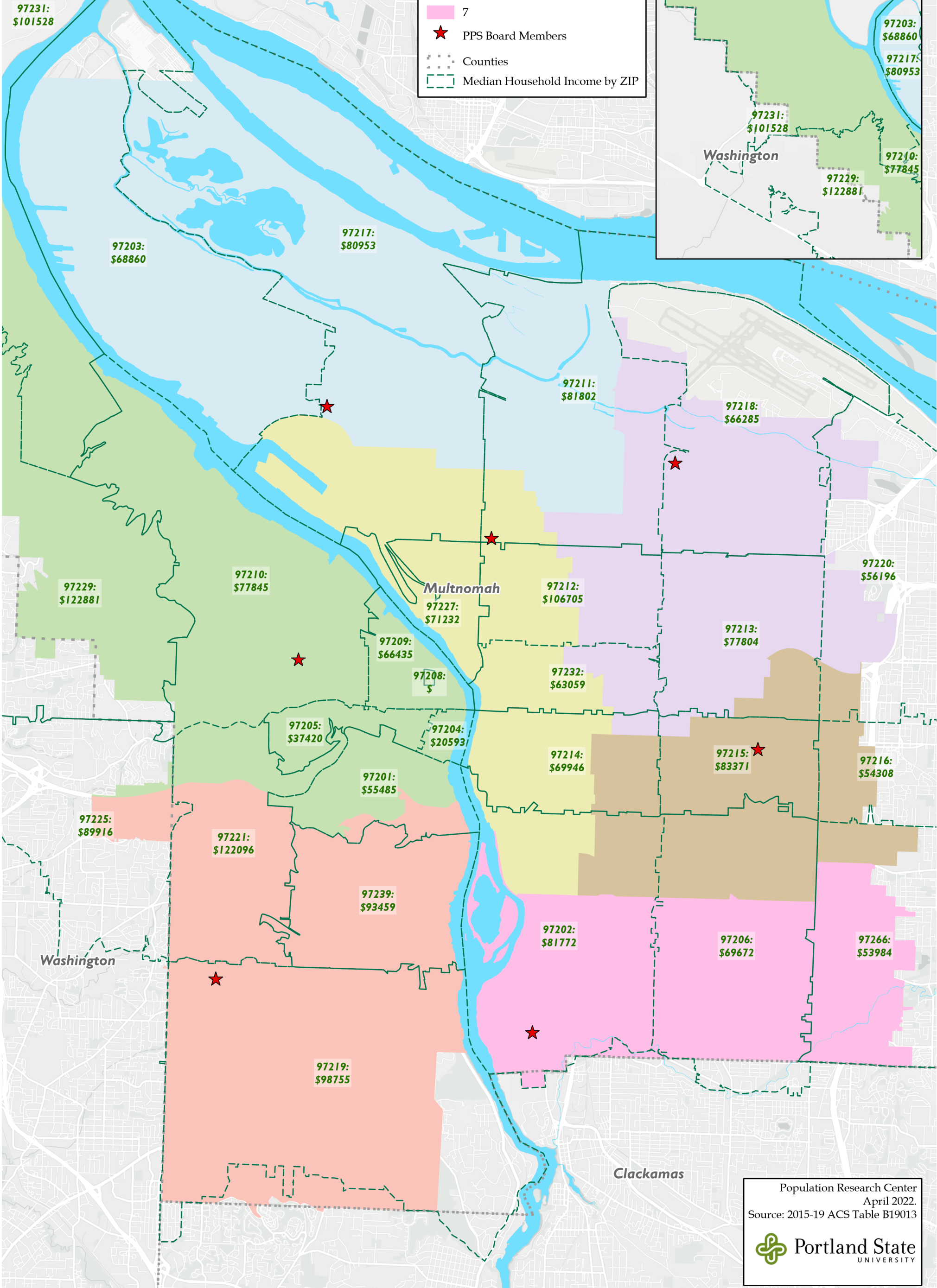
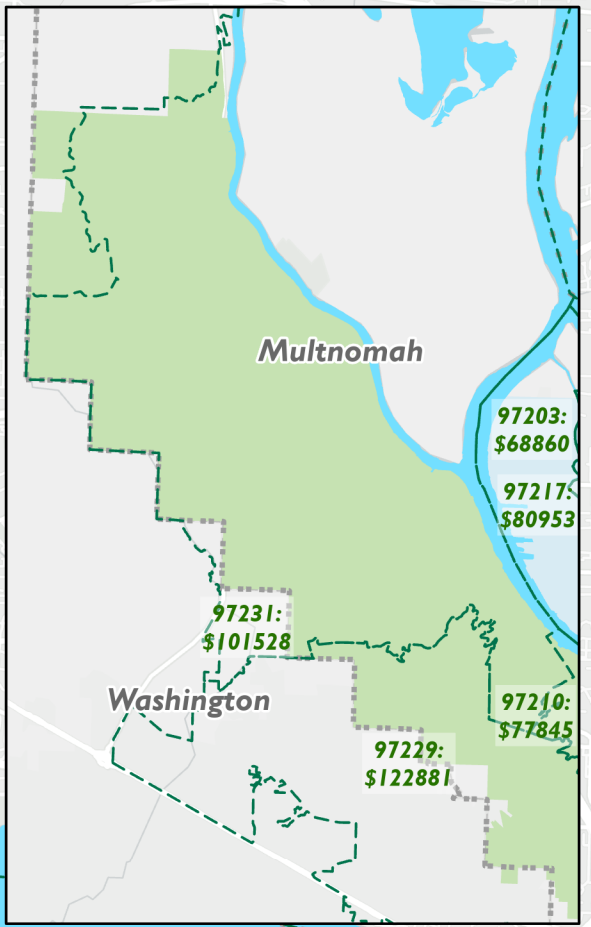
Board Member Zone

- 1
- 2
- 3
- 4
- 5
- 6
- 7

★ PPS Board Members

--- Counties

- - - Median Household Income by ZIP





PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: March 21, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Name: Environmentally Sustainable Business Practices 3.30.082-P

BACKGROUND

On March 1, 2022, PPS implemented the Climate Crisis Response, Climate Justice and Sustainable Practices Policy, a comprehensive policy addressing reducing greenhouse gas (GHG) emissions, developing climate justice curriculum, building District-wide practices to encourage sustainability, and engaging communities in this mission ("PPS New Climate Policy"). It incorporated and expanded many of the goals contained in the Environmentally Sustainable Business Practices Policies-3.30.080-P, with the exception of addressing the District's integrated pest management system. The Policy Committee has recommended revising Environmentally Sustainable Business Practices Policy-3.30.082-P to address pest management procedures.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices.

ANALYSIS OF SITUATION

The amended Environmentally Sustainable Business Practices Policy should be renamed Integrated Pest Management Policy and should be adopted.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

There was significant community engagement and input over two years leading to the adoption of the PPS New Climate Policy. There was not separate engagement on 3.30.080-P, and the changes are largely driven by the content of the PPS New Climate Policy.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The pest management program is already in place. Staff will communicate internally on the changes to the policies within the month.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revision recommendation put forward in this report and as recommended by the Policy Committee.

ATTACHMENTS

Redline and clean copies of the following documents:

- a. 3.30.080-P Clean Revised Draft
- b. 3.30.080-P Redlined Draft
- c. 3.30.080-P Original Policy

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](#)

3.30.082-P Environmentally Sustainable Business Practices

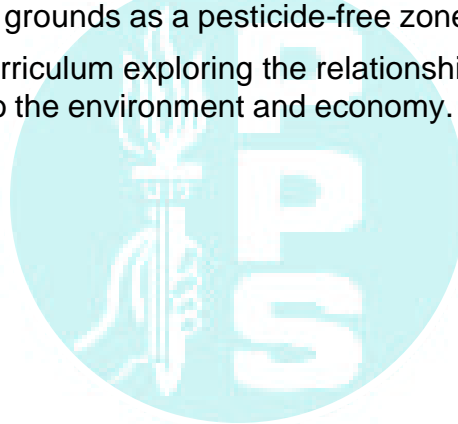
- (1) To contribute to a clean environment and thriving economy for present and future generations, the district will establish business procedures that give a premium to environmentally sustainable practices. The district will attain this goal by:
 - (a) Minimizing its impact on the use of finite natural resources and the environment as a whole;
 - (b) Promoting an understanding of the importance of environmentally appropriate practices; and
 - (c) Using best practices in the purchase, use and disposal of materials.
- (2) District staff will 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. Pesticides classified as Group A (known) or Group B (likely) carcinogens are prohibited. Any pesticide used by the 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 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, so that 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 district policy to apply herbicides for aesthetic purposes but to prevent damage to grounds and buildings. 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.
- (j) Promote curriculum exploring the relationship of sustainable principles to the environment and economy.

Legal References:

History: Adpt 5/21/01, BA 1874





PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: April 1, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Name: 4.20.042-P Diploma Requirements

BACKGROUND

The 2021 Oregon legislature enacted a number of changes to graduation requirements, including adding a ½ credit civics requirement (effective for the class graduating in 2026), removing “english” from the definition of language arts, and redefining world language to allow credit to be awarded for language courses that teach a language other than the student’s primary language. After the policy came to the Board on January 25, 2022, Board members asked that the essential skills section be amended to more clearly describe the process for students and to clarify the world language changes. Staff provided suggested revisions to the Policy Committee on March 30, 2022. The Policy Committee recommended that the revisions move to the Board for a new first reading.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices. It is also a best practice to write policies that are readily understandable.

ANALYSIS OF SITUATION

The amendments to the policy should be adopted in order to align with state law and to be more accurate and comprehensible for our community. PPS staff consulted with ODE on certain changes, as well.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

Because these changes were driven by legislative directives, there was limited stakeholder engagement. A variety of internal stakeholders were consulted to correctly interpret and develop procedures to align with state law.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff has already communicated to school administrators of the changes to diploma requirements and has already identified current students who are impacted by the world changes. They are also developing guidance to be shared with staff and students.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revisions as recommended by the Policy Committee.



BOARD POLICY

Diploma Requirements

4.20.042-P

Draft 3/228/22

~~Policy 4.20.042-P Diploma Requirements~~

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

I. High School Diploma Requirements

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

Subject	Credits
English Language Arts	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	3
Electives	4
Total Credits	24



BOARD POLICY

Diploma Requirements

4.20.042-P

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

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

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

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

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

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

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

E. Essential Skills:



BOARD POLICY

Diploma Requirements

4.20.042-P

Essential skills credit will be awarded in accordance with State law¹ and District guidelines.

1. ~~The District will allow~~ English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's ~~language of origin~~ primary language.
2. The District will ~~develop procedures to provide and administer~~ Essential Skills ~~assessments~~ ~~sample options~~ in the ELL student's ~~primary language~~ ~~language of origin~~, and ~~will develop procedures to ensure that locally scored assessment options is administered in an ELL student's language of origin they will be~~ are scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

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

¹ The State of Oregon has suspended the Essential Skills requirement for the classes graduating in 2022, 2023, and 2024.



BOARD POLICY
Diploma Requirements

4.20.042-P

Subject	Credits
English Language Arts	3
Mathematics	2
Science	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	24

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



BOARD POLICY

Diploma Requirements

4.20.042-P

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

III. Extended Diploma Requirements

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



BOARD POLICY
Diploma Requirements

4.20.042-P

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

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

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

IV. Alternative Certificate Requirements

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



BOARD POLICY

4.20.042-P

Diploma Requirements

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

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

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

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

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

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



BOARD POLICY

4.20.042-P

Diploma Requirements

student is deemed ineligible due to discipline violations.

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

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

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

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



Diploma Requirements

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

I. High School Diploma Requirements

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

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

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

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

- C. Proficiency credit: Proficiency credit will be awarded in accordance with



Diploma Requirements

State law and district guidelines.

- D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:
1. A foster child;
 2. Homeless;
 3. A runaway;
 4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
 5. A child of a migrant worker; or
 6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

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

- E. Essential Skills:
1. The District will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.
 2. The District will develop procedures to provide Essential Skills sample options in the ELL student's language of origin and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.
 3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

- A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.



Diploma Requirements

- B. To be eligible for a modified diploma a student must:
 - 1. Have a documented history of an inability to maintain grade level achievements due to significant learning and instruction barriers; or
 - 2. Have a documented history of a medical condition that creates a barrier to achievement.
 - 3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

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

- 4. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application,
 - e. Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.
- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Proficiency credit may be awarded in accordance with State law and district guidelines.
- E. Students may earn units of credit through regular education with or without



Diploma Requirements

accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.

B. To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
2. Have a serious illness or injury that occurs after grade eight, that changes the student’s ability to participate in grade level activities and that results in the student participating in alternate assessments.
3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
4. Have a documented medical condition that creates a barrier to achievement.
5. Earn the following 12 credits between grade nine through the completion of high school:

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

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

IV. Alternative Certificate Requirements



Diploma Requirements

- A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
- B. An alternative certificate will be awarded based on a student's needs and achievement.
- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student information about the availability and requirements of an alternative certificate.

V. Additional Information

- A. Exceptions to PPS-specific Graduation Requirements
 - 1. The Superintendent shall grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the schools year.
- B. Graduating in Less Than Four Years: The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.
- C. A student may satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian, or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will



Diploma Requirements

be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

- E. Issuance of Diplomas to Veterans: As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:
 - 1. The person was discharged or released under honorable conditions, and
 - 2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.
 - 3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and
 - 4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States and
 - 5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)
History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 2/20



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: March 31, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Recommended for policy rescissions

The Board Policy Committee met on March 9, 2022 and March 30, 2022, to continue its review of policies to determine which needed updates and which should be rescinded. A number of policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **5.60.020-P Term of Administrative Contracts**

This policy was adopted in 1971 and amended in 1995. The material is covered in Oregon Revised Statutes and does not constitute a policy.

b. **5.60.070-P Administrative Salaries**

This policy was adopted in 1971 and last amended in 1979. The information is already in place in the District's salary schedules.

c. **8.50.100-P Public Contracting and Purchasing Rules**

This policy was adopted in 1997 and amended in 2002. The policy is redundant of 8.50.090-P Public Contracting Rules, Payment of Claims, and Personal Liability, which was amended in 2010.

d. **5.50.070-P Expense Reimbursement**

This policy was last updated in 1980. This is not needed as a policy as this practice is outlined elsewhere.

e. **6.30.020-P Special Education Students and CIM Assessment Results**

This policy was last updated in 2002 and followed a practice no longer supported by the State Department of Education.

f. **8.80.010-P High Performance Facility Design**

This policy was last updated in 2002 and is now superseded by our recently adopted Climate Policy.

g. **3.30.080-P Resource Conservation**

This policy was last updated in 2002 and is now superseded by our recently adopted Climate Policy.

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



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

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

6.30.020-P Special Education Students and CIM Assessment Results

I. General

- (1) The award of a Certificate of Initial Mastery (CIM) is governed by Oregon law (ORS chapters 329 et seq). Under Oregon law, the Oregon State Board of Education (State Board) is directed to prescribe the standards and requirements that a student must meet to obtain a CIM. The State Board has developed tenth grade performance standards that students must demonstrate to obtain a CIM. In addition, the State Board has developed other performance standards at grades 3, 5 and 8 that must be met in order to meet the benchmarks at those grades. A CIM assessment system is used to determine whether a student has met those standards. The State Board has defined the CIM assessment system to include: (1) multiple choice tests, (2) on-demand performance tests, and (3) a collection of work samples. Students are provided multiple opportunities to earn a CIM up to the time of graduation from high school.
- (2) The Portland School District is obligated to comply with the State Board's mandates relating to the CIM standards and assessment procedures. The State Board has delegated discretionary authority to the district only with respect to the manner in which the district uses the CIM assessment results and the CIM itself.
- (3) In this policy the term "students with disabilities" refers to students who are eligible for services under the Individuals with Disabilities Education Act (IDEA) or under Section 504 of the Rehabilitation Act of 1973.

II. Use of the CIM and Benchmarks Leading to a CIM, and CIM Assessment Results

- (1) No student with a disability, who otherwise satisfies criteria for receipt of educational benefits, should be denied an opportunity to receive any such benefits because of the student's disability. From the date this policy is adopted by the district's Board of Education until the State Board provides the district with legal mandates relating to the CIM assessment procedures, it is the policy of the district, with respect to students with disabilities, not to use the results or the absence thereof of those students' multiple choice and on-demand performance tests of the CIM assessment system as the determinant of whether or not the student:
 - (a) Shall repeat a year of school (see 4.20.010-P Student Promotion/Non Promotion);
 - (b) Shall attend summer school;
 - (c) May participate in an accelerated academic class or any other class (see 6.10.060-P Testing Programs);

6.30.020-P Special Education Students and CIM Assessment Results

- (d) May participate in an honors program (see 6.10.060-P Testing Programs); or
- (e) Shall receive a regular or modified diploma (see 4.20.040-P Graduation).

III. Disclosure of CIM Assessment Results

- (1) Some parents of students with disabilities may prefer that their children's CIM assessment results not be reported to them. To accommodate this, the district will report CIM assessment results to parents in sealed envelopes addressed to parents and plainly identified as containing individual student CIM assessment results. Parents who prefer to discard the envelopes unopened may do so.

Legal References: ORS Chapter 329 et seq.; Individuals with Disabilities Act; Rehabilitation Act of 1973, Section 504

History: Adpt. 8/23/99; Renamed 7/15/02



8.80.010-P High Performance Facility Design

The Board seeks to emphasize the need for continuing investment in the district's facility infrastructure to support future generations of Portland students. Future planning should focus on an investment in high performance school design to support academic achievement. The Board recognizes that continued high quality maintenance and reinvestment will be needed to ensure that the district's capital investment in its infrastructure is not diminished.

The district has preserved a huge investment in its buildings for decades for each taxpayer and to the benefit of all Portland. These efforts should continue with selective replacement or renovation of buildings that have reached the end of their life cycle, or whose utility for twenty-first-century educational programs is declining.

"High Performance Schools" are schools that have the following characteristics:

- (1) Provide a healthy and productive environment
 - (a) High levels of acoustic, thermal, and visual comfort
 - (b) Superior indoor environmental quality (air and natural daylight)
- (2) Cost-effective to operate
 - (a) Optimized energy performance and life-cycle cost approach
 - (b) Building commissioning
- (3) Conforms to sustainable design and operation
 - (a) Efficient use of resources (energy, water, materials)
 - (b) Environmentally responsive site activities

It is the policy of the Portland Public School Board that:

- (1) The district shall plan for and seek additional sources of funds to support the future need for ongoing preservation, high quality maintenance, renovation, or replacement of its exiting investment in its capital stock.
- (2) The district shall place a priority on the replacement of or renovation of schools to extend their life cycle and provide for the needs of a "high performance school" design when planning for the use of capital funds.

Legal References: ORS Chapter 280; ORS 328.205; ORS 328.295; ORS 332.155

History: Adpt. 6/71; Amd. 5/11/81; Amd. 11/83; Amd. 9/95; Amd 8/12/02, BA 2388

5.50.070-P Reimbursement Of Expenses

Any member of the professional staff shall be reimbursed for expenses, as established by Administrative Regulation, incurred while engaged in official district business outside the school district, when such activities have been duly authorized and payment of expenses has been approved by the office of the superintendent or designee.

Legal Reference: ORS 332.107

History: Adpt. 6/71; Amd. 11/25/80



RESOLUTION No. 6476

Resolution to Adopt Revised Student Conduct and Discipline Policy 4.30.010-P

RECITALS

- A. On July 16, 2019, the Board presented the first reading of the revised Student Conduct and Discipline Policy 4.30.010-P .
- B. Pursuant to District policy, the public comment was open for at least 21 days. Public comment was received during the comment period.

RESOLUTION

The Board hereby adopts the revised Student Conduct and Discipline Policy 4.30.010-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



Student Conduct and Discipline Policy

Introduction

- A. 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.

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.

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.

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.

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.

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

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- 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:

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

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- 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

4.30.010-P

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

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Student Conduct and Discipline

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

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

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

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

- ~~—The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.~~
- A.
- ~~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.
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- 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.
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Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, ORAR 581-021-0050 to -0075.

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

For Staff Report: Policy Review

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

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BOARD POLICY
**Student Conduct and
Discipline**

4.30.010-P

I. Introduction

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

II. Student Conduct Principles

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

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

III. Discipline Principles

- A. Discipline should be equitable, timely, fair, developmentally appropriate, and match the severity of the student's misbehavior.
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- 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