

Policy Committee Meeting  
Wednesday, April 20, 2022 4:00 PM

BESC - Windows Cafeteria / Conference Room  
(Floor 2)  
501 N. Dixon St.  
Portland, OR 97227

## **Agenda**

- I. Introductions - 2 minutes
- II. Rescission Recommendations - 5 minutes
  - Rose Festival Programs 4.40.040-P
  - Appointment of Teachers 5.20.030-P
  - Summer Schools 6.60.010-P
- III. Policies in Public Comment Period - 5 minutes
  - 3.30.082-P Integrated Pest Management Policy
  - 4.20.042-P Diploma Requirement Policy
  - 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
- IV. Legislative or Regulatory Policy Revisions - 10 minutes Discussion / Possible Action Item
  - Weapons, Explosives & Fire Bombs 3.40.014-P
- V. Updates - 5 minutes
  - Climate Crisis Committee Application and Charter - *Discussion / Possible Action Item*
- VI. Policies or Other Issues - 50 minutes
  - District Student Council (DSC) By-laws - *Discussion/Possible Action Item*
  - Parent Groups and the Schools Fundraising 7.10.020-P
  - Administering Non-injectable Medicines to Students 4.50.026-P - *Discussion/Possible Action Item*
  - Citizen Involvement Process 7.10.010-P - *Discussion/Possible Action Item*
- VII. Religious and Cultural Observances Policy Revisions - 10 minutes - *Discussion*
- VIII. Public Comment - 10 minutes 5 *Two-Minute slots*
- IX. *\*To sign-up for public comment email PublicComment@pps.net or call 503-916-3741*
- X. Other Business - 2 minutes
- XI. Adjourn

## 4.40.040-P Rose Festival Programs

For many district schools have cooperated with the Rose Festival Association in sponsoring and conducting ambassador selection contests at the secondary level, a Rose Festival Kids Program for students grades K-8 and various community service orientated projects. The Board recognizes the importance of Rose Festival Association activities to the cultural life of the community; the wide interest which many students and parents have in these programs and activities; and the special opportunities and scholarships which are provided to students who are selected as school ambassadors. Therefore, as a matter of policy, district schools shall cooperate in conducting the Rose Festival selection for ambassadors in accordance with Administrative Regulations and procedures, which are established for such programs by the office of the superintendent.

Legal Reference: ORS 332.107

History: Adpt 6/71; Amd 9/9/02; BA 2420

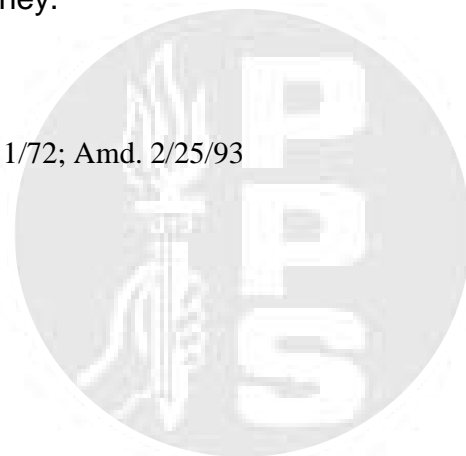


## 5.20.030-P Appointment Of Teachers

- (1) Election of teachers shall be by the Board of education upon the recommendation of the superintendent of schools from those candidates who have complied with all application requirements.
- (2) The superintendent shall submit a list of candidates to the Board before the date of the meeting at which the election is to take place. At the meeting, the Board will take official action to elect the teachers.
- (3) When the need arises to recruit teachers or other professional staff because of their particular skills or attributes and it is necessary to induce an applicant to forego other employment opportunities, the superintendent or a designee is authorized to give employment assurance to the applicant effective on a date certain. The assurance shall be subject to acceptable verification of the facts in the application, references, record checks, and teacher licensure requirements. The assurance shall be in form approved by the Staff Attorney.

Legal Reference: ORS 332.505

History: Adpt. 6/71; Amd. 12/11/72; Amd. 2/25/93



## 6.60.010-P Summer Schools

- (1) When deemed advisable, the superintendent may establish summer schools in one or more of the school buildings of the district for the benefit of students.
- (2) The schedule of fees shall require approval of the Board, and the superintendent shall be responsible for the length of sessions, curriculum, and selection of principals, teachers and other employees.

Legal References: ORS 329.485; ORS 332.107; OAR 581-022-1110 (5)

History: Adpt 6/71; Amd 9/9/02; BA 2421



# Portland Public School District 1<sup>st</sup> Reading

DATE OF FIRST READING: APRIL 05, 2022

## PUBLIC COMMENT FOR

**Policy 3.30.082-P:**

**Integrated Pest Management Policy**

**(Formally: Environmentally Sustainable Business Practices Policy)**

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

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

**Last Date for Comment: April 26, 2022**

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**Summary:**                    **Integrated Pest Management Policy (Formally:  
Environmentally Sustainable Business Practices Policy)**

**1<sup>st</sup> Reading by:**        **Director Julia Brim-Edwards**  
Portland Public School Board, Policy Committee Chair

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

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

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

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## **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

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### **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.

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### **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



## Board Policy

**3.30.082-P**

### Integrated Pest Management

- (1) Children are particularly vulnerable to problems associated with pests (including asthma and allergic reactions) and the management of pests 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.
- (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.
- (3) District staff will operate:
  - (a) an integrated pest management program that includes the following practices:
    - (A) Reduce and eliminate where feasible, the use of chemical pesticides, including restricting use of chemical pesticides to low-impact pesticides (not classified as human carcinogens by the EPA) and do not contain the signal word “warning” or “danger” on the label. 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;
    - (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;



## Board Policy

**3.30.082-P**

## Integrated Pest Management

- (D) Report annually on practices;
- (E) Apply herbicides 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, 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](#)).

Legal References: ORS 634.700 – 634.750.

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

## 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

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# Portland Public School District 1<sup>st</sup> Reading

**DATE OF FIRST READING: APRIL 05, 2022**

## **PUBLIC COMMENT FOR Policy 4.20.042-P: Diploma Requirements Policy**

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

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

### **Last Date for Comment: April 26, 2022**

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**Summary:**                    **Diploma Requirements Policy 4.20.042-P**

**1<sup>st</sup> Reading by:**        **Director Julia Brim-Edwards**  
Portland Public School Board, Policy Committee Chair

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

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

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

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## **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

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### **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.

|   |   |                          |
|---|---|--------------------------|
|  | <p><b>BOARD POLICY</b></p> <p><b>Diploma Requirements</b></p> | <p><b>4.20.042-P</b></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.

| <b>Subject</b>  | <b>Credits</b> |
|---|----------------|
| 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              |
| <b>Total Credits</b>  | <b>24</b>      |

|   |  |                          |
|---|--|--------------------------|
|  | <p>BOARD POLICY</p> <p><b>Diploma Requirements</b></p> | <p><b>4.20.042-P</b></p> |
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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:**

|   |   |                          |
|---|---|--------------------------|
|  | <p><b>BOARD POLICY</b></p> <p><b>Diploma Requirements</b></p> | <p><b>4.20.042-P</b></p> |
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Essential skills credit will be awarded in accordance with State law<sup>1</sup> 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:

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

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

| <b>Subject</b>  | <b>Credits</b> |
|---|----------------|
| 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             |
| <b>Credits</b>  | <b>24</b>      |


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.

|   |  |                   |
|---|--|-------------------|
|  | <b>BOARD POLICY</b><br><b>Diploma Requirements</b> | <b>4.20.042-P</b> |
|---|--|-------------------|

- 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.

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

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

| <b>Subject</b>  | <b>Credits</b> |
|---|----------------|
| 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              |
| <b>Credits</b>  | <b>12</b>      |

- 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.

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

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

## V. Additional Information

### A. Exceptions to PPS-specific Graduation Requirements

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

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

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

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

|   |  |                   |
|---|--|-------------------|
|  | <b>BOARD POLICY</b><br><b>Diploma Requirements</b> | <b>4.20.042-P</b> |
|---|--|-------------------|

student is deemed ineligible due to discipline violations.

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

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

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

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



## Board Policy

**4.20.042-P**

## Diploma Requirements

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

### I. High School Diploma Requirements

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

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

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



## Board Policy

**4.20.042-P**

## 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.



# Board Policy

**4.20.042-P**

## 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



# Board Policy

**4.20.042-P**

## 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         |
| <b>Total Credits</b>  | <b>12</b> |

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

### IV. Alternative Certificate Requirements



## Board Policy

**4.20.042-P**

### 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



## Board Policy

**4.20.042-P**

## 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 School District 1<sup>st</sup> Reading

DATE OF FIRST READING: APRIL 05, 2022

## PUBLIC COMMENT FOR

### 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

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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.

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**Last Date for Comment: April 26, 2022**

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**Summary:**

**Rescission of the following policies:**

- 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

**1<sup>st</sup> Reading by:**

**Director Julia Brim-Edwards**

Portland Public School Board, Policy Committee Chair

**Recommended for a 1st Reading by:**

Portland Public Schools Board of Education  
Policy Committee

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

**Contact:** Rosanne Powell, Senior Board Manager

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

**Telephone:** 503-916-3741

**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

| <b>Included in Packet</b>                          | <b>Page</b> |
|--|-------------|
| Staff Report                                       | 03          |
| 3.30.080-P Resource Conservation                   | 05          |
| 5.50.070-P Reimbursement of Expenses               | 06          |
| 5.60.020-P Term of Administrative Contracts        | 07          |
| 6.30.020-P Special Education Students and CIM      | 08          |
| 8.50.100-P Public Contracting and Purchasing Rules | 10          |
| 8.80.010-P High Performance Facility Design        | 11          |



# 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

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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.

## 3.30.080-P Resource Conservation

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

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

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

## 5.50.070-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



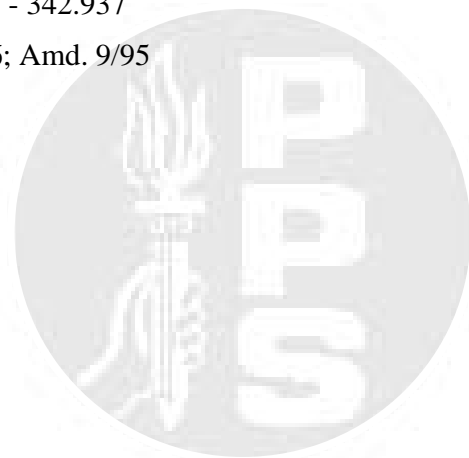
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## 5.60.020-P Term Of Administrative Contracts

- (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



## 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



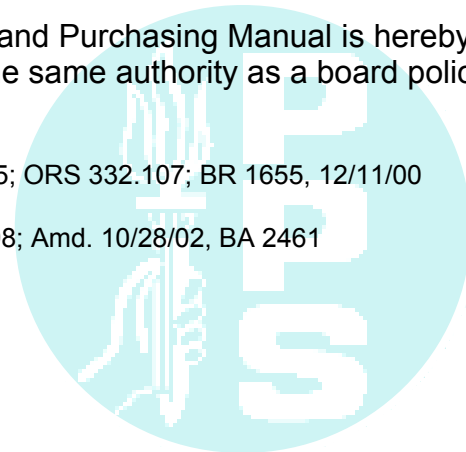
## 8.50.100-P Public Contracting and Purchasing Rules

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



## 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

~~April March 184, 2022 draft~~

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

~~¶¶  
¶¶  
¶¶~~

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

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

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

### **Weapons Prohibited**

No person on PPS school grounds or in buildings may possess any weapon, including a firearm, unless:

1. Firearms are under the control of law enforcement personnel.
2. The Superintendent has provided written authorization for persons, whose district-related work requires it and while they are on-duty and in uniform, to possess firearms when otherwise in compliance with law and District policy..

A weapon is any instrument, article, or substance which is designed to be or readily capable of causing death or serious physical injury.

Persons with concealed carry firearm licenses are not allowed to bring firearms on PPS school grounds or in PPS buildings.

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

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

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

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**Legal Reference(s): ORS 161.015, 166.210, 339.315, 166.370, 339.315 Senate Bill 554**

OSBA: KGBB

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

# **Portland Public Schools Climate Crisis Response Committee Charter**

**Draft: April 18, 2022**

## **Mission**

The mission of the Climate Crisis Response Committee (the Committee) is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Portland Public Schools's (the District) Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy) and the goals in it. The Committee informs and advises the Board of Education (Board), but does not have decision-making authority.

## **Committee Charge**

The duties of the Committee are as follows:

1. To receive regular reports and data from District staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities;
2. To determine whether such status and implementation are consistent with the identified goals of the Policy; and
3. To share written findings with the Board on at least an annual basis; the Committee may make recommendations to the Board as part of their work.

The Superintendent has responsibility for performance of staff engaged in the implementation of the Policy.

## **Committee Membership**

The Committee is composed of no more than nine members that is made up of a majority of members who identify as people of color and two members who are current PPS students.

From an applicant pool, members are selected and appointed by the Board. Members will initially be appointed to staggered terms of one and two years with all subsequent

terms being two years. Each member may serve up to four years total on the Committee. Student members will be appointed to a one-year term.

A Committee chairperson will be appointed annually by the Board and will not hold that position for more than three years. The chairperson will serve as the sole point of contact between the Committee and District staff between meetings.

Appointed Committee members should have significant experience, expertise, understanding and/or knowledge in one or more of the following areas:

1. Climate/Environmental [needs discussion] justice: the disproportionate impacts climate change has on frontline communities and the interrelationship between racial equity, social justice, and climate change;
2. Climate change: major causes, impacts, and proven mitigation and adaptation techniques applicable to a school district;
3. Climate literacy: K-12 education and curriculum related to climate change, climate justice, natural resources, conservation, and sustainability;
4. Greenhouse gas emissions (GHG): proven strategies to reduce emissions throughout District operations, such as energy efficiency, renewable energy, electrification, etc;
5. Environmental Sustainability/Green schoolyards: Understands the interconnecting relationships between environmental, educational, and social-emotional learning and the benefits of greenspaces in gardens, trees, stormwater facilities, and other outdoor learning spaces, and their impact on the urban landscape;
6. Construction: building design, application of renewable energy to architecture, and engineering; and/or
7. Public contracting: procurement, budgets, and schedules.

The Board recognizes that community members bring specialized knowledge and expertise to the Committee. All Committee members shall employ discretion, avoid conflicts of interest and the appearance of conflicts of interest, and exercise care in performing their duties and making recommendations from which they may personally benefit.

The Committee members shall receive no direct or indirect compensation from the District for their services as members of the Committee.

The Committee members may not have an active or pending contract with the District, including being an employee, director or owner of an entity with an active or pending contract with the District, nor enter into a contract during their term on the Committee.

The Committee may not include any employee or official of the District, or any vendor, contractor or consultant of the District.

### **Committee Operations**

The Committee operates in an advisory capacity to the Board. The Committee is not responsible for program or project outcomes and does not direct staff, including any contracted staff, consultants, contractors or auditors. The charge to the Committee does not include:

1. Approval of contracts;
2. Appropriation of funding or budget;
3. Approval of District plans, implementation, and projects; and
4. Selection of contractors, consultants, and other professional service firms

### **Committee Meetings**

1. After initial organizing meetings, the Committee will convene quarterly.
2. Committee meetings are advisory and not related to formal decision-making by the Board. Committee meetings shall include opportunity for public comment.
3. The District will provide necessary technical and administrative assistance as follows:
  - a. A meeting room, including any necessary audio/visual equipment;
  - b. Provision of reports covering the status of goals and progress of the Policy directives and disaggregated data so that impacts on students and frontline communities can be assessed;

- c. Preparation of Committee meeting minutes and posting for public viewing and use on the PPS web site; and
- d. District staff will attend Committee meetings in order to report on the status of the Policy implementation and to respond to questions. District contractors and/or consultants may attend Committee meetings at the discretion of District staff.



**PORTLAND PUBLIC SCHOOLS  
CLIMATE CRISIS RESPONSE COMMITTEE (CCRC)**

**Application for a one- or two-year term, beginning June 1, 2022.**

The Climate Crisis Response Committee (CCRC) brings the thought partnership, technical expertise and knowledge, and lived experiences of community, families, and students to evaluate the district implementation of sustainable practices, annual progress towards the Goals and carbon-reduction targets stated in the PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy 3.30.079-P, curricular frameworks about the climate crisis, and use of sustainable resources that help our students and community live and learn in a healthy environment.

The mission of the Climate Crisis Response Committee (the Committee) is to monitor effective implementation and to track progress of the Portland Public Schools’s (the District) Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy). The Committee informs and advises the Board of Education (Board), but does not have decision-making authority.

The CCRC is composed of no more than nine volunteer members appointed by the Board to initial staggered terms of one and two years with all subsequent terms being two years. Student members will serve one-year terms. The composition of the Committee shall be made up of a majority of members who identify as people of color and two members who are current PPS students. The Board shall approve the Committee membership, and a Chairperson of the Committee will be appointed by the Board and will not hold that position for more than three years. The Chairperson will serve as the sole point of contact between the Committee and District staff between Committee meetings.

After the Committee’s initial organizational meetings occur, the Committee will convene quarterly, assess district actions and data relating to the goals outlined in the district’s Climate Policy and will report to the Board on an annual basis on the implementation and progress on the goals outlined in the Policy. The Committee report will be provided to the Board in written format and align to the structure and goals of the Policy. Please visit the CCRC website for additional information and a Committee Overview: (insert hyperlink). For more information, please contact [\_\_\_\_\_].

|                 |  |            |  |
|-----------------|--|------------|--|
| Applicant Name: |  | Date:      |  |
| Home Address:   |  |            |  |
| E-Mail Address: |  |            |  |
| Primary Phone:  |  | Alt Phone: |  |
| Race/Ethnicity  |  |            |  |

| email: \_\_\_\_\_.

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is racial equity and social justice.

### Optional Personal Information

|                    |  |   |  |
|--------------------|--|---|--|
| Identified Gender: |  | Primary language spoken and understood: |  |
| School Community:  |  | If PPS student, grade Level:            |  |

### School Experience

Use this section to indicate your historic and current relationship with PPS Schools.

- Parent/Guardian
- Other family member
- Alumni
- Student
- Community Member
- Other \_\_\_\_\_

### Climate/Sustainability Background or Experience:

Use this section to indicate your experience, understanding and/or knowledge in the following areas:

- [Climate/Environmental \[Needs Discussion\] justice](#): the disproportionate impacts climate change has on frontline communities and the interrelationship between racial equity, social justice, and climate change;
- [Climate change](#): major causes, impacts, and proven mitigation and adaptation techniques applicable to a school district;
- [Climate literacy](#): K-12 education and curriculum related to climate change, climate justice, natural resources, conservation, and sustainability;
- [Greenhouse gas emissions \(GHG\)](#): proven strategies to reduce emissions throughout District operations, such as energy efficiency, renewable energy, electrification, etc;
- [Environmental Sustainability/Triple Bottom Line- Green schoolyards](#): Understands the interconnecting relationships between environmental, educational, and social-emotional

learning and the benefits of greenspaces in gardens, trees, stormwater facilities, and other outdoor learning spaces, and their impact on the urban landscape;

- Construction: green building design, application of renewable energy to architecture, and engineering; and/or an understanding of LEED building standards
- Public contracting: equity in procurement, budgets, and schedules.

**Describe other relevant experience and any technical expertise on climate related or climate justice issues:**

**This process is grounded in our core values--ethical principles established in the development of our community-informed vision for the future of PPS. Describe your alignment with these core values:**

**Portland Public Schools is committed to academic excellence and personal success for all students.  
Central to this commitment is racial equity and social justice.**



# District Student Council

## DSC Bylaws

### 1. Current Counselor Positions:

- a. Alliance, Benson, Cleveland, Franklin, Grant, Wells, Jefferson, Lincoln, McDaniel, Metropolitan Learning Center, Roosevelt and other schools managed by PPS as may be allowed by PPS policy.

### 2. Attendance

- a. Regularly scheduled meetings are weekly. DSC councilors are expected to attend at least the number of meetings required by the Board in order to receive an elective credit. If a councilor cannot make a specific meeting, they are expected to communicate the reason for the absence to the Leadership Team and/or staff liaison prior to the meeting. A failure to communicate about missing a meeting will count as an absence from the meeting, and three communicated absences will result in one absence against receiving councilor elective credit.

### 3. Leadership positions

- a. Student Representative to the Board of Education (SR):
  - i. Their roles responsibilities shall be to:
    1. Attend Board of Education (BOE or Board) meetings and to represent the diverse voices of the district student body at such meetings.
    2. Cast their symbolic vote on the BOE in accordance with the best interest of students.
    3. Set the DSC meeting agendas in conjunction with the rest of the Leadership Team.
    4. Chair DSC meetings.
    5. Notify the DSC how they plan to vote on noticed Board matters.

6. Be sufficiently familiar with District Leadership and assist DSC members in getting into contact with District Leadership.
- ii. Their roles and responsibilities shall not include:
  1. Making unilateral decisions on behalf of the DSC.
- b. Deputy Student Representative:
  - i. Their roles and responsibilities shall be to:
    1. Chair meetings in the absence of the SR.
    2. Serve any role at Board meetings as permitted by Board policy.
    3. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
    4. Serve as an advisor to the Student Representative.
    5. Assume the responsibilities of Student Representative in their absence.
- c. DSC Manager:
  - i. Their roles and responsibilities shall be to:
    1. Take notes at the DSC meeting.
    2. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
    3. Manage the shared DSC Google Drive, which shall contain all DSC materials.
    4. Distribute necessary meeting materials to the DSC, preferably digitally.
- d. Communications Director:
  - i. Their roles and responsibilities shall be to:
    1. Manage the DSC's social media accounts.
    2. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
- e. Other roles:
  - i. *Additional roles can be proposed by the Leadership Team and must be voted on by the DSC.*
- f. Councilors cannot hold multiple roles on the Leadership Team.
- g. All Leadership Team members are expected to attend as many leadership meetings as possible; if they are unable to attend a

meeting, they make best efforts to inform their Leadership Team colleagues at least 24 hours in advance.

#### 4. Commitments

- a. DSC councilors are expected to:
  - i. Maintain regular communication with their respective schools' ASB or equivalent governing body.
  - ii. Attend at the annual PPS Student Summit.
  - iii. Attend and/or watch at least one Board meeting a year.
  - iv. Ensure their school elects or appoints a councilor for the succeeding year.

#### 5. Meeting rules

- a. Regularly scheduled meetings may be recorded. If meetings are recorded, it will be the entire meeting and the Leadership Team shall ensure that all publicly available recordings and documents are provided to each District High School's student newspaper in a timely fashion, when requested.
- b. During official meetings, the DSC should make efforts to follow, to a degree deemed appropriate by meeting context setting, Robert's Rules of Order.
- c. If a DSC councilor wants to add items to the agenda, councilors shall submit this request to the Leadership Team. A majority of the Leadership Team is required to approve this request.
  - i. If the Leadership Team denies that request, they should give sufficient explanation for the denial. If the DSC councilor wishes to pursue the issue further, they shall confirm interest with a minimum of forty percent of all DSC councilors. With confirmed interest, the Leadership Team is required to include the item on the agenda.

#### 6. Quorum

- a. A quorum for regularly scheduled meetings shall be 51% of the Council as a whole.

#### 7. Qualifications of Student Representative.

- a. To qualify to run for the position of SR, councilors must have one year experience on the DSC.

## 8. Position election process

- a. The Leadership Team will schedule a vote during one of its regularly scheduled meetings. DSC councilors must state their intent to run for positions at least one week prior to this meeting by informing the SR and Staff Liaisons.
- b. At a specified meeting, candidates will have an opportunity to share why they are interested in the position.
- c. There shall not be any formal campaigning outside of prepared remarks.
  - i. No one seeking an elected leadership position shall make offers to exchange policy or other DSC positions or other things of value in exchange for support in the election.
- d. All voting will be done anonymously, and any student not present for the meeting will have one week to submit their vote. If a councilor is voting after the meeting, they shall watch the recording of the candidate's prepared remarks before voting. Any votes occurring after the meeting shall be submitted to the Staff Liaison.

## 9. Staff liaison

- a. The staff liaison supports the DSC in the pursuit of greater student voice.
  - i. The staff liaison shall not act or make decisions on behalf of the DSC.
  - ii. The staff liaison will have no voting power on the DSC and shall respect the governance and Board-delegated authority of the SR and the DSC.

## 10. Voting

- a. There are 3 types of voting at the DSC:
  - i. Voting for positions: There is no quorum needed to vote. Councilors may vote within 7 days after the meeting has occurred, but only after listening to the candidate's proposed remarks. All DSC councilors are expected to vote on this matter. For the positions of Student Representative, and DSC Manager, all votes shall be cast by anonymous ballots.

- ii. Voting on Board matter: The quorum for voting on a matter before the Board is 51%. DSC councilors may submit their vote before the meeting, if they are unable to attend the meeting. These are public votes.
  - iii. Resolution: A quorum of 51% of DSC councilors is needed to initiate a vote. DSC councilors may cast their vote before or after the meeting if they are unable to attend. All votes must be cast prior to the start of the next regularly scheduled DSC meeting or at least week, whichever is longer. These votes are public. Votes cast after the meeting shall be submitted to the Staff Liaison.
- b. All councilors present at the meeting must cast their vote during the meeting or abstain from the vote.
  - c. Once a vote is cast and counted, councilors may not change their vote.
  - d. To pass anything (resolutions, positions, board matters, and all other matters) the motion must be approved by a majority of voting-eligible DSC councilors.
  - e. In the event of a tie, the Student Representative's vote will be cast as a tiebreaker.

11. DSC sessions and councilor terms

- a. Regular sessions of the DSC shall last from most high school students' first day of school through the final day of the district's fiscal year (June 30). The DSC may also meet for a summer session between the first day of the fiscal year (July 1) and most high schoolers' first day of school.
  - i. Unless otherwise specified by their school's ASB or equivalent governing body (or school administration if such body is not present), councilors shall serve a term of one summer session and one regular session.
    - 1. Newly elected or appointed councilors shall take office upon the end of their predecessor's term.
      - a. If a councilor joins the DSC mid-session, their term shall continue until the next ASB election cycle.

2. Councilors from schools that have not yet held elections or appointments for the next fiscal year will be allowed to remain on the DSC through the final DSC meeting in September.
    3. Councilors may serve multiple terms, so long as they are re-elected or re-appointed effective upon the end of their term.
  - b. The DSC shall elect a DSC Manager and Communications Director to serve for the duration of the regular session. Elections shall take place at the second DSC meeting in October for Leadership Team.
    - i. In the event that most schools lack representation on the DSC by the second meeting in October or the DSC feels there isn't an adequate representation of the PPS student body on the DSC, this vote can be delayed until the second meeting in November.

#### 12. Amending bylaws

- a. Bylaws are to be approved each school year by the current DSC by the last week of September, unless DSC decides to extend the deadline.
- b. Amendments shall be proposed by DSC councilors and hence voted upon. Amendments shall be passed via a resolution.
- c. Bylaw amendments shall not be approved in an ad hoc meeting.
- d. All bylaws amendments must be approved by the Board.

#### 13. Further Agreements

- a. Nothing in these bylaws shall be construed to conflict with legally given rights, responsibilities, duties, or privileges reserved by PPS, or state and federal law.

#### 14. Petition the Board to remove the Student Representative

- a. Process:
  - i. In order for the DSC to petition the Board to remove the Student Representative for cause, two-thirds of the DSC must vote to remove the Student Representative.
  - ii. The DSC shall vote on a resolution to petition the Board to remove the Student Representative for cause in a regularly scheduled meeting.





To: PPS Board Policy Committee  
From: Student Success and Health Department  
Date: March 30, 2022  
RE: Naloxone in schools

The recent tragic, accidental overdose deaths of two Portland students has created additional urgency within the District to find ways to address the concern of opioid overdoses. While these deaths did not occur on a PPS campus, a small workgroup has begun to take the necessary steps to explore having Naloxone available on every PPS high school and middle school campus as a potentially life-saving medical intervention.

This last fall the [Oregon Health Authority](#) reported that there had been a 70% rise in overdose deaths from the previous year and OHA estimates that 40% of those were fentanyl related. Unfortunately this trend mirrors what is happening in most of the country and what has been exacerbated by the pandemic.

Naloxone is a medication that can be used to reverse an opioid overdose (this includes heroin, morphine, fentanyl, or prescription opioids). It helps the person resume normal breathing and assists in bringing the person back into consciousness.

**Naloxone** is considered safe and there are no significant adverse reactions known at this time. The biggest risk from a dose of Naloxone is that the person is actually having some other medical reaction other than an opioid overdose (i.e. Naloxone does not work on overdoses from other substances such as alcohol, amphetamines and cocaine) and the Naloxone will have no effect in these instances ([NIHA site](#)).

Ensuring ready access to Naloxone at schools aligns with one of the SAMSHA's five strategic approaches to prevent overdose deaths (SAMHSA, 2018)

PPS staff have engaged in discussions with Multnomah County to put in place a standing order, essentially a District wide prescription for Naloxone. Dr. Ann Loeffler, MD, Health Officer for Multnomah County, has agreed to sign off on this order, allowing PPS to obtain needed supply of Naloxone.

MESD nurses and SHAs are beginning training on the OHA protocol for administration of Naloxone and the District has begun identification of additional designated PPS school staff who will also begin training, in the event a nurse or SHA is unavailable. Our hope is to have staff trained and Naloxone available in all PPS middle and high schools sometime this spring.

As part of this work, we reviewed the District's Administering Non-injectable Medicines to Students Policy 4.50.026-P and determined that it was in need of update. This policy was last updated in 2002 and does not accurately reflect current practice, including the availability of Epi-pens in every school in the District. The proposed amendments to the policy explicitly reference the use of Epi-pens and Naloxone in schools.

Oregon Department of Education policy: Rule 581-021-0037 Administration of Medication speaks directly to the administration of Naloxone.

*School districts may adopt policies and procedures that provide for the administration of naloxone or any similar medication that is designed to rapidly reverse an overdose of an opioid drug by trained school personnel to any student or other individual on school premises who the personnel believe in good faith is experiencing an overdose of an opioid drug.*

Naloxone won't harm someone if they're overdosing on drugs other than opioids, so it's always best to use it if you think someone is overdosing.

Oregon has a Good Samaritan law that protects individuals from civil prosecution if they give someone naloxone in a good faith effort to reverse opioid overdose.

Research from the National Survey on Drug Use and Health has shown that drug use does not increase in areas where Naloxone is more readily available.

The addition of Naloxone to PPS campuses would be an emergency option in a continuum of substance use and mental health services that was initiated in the 2017-2018 school year. The mission and the goal is to offer a culturally responsive mental health and substance use supports that are available to every student in a tiered model that leverages staff skills and expertise, aligned policies and practices, comprehensive health curriculum K-12, community partnerships, family engagement and direct, student-centered interventions, supports and services.

[Visual of PPS Mental Wellness Supports on a Continuum](#)

Highlighted wellness services at each tier include but are not limited to;

### **Tier I**

- The Healthy Substance Free Learning Environments Board Policy and Administrative Directive. Which is a national model policy in its focus on eliminating disciplinary responses for substance use violations and instead addressing them for what they are a mental health issue that is most effectively met with education, resources and supports. The completion of the policy and AD reflect several years of collaborative, cross departmental work that culminated in student and community focus groups. [Update Board Policy](#) (updated 10/19) and [Administrative Directive](#) (updated 9/21).
- [PPS Youth Resource App](#). A unique district and regionally specific resource that is available to students, families and staff. The app was designed through hours of focus groups with 6th-12th grade students throughout the district. The app is maintained and updated by the Department of Success & Health.
- We currently have alcohol, tobacco, and other drug (ATOD) prevention curriculum in grades K-12 and it is taught as a component of health education. The district's goal is to address drug and alcohol use and abuse from an upstream/primary prevention approach.
- Social and emotional learning (SEL) curriculum is utilized Tier 1 and promotes managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions.
- On-going training and resources for PPS staff is available in a number of modalities including;
  - On-going and topic specific virtual trainings on topics such as implementing the district's suicide screening tool and safety and support planning processes.
  - [A virtual asynchronous training video](#) written, created and edited by a students group about steps and strategies for staff to use to support students with substance use issues.
  - District-wide online mandatory suicide prevention training for all staff and a PPS [suicide prevention policy](#).
  - [The Healthy Choices Bulletin](#) is a monthly summary of substance use prevention resources that are curated for staff to use and share with students and families.

### **Tier II**

- [Insight](#) is a longstanding and regionally respected program that offers 6 hours of psychoeducational programming to students and their families in response to the district's lowest level and most common type of substance use violations.

- Fentanyl specific lessons. These include lessons the [Staying Safe Lesson](#) for 6th-12th grade, [Understanding the Risks of Substance Use](#) for high school, and the district's [Prescription and Other Opioid lesson](#).

### **Tier III**

- School based substance use supports were expanded in 2020-21 by hiring three full time CADC's. [This amazing team](#) has helped to bring culturally responsive services to students, families and schools district-wide.
- Comprehensive community partnerships that include [mental health providers](#), youth substance use resources and culturally specific supports. These partnerships are essential for a district the size of Portland Public to be able to offer services. They include school based supports that are focused on linking students with the most barriers to community based resources by being able to seamlessly have access to help during the school day.
- [SSH Dept Office Hours](#) and additional consultation to support child-serving systems navigation for students with the highest levels of mental health and substance use acuity.

## 4.50.026-P Administering ~~Non-injectable~~ Medicines To Students

~~The District recognizes that a~~ Administering of medication to students and self-medication by students may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if medication were not made available during school hours. Consequently, the District may administer or a student ~~may be permitted to take non-injectable~~ prescription or nonprescription medication under the following conditions:-

- 1) **District Administration of Medication.**
  - A) All requests for the District to administer prescription medication to a student shall be made by the ~~student's~~ parent/guardian\* in writing. Requests shall include the written instructions of the prescriber ~~physician~~ for the administration of a prescription medication to a student or the written instructions of the parent/guardian for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions.
  - B) The District shall designate school staff authorized to administer medication to students. When a licensed healthcare professional is not immediately available, personnel designated by the District may administer medication to a student as prescribed and/or allowed by Oregon law.
  - C) ~~The District reserves the right to reject a request to administer prescription or nonprescription medication when, in the District's judgment, such medication is not necessary for the student to remain in school.~~
  - D) The District may require an individualized health care plan for the administration of certain medications. These plans may address medication administration both in school and at school activities. ~~superintendent shall develop Administrative Regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy. Regulations will include provisions for student self-medication.~~
  - E) Upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine (epi-pen) may be kept at a reasonably secure location in the student's classroom.
  - F) Epinephrine (epi-pens) may be available for administration by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction.

- G) Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

## **(2) Student Self-Administration of Medication.**

- A) A student may be allowed to self-administer a medication as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent/guardian and subject to age-appropriate guidelines. The parent/guardian must provide a signed prescription and a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.
- B) The District may revoke the permission given to a student to self-administer medication.

## **(3) Handling of Medication.**

- A) Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established District procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

## **(4) No Prohibition on Providing First Aid.**

This policy shall not prohibit or restrict, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy and regulations and District guidelines.

## **(5) Immunity and Limitations of Liability.**

No District policy or procedure shall be interpreted to limit or detract from the immunities and other limitations on liability available under the law to persons who engage in or assist with the administration of medication to students.

~~\* As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 126.003 - 126.095. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373.¶~~

~~The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 126.030.~~

History: Adpt 8/24/98; Amd 9/9/02; BA 2420; \_\_/22

OSBA: JHCD

Portland Public Schools

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Portland, Oregon

## 7.10.010-P ~~Citizen~~ School-Site Councils Involvement Process

### ~~I.—The General Advisory Committees.~~

- ~~(1) — Local School Advisory Committee (LSAC) means the group of citizens who participate with a school principal on an advisory committee for that specific school.~~
- ~~(2) — 21st Century School Councils (Site Councils) are the groups of school staff and citizens who participate in the educational/instructional improvement activities that are a part of the Oregon Educational Act for the 21st Century.~~
- ~~(3) I. In the interest of operating advisory committees for the purpose for which they are established, matters that are the subject of pending litigation involving the district or its agents shall not be discussed or investigated by an advisory committee unless the subject previously has been cleared in writing by the superintendent or designee.~~

### ~~II.—Local School Advisory Committee (LSAC)~~

- ~~(1) — The first level of citizen involvement is at the individual school. In order to assure systematic participation of parents and other citizens in the education of young people, each Portland public school shall:~~
- ~~(a) Have a Local School Advisory Committee (LSAC) identified and listed; and,~~
  - ~~(b) Establish the specific number of members of each committee.~~
- ~~(2) — Composition. The committee should represent as many segments of the community as possible, including parents, non-parents, students, businesses and neighborhood associations. Membership representation is open to all interested volunteers. Staff members should serve as resource persons. Staff members who are parents of students in the school may have full voting privileges.~~
- ~~(3) — Meetings. At least five meetings shall be held each year. Many schools may find that some additional meetings will be more in keeping with their individual school needs. The principal and LSAC chair shall cooperatively prepare and circulate an agenda prior to each meeting. Agendas and minutes should be kept on file in the school office for at least two (2) years. The meetings held are in the interest of the public school and open to all interested citizens.~~

## ~~7.10.010-P Citizen Involvement Process~~

~~(4) Role. The LSAC shall advise the principal on matters pertaining to the school and its educational program for students. The principal shall carefully consider the advice and recommendations of the committee in fulfilling his/her organizational and legal responsibilities as decision maker and pass on the recommendations to the appropriate district personnel. The principal shall inform the LSAC about the disposition of LSAC recommendations and provide follow-up progress reports relating to issues discussed and/or decided.~~

~~(a) The LSAC will be given the opportunity to provide advice, input and/or response to reports from the school principal on educational programs, assessment of educational needs, and establishment of priorities. Copies of reports to or by the LSAC should be kept on file in the school office for at least two (2) years.~~

~~(b) The LSAC will contribute to the determination of the schools' educational goals and will review with the principal process toward the attainment of goals. The LSAC will provide the principal and other school officials, information unique to the community in order that the school can more readily identify the educational needs within the community.~~

~~(c) The LSAC will designate or act as a budget subcommittee to review with the principal the school's allocated budget and discuss the assignment of resources within the building, thus participating at the local level in the budget review process.~~

### ~~III. 21st Century Schools Councils (Site Council)~~

#### ~~(1) Statement of Purpose.~~

~~(1) The purpose of 21st Century Schools Councils is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, it is the policy of the Board to establish 21st Century Schools Councils in each of the district's schools. It is the District's Board's belief that sSchools play a critical role in preparing students to thrive in and improve the world, and that this vision can be achieved-we serve students best when it-we works in collaboration with parents and community partners, a group of people, who represent different parts of ouran educational community, to come together to work in a collaborative manner to improve education and, student achievement will increase.~~

~~(a) The Board encourages and supports the implementation development of locally developed innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools will benefit from increased-broad school-based participation in planning for school improvement.~~

## 7.10.010-P Citizen Involvement Process

~~(b) The Board believes that all students can learn and should have the opportunity to achieve their maximum learning potential. Achieving this goal will best be accomplished through school-based decision making with equitable family/school/community partnerships.~~

### (2) School Site Councils

(a) The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, there will be a site council in each of the district's each school will have a Site Councils.

~~(2) (b) Function of 21st Century Schools Councils. In compliance with the Oregon Educational Act for the 21st Century and to improve the student achievement, It The duties of the each Site eCouncil shall include:~~

- ~~(a)~~ 1. The improvement of the school's instructional program;
- ~~(b)~~ 2. The development of plans to improve the professional growth of the school's staff;
- ~~(c)~~ 3. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
- ~~(d)~~ 4. The administration of grants-in-aid for the professional development of teachers and classified district employees;
5. Fostering family involvement in the schools.

(c) Unless the Board of Education determines a different composition is needed at a particular school, each Site Council shall be comprised of the following members:

- (A) Not more than half of the members shall be licensed educators who have been ~~(elected by the licensed educators teaching at the school-at that site);~~
- (B) Not more than half of the members shall be parents of students attending that school ~~(who have been selected by the parents of students attending that school);~~
- (C) At least one member shall be a classified employee ~~(elected by the classified employees at that school site);~~ and
- (D) One member shall be the building principal or the principal's designee.
- (E) The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council).
- ~~(e)~~ (F) Licensed educators and parent members may not compose more than half of the membership of a Site Council

~~(f)~~ (c) To accomplish these duties, each Site 21st Century Schools Council will:

- (A) Assist in developing and implementing a process for preparing an annual school improvement plan. ~~This process should~~

~~include participation by staff, family members, community members, and students.~~ The plan should focus on how the school will assist students to achieve the standards established by the state and ~~d~~District;

- (B) ~~Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program.~~ Implement a school survey for assessing community opinions regarding the school program;
- (C) ~~Assist in developing and maintaining a current a local school profile which describes student performance information, identification of students meeting and exceeding state and district standards, characteristics of the school and its community, perception of school effectiveness by staff and family members, the school's goals and plans for improvement;~~
- (D) ~~Establish and p~~Prioritize student performance goals ~~which are~~ in accordance with ~~d~~District goals and state standards, ~~particularly~~ including those contained in the Oregon Educational Act for the 21st Century;
- (E) Develop plans to reach student performance goals utilizing current educational research, professional development of staff

## 7.10.010-P Citizen Involvement Process

focused on research-based effective instructional practices and staff and community input;

- (F) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress; [and](#)
- (G) ~~Support the plan's implementation by identifying and applying current resources and participating in efforts to acquire new resources.~~

~~(3)——Membership. The 21st Century Schools Council will be composed of teachers, adult family members of students, the principal and classified district personnel. The council may also include persons identified by the school community as having particular benefit for council membership, such as business representatives, community members, students or other district staff.~~

~~(a) The following principles will govern council membership:~~

~~(A) The principal shall be a member of the council;~~

~~(B) Teachers will comprise not more than one-half of the council membership and shall serve voluntarily.~~

~~(i) Teachers are defined as all licensed employees of the public schools or employed by an educational service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers and who are compensated for their services from public funds.~~

~~(ii) Teachers will be elected in accordance with applicable provisions of the collective bargaining agreement.~~

~~(C) Classified employees will be represented on each council and serve voluntarily.~~

~~(i) Classified employees are any non-teaching or non-administrative staff members having contact with students at the local school to which they are affiliated and for whose employment an Oregon teaching license is not required.~~

~~(ii) Classified employees will be elected by direct vote of the classified employees affiliated with the local school.~~

~~(D) Adult family representatives of students attending the local school will comprise not more than half of the council membership.~~

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- ~~(i) Adult family representatives are defined as parents or guardians of students currently enrolled in a public school providing education in pre-kindergarten through grade 12.~~
  - ~~(ii) A family is a group of individuals related by blood, marriage, or adoption or individuals whose functional relationships are similar to those found in such associations.~~
  - ~~(iii) Adult family representatives serve on councils of the schools their students attend.~~
  - ~~(iv) The council shall determine a process to select adult family members through open nomination and election by other adult family members of students attending the school.~~
  - ~~(v) The process for conducting this election will be planned in consultation with representation from the collective bargaining units at the local school, the principal and established family and community representation groups.~~
  - ~~(E) At least one student representative will serve on each high school council. Elementary and middle schools may choose to include student representation. The specific method for selecting student representation will be determined at the local school.~~
  - ~~(F) The members of the council may appoint members of the community at large.~~
  - ~~(G) Each council will strive to reflect the diversity of the school community through elected representatives, appointed representatives and specific communication strategies to involve all families served by the school.~~
  - ~~(H) If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.~~
- (4) Duties of the [Site](#) ~~21st Century Schools~~ Council Members. Each member of the ~~21st Century~~ Schools Council at the local school site has responsibility to:

## 7.10.010-P Citizen Involvement Process

- ~~(a)~~ Commit to a process of collaboration to ~~achieve~~ (support?) school improvement and increase student achievement;
- ~~(b)~~ Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- ~~(c)~~ Learn about the Board goals for the ~~Portland school~~ District and ~~the~~ its expectations for staff and students, as well as the expectations contained in the Oregon Educational Act for the 21st Century;
- ~~(d)~~ ~~Coordinate and lead the process of setting the improvement goals for the school, deciding how best to achieve those goals, and determining how to monitor their progress;~~
- ~~(e)~~ Ensure good communication among all participants in the school; and
- ~~(f)~~ ~~Adopt a balanced perspective of the school program that reflects sensitivity to~~ Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

### ~~IV. Guidelines for Decision Making.~~

- ~~(1) Consensus is the desired decision-making procedure for councils. Each council should develop a process for reaching consensus on decisions facing the council. Council members should participate in training in consensus decision-making processes.~~
- ~~(2) The 21st Century Schools Councils must work within the scope of state and federal law, Board policies and goals, Administrative Directives, budgetary restrictions, union contracts, and ethical standards and practices, however Oregon law provides procedures for requesting waivers of provisions of state law and rules, contracts, local policy and rules, and licensure provisions if such requests are intended to improve student achievement and to promote innovative practices.~~
  - ~~(a) A request for a waiver of a contract provision must be submitted by the 21st Century Schools Council to the Association and Contract Administration for approval following guidelines agreed to by the association and district.~~
  - ~~(b) A request for a waiver of an Administrative Directive must be submitted in writing to the superintendent for approval.~~
  - ~~(c) A request for a waiver of Board policy must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. Policy waiver requests will be considered based on the~~

district's mission statement, philosophy, Board-adopted goals and effective schooling tenets.

## ~~7.10.010-P Citizen Involvement Process~~

~~(d) All other waiver requests, as provided by law, will be reviewed in accordance with procedures established by the Oregon Department of Education to determine their efficacy in promoting student achievement and for their practicality.~~

~~(3) Council activities include:~~

~~(a) Aligning Formulating a school vision to the District's and/or mission statement;~~

~~(b) Coordinating school study committees and task forces as deemed necessary to improve academic achievement, enhance student well-being, and promote family participation in the school;~~

~~(c) Developing specific plans and strategies to improve student achievement;~~

~~(d) Planning staff development activities for the school;~~

~~(e) Developing plans for implementation and monitoring of provisions of the Oregon Educational Act for the 21st Century;~~

~~(f) Promoting school/business partnerships;~~

~~(g) Monitoring student progress;~~

~~(h) Fostering family/school/community partnerships.~~

### Site Council Meetings.

~~(4) Site Council Mmeetings of Site21st Century Schools Councils shall be composed of parents, administrators, and staff as outlined in state law. They are open and public meetings and ~~are~~ subject to Oregon's Public Meetings Law guidelines.~~

~~Relationship to Local School Advisory Committees. Development of 21st Century Schools Councils is not intended to eliminate pre-existing Local School Advisory Committees or other community representatives or organizations affiliated with the school. The Local School Advisory Committee maintains its advisory role to the principal in a variety of local school matters as outlined in earlier sections of this policy.~~

### (3) Board-Related Committees

~~The Board will may maintain advisory committees on selected matters intrinsic to its work for the District. Some committees, such as the Community Budget Review Committee (CBRAC) will be standing committees, while others may be convened to address current issues requiring community input, for e.g. boundary changes.~~

~~(5)~~

### ~~V. Citizen Budget Review Committees (CBRC)~~

~~(1) Each committeeA Citizen Budget Review Committee will be established for the purpose of budget review and recommendations to the Board.~~

~~(2) Members may be appointed by the Board or selected by the superintendent or designee from volunteer applicants. Wide geographical representation is preferred.~~

~~(3) ©The Board will determine CBRC composition and terms of service.~~

~~(4) (d)The committee CBRC shall appoint a chair from among the members. The chair, with the assistance of the committee, shall review pertinent background materials, current and proposed district budget and prepare an annual budget recommendation for presentation to the Board.~~

## 7.10.010-P Citizen Involvement Process

~~All meetings of the Board-appointed committee CBRC are open to the public. Minutes shall be taken, made available and retained in accordance with the Public Meetings Law.~~

### ~~(4) District-Wide Parent/Family Advisory Committees~~

~~The District will encourage and provide for District-Wide Parent/Family Advisory Committees to review and discuss current issues within a particular population of students. The advisory committee also works directly with Department administrators and teachers to examine District policies and procedures, develop and sustain communication channels, and make recommendations on how to best help students and their families engage with the school system. Parent Advisory Committees include, but are not limited to, SPEAC (Special Education Advisory Committee), English Language Learner Advisory Council, Talented and Gifted (TAG) Advisory Committee, and the Migrant Parent Advisory Council.~~

~~(5)~~

#### ~~VI.—Notification~~

#### ~~VII.—Use icit~~

~~The LSAC shall notify the local Neighborhood Associations of all meetings of the LSAC. The Board will notify the Office of Neighborhood Associations of major matters forthcoming that may have an impact on the entire community.~~

Legal References: ORS 192.660 - 192.690; ORS 342.513; OAR 581-020- 0105; ORS 243.650; ORS 342.545; OAR 581-020-0115; ORS 243.782; ORS 342.553; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 342.610; ORS 332.105; ORS 342.613; ORS 332.107; ORS 342.650; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422; [Amd /2022](#)



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| JANUARY 2023 |    |    |    |    |
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| FEBRUARY 2023 |    |    |    |    |
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| MARCH 2023 |    |    |    |    |
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| APRIL 2023 |    |    |    |    |
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| MAY 2023 |    |    |    |    |
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| JUNE 2023 |    |    |    |    |
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|  |   |  |  |
|--|---|--|--|
|  | Schools closed due to holiday or break period   |  | High school transfer deadline  |
|  | First/last day of school for students: 1st Grade Ramp Up Sep. 1-2   |  | 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 |

## **SPECIAL SERVICES**

### **Admissions, Residency, and Attendance**

#### **Student Absences and Attendance Regulations**

This regulation supersedes Regulation 2234.10.

#### **I. PURPOSE**

To establish systemwide attendance standards and procedures.

#### **II. SUMMARY OF CHANGES SINCE LAST PUBLICATION**

- A. Section V.D.1., changes “one partial school day or longer” to “longer than one school day.”
- B. Section V.D.2., deletes “partial” in reference to civic engagement activities.
- C. Section V.D.3., replaces “FCPS 24/7” with “Schoology.”
- D. Adds Section E, Religious and Cultural Observances.
- E. Section V.F.1., adds “religious and cultural observances not listed in Section E.” Deletes the word “partial.”
- F. Section H, replaces “FCPS 24/7” with “Schoology.”

#### **III. DEFINITIONS:**

- A. An attendance conference is a face-to-face meeting, or an interaction that is conducted through the use of communication technology. A conference must be initiated after the seventh unexcused absence and held no later than the tenth unexcused absence, and must involve, at a minimum, a school administrator, the parents, and the student, where appropriate. The conference may also include the school counselor, school social worker, school psychologist, attendance officer or intervention specialist, and community representatives if appropriate for resolving issues related to nonattendance and revisions to the current attendance plan if necessary.
- B. An attendance officer refers to either an attendance officer or an attendance specialist. This individual works with school teams and parents to address repeated unexcused absences and is authorized under the Code of Virginia to file a complaint with the courts against the parent or student for failure to comply with compulsory attendance regulations.
- C. An attendance plan is a plan developed jointly by a school representative, such as a school principal or designee, the parent, and student to resolve the student's nonattendance and engage the student in regular school attendance. The plan shall identify reasons for nonattendance and academic, social, emotional, and familial barriers that impeded

attendance along with positive strategies to address such reasons and barriers. The plan may include school-based activities or suggested referrals to community supports, or both. An attendance plan shall be developed if the student has five unexcused absences.

- D. Chronic absence is the accumulation of absences which occur for any reason to a total of ten percent or more of the school year.
- E. Court referral means filing a complaint to the juvenile and domestic relations district court after the multidisciplinary team has held an attendance conference and attempted interventions to address the student's continued nonattendance. Documentation of interventions regarding the student's unexcused absences, such as copies of the attendance plan, documentation of conference meetings, and compliance with § 22.1-258 of the Code of Virginia must be provided to the intake worker.
- F. An excused absence is an absence of an entire assigned instructional school day with a reason acceptable to the school administration that is provided by the parent. If circumstances permit, the parent should provide the school administration with the reason for the nonattendance prior to the absence.
- G. An instructional school day is the length of a regularly scheduled school day for an individual student. A partial day of attendance requires that a student be marked present for part of the school day.
- H. A multi-disciplinary team is a school-based team that may be convened to review student records and to participate in prevention, early intervention, and provision of support services to address excessive absences, including school-based case management. These services should address academic, social, emotional, and familial issues in order to improve regular school attendance. Team members may include, but are not limited to, the following: an administrator, school counselor, school social worker or school psychologist, special education and general education teachers, and attendance officer. Community providers may also attend, as appropriate.
- I. Parent means the parent or parents, guardian or guardians, legal custodian or legal custodians, or other person or persons having legal control or charge of the student.
- J. Principal means the school principal and any other administrator or other school official designated by the principal to meet the requirements of this regulation.
- K. Tardy is a term used to describe arriving at school, or to a classroom, after start of the day or class period.
- L. Truancy is a term indicating that a student, aged five to eighteen, has one or more unexcused absences.
- M. An unexcused absence is an absence where (i) the student misses his or her scheduled instructional school day in its entirety and (ii) no indication has been received by school personnel within three days of the absence that the student's parent is aware and supports

the absence, or (iii) the parent provides a reason for the absence that is unacceptable to the school administration. The school administration may change an unexcused absence to an excused absence when it determines that the parent has provided an acceptable reason meeting criteria for the student's absence or there are extenuating circumstances.

- N. An unverified absence is one for which there has been no contact from the parent. Unverified absences will be converted to unexcused absences if no contact is received within five days of the absence.
- O. A verified absence is one for which a parent has contacted the school and given an explanation for the absence.

#### **IV. ATTENDANCE STANDARDS**

##### **A. General Requirements**

Regular attendance is necessary for maximum student achievement in school. In addition, punctuality and dependability in meeting assigned responsibilities are personal behavior habits valued in our society. To help students develop desirable behavior patterns, as well as maximize their classroom learning, Fairfax County Public Schools (FCPS) requires that students be punctual and regular in school class attendance. Parents are expected to support and encourage their children's school attendance and to communicate regularly with schools when their children must be absent for any reason.

##### **B. Resource Assistance**

Whenever attendance problems exist, appropriate school system resources shall be made available to support effective communication and intervention.

#### **V. ATTENDANCE PROCEDURES**

School attendance is required by law, as outlined in the Code of Virginia, Section 22.1-254. Principals shall notify parents annually of attendance requirements. This notification shall clearly indicate that the parent must contact the school whenever the student is absent to provide a valid excuse for absence for all or part of the school day. Principals shall indicate written, voice, and electronic options available for parents to use to report the reason for an absence. They shall also indicate that if the parent does not contact the school before or at the time of the absence, there is a requirement that the parent contact the school within five days with the reason for the absence. Teachers are required to record class or daily attendance. Absences and tardy arrivals will be addressed by individual interventions and progressive consequences for students. Student absences can have a significant impact on learning, and priority must be given to ensure that students attend school regularly.

##### **A. Absentee and Early Release Records**

Principals shall arrange to have verified absences entered into the student information system no later than the first hour of the school day in elementary schools, and by the end

of first period in middle and high schools. Parents will be notified each morning via phone, and e-mail where available, when students are absent from school without parent notification, and reminded of the need to contact the school as soon as possible. Parents of middle and high school students will be notified again each evening if the student was absent from any classes without parent notification and asked to contact the school. School records shall be corrected from unverified to excused or unexcused after parent contact.

When a student leaves the school premises during regular school hours for any reason, parents must provide advance notice and permission. Parents of elementary students must sign the school release log. Parents of secondary students must arrange for early release through the school attendance office and comply with release procedures.

A principal shall not release a student during the school day to any person not authorized to assume responsibility for the student. All students, including declared 18-year-olds, must comply with established release procedures. Records of early release will be maintained, and individual interventions utilized for recurring incidents, when necessary.

**B. Late Arrivals**

Any student arriving after the official start of the class or school day will be considered late. When students arrive late at school, they must use appropriate school-based check in procedures. Records regarding tardiness will be maintained and appropriate discipline imposed for recurring tardiness.

**C. Parent Explanation of Absence**

Parents should notify the school prior to, or at the start of, the school day when their child will be absent. When a student has been absent from school for any reason other than for a school sponsored activity, and the parents have not previously contacted the school, the parent must send written or electronic communication citing the reason(s) for the absence to the principal or designee no later than three days following the student's return to school.

**D. Prearranged Absences**

1. Parents are encouraged to minimize absences during school hours, and to plan family trips and vacations during school holidays. Requests for prearranged absences for longer than one school day, must be submitted to the principal within a reasonable time (three to five school days in advance) for the school to review. Requests should be restricted to outlined excused absences, and/or significant hardships which prevent the student from attending school and are subject to administrator review.
2. Students in grades 7-12 may be excused from school one school day per school year to participate in optional civic engagement activities. Students and parents must complete the appropriate prearranged absence form and include documented evidence of participation in an organized event or activity. Other than those activities

required by FCPS course curriculum, civic engagement activities are optional and, therefore, not supervised by FCPS staff.

3. Due to varied demands on teachers for make-up work, teachers shall have discretion to decide the type and amount of work and when students shall make up work for preapproved absences. Teachers shall not be required to provide assignments in advance of the absences but may do so at their discretion. Parents and students are encouraged to work with teachers prior to the absence to develop a plan for making up missed work, including expected deadlines. Parents and students are expected to access assignments and class materials through FCPS 24/7, and to stay current with assignments while out of school, to the extent possible.

**E. Religious and Cultural Observances**

1. Religious and cultural observances are designed to allow students the opportunity to miss school for those observances not already designated as school holidays. These days are:
  - a. All Saints Day/Dia de los Muertos
  - b. Bodhi Day
  - c. Diwali
  - d. Eid al-Adha
  - e. Eid al-Fitr
  - f. First full day of Ramadan
  - g. Good Friday
  - h. Last day of Passover
  - i. Lunar New Year
  - j. Orthodox Christmas
  - k. Orthodox Epiphany
  - l. Orthodox Good Friday
  - m. Rosh Hashanah
  - n. Theravada
  - o. Three Kings Day/Epiphany
  - p. Yom Kippur
2. Verified student absences on those days may not be designated an unexcused absence by a principal. Students will neither be disadvantaged by, nor penalized for, missing these days.

3. In an effort to create safe, identifying space on days reserved for religious and cultural observances, teachers shall create ungraded lessons or activities on the observance day that:
  - a. Reinforce previously acquired material
  - b. Engage students in meaningful learning
  - c. Are not the sole opportunity to engage in lessons or activities presented on that day
4. When creating school schedules, teachers and school staff shall not schedule the following activities on days specified as religious and cultural observances;
  - a. New graded assignments or activities
  - b. Tests, quizzes, or other assignments
  - c. Field trips, school pictures, guest speakers, or assemblies
  - d. Sporting events, school-sponsored special events and activities (for example, prom, back-to-school nights)
  - e. Auditions or tryouts that cannot be rescheduled

School-based administrators, departments chairs, and team leads will be responsible for certifying on a quarterly basis that these days are free from disallowed activities. Parents and students who are not satisfied with their school's response to religious and cultural observances should speak to the school principal. Further appeals may be made to the region assistant superintendent.

5. The class period following religious and cultural observances, teachers and school staff may schedule new graded assignments or activities that have been announced at least one week prior to that day. No other new graded assignments or activities should be due on those days.
6. When creating division-wide schedules, departments and offices shall not schedule the following activities on days specified as religious and cultural observances:
  - a. Division-wide special events (for example, graduation, first day of school)
  - b. Centralized tests for other assessments
  - c. Recruiting and hiring events
  - d. Professional development activities or other conferences
  - e. Town halls or other community events

The deputy superintendent, chief operating officer, chief academic officer, chief equity officer, or region assistant superintendent will be responsible for certifying on a quarterly basis that these days are free from disallowed activities.

7. State, national, and international competitions, exams, or sporting events (for example, SAT, SOL, AP/IB, VHSL) are not bound by this regulation. FCPS will make every effort possible to communicate dates that are not bound by this regulation.

**F. Excused Absences**

1. Examples of an excused absence may include, but are not limited to, the following reasons: illness (including mental health and substance use illnesses), injury, funeral, legal obligations, medical procedures, suspensions, religious and cultural not listed in Section E, observances, military obligation, deployment of a military family member, or visit from a family member who has immediately returned from deployment, emergency conditions in the student's home which require temporary help from the student to care for a sick or injured family member, civic engagement (one school day per year), or other reason deemed acceptable by the principal.
2. Expelled and suspended students continue to remain under the provisions of compulsory school attendance as described in § 22.1-254 of the Code of Virginia. An absence from school resulting from a suspension shall be considered excused for the period of the suspension.
3. The principal determines whether or not absences will be excused and may require a physician's note in cases of repeated or long-term absence due to illness.

**G. Unexcused Absences**

Unexcused absence means an absence where (i) the student misses his or her scheduled instructional school day in its entirety and (ii) no indication has been received by school personnel within three days of the absence that the student's parent is aware and supports the absence, or the parent provides a reason for the absence that is unacceptable to the school administration.

The school administration may change an unexcused absence to an excused absence when it determines that the parent has provided an acceptable reason meeting criterion for the student's absence or there are extenuating circumstances.

Examples of unexcused absences include the following:

1. All day or period absence with no explanation of the reason
2. Missing a bus or ride to school
3. Prearranged absences without prior notification or without justification and prior approval
4. Sibling childcare provided by older students

5. Failure to provide an appropriate explanation for the absence or requested documentation, such as a physician's letter

#### H. Return to Learn

Parents and students are expected to access assignments and class materials through Schoology, and to stay current with assignments while out of school to the extent possible. For short-term absences, students are fully responsible for completing missed assignments, quizzes, and tests missed when absent. Teachers may help the student and parent identify missed work.

When students have been absent for an extended time due to pregnancy, concussion, illness, family hardship, or other reasons, school teams shall consider whether a transition plan is needed on their return to school. If a transition plan is needed, the Return to Learn Protocol shall be utilized; this link is available only through computers within the internal FCPS network (FCPSnet). This plan will outline expectations for completing missed work and supports needed to foster a positive transition back to full participation in the instructional program.

#### I. Chronic Absence

Chronic absence, missing more than ten percent of the school year for any reason, has been associated with lower reading and math achievement in elementary grades, and class failure and drop out at the secondary level. It is measured for all enrolled students, aged five and above.

1. At the beginning of the school year the principal shall establish a team, or charge an existing team, to monitor student attendance, and identify students who were chronically absent during the past school year, and students who have missed ten percent of the cumulative days of the current school year.
2. Throughout the year this team shall refer the student to appropriate school-based interventions and work with the attendance officer or specialist, or other school staff to engage the student and parents in addressing the concerns contributing to the student's chronic absence.
3. The principal will ensure that attendance records in the student information system accurately reflect student absence. Chronic absences are reported to the Virginia Department of Education and to the Office of Civil Rights.

#### J. Truancy

1. When a student aged five to eighteen fails to report to school on a regular school day and no indication has been received by school personnel that the student's parent is aware of and supports the pupil's absence, a reasonable effort will be made by phone or electronic communication to notify the parent and obtain an explanation of the student's absence.

2. Whenever a student fails to report to school for a total of five days within a school year and there is no indication that the parent is aware of and supports the student's absence, the principal shall notify the parent of the absences and request that the parent contact the school to provide additional information about the absences.
  - a. The principal will make reasonable effort to ensure the parent is contacted directly, either in person or via phone, and will develop an attendance plan with the parent.
  - b. The written plan shall identify reasons for nonattendance and academic, social, emotional, and familial barriers that impede daily attendance along with positive strategies to address such reasons and impedances and support regular attendance.
  - c. The attendance plan will be kept in the student's cumulative file. A copy of the attendance plan will be provided to the parent and, where appropriate, a copy will be provided to the student.
3. If the student is absent additional days, after direct contact with the parent, and the school has received no indication that the parent is aware of or supports the student's absence, the principal will schedule a conference with school staff members, the student, and the parent.
  - a. This multi-disciplinary conference may also include the school counselor, school social worker or school psychologist, attendance officer or attendance intervention specialist, or other staff members, and, if appropriate, may include community service providers to resolve issues related to the student's nonattendance.
  - b. The conference shall be held no later than ten days after the student's tenth absence. The conference team shall monitor the student's attendance and may meet again to address concerns and/or plan different interventions if the student's attendance does not improve.
  - c. The principal shall notify the school attendance officer that the conference has been scheduled and may invite the attendance officer to attend. The principal shall document that the conference has been held and detail additional planned interventions. If the principal or principal's designee, after reasonable efforts have been made, are unable to contact the student's parent or parents, the conference shall be held regardless of whether the student's parent approves of the conference.
4. In circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements or the student is resisting parental efforts to comply with compulsory attendance requirements, the principal or designee shall make a referral to the attendance officer to review the student's lack of progress toward resolving nonattendance issues, given sufficient intervention to address the nonattendance. The attendance officer shall schedule a conference with the student and his parent

within ten school days. If the parent or student continue to be noncompliant, the attendance officer may (i) file a complaint with the juvenile and domestic relations district court alleging the pupil is in need of supervision as defined in Code of Virginia § 16.1-228 or (ii) institute proceedings against the parent pursuant to Code of Virginia § 18.2-371 or Code of Virginia § 22.1-262.

**K. Mandatory Withdrawal**

In order to comply with state recordkeeping requirements, students shall be withdrawn from FCPS student membership rolls after 15 consecutive days of absence regardless of whether their absences are excused or unexcused. Withdrawn students are not excused from mandatory school attendance requirements and are expected to reenroll as soon as possible. Students who withdraw to attend a non-FCPS school should notify FCPS as soon as possible and make reasonable attempts to follow the withdrawal procedures as determined by the school.

**VI. LEGAL CONSIDERATIONS**

- A. Any person who knowingly and willfully causes a child to be absent from school without justification is in violation of the Code of Virginia, Section 22.1-265. Parents who fail to send their students to school may have proceedings instituted against them.
- B. Nothing in this regulation shall be construed to limit in any way the authority of any attendance officer or the Division Superintendent to seek immediate compliance with the compulsory school attendance law.

Legal References: Code of Virginia, Section 16.1-228  
Code of Virginia, Section 18.2-374  
Code of Virginia, Section 22.1-265  
8 VAC 20-110-100

See also the current versions of: Policy 2232, Student Attendance at School  
Regulation 2240, Parent Participation and Decision Making  
Regulation 2412, Full-Day Schedule Requirement for Students  
Regulation 2601, Student Rights and Responsibilities Booklet  
Regulation 2604, Rights of Adult Students  
Regulation 6510, Accounting Procedures–Membership and Attendance Records