

Policy Committee Meeting
Wednesday, June 1, 2022 4:00 PM

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

Agenda

1. 4:00 pm - Introductions
2. Staff Updates
 - 2.(a) Climate Crisis Committee Application
 - 2.(b) 7.10.020-P Parent Groups and the Schools Fundraising revisions
 - 2.(c) Religious and cultural observances
3. Rescission Recommendations
 - 6.10.090-P Private Schools--Request for Funding-possible action
 - 5.30.030-P Education Student Training Programs-possible action
 - 5.20.010-P District Employment Practices-possible action
 - 5.50.060-P Leaves of Absence-Voluntary-possible action
 - 5.60.070-P Administrative Salaries-possible action
4. Policy Revisions (20 min)
 - 8.60.021-P Liability Claims Handling -discussion/possible discussion/possible action
 - 7.10.010-P Citizen Involvement Process revisions-discussion/possible action
 - 4.50.032-P Complaint Policy-discussion/possible action
5. Rescission of Policies Recommended for First Reading (at the 5/11/22 Policy Committee Meeting)
 - 5.10.080-P Deferred Compensation
 - 5.70.051-P Leaves of Absence
6. Policies in Public Comment Period Revisions
 - 4.20.042-P Diploma Requirements
 - 3.30.082-P Pest Management
 - 3.30.014-P Weapons
 - 4.50.026-P Administering Medication
- 7.
8. Rescission
 - 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
 - 4.40.040-P Rose Festival
 - 5.20.030-P Appointment of Teachers
 - 6.60.010-P Summer Schools

9. Public Comment - 10 min.

5 Two-Minute slots

**To sign-up for public comment email PublicComment@pps.net or call Kara Bradshaw at 503-916-3906.*

10. 7:00 pm - Adjourn



2022 Climate Crisis Response Committee Application

DEADLINE: JUNE 15, 2022

Submit Your Paper Application in PDF to Aaron Presberg at apresberg@pps.net or by dropping it off at PPS headquarters located at 501 North Dixon Street, Portland OR 97210

If you prefer to submit your application online, please visit [PPS.net/CCRC](https://pps.net/CCRC).

Introduction

Earlier this year, the PPS School Board unanimously adopted one of the most aggressive school-based [climate crisis response policies](#) in the nation. Now, PPS is recruiting students and members of the Portland community to join the district's first Climate Crisis Response Committee (CCR Committee). The CCR Committee will bring together a diverse group of individuals with unique thoughts, expertise and lived experiences to ensure the District's work to cut greenhouse gas emissions in half by 2030 is realized. The impact of this policy and work will impact:

- What students learn
- How district buildings are constructed
- What kind of equipment is used to maintain schoolgrounds

Mission

The mission of the Climate Crisis Response Committee (the Committee) is to monitor the effective implementation of the District's Climate Action Plan, and to track progress of the Portland Public Schools' (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.

Composition of the Committee

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. At minimum, the majority of members (5 of 9) will identify as people of color. Two members will be current PPS students and each serve one-year terms.

Commitment

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 Board will supply a template to be used by the Committee to produce a report that will be provided to the Board in written format and align to the structure and goals of the Policy.

To learn more about the Climate Crisis Response Committee, please visit [insert website] for additional information. For more information, please contact Aaron Presberg at apresberg@pps.net.

General Information

First Name: _____ Last Name: _____

Primary Phone: _____ Email: _____

What is your age?

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Under 18 | <input type="checkbox"/> 55 to 64 |
| <input type="checkbox"/> 18 to 24 | <input type="checkbox"/> 65 to 75 |
| <input type="checkbox"/> 25 to 34 | <input type="checkbox"/> Over 75 |
| <input type="checkbox"/> 35 to 44 | <input type="checkbox"/> Prefer not to disclose |
| <input type="checkbox"/> 45 to 54 | |

Which of the following describes your racial or ethnic identity? Please mark all that apply.

- | | |
|--|--|
| <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> White |
| <input type="checkbox"/> Hispanic/Latinx | <input type="checkbox"/> Middle Eastern/Northern African |
| <input type="checkbox"/> Asian | <input type="checkbox"/> I do not know my race |
| <input type="checkbox"/> Native Hawaiian or Pacific Islander | <input type="checkbox"/> Prefer not to disclose |
| <input type="checkbox"/> African American or Black | |

If you prefer to describe your race or ethnicity, please do so here:

What is/are language(s) are spoken at your home? If multiple, list in order of preference.

What is your gender? Please mark all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Female | <input type="checkbox"/> Transmasculine |
| <input type="checkbox"/> Male | <input type="checkbox"/> Two spirit |
| <input type="checkbox"/> Gender expansive (e.g., non-binary, agender, gender fluid) | <input type="checkbox"/> Not sure or undecided |
| <input type="checkbox"/> Transfeminine | <input type="checkbox"/> Prefer not to disclose |

What is your highest education level attained?

- | | |
|--|---|
| <input type="checkbox"/> No schooling complete | <input type="checkbox"/> Associate's degree |
| <input type="checkbox"/> Nursery or Preschool through grade 12 | <input type="checkbox"/> Bachelor's degree |
| <input type="checkbox"/> High school graduate or equivalent | <input type="checkbox"/> Graduate degree |
| <input type="checkbox"/> Some college | <input type="checkbox"/> Prefer not to disclose |

What is your field of expertise?

Possible options include: Architecture, Education, Business, Government, Health, Sales, Planning, Environment, Lived Experience, Other, or Prefer not to disclose. Prefer to describe:

School and Geographic Information

What school(s) are you connected to? Please mark all that apply.

- | | | |
|---|---|---|
| <input type="checkbox"/> Abernethy (K-5) | <input type="checkbox"/> Glencoe E.S. | <input type="checkbox"/> Pioneer @ Benson |
| <input type="checkbox"/> Access @ Lane | <input type="checkbox"/> Grant H.S. at Marshall | <input type="checkbox"/> Pioneer @ Cleveland |
| <input type="checkbox"/> Access @ Vestal | <input type="checkbox"/> Grout E.S. | <input type="checkbox"/> Pioneer @ Wilson |
| <input type="checkbox"/> Ainsworth E.S. | <input type="checkbox"/> Harriet Tubman | <input type="checkbox"/> Pioneer @ Youngson |
| <input type="checkbox"/> Alameda E.S. | <input type="checkbox"/> Harrison Park K-8 | <input type="checkbox"/> Pioneer K-6 @ Holladay |
| <input type="checkbox"/> Alliance @ Benson | <input type="checkbox"/> Hayhurst E.S. | <input type="checkbox"/> PISA @ Benson |
| <input type="checkbox"/> Alliance @ Meek | <input type="checkbox"/> Hosford M.S. | <input type="checkbox"/> PDX Evening Scholars |
| <input type="checkbox"/> Arleta K-8 | <input type="checkbox"/> Ida B. Wells H.S. | <input type="checkbox"/> PPS Summer Scholars |
| <input type="checkbox"/> Astor K-8 | <input type="checkbox"/> Irvington E.S. | <input type="checkbox"/> Richmond E.S. |
| <input type="checkbox"/> Atkinson E.S. | <input type="checkbox"/> Jackson M.S. | <input type="checkbox"/> Rieke E.S. |
| <input type="checkbox"/> Beach K-5 | <input type="checkbox"/> James John E.S. | <input type="checkbox"/> Rigler E.S. |
| <input type="checkbox"/> Beaumont M.S. | <input type="checkbox"/> Jefferson H.S. | <input type="checkbox"/> Robert Gray M.S. |
| <input type="checkbox"/> Benson Polytechnic | <input type="checkbox"/> Kelly E.S. | <input type="checkbox"/> Roosevelt H.S. |
| <input type="checkbox"/> Beverly Cleary | <input type="checkbox"/> Lane M.S. | <input type="checkbox"/> Rosa Parks E.S. |
| <input type="checkbox"/> Boise-Eliot/Humboldt | <input type="checkbox"/> Laurelhurst K-8 | <input type="checkbox"/> Rose City Park |
| <input type="checkbox"/> Bridger K-8 | <input type="checkbox"/> Lee K-8 | <input type="checkbox"/> Roseway Heights M.S. |
| <input type="checkbox"/> Bridlemile E.S. | <input type="checkbox"/> Lent K-8 | <input type="checkbox"/> Sabin E.S. |
| <input type="checkbox"/> Buckman E.S. | <input type="checkbox"/> Lewis E.S. | <input type="checkbox"/> Scott E.S. |
| <input type="checkbox"/> Capitol Hill E.S. | <input type="checkbox"/> Lincoln H.S. | <input type="checkbox"/> Sellwood M.S. |
| <input type="checkbox"/> Cesar Chavez K-8 | <input type="checkbox"/> Llewellyn E.S. | <input type="checkbox"/> Sitton E.S. |
| <input type="checkbox"/> Chapman K-5 | <input type="checkbox"/> Madison H.S. | <input type="checkbox"/> Skyline K-8 |
| <input type="checkbox"/> Chief Joseph K-5 | <input type="checkbox"/> Maplewood E.S. | <input type="checkbox"/> Stephenson E.S. |
| <input type="checkbox"/> Cleveland H.S. | <input type="checkbox"/> Markham E.S. | <input type="checkbox"/> Sunnyside K-8 |
| <input type="checkbox"/> Creative Science K-8 | <input type="checkbox"/> Martin Luther King Jr | <input type="checkbox"/> Vernon K-8 |
| <input type="checkbox"/> Creston K-8 | <input type="checkbox"/> Marysville K-8 | <input type="checkbox"/> Vestal E.S. |
| <input type="checkbox"/> DaVinci Arts M.S. | <input type="checkbox"/> Metropolitan Lrn Ctr | <input type="checkbox"/> West Sylvan M.S. |
| <input type="checkbox"/> Duniway E.S. | <input type="checkbox"/> Mt Tabor M.S. | <input type="checkbox"/> Whitman E.S. |
| <input type="checkbox"/> Faubion PK-8 | <input type="checkbox"/> Ockley Green 6-8 | <input type="checkbox"/> Winterhaven K-8 |
| <input type="checkbox"/> Forest Park E.S. | <input type="checkbox"/> Odyssey | <input type="checkbox"/> Woodlawn PK-5 |
| <input type="checkbox"/> Franklin H.S. | <input type="checkbox"/> Peninsula K-5 | <input type="checkbox"/> Woodmere E.S. |
| <input type="checkbox"/> George M.S. | <input type="checkbox"/> Pioneer 5-8 | <input type="checkbox"/> Woodstock E.S. |

How are you connected to Portland Public Schools?. Please mark all that apply.

- | | |
|--|--|
| <input type="checkbox"/> I am a current/former employee of PPS | <input type="checkbox"/> I am a current/former PPS student |
| <input type="checkbox"/> I am a current/former parent/family member of a PPS student | <input type="checkbox"/> I am a community member |
| | <input type="checkbox"/> I am a community partner |

What is the geographic area that you are representing for the purposes of this committee (predominant area you are connected to a PPS school). If multiple, select the one that best fits.

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Southwest | <input type="checkbox"/> Northeast |
| <input type="checkbox"/> Southeast | <input type="checkbox"/> North |
| <input type="checkbox"/> South | <input type="checkbox"/> Outer East (East of I-205), |
| <input type="checkbox"/> Northwest | <input type="checkbox"/> Prefer not to disclose |

If you prefer to describe your geographic area, or are outside Portland:

What is your zip code for your residency? (it is understood that this may be different than the geographic area that you are representing for the purposes of this advisory body)

Additional Information

Do you understand that this is a volunteer (non-paid, non-employment) position?

Yes

No

I'm not sure

Are you able to prepare for meetings on your own time? And can you commit to regularly attend and participate in meetings and for the duration of the service term?

Yes

No

I'm not sure

PPS would like to know of any relationship you or a relative has to any organization that could benefit financially from the outcome of the matter to be considered by the Climate Crisis Response Committee. This is also known as a Conflict of Interest, and does not disqualify you.

Do you know of any potential conflicts?

Yes

No

I'm not sure

If you marked "yes" or "not sure", please describe the relationship (meaning is it you or a relative with the potential conflict), and the nature of your connection to the discussions or outcomes of the group.

Please let us know if you believe there are barriers to your participation that we can help eliminate. Examples include bus/parking passes, food at meetings, childcare, or stipends. While we may not have these options available, we are interested in planning and budgeting in the future based on needs expressed here.

Written Response

In 250 words or less, please respond to each of the following 5 prompts. Each response will be scored on a scale of 1 to 5 for a total of 20 points maximum.

1. Describe your relevant skills, knowledge, and lived experience as well as any volunteer, work, and/or educational experience that would serve the PPS Climate Crisis Response Committee ability to meet its mission of monitoring the effective implementation of the District's Climate Action Plan.
2. What excites you about the possibility of serving on the PPS Climate Crisis Response Committee?
3. If selected and appointed to serve, what would you hope to accomplish during your service on the PPS Climate Crisis Response Committee?
4. Please describe your ability to listen and consider other perspectives which may be different from your own. Describe how your ability promotes collaboration grounded on lifting voices of people and communities of color.
5. Please share examples of your experience supporting and/or advancing racial equity, social justice and/or climate justice. Refer to examples from: your school, work, community, family, etc.

PPS Board Policy Committee Update on Climate Crisis Response Committee

June 2022



TOGETHER
WE WILL



Kat Davis

PPS Climate Justice Advisor

- Founding Sustainability Director at Boise State University
- Bachelor of Arts, Environmental Studies and Geography, Certificate in Public Health - University of Colorado, Boulder
- Master of Arts, Sustainability in Communication, Planning, and Design - Boise State University



TOGETHER
WE WILL

CCR Committee Application Update

CCR Application is open.

All PPS communication sent.

34 applications as of June 1.

Deadline is June 15.

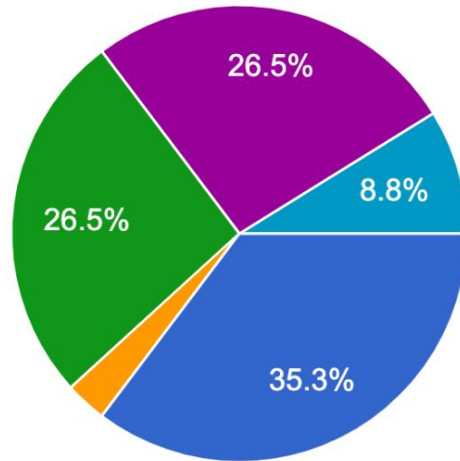
Application: [PPS.net/CCRC](https://pps.net/CCRC)

School Board will consider slate on June 28.



What is your age?

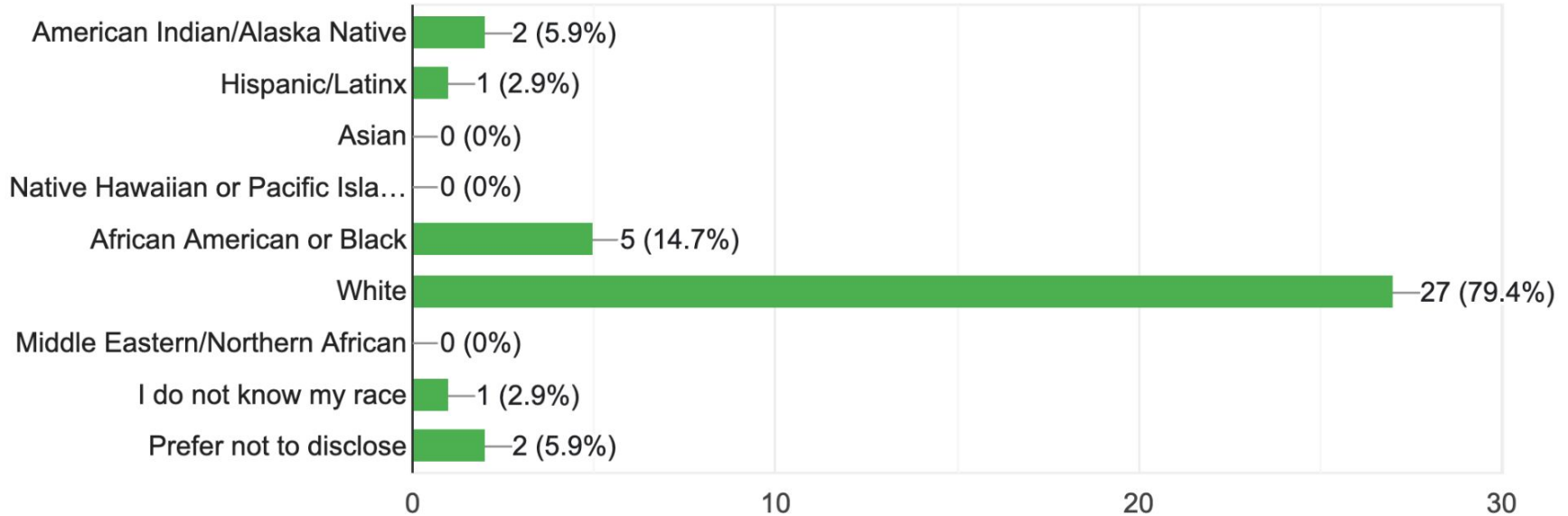
34 responses



* As of June 1 - 10:00am

Which of the following describes your racial or ethnic identity?

34 responses



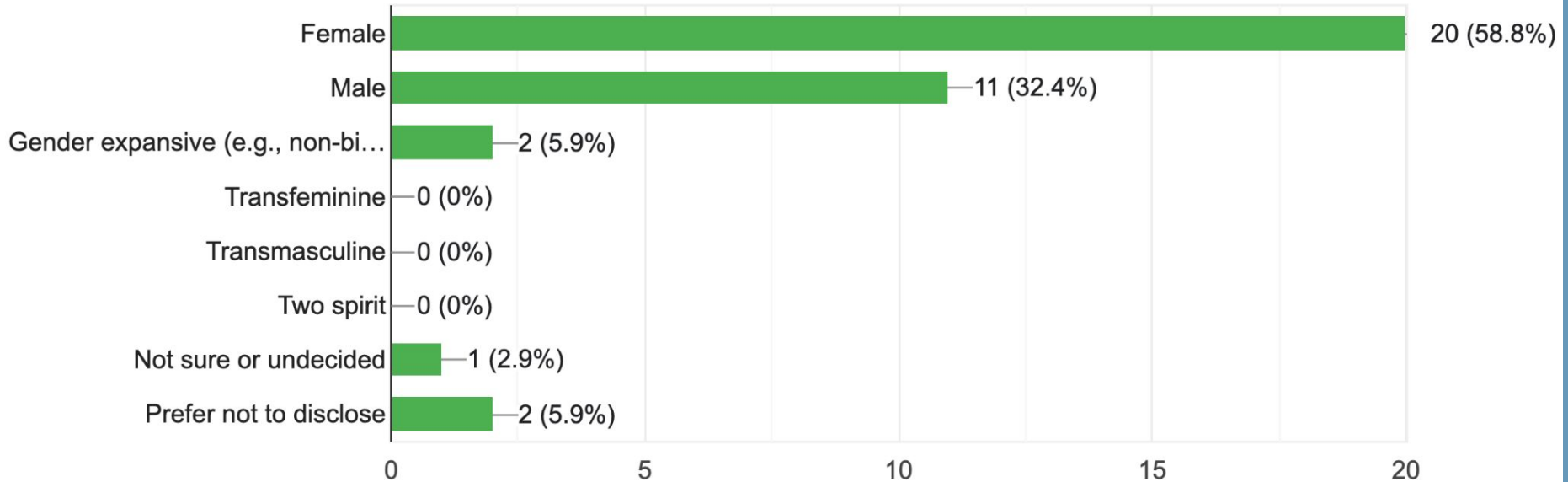
* As of June 1 - 10:00am



TOGETHER
WE WILL

What is your gender?

34 responses



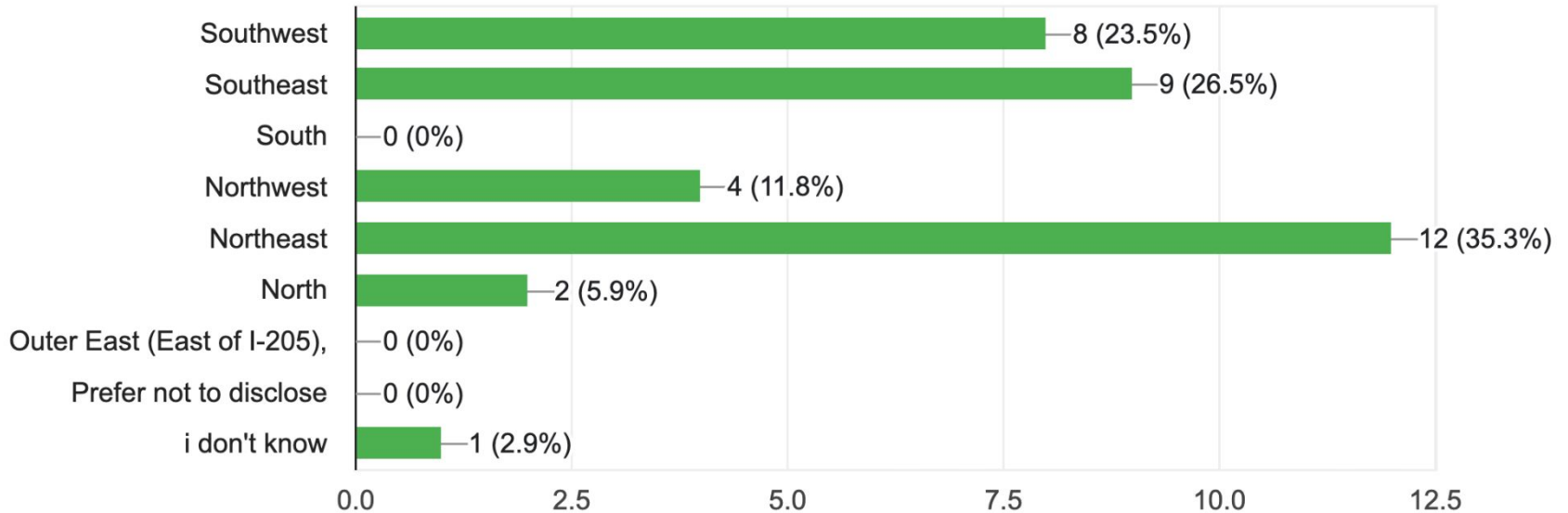
* As of June 1 - 10:00am



TOGETHER
WE WILL

What is the geographic area that you are representing for the purposes of this committee (predominant area you are connected to a PPS school).

34 responses



* As of June 1 - 10:00am



TOGETHER
WE WILL

5.20.010-P District Employment Practices

- (1) The superintendent shall direct the development of a program of continuous staff recruitment and selection, the goals of which will be to hire, train, and advance the most qualified individuals in all employment categories to meet the educational and staff needs of the district regardless of race, color, religion, age national origin or sex. To implement this policy of equal opportunity and treatment:
 - (a) Inasmuch as the proportion of the district's students who are minority students substantially exceeds the proportion of the work force resident in the district who are minority workers, the percentage of minority workers in the work force of the community should not be any kind of a maximum target for the district. He shall report such goals, and the progress toward such goals, to the Board not less frequently than semiannually;
 - (b) The district shall not limit, segregate or classify its employees or applicants for employment in any way which would deprive any individual of employment, training or promotional opportunities or otherwise adversely affect any individual's status as an applicant or employee, because of the individual's race, color, religion, age (between 18 and 70), national origin, sex or physical handicap;
 - (c) The district shall not discharge or refuse to hire any individual or otherwise discriminate against any individual with respect to that person's compensation, terms, conditions, or privileges of employment, because of the individual's race, color, religion, age (between 18-70), national origin, sex, or physical handicap.
- (2) The foregoing provisions shall not be construed to impose quotas for employment, retention or advancement of individuals from different groups or to prevent the district from giving appropriate consideration to those bona fide educational or occupational requirements, including length of service, appropriate tests or other criteria, recognized by Title VII of the Civil Rights Act of 1964 (42 USC S2000e et seq.) and the Oregon Civil Rights Laws ORS 659.026, 659.030, and 659.425.
- (3) The superintendent shall continue to direct staff development programs for all employees of the district further to strengthen among all employees awareness and appreciation of cultural diversity, skills of communication and sensitivity to the feelings of all persons regardless of their race, color, religion, sex, age, or national origin.

Legal References: ORS 326.051; ORS 659.037; ORS 332.505; ORS 659.150; ORS 342.934; ORS 659.230; ORS 659.015; ORS 659.270; ORS 659.029; ORS 659.340; ORS 659.030; ORS

5.20.010-P District Employment Practices

659.410 - 659.430; ORS 659.035; OAR 581-021-0045; Title VI of the Civil Rights Act of 1964, 42 U.S.C.A., Section 2000(d) (West 1985); Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C.A., Section 2000(e) *et seq.* (West 1985); Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.A., Section 621 (West 1985); Age Discrimination Act of 1975, as amended, 42 U.S.C.A., Section 6101 (West 1985); Equal Pay Act of 1963, as amended, 29 U.S.C.A., Section 206(d) (West 1985); Rehabilitation Act of 1973, 29 U.S.C.A., Sections 504, 791, 793 and 794 (West 1985); Title IX of the Education Amendments of 1972, 20 U.S.C.A., Sections 1681, 1682 and 1683 (West 1985)

History: Adpt. 4/29/74; Amd. 1/8/79; Amd. 3/82 ed.; Amd. 9/95 ed.



5.30.030-P Education Student Training Programs

The Board of Education recognizes the importance of educational personnel development programs and the cooperation of school districts in providing for prospective teachers and paraprofessionals field-centered activities in schools under the guidance of experienced personnel. The district shall, therefore, cooperate with institutions in this state, which have approved educational personnel preparation programs in providing education students with direct field-centered activities. District participation in such programs shall assure that the educational interests of the students and school programs affected determine all decisions as to the placement of personnel and the continuance of training programs. Responsibility and authority for establishing cooperative relationships with institutions with education student training programs and decisions relating to such programs operating in the district shall reside with the offices of the superintendent.

Legal References: ORS 332.107; ORS 332.505

History:



5.50.060-P Leaves Of Absence – Voluntary

- (1) **Board Authorization.** Sabbatical leaves, maternity leaves, study, exchange teaching, teaching in institutions of higher learning, restoration of health, military, adoption of a minor child, or association leave shall require approval of the Board of Education upon the recommendation of the superintendent. Except for military leave, such voluntary leaves shall be granted only to permanent teachers. "Maternity leaves" as used in this policy do not include use of accumulated sick leave for pregnancy disabilities or "change of status" for maternity purposes.
- (2) **Superintendent Authorization.**
 - (a) **Paid Short Leaves.** Paid leaves of absence under the provisions for sick leave, funeral leave, emergency leave, mandatory court appearances, jury duty, professional leave, religious holidays, and military leave shall be authorized within the established Board policies by the office of the superintendent.
 - (b) **Unpaid Short-Term Leaves.** Short-term unpaid leaves for personal reasons shall require authorization and approval of the office of the superintendent.
- (3) **Length of Leaves.** Long-term leaves without pay may be granted, for terms not exceeding one year but may be renewed for additional one-year periods upon recommendation of the Superintendent and approval of the Board. Successive leaves shall not exceed five years.
- (4) **Periods of Leaves.** In situations not calling for continuity for the entire year, teachers returning from a voluntary leave of absence granted for a period of one-half a year or longer ordinarily shall not be reinstated until the beginning of the term following the expiration of such leave. In the case of other situations, ordinarily reinstatement will not be made until the end of the school year. Exceptions shall depend upon needs for continuity of instruction or other staffing needs as determined by the Office of Personnel Services.
- (5) **Notification of Return.**
 - (a) Any permanent teacher whose voluntary leave of absence expires at the end of the school year shall notify the office of the superintendent on or before March 15 preceding his/her intention to return to service. Any teacher whose leave of absence expires at the end of the first semester of any school year shall give notice to the office of the superintendent on or before November 15 of his/her intention to return.
 - (b) The office of the superintendent shall notify teachers by mail of the expiration of their leave and that failure on the part of the teacher to

5.50.060-P Leaves Of Absence – Voluntary

notify the office of the superintendent in accordance with the above provision shall constitute evidence of insubordination against such teacher.

Legal References: ORS 332.107; Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq., 29 CFR Part 1630

History: Adpt. 6/71; Amd. 3/73; Amd. 4/10/78



6.10.090-P Private Schools – Requests for Funding

The Board has received requests from private schools, which are not church schools, for resources (staffing, materials, supplies and/or funding) to assist such private schools. While the Board has complete discretion whether, and has no obligation, to respond to such requests, it is appropriate to state the governing principles and general conditions applicable to such requests.

I. Governing Principles

- (1) The principles which guide district schools in these matters are as follows:
 - (a) It is the central and primary responsibility of the public schools to provide at public expense within the public schools a secular education, which is open on a full-time basis to all children in the community.
 - (b) Under state law, parents have the right to send their children at private expense to private schools as an alternative to accepting a full-time public school education for their children.
 - (c) Cooperation between the public schools and private schools must meet constitutional limitations, must not encourage a dual system of education at public expense, nor cause the fragmentation of the public school system, nor interfere with the administration of the public schools, nor reduce the quality and effectiveness of public education.
 - (d) The Board will continue to develop within its public schools alternative and varied educational programs at all grade levels to meet the diverse interests and needs of its students.
 - (e) The Board will not consider providing resources to a private school unless it finds the conditions stated under section II below are met.

II. General Conditions

- (1) The staff of the school is qualified to conduct the program.
- (2) The private school has defined its goals, they are consistent with the goals of the district, and the private school seeks to integrate the students attending the school into the public school system.
- (3) The private school shall by contract agree to:
 - (a) Cooperate with the district in the provision of educational services;
 - (b) Conduct evaluations of staff, program and results, and provide this as required by OAR 581-022-1350 and the district;

6.10.090-P Private Schools – Requests for Funding

- (c) Provide the district with routine reports and any additional reports required by the district;
 - (d) Comply with conditions (1) through (3) above and with such other terms and provisions as the Board shall require.
- (4) This policy does not apply to religious schools, nor commit the Board to provide resources to any private school whatsoever.

Legal References: ORS 332.107; OAR 581-022-1350; ORS 345.505 (2)

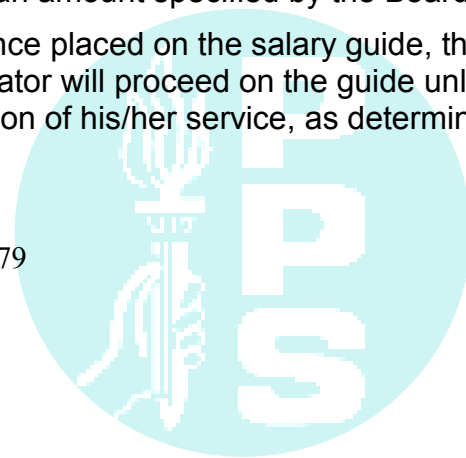
History: Adpt 5/12/75; Amd 3/10/88; Amd 12/12/91; Amd 9/95; Amd 9/9/02; BA 2421



5.60.070-P Administrative Salaries

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

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



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 Schools 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 our 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.~~

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~~(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 e~~ Council 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 ~~electd 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 ~~electd by the classified employees at that school's 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~~

Commented [1]: "development of plans" or feedback on plans?

Commented [2]: Site council does not have any \$

~~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

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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:

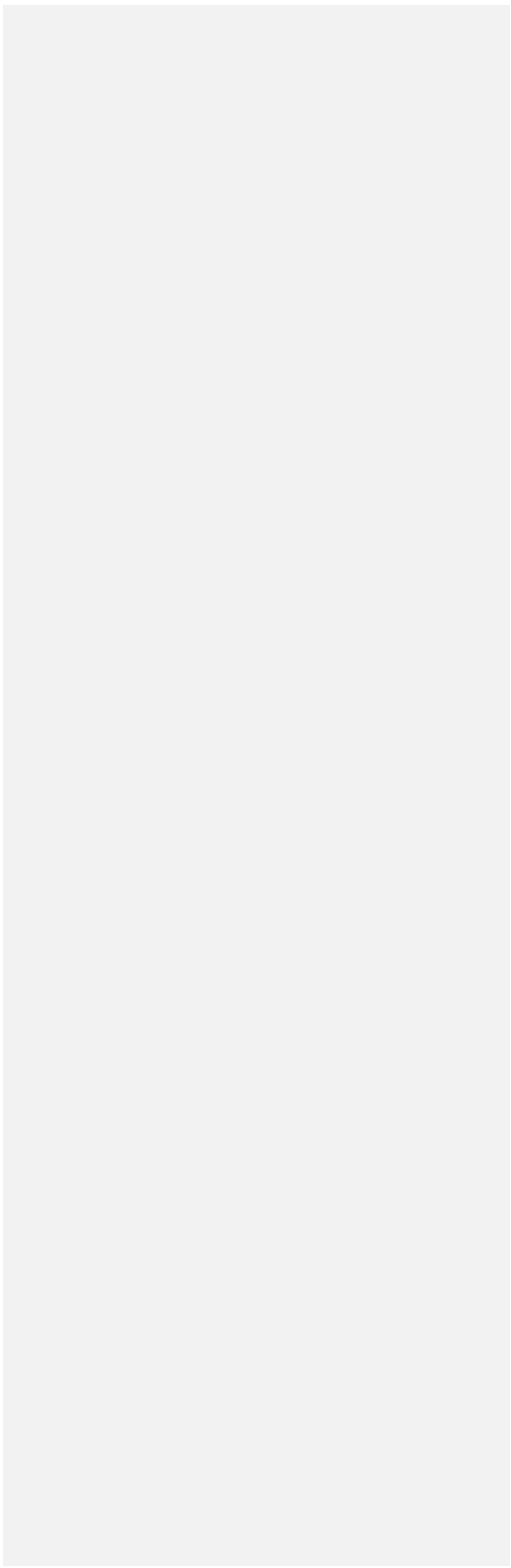
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- ~~(a)~~ Commit to a process of collaboration to ~~achieve (support?)~~ school improvement and increase student achievement;
- ~~(b)~~ Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- ~~(c)~~ Learn about the Board goals for the ~~Portland school-D~~ 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.~~



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~~(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 Meetings of Site 21st 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.~~

~~(5)~~

V. Citizen Budget Review Committees (CBRC)

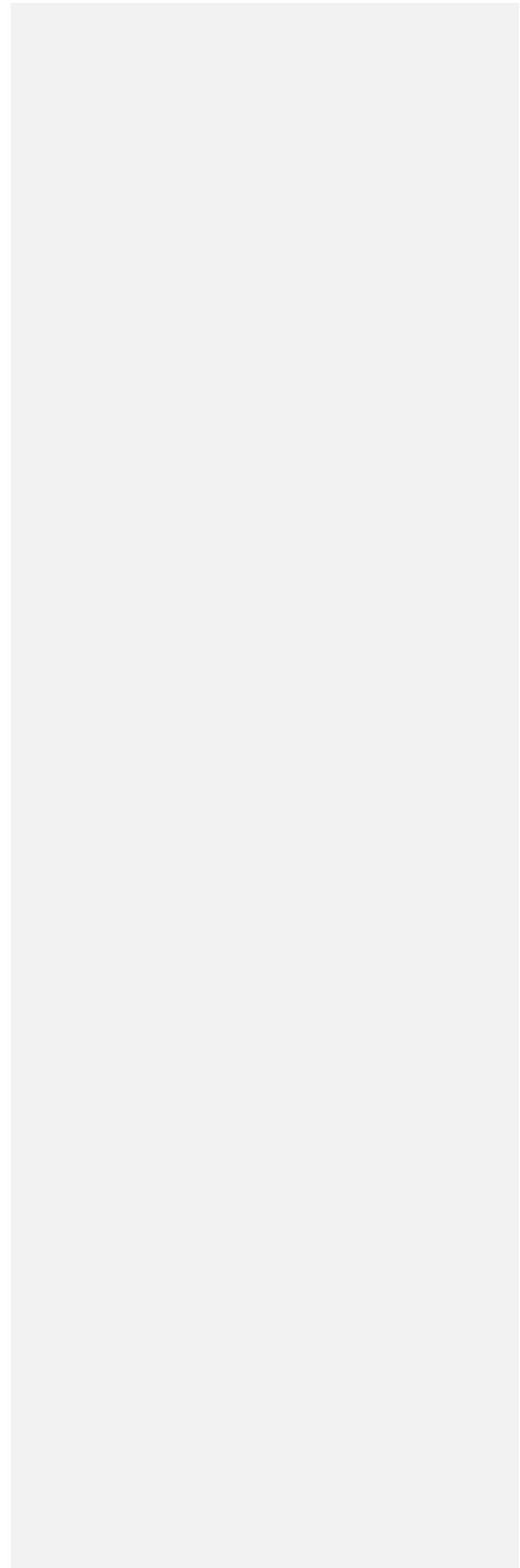
~~(1) Each committee A Citizen Budget Review Committee will be established for the purpose of budget review and recommendations to the Board.~~

~~(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) 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.



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~~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.~~

~~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](#)

8.60.021 Liability Claims

I. Self-Insurance, Investigation and Settlement of Claims

- (1) The District is self-insured with respect to certain bodily injury, property damage and other claims arising from certain accidents and other occurrences. The District may contract for external services to investigate and/or defend claims made against the District.
- (2) Proposed final determination and settlement agreements involving payment of District funds of \$75,000 and over will be submitted to the Board after review by the District's General Counsel. The Superintendent may authorize (and delegate to the General Counsel and Director of Risk Management) final settlements for claims involving payment of District funds under \$75,000 upon determining that such settlement is in the best interests of the District and is reasonable under the circumstances, considering the risk of liability involved. A liability release signed by the payee is required as part of the terms of settlement.

II. Notice of Settlement of Claims

- (1) Notwithstanding the delegation of authority limits set forth in 8.90.010-P Contracts or in this policy, the Board shall be notified when claims settled below the board-approval threshold exceed \$750,000 in the aggregate each fiscal year.

III.

- (1)

Legal References: ORS 30.290; ORS 294.463; ORS 332.435; ORS 332.437

History: Adpt 9/13/77; Amd 5/81; Amd 10/13/83; Rev 8/28/00, BA 1400; Amd __/22

I. Self-Insurance, Investigation and Settlement ~~Services of Claims~~

- (1) The District is self-insured with respect to certain bodily injury, property damage and other claims arising from certain accidents and other occurrences. The District may contract ~~for investigative-external services for to investigate and/or defend bodily injury and property damage~~ claims made against the District.
- (2) Proposed final determination and settlement agreements involving payment of District funds of \$725,000 and over will be submitted ~~by the Ddistrict's risk manager~~ to the Board after review by the District's General Counsel. The Superintendent may authorize (and delegate to the General Counsel and director of Risk Management) final settlements for ~~uninsured personal injury and property damage~~ claims involving payment of District funds under \$725,000 upon determining that such settlement is in the best interests of the District and is reasonable under the circumstances, considering the risk of liability involved. A liability release signed by the payee ~~will be~~ is required as part of the terms of settlement.

II. Notice of Settlement of Claims Below Board-Approval Threshold

- (1) ~~Upon receipt of a notice of claim for an alleged tort or similar claim (exclusive of employment and student discrimination claims), the General Counsel Risk Management Department will proceed to do the following:~~
 - (a) ~~Determine whether the matter will be handled by the General Counsel's office or Risk Management.~~
 - (b) ~~Notify the claimant or the claimant's legal counsel that notice has been received and will be investigated;~~
 - (c) ~~Prepare and administer files;~~
 - (d) ~~Notify and submit claims for review by the Ddistrict's general counsel when a settlement in excess of \$5,000 is considered or when the claimant elects to pursue litigation; and~~
 - (e) ~~Maintain financial statistics on all claims costs.~~
- (2) Within 30 days of the end of each quarter, the General Counsel's Office Notwithstanding the delegation of authority limits set forth in 8.90.010-P Contracts , the legal committee of the Board shall be provide the Board with a list of summary of the settlements of claims resolved below the board-approval threshold. advised/consulted regarding settlements of actual or threatened litigation or administrative complaints where the settlement is between \$25,000 and \$725,000.

III. Establishment of Reserves

- (1) ~~A special financial reserve and budgetary fund is hereby established~~

~~pursuant to ORS 332.437 for the purpose of paying:~~

- ~~(a) costs incurred by the Ddistrict under this policy; and~~
- ~~(b) claims against the Ddistrict, including discrimination claims, in accordance with settlement agreements or other determination.~~

~~(2) As used in this section, “normal reserve” refers to the amount of such fund established by Board resolution after review and comment by the risk manager. Recommendations for the normal reserve shall be made with the objectives of:~~

- ~~(a) providing a clearly adequate amount with which to pay all uninsured costs and claims of the kind for which the fund is established; and~~
- ~~(b) preventing the existence or settlement of claims from having any further effect on the budget or funds of the Ddistrict.~~

IV. ~~Additions during a fiscal year may also be made by resolution of the Board pursuant to ORS 294.46350. Reductions shall not be made except: (1) in connection with the adoption of the Ddistrict’s budget for the ensuing year; or (2) by expenditures made for the purposes described in this policy.~~

~~(1) The budget resources of said reserve fund shall be permitted to increase from year to year by reason of earnings on investments of monies in said fund and additions thereto made pursuant to this policy. Expenditures therefrom shall be made only pursuant to specific resolutions adopted by the Board or pursuant to settlements approved in accordance with this policy, and only for the purpose for which said reserve fund had been created.~~

Legal References: ORS 30.290; ORS 294.4~~6350~~; ORS 332.435; ORS 332.437

History: Adpt 9/13/77; Amd 5/81; Amd 10/13/83; Rev 8/28/00, BA 1400; ~~Amd /22-~~



Complaint Policy

4.50.032-P

DRAFT March 6, 2022

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

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

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

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

I. Formal Complaints: Accessibility; Training; and Annual Reports

- A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the ~~homepage~~ home page of the District's ~~Conflict Resolution~~ website found [here](#).

1. Formal Complaints

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

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

~~B. Information regarding the complaint process shall be easily accessible to members of the school community and user friendly.~~

C. The District shall provide training for ~~building administration and~~ designated District staff on how to handle formal complaints under this policy, as well as the administrative directive 4.50.031-AD [insert hyperlink].

D. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

II. TIMELINES

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.
- B.** The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- C.** The receipt of a written complaint starts the ~~690~~-day timeline for resolution of complaints under this policy.

III. FILING A FORMAL COMPLAINT

A. STEP 1:

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

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD SUPERINTENDENT

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

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

B. ~~STEP 3: APPEAL TO THE PPS SCHOOL BOARD~~

The Board will vote on the appeal within 30 days of the written request to appeal the Superintendent's District's Step 1 decision. The Board will have the full written record of the decisions at Step 1 ~~and Step 2~~. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law (with some sort of privacy exemption).

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

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

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

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

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other Types of Complaints

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

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

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

- Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor.
- More information about conflict resolution resources may be found [here](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants through the Formal Complaint process. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.
4. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an

- employee or student involved in the complaint. ~~The Board will hear complaints concerning students and employees in a closed session unless the employee or student/family requests an open session.~~
6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
 7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
 8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.
 9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
 10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the complaint.
 11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
 12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed through the Formal Complaint process.
 13. ~~Additional allegations offered during the Step 2 process will not be heard along with the original complaint. The person making the complaint will be informed that the allegation will not be addressed as part of the Step 2 response and that the allegation must be filed as a new complaint with the District’s complaint coordinator.~~
 14. Because the Board ~~makes serves as~~ the final decision ~~maker of at the Step 1 at the Step 3~~ appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints

that are filed.

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

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

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

F. Complaints submitted to members of the Board of Education

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

V. FURTHER APPEAL RIGHTS

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

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

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

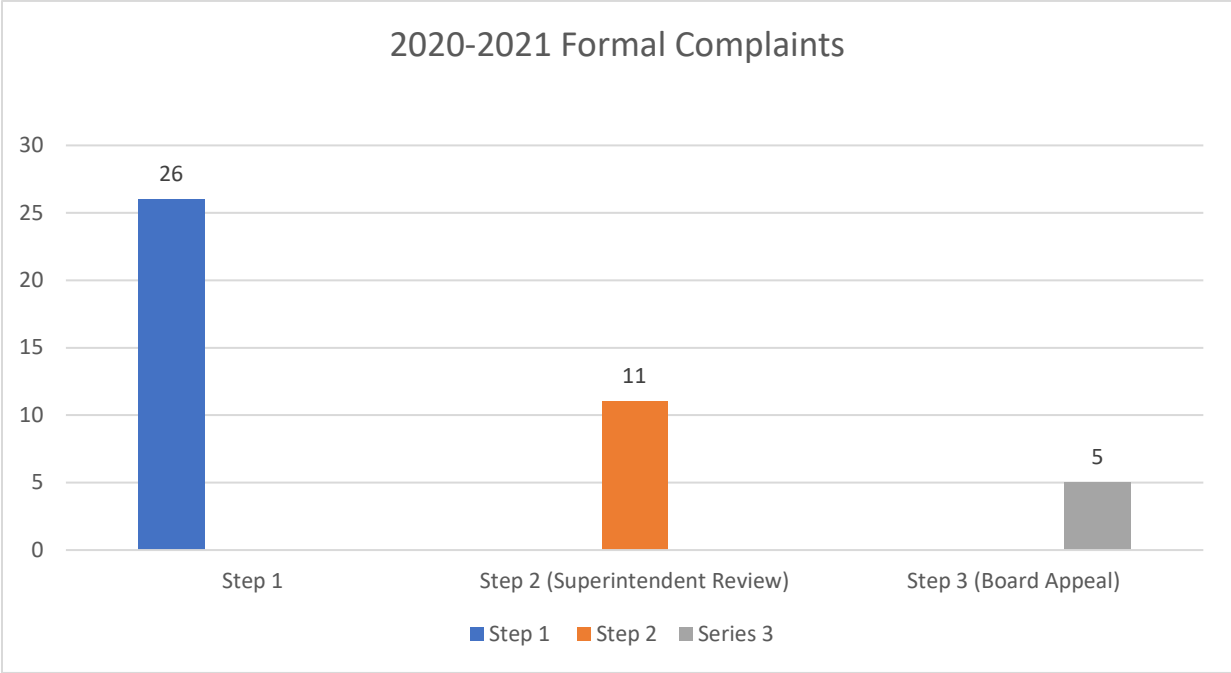
Adopted 11/2014; Amended 6/12/18, 6/15/2021, /2022

Legal Reference(s):

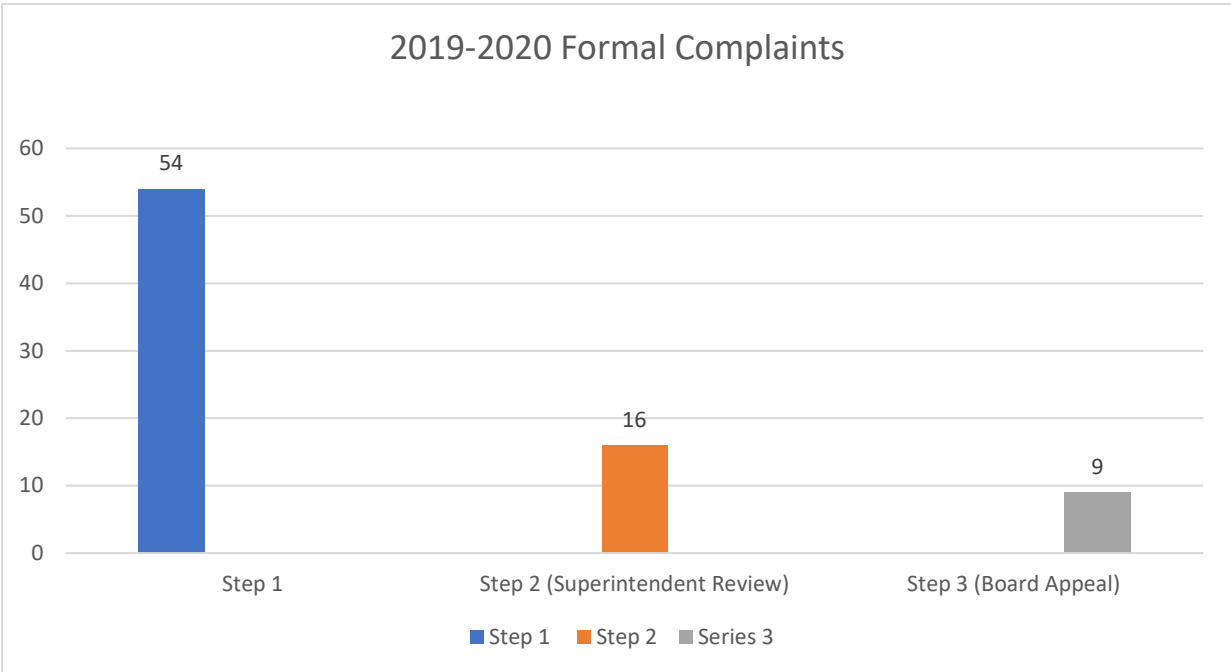
[ORS 192.610 to 192.690](#)
[ORS 332.107](#)
[ORS 339.285 to](#)
[339.383](#) [ORS 659.852](#)
[OAR 581-022-2370](#)

Complaint numbers

Portland Public Schools received 26 formal public complaints during the 2020-2021 school year. Eleven of the 26 complaints were appealed to the Superintendent and 5 of those were further appealed to the Board of Education.



The following chart shows the number of complaints that were filed during the 2019-2020 school year.



5.10.080-P Deferred Compensation

- I. The following is adopted as the amended Policy of the Board of Education effective as of January 1, 2002, with respect to compensation deferred pursuant to deferred compensation agreements entered into by authority of superseded forms of this Policy. This amended Policy supersedes all prior versions of this Policy.
 - (1) Effective January 1, 1991, no deferrals shall be made pursuant to existing agreements and no deferred compensation agreements shall be entered into pursuant to the deferred compensation plan authorized by the Board of Education pursuant to superseded versions of this Policy.
 - (2) Effective October 1, 1990, the Deputy Clerk is authorized to transfer deferred amounts to an asset management company as provided for in Resolution 1513 (September 27, 1990).
 - (3) Notwithstanding the selection of a Depository pursuant to a deferred compensation agreement, the District shall have absolute and uncontrolled discretion with respect to whether the amounts described therein are invested and, if invested, the institution or institutions in which they shall be invested. This Policy does not bind the District to comply with Participants' instructions regarding the deposit of deferred compensation. The Superintendent shall recommend to the Board any changes in deposit arrangements as shall appear prudent. The District shall have no fiduciary or other obligation to maximize earnings on deferred amounts for the benefit of Participants, and the measure of the District's obligations to the Participant involved shall be solely as set forth in the Agreement.
 - (4) Effective January 1, 1999, notwithstanding any provision in this Policy or its Exhibit A to the contrary, all assets and income of the deferred compensation plan established by this Policy shall be held in trust for the exclusive benefit of Participants and their beneficiaries. For purposes of the foregoing sentence, custodial accounts and annuity contracts described in Code Section 401(f) shall be treated as trusts under rules similar to the rules under Code Section 401(f).
 - (5) Effective January 1, 2002, the following provisions regarding rollover contributions are added to this Policy:

5.10.080-P Deferred Compensation

- II. **Rollover Contributions.** The District may in its discretion accept rollover contributions of cash or other property on behalf of a Participant, the amount of which shall be credited to the Participant's separate rollover account and which shall at times remain fully vested and non-forfeitable. A "rollover contribution" is:
- (1) An amount received by the District's deferred compensation plan (the "Plan") from a Participant who, having received an eligible rollover distribution, as defined in Code Section 402(c)(4), from an eligible retirement plan, transfers any portion of the property received in the distribution to the Plan on or before the 60th day after the day on that the Participant received the property;
 - (2) An amount received by the Plan on behalf of a Participant in a direct trustee-to-trustee transfer of an eligible rollover distribution from an eligible retirement plan in accordance with Code Section 401(a)(31); or
 - (3) An amount received by the Plan from a Participant that consists of the portion of a distribution from an individual retirement account or annuity described in Code Section 408(a) or 408(b) that is eligible to be rolled over and would otherwise be includible in gross income, provided that the Participant transfers the amount to the Plan on or before the 60th day after the day on which the Participant received the amount.
 - (4) For purposes of (1), (2), and (3) above, an "eligible retirement plan" means a qualified trust described in Code Section 401(a), a qualified annuity plan described in Code Section 403(a), an annuity contract described in Code Section 403(b), or an eligible deferred compensation plan described in Code Section 457(b) that is maintained by an eligible employer described in Code Section 457(e)(1)(A).
 - (5) Prior to accepting any rollover contributions, the District shall obtain a statement from the plan administrator of the distributing plan that the plan is intended to comply with the applicable Code provision, or such other statement or verification as may be required by the Internal Revenue Service.

5.10.080-P Deferred Compensation

III. **Eligible Rollover Distributions.** Effective January 1, 2002, the following provisions regarding eligible rollover distributions are added to this Policy:

- (a) **General Rule.** To the extent required by law, and except as otherwise provided below, any portion of an eligible rollover distribution that would otherwise be includible in the distributee's gross income if not rolled over shall, at the election of and in lieu of distribution to the distributee, be paid directly to the eligible retirement plan specified by the distributee.
- (b) **Definition of Eligible Rollover Distribution.** Subject to the limitations in (d) below, an "eligible rollover distribution" is any distribution of Plan benefits to a Participant, a Participant's surviving spouse, or a Participant's spouse or former spouse pursuant to a qualified domestic relations order ("distributee"), except the following distributions:
 - (A) Any distribution that is one of a series of substantially equal periodic payments made at least annually over one of the following periods:
 - (i) For the life (or life expectancy) of the distributee, or the joint lives (or life expectancies) of the distributee and a designated beneficiary; or
 - (ii) For a specified period of ten years or more.
 - (B) Any distribution to the extent it is required under Code Section 401(a)(9).
 - (C) Any distribution made on account of hardship.

A distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions that are not includible in gross income. However, any such portion may be transferred only to an individual retirement account or annuity described in Code Section 408(a) or (b), or to a qualified defined contribution plan described in Code Section 401(a) or 403(a) that agrees to separately account for amounts so transferred, including separately accounting for the portion of the distribution that is includible in gross income and the portion of the distribution that is not includible in gross income. In the case of a transfer described in this

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paragraph, the amount transferred shall be treated as consisting first of the portion of the distribution that is includible in gross income (determined without regard to Code Section 402(c)(1)).

The provisions of Code Section 401(a)(31)(D) and the regulations thereunder are incorporated herein by reference for the purpose of further defining and interpreting the term "eligible rollover distribution," and those provisions shall be controlling.

(c) Definition of Eligible Retirement Plan. For purposes of the provisions of this Policy regarding eligible rollover distributions, an "eligible retirement plan" is:

- (A) An individual retirement account described in Code Section 408(a);
- (B) An individual retirement annuity described in Code Section 408(b) (other than an endowment contract);
- (C) A qualified trust under Code Section 401(a) that is a defined contribution plan and permits the acceptance of rollover contributions;
- (D) An annuity plan described in Code Section 403(a);
- (E) An eligible deferred compensation plan described in Code Section 457(b) that is maintained by an eligible governmental employer described in Code Section 457(e)(1)(A); or
- (F) An annuity contract described in Code Section 403(b).

The provisions of Code Section 401(a)(31)(E) and the regulations thereunder are incorporated herein by reference for the purpose of further defining and interpreting the term "eligible retirement plan," and those provisions shall be controlling.

(d) Limitations. The foregoing provisions are subject to the following limitations:

- (A) The distributee may not elect to have an eligible rollover distribution paid directly to more than one eligible retirement plan.

5.10.080-P Deferred Compensation

(B) The distributee may not elect to have an eligible rollover distribution paid directly to an eligible retirement plan if the total of all eligible rollover distributions payable to the distributee from this deferred compensation plan during the distributee's taxable year is reasonably expected to be less than \$200 (or such higher amount permitted under applicable federal law).

IV. Effective January 1, 2002, the following provision shall apply to the distribution of a Participant's Account, notwithstanding any provision to the contrary in this Policy or its Exhibit A:

(1) **Distributable Events.** A Participant is entitled to distribution of his or her Account, at the time and in the manner provided in this Policy, on the occurrence of one of the following events:

- (a) The Participant's severance of employment with the District.
- (b) The beginning of the calendar year in which the Participant reaches age 70½.
- (c) The Participant is faced with an unforeseeable emergency.

(2) **Cash-Out of Small Accounts.** Notwithstanding the above, where the portion of a Participant's Account that is not attributable to rollover contributions, as defined in Code Section 411(a)(11)(D), does not exceed \$5,000, the Participant may elect to receive the Account in a single lump-sum payment, or the District may distribute the Account without the Participant's consent, provided that:

- (a) No amount has been deferred under the Plan with respect to the Participant during the two-year period ending on the date of the distribution; and
- (b) There has been no prior distribution to the Participant under this provision.

V. Effective January 1, 2002, notwithstanding any provision to the contrary in this Policy or its Exhibit A, Participants may elect the date on which payments are to begin under this plan, and the form in which the payments are to be made, at any time before the selected commencement date, subject to the District's procedures for applying for benefits. The District's procedures may require, among

5.10.080-P Deferred Compensation

other things, that a written application for benefits be submitted at least a minimum number of days before the payment commencement date.

VI. Effective January 1, 2002, the following provision is added to this Policy:

A Participant, or a deceased Participant's death beneficiary, may elect at any time to have part of all of the Participant's Account paid in a direct trustee-to-trustee transfer to a defined benefit governmental plan (as defined in Code Section 414(d)) maintained by the state of Oregon or a political subdivision of the state of Oregon, provided that the transfer is:

- (1) For the purchase of permissive service credit (as defined in Code Section 415(n)(3)(A)) under the defined benefit governmental plan; or
- (2) A repayment to which Code Section 415 does not apply by reason of Code Section 415(k)(3).

VII. Effective January 1, 2002, the following provisions regarding required minimum distributions are added to this Policy:

- (1) **Required Minimum Distributions.** Effective January 1, 2002, distributions to Participants and their death beneficiaries will be made in accordance with Code Section 401(a)(9) and the regulations thereunder, including Treasury Regulation Section 1.401(a)(9)-2. Provisions in this Policy and the deferred compensation plan reflecting Code Section 401(a)(9) override any distribution options inconsistent with Code Section 401(a)(9). The requirements of this paragraph and subsections (a) through (d) below shall take precedence over any inconsistent provisions of this Policy or the deferred compensation plan. All distributions required under this section shall be determined and made in accordance with Code Section 401(a)(9) and the Treasury regulations thereunder, which are incorporated herein by this reference.
- (2) The provisions of subsections (a) through (d) below shall apply for purposes of determining required minimum distributions for calendar years beginning with the 2003 calendar year:
 - (a) Time and Manner of Distribution.

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- (A) Required Beginning Date. The Participant's entire interest will be distributed, or begin to be distributed, to the Participant no later than the Participant's required beginning date.
- (B) Death of Participant before Distributions Begin. If the Participant dies before distributions begin, the Participant's entire interest will be distributed, or begin to be distributed, no later than as follows:
- (i) If the Participant's surviving spouse is the Participant's sole designated beneficiary, then, except as provided in (v) below, distributions to the surviving spouse will begin by December 31 of the calendar year immediately following the calendar year in which the Participant died, or by December 31 of the calendar year in which the participant would have attained age 70½, if later.
 - (ii) If the Participant's surviving spouse is not the Participant's sole designated beneficiary, then, except as provided in (v) below, distributions to the designated beneficiary will begin by December 31 of the calendar year immediately following the calendar year in which the Participant died.
 - (iii) If there is no designated beneficiary as of September 30 of the year following the year of the Participant's death, the Participant's entire interest will be distributed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.
 - (iv) If the Participant's surviving spouse is the Participant's sole designated beneficiary and the surviving spouse dies after the Participant but before distributions to the surviving spouse begin, this paragraph (B), other than (B)(i), will apply as if the surviving spouse were the Participant.
 - (v) Participants or beneficiaries may elect on an individual basis whether the five-year rule described in (iii) above or the life expectancy rule

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described in (i) and (ii) above applies to distributions after the death of a Participant who has a designated beneficiary. The election must be made no later than the earlier of September 30 of the calendar year in which distribution would be required to begin under (i) or (ii) above, or by September 30 of the calendar year which contains the fifth anniversary of the participant's (or, if applicable, surviving spouse's) death. If neither the Participant nor beneficiary makes an election under this subparagraph (v), distributions will be made in accordance with (i) or (ii) above, as applicable, and subsection (c)(B)(i) below.

For purposes of this paragraph (B) and subsection (c), unless (iv) above applies, distributions are considered to begin on the Participant's required beginning date. If (iv) above applies, distributions are considered to begin on the date distributions are required to begin to the surviving spouse under (i) above. If distributions under an annuity purchased from an insurance company irrevocably commence to the Participant before the Participant's required beginning date (or to the Participant's surviving spouse before the date distributions are required to begin to the surviving spouse under (i) above), the date distributions are considered to begin is the date distributions actually commence.

(C) Forms of Distribution. Unless the Participant's interest is distributed in the form of an annuity purchased from an insurance company or in a single sum on or before the required beginning date, as of the first distribution calendar year distributions will be made in accordance with subsections (b) and (c). If the Participant's interest is distributed in the form of an annuity purchased from an insurance company, distributions thereunder will be made in accordance with the requirements of Code Section 401(a)(9) and the Treasury regulations.

(b) Required Minimum Distributions during Participant's Lifetime.

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- (A) Amount of Required Minimum Distribution for Each Distribution Calendar Year. During the Participant's lifetime, the minimum amount that will be distributed for each distribution calendar year is the lesser of:
- (i) The quotient obtained by dividing the Participant's Accounts by the distribution period in the Uniform Lifetime Table set forth in Treasury Regulation § 1.401(a)(9)-9, using the Participant's age as of the Participant's birthday in the distribution calendar year; or
 - (ii) If the Participant's sole designated beneficiary for the distribution calendar year is the Participant's spouse, the quotient obtained by dividing the Participant's Accounts by the number in the Joint and Last Survivor Table set forth in Treasury Regulation § 1.401(a)(9)-9, using the Participant's and spouse's attained ages as of the Participant's and spouse's birthdays in the distribution calendar year.
- (B) Lifetime Required Minimum Distributions Continue Through Year of Participant's Death. Required minimum distributions will be determined under this subsection (b) beginning with the first distribution calendar year and up to and including the distribution calendar year that includes the Participant's date of death.
- (c) **Required Minimum Distributions after Participant's Death.** If the Participant dies on or after the date distributions begin, the remainder of the Participant's Accounts shall be distributed at least as rapidly as under the distribution method being used as of the date of the Participant's death, and in accordance with the provisions of this subsection (c).
- (A) Death On or After Date Distributions Begin.
 - (i) Participant Survived by Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is a designated beneficiary, the minimum amount that will be

5.10.080-P Deferred Compensation

distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's Accounts by the longer of the remaining life expectancy of the Participant or the remaining life expectancy of the Participant's designated beneficiary, determined as follows:

- (I) The Participant's remaining life expectancy is calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.
 - (II) If the Participant's surviving spouse is the Participant's sole designated beneficiary, the remaining life expectancy of the surviving spouse is calculated for each distribution calendar year after the year of the Participant's death using the surviving spouse's age as of the spouse's birthday in that year. For distribution calendar years after the year of the surviving spouse's death, the remaining life expectancy of the surviving spouse is calculated using the age of the surviving spouse as of the spouse's birthday in the calendar year of the spouse's death, reduced by one for each subsequent calendar year.
 - (III) If the Participant's surviving spouse is not the Participant's sole designated beneficiary, the designated beneficiary's remaining life expectancy is calculated using the age of the beneficiary in the year following the year of the Participant's death, reduced by one for each subsequent year.
- (ii) No Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is no designated beneficiary as of September 30 of the year after the year of the Participant's death, the minimum amount that will be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by

5.10.080-P Deferred Compensation

dividing the Participant's Accounts by the Participant's remaining life expectancy calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.

(B) Death before Date Distributions Begin.

- (i) Participant Survived by Designated Beneficiary. Unless the Participant or beneficiary elects under subsection (a)(B)(v) to have the five-year rule apply, if the Participant dies before the date distributions begin and there is a designated beneficiary, the minimum amount that will be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's Accounts by the remaining life expectancy of the Participant's designated beneficiary, determined as provided in subsection (c)(A).
- (ii) No Designated Beneficiary. If the Participant dies before the date distributions begin and there is no designated beneficiary as of September 30 of the year following the year of the Participant's death, or if the Participant or beneficiary elects under subsection (a)(B)(v) to have the five-year rule apply, distribution of the Participant's entire interest will be completed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.
- (iii) Death of Surviving Spouse Before Distributions to Surviving Spouse Are Required to Begin. If the Participant dies before the date distributions begin, the Participant's surviving spouse is the Participant's sole designated beneficiary, and the surviving spouse dies before distributions are required to begin to the surviving spouse under subsection (a)(2)(a), this subsection (c)(B) will apply as if the surviving spouse were the Participant.

(d) Definitions.

5.10.080-P Deferred Compensation

- (A) Designated Beneficiary. The individual who is designated as the beneficiary under the terms of the Plan and is the designated beneficiary under Code Section 401(a)(9) and Treasury Regulation § 1.401(a)(9)-4, Q&A-1.
- (B) Distribution Calendar Year. A calendar year for which a minimum distribution is required. For distributions beginning before the participant's death, the first distribution calendar year is the calendar year immediately preceding the calendar year that contains the Participant's required beginning date. For distributions beginning after the Participant's death, the first distribution calendar year is the calendar year in which distributions are required to begin under subsection (a)(B). The required minimum distribution for the Participant's first distribution calendar year will be made on or before the Participant's required beginning date. The required minimum distribution for other distribution calendar years, including the required minimum distribution for the distribution calendar year in which the Participant's required beginning date occurs, will be made on or before December 31 of that distribution calendar year.
- (C) Life Expectancy. Life expectancy as computed by use of the Single Life Table in Treasury Regulation § 1.401(a)(9)-9.
- (D) Participant's Accounts. The Accounts as of the last Valuation Date in the calendar year immediately preceding the distribution calendar year (valuation calendar year) increased by the amount of any contributions made and allocated or forfeitures allocated to the Accounts as of dates in the valuation calendar year after the valuation date and decreased by distributions made in the valuation calendar year after the valuation date. The Accounts for the valuation calendar year includes any amounts rolled over or transferred to the Plan either in the valuation calendar year or in the distribution calendar year if distributed or transferred in the valuation calendar year.

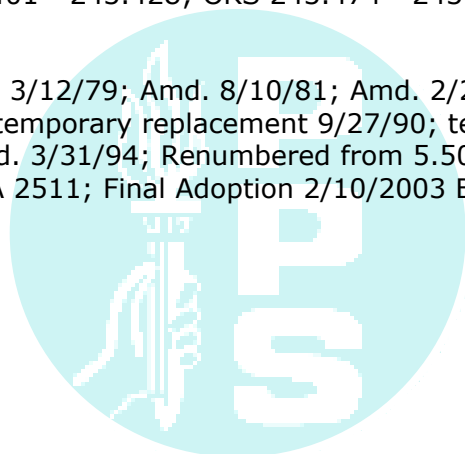
5.10.080-P Deferred Compensation

(E) Required Beginning Date. The required beginning date for a Participant is April 1 of the calendar year following the calendar year in which the Participant reaches age 70½ or retires, whichever occurs later.

- VIII.** This Policy may be terminated and modified by the Board in its sole discretion, provided that the termination or modification shall not affect rights acquired under deferred compensation agreements previously executed, except to the extent necessary to ensure that amounts deferred under the agreements are not includible in the Participants' taxable income before they are actually distributed.

Legal References: ORS 243.401 - 243.428; ORS 243.474 - 243.507; ORS 294.004; ORS 294.033

History: Adpt 6/14/76; Amd. 3/12/79; Amd. 8/10/81; Amd. 2/24/83; Amd 10/84; Amd 3/8/90; resolution adopting temporary replacement 9/27/90; temporary replacement repealed; Adpt 3/11/93; Amd. 3/31/94; Renumbered from 5.50.090 to 5.10.080 9/94; Emergency Amd 12/9/02, BA 2511; Final Adoption 2/10/2003 BA 2560



5.70.051-P Leaves Of Absence

- (1) **Funeral Leave.** Classified personnel (not including hourly maintenance workers) shall be eligible for the same funeral leaves as described for certificated employees in another section of these rules and regulations, except that classified personnel shall be eligible for three additional days (instead of two) funeral leave at two-thirds salary when absent because of a death in the immediate family.
- (2) **Sick Leave.**
 - (a) Applicability.
 - (A) Regular classified personnel shall be eligible for sick leave.
 - (B) Day-to-day substitutes are not entitled to any sick leave.
 - (C) Hourly employees are eligible for sick leave only after their employment exceeds one month.
 - (b) Amount of Sick Leave. The number of hours worked each day multiplied by the number of months employed shall equal the number of hours of sick leave granted each year.
 - (c) Accreditation of Sick Leave.
 - (A) Regular Classified Personnel. If an employee leaves the employ of the District before the end of a fiscal year, any remuneration for sick leave taken in excess of that actually earned at the rate of one day for each month from July 1 to the time of departure shall be withheld from his/her last payroll check.
 - (B) Hourly and Daily Rate Classified Personnel. Personnel who are paid on an hourly or daily rate shall be accredited sick leave after the term of employment; i.e., after one month's work, they shall be accredited with one day of sick leave, etc.
 - (d) Accumulation of Sick Leave.
 - (A) Regular classified personnel may accumulate sick leave on an unlimited basis.
 - (B) Hourly and daily-classified personnel shall be permitted to accumulate sick leave up to 125 days.
 - (e) Notice and Commencement.
 - (A) As soon as an employee becomes aware of a physical or mental condition, including pregnancy, which will require absence from duty for more than five days, the employee shall

5.70.051-P Leaves Of Absence

submit a completed form stating the period of expected absence. The employee shall submit an amended form whenever such expectations change.

- (B) The commencement date and duration of sick leave shall be based on the ability of the employee, as determined by the immediate supervisor, to carry out his or her assignment in an effective manner. A physician's recommendation, if any, will be taken into consideration in reaching such determination. The supervisor may require such physician's recommendation. Particular types of conditions, such as pregnancy, may be subject to more specific procedural steps relevant to the particular illness or condition in order to effectuate the foregoing principle.
 - (C) Requests for charge against accumulated sick leave shall be made in writing to the Personnel Department and in the case of use of sick leave for more than five days shall be accompanied by a physician's statement verifying the period of personal disability.
 - (D) The recommendation of a physician referred to in this policy ordinarily will be by the employee's own physician; but the superintendent or his/her designee may, in the exercise of discretion, determine in a particular case that it must come from a physician appointed by the district.
- (f) When Sick Leave is Depleted.
- (A) When an employee (other than classified — hourly and daily) has exhausted his/her sick leave, he/she shall be entitled to additional credits of one day for each year of service at two-thirds his/her daily rate of pay.
 - (B) An employee who has accumulated sick leave during employment in another Oregon school district, and who was so employed during the preceding year, shall, upon proper verification, be allowed the number of sick leave days so accumulated, except that: (a) no more than 75 days shall be credited to the employee; and (b) the allowance is not effective until the employee has completed 30 working days employment with this district.
- (3) **Family Illness.** Employees, other than day-to-day substitutes, working four hours or more shall receive three days per school year for family illness.

5.70.051-P Leaves Of Absence

- (4) **Emergency Leave**. All regular classified employees who work four hours per day or more are eligible for emergency leave of three days per school year without loss of pay. Emergencies shall be considered unanticipated circumstances beyond the employee's control and for which prior planning cannot be made.
- (5) **Jury Duty**. Classified employees, other than day-to-day substitutes, are excused without loss of pay provided the jury fee is submitted to the Business Office. If jury duty occurs during a non-school day (such as holidays, spring vacation, etc.), the employee normally not working at this time need not return the jury money received for that day. On days when the employee is excused from jury duty, he/she will report to the school to work.
- (6) **Court Witness**. Classified employees are excused without loss of pay provided the witness fee is submitted to the district, along with a copy of the subpoena.
- (7) **Military Leave**. Classified employees shall be eligible for the same military leave as described for certificated personnel in another section of these rules. (See Military Leave, Administrative Regulation 5.50.062.)
- (8) **On-the-Job-Accident**. All employees of the district are eligible for state workers' compensation benefits. An employee injured on the job shall retain his/her tax-free compensation check, which he/she receives from the state for time lost. The district will make supplemental payment in an amount equal to the difference between compensation check and the employee's regular check during the period of payment under the Workers' Compensation Act, and no charge is made against the employee's sick leave, nor shall it exceed 180 days.
- (9) **Extended Unpaid Leave of Absence**. Employees who have been continuously employed for two or more years may apply for a special leave of absence without pay. The superintendent shall exercise his/her discretion in the granting of such leaves. Such leaves shall not exceed one year without special authorization of the Board. Employees on such leaves shall not be permitted to engage in remunerative service without the approval of the superintendent.
- (10) **Maternity Leave**.
- (a) Absence due to disabilities resulting from pregnancy or childbirth shall be deemed absence due to illness for purposes of applying the sick leave policies of the district. "Maternity leave" referred to in this policy means a leave related to the employee's pregnancy or childbirth beyond the period of actual disability. Maternity leaves as

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so defined shall be unpaid. Regarding the period of disability, see the policies on sick leave.

- (b) Maternity leave shall be granted to any classified employee. The maximum and minimum initial planned terms of the leave shall be based on staffing needs, as determined by the Board. The superintendent shall in each case recommend such term based on such criteria. The maximum planned term ordinarily shall not exceed six months, but the superintendent may, on written request, extend such leave for additional periods of time. For employees whose work year is less than twelve months, such leave ordinarily shall not extend beyond the remainder of the fiscal year for any pregnancy; but the superintendent may, on written request, extend such leave for additional periods of time.
- (c) In the case of a request for maternity leave, as soon as any classified employee becomes aware of her pregnancy, she shall submit a completed maternity leave form or resignation stating the expected period of absence.
- (d) Unless an earlier date is approved by the employee, her immediate supervisor, and the Board, the commencement date of the unpaid leave shall correspond to the end of the period of disability or the exhaustion of accumulated sick leave, whichever first occurs, as determined by her immediate supervisor. Such determination shall have the same effect as provided in the sick leave policies of the district.
- (e) A classified employee desiring to return to regular employment prior to the expiration date of a maternity leave may so request in writing to the Personnel Department. Thereupon, or (in the absence of such request) when the maternity leave expires, the superintendent will reassign the employee as soon as a position for which the employee is qualified becomes available. Rejection of such assignment will constitute a resignation.
- (f) Upon returning to duty, a classified employee shall be paid at the next salary step on the then current salary guide above the one, which she occupied during the last continuous period of at least six months' work immediately prior to the beginning of such leave.
- (g) The recommendation of a physician referred to in this policy ordinarily will be the employee's own physician, but the superintendent or his/her designee may in the exercise of his/her discretion determine in a particular case that it must come from a physician appointed by the district.

5.70.051-P Leaves Of Absence

- (h) Nothing herein shall preclude the Board from discharging a classified employee on other grounds permitted by law.
- (11) **Paternity Leave**. For continuous periods during which the newly-born child will not have the care of the mother, the father shall be entitled to paternity leave and rights upon return to work on the same terms and conditions as herein provided for maternity leave.

Legal References: ORS 332.507; ORS 342.545; ORS 659.010; ORS 659.121; ORS 659.470 - 659.494; OAR 839-009-0200 to -0320; Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630; Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq. 29 CFR Part 825

History: Adpt. 6/71; Amd. 9/11/72; Amd. 12/72; Amd. 8/23/76; Amd. 4/10/78; Amd. 5/22/87



Portland Public School District 1st 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)

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

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

1st 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

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| Staff Report | 03 |
| Draft Policy (Clean) | 05 |
| Redlined Policy with Proposed Changes | 07 |
| Original Policy | 10 |



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: March 21, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Staff Analysis Report to the Board

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

BACKGROUND

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

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

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

FISCAL IMPACT

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

COMMUNITY ENGAGEMENT

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

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

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

STAFF RECOMMENDATION

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

ATTACHMENTS

Redline and clean copies of the following documents:

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



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 1st Reading

DATE OF FIRST READING: APRIL 05, 2022

PUBLIC COMMENT FOR Policy 4.20.042-P: Diploma Requirements Policy

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

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

Last Date for Comment: April 26, 2022

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

1st 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

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| Redlined Policy with Proposed Changes | 05 |
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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

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.

| | | |
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|  | <p>BOARD POLICY</p> <p>Diploma Requirements</p> | <p>4.20.042-P</p> |
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Draft 3/228/22


~~Policy 4.20.042-P Diploma Requirements~~

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

I. High School Diploma Requirements

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

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

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

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|  | <p>BOARD POLICY</p> <p>Diploma Requirements</p> | <p>4.20.042-P</p> |
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Essential skills credit will be awarded in accordance with State law¹ and District guidelines.

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

II. Modified Diploma Requirements

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

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

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|  | <p>BOARD POLICY</p> <p>Diploma Requirements</p> | <p>4.20.042-P</p> |
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| Subject | Credits |
|---|----------------|
| English Language Arts | 3 |
| Mathematics | 2 |
| Science | 2 |
| Social Studies (including ½ credit of Civics beginning with the class graduating in 2026) | 2 |
| Physical Education | 1 |
| Health Education | 1 |
| Career and Technical Education, the Arts, or World Language | 1 |
| Electives | 12 |
| Credits | 24 |


4. In addition to the above credit requirements, students must:
 - 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.

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|  | BOARD POLICY Diploma Requirements | 4.20.042-P |
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- 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.

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|  | <p>BOARD POLICY</p> <p>Diploma Requirements</p> | <p>4.20.042-P</p> |
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5. Earn the following 12 credits between grade nine through the completion of high school:

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

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

IV. Alternative Certificate Requirements

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

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

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|  | BOARD POLICY Diploma Requirements | 4.20.042-P |
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student is deemed ineligible due to discipline violations.

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

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

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

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



Board Policy

4.20.042-P

Diploma Requirements

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

I. High School Diploma Requirements

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

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

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

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

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



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 |
| Total Credits | 12 |

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

IV. Alternative Certificate Requirements



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 1st Reading

DATE OF FIRST READING: May 10, 2022

PUBLIC COMMENT FOR Policy 3.40.014-P: Weapons, Explosives and Fire Bombs

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.

COMMENT OPEN UNTIL AT LEAST May 31, 2022

Summary: Weapons, Explosives and Fire Bombs 3.40.014-P

1st 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: <http://www.pps.net/draftpolicies>

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

| Included in Packet | Page |
|--|-------------|
| Revised Staff report <i>(added after first reading on 5/31/22)</i> | 03 |
| Staff Report | 05 |
| Draft Revised Policy | 07 |
| Redlined Policy with Proposed Changes | 08 |
| Original Policy | 10 |



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

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

Date: May 26, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
Molly Romay, Senior Director of Security Services
cc: **Guadalupe Guerrero, Superintendent**
Liz Large, Contracted General Counsel
Subject: Staff Analysis Report to the Board

Policy # and Name: Weapons, Explosives and Fire Bombs 3.40.014-P

BACKGROUND

In its 2021 legislative session, Oregon lawmakers passed SB 554, which expanded the list of locations where concealed handguns are prohibited to allow schools to be included within this group. The Bill also required districts that chose to be within the protected group to formally notify the community through signage on all district buildings. As a result of this statutory change, the District reviewed its current policy to determine whether it aligned with the new legislation. While the previous policy already prohibited concealed handguns on District property, it did not provide notice required by the SB 554. During the review, staff recognized that the policy was in need of updating broadly, in addition to the legislative changes if the Committee so desired, and so recommended broader changes to the policy, including its title, to make the language and structure clearer and more approachable.

The Board Policy Committee first reviewed the proposed updates in February, 2022, offering comment and proposed edits. The Committee met again on March 9, 2022, and March 30, 2022, before finalizing the proposed changes for full Board review at its April 20, 2022 meeting.

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

It is the staff's belief that drafting a more relevant, user-friendly policy will allow for greater compliance with the state law and safety for our students. PPS has a long history of opposing weapons on district property and in district buildings, so updating the policy to continue that stance and align with the new policy language was recommended.

FISCAL IMPACT

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

COMMUNITY ENGAGEMENT

No additional community engagement beyond the public meetings and public comment period was undertaken.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

After passage of the updated Policy, staff will send out a District-wide communication as well as to our union partners. Posters advising visitors of this policy will be posted at all District buildings.

STAFF RECOMMENDATION

Staff recommends that the Board accept the revision recommendations put forward in this report and as approved by the Policy Committee.

ATTACHMENTS

Redline and clean copies of the following documents:
Weapons, Explosives and Fire Bombs Policy 3.40.014-P



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

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

Date: May 3, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
Molly Romay, Senior Director of Security Services
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Staff Analysis Report to the Board
Policy # and Name: Weapons, Explosives and Fire Bombs 3.40.014-P

BACKGROUND

In its 2021 legislative session, Oregon lawmakers passed SB 553, which expanded the list of locations where concealed handguns are prohibited to include schools. As a result of this statutory change, the District reviewed its current policy to determine whether it aligned with the new legislation. During the review, staff recognized that the policy was in need of updating broadly, in addition to the legislative changes, and so recommended addition changes to the policy, including its title, to make the language and structure clearer and more approachable.

The Board Policy Committee first reviewed the proposed updates in February, 2022, offering comment and proposed edits. The Committee met again on March 9, 2022, and March 30, 2022, before finalizing the proposed changes for full Board review at its April 20, 2022 meeting.

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

It is the staff's belief that drafting a more relevant, user-friendly policy will allow for greater compliance with the state law and safety for our students.

FISCAL IMPACT

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

COMMUNITY ENGAGEMENT

Because the substantive changes made to the policies were driven by legal compliance, no additional community engagement beyond the public meetings and public comment period was undertaken.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

After passage of the updated Policy, staff will send out a District-wide communication as well as to our union partners. Posters advising visitors of this policy will be posted at all District buildings.

STAFF RECOMMENDATION

Staff recommends that the Board accept the revision recommendations put forward in this report and as approved by the Policy Committee.

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

_____ (Initials)

ATTACHMENTS

- A. Clean Draft Weapons, Explosives and Fire Bombs Policy 3.40.014-P
- B. Redline Weapons, Explosives and Fire Bombs Policy 3.40.014-P



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.

Legal Reference(s): ORS 161.015, 166.210, 339.315, 166.370, 339.315 Senate Bill 554 (ORS 166.262, 166.291, 166.360 and 166.370)

OSBA: KGBB

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

~~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)(e),(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.

Legal Reference(s): ORS 161.015, 166.210, 339.315, 166.370, 339.315 Senate Bill 554 (ORS 166.262, 166.291, 166.360 and 166.370)

OSBA: KGBB

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

3.40.014-P Weapons, Explosives And Fire Bombs

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

3.40.014-P Weapons, Explosives And Fire Bombs

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

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



Portland Public School District 1st Reading

DATE OF FIRST READING: May 10, 2022

PUBLIC COMMENT FOR **Policy 4.50.26-P:** **Administering Medicines to Students**

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.

COMMENT OPEN UNTIL AT LEAST **May 31, 2022**

Summary: **Administering Medicines to Students 4.50.026-P**

1st 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: <http://www.pps.net/draftpolicies>

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

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| Original Policy | 05 |
| Staff Memo | 08 |



Administering Medicines to Students

Administering 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 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 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.
- 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 (NarCan), opioid antagonist, 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.

Legal References: ORS 109.640; ORS 339.869; ORS 433.805 - 433.830; ORS 339.867; ORS 339.870; ORS 475.005 - 475.285; OAR 581-021-0037

History: Adpt 8/24/98; Amd 9/9/02; BA 2420; 5/22

OSBA: JHCD

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 (NarCan), opioid antagonist, 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

Page 1 of 1

Portland, Oregon



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 (NarCan) available on every PPS high school and middle school campus as a potentially life-saving medical intervention.

This last fall the [Oregon Health Authority](#) (OHA) reported that there had been a 70% rise in overdose deaths from the previous year and the Oregon Health Authority 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: see the National Institute of Health report ([NIHA site](#)).

Ensuring ready access to Naloxone at schools aligns with one of the Substance Abuse and Mental Health Services Administration's (SAMHSA) five strategic approaches to prevent overdose deaths (SAMHSA, 2018)

Student Support & Health 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.

Multnomah Education Services District (MESD) nurses and School Health Assistants (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 April.

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 Certified Alcohol Drug Counselors (CADCs). [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.

Portland Public School District 1st Reading

DATE OF FIRST READING: May 10, 2022

PUBLIC COMMENT FOR
Policy Rescissions:
4.40.040-P Rose Festival Programs
5.20.030-P Appointment of Teachers
6.60.010-P Summer Schools

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.

COMMENT OPEN UNTIL AT LEAST
May 31, 2022

Summary: **Rescissions of the following policies:**

- 4.40.040-P Rose Festival Programs
- 5.20.030-P Appointment of Teachers
- 6.60.010-P Summer Schools

1st 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: <http://www.pps.net/draftpolicies>
Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

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

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| Staff Report | 03 |
| Original Policy 4.40.040-P Rose Festival Programs | 04 |
| Original Policy 5.20.030-P Appointment of Teachers | 05 |
| Original Policy 6.60.010-P Summer Schools | 06 |



Office of the General Counsel

PORTLAND PUBLIC SCHOOLS
501 N. Dixon, Portland, OR 97227
(503) 916-3570 • Fax: (503) 916-2724

Date: May 2, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Recommended policy rescissions

The Board Policy Committee met on April 20, 2022, and discussed continuing to review policies to determine which needed updates and which should be rescinded. Three policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies, copies attached, be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. 4.40.040-P Rose Festival Programs

This policy was adopted in 1971 and amended in 2002. The material does not constitute a policy and is covered in regular District practice.

b. 5.20.030-P Appointment of Teachers

This policy was adopted in 1971 and last amended in 1993. The material does not constitute a policy and is covered in regular District practice.

c. 6.60.010-P Summer Schools

This policy was adopted in 1971 and last amended in 2002. The material does not constitute a policy and is covered in regular District practice.

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

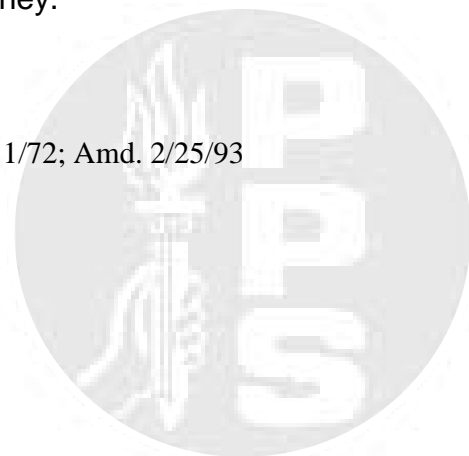


5.20.030-P Appointment Of Teachers

- (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 1st 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

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

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

1st 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

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| Staff Report | 03 |
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| 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

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



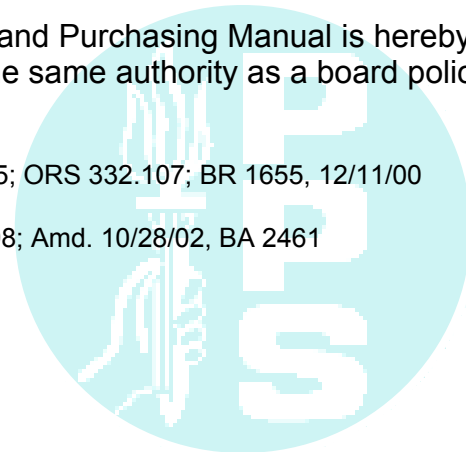
8.50.100-P Public Contracting and Purchasing Rules

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