

Agenda

1. 4.10.020-P Compulsory Enrollment Age and Grade Level at Entrance (15 min)
 - Impacts Student Outcomes
 - Contemplated action: Vote out for First Reading
2. 4.50.030-P Complaint Policy (45 min)
 - Compliance: Brings into Conformance with Legal requirements
 - Contemplated action: Discussion of policy amendments in pursuit of vote out in 1/26 meeting for First Reading.
3. 2.10.015 P Anti-Racist & Anti-Oppression Learning Communities (15 min)
 - Compliance
 - Contemplated action: Discussion of new statutorily required policy in pursuit of vote out of 1/26 meeting for First Reading
4. CUB Policies/ADs (30 min) 3.30.010 Revise
3.30.030 Rescind
3.30.020 Rescind, and take granular content regarding use of PPS properties and put in revised ADs
 - Other
 - Contemplated action: Discuss proposed changes in pursuit of vote out in 1/26 meeting for First Reading.
5. Rescissions (10 min) 1.70.012-P Presentations by Citizens and Employees
 - Clean Up
 - Contemplated action: Vote out for a First Reading
6. Public Comment (10 min) 5 *Two-Minute slots*
**To sign-up for public comment email PublicComment@pps.net or call Kara Bradshaw at 503-916-3741.*
7. Adjourn



PORTLAND PUBLIC SCHOOLS

OFFICE OF PK-5 CORE ACADEMICS

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3684

Date: November 28, 2022
To: Board Policy Committee
From: Emily Glasgow, Senior Director PK-5 Core Academics
Subject: Staff Analysis Report to the Board- Compulsory Education Policy Revision
Policy # and Name: 4.10.020-P Compulsory Enrollment: Age and Grade Level at Entrance

BACKGROUND

For many years, per [Board Policy 4.10.020](#) and [Admin Directive 4.10.033](#), our Talented and Gifted (TAG) Office has been tasked with administering our Early Entry into Kindergarten process. In 2021, we shifted management of this process from TAG to our Early Learners Department to better align it with other Kindergarten supports. This process allows for families of students who turn 5 between September 2 and October 1 to apply for an exception to our September 1 birthdate requirement for Kindergarten entry. Families must file an independent application, pay for private intelligence testing, and procure a recommendation letter from a preschool provider to complete the process. We are concerned that continued support of this process is in conflict with our district vision, strategic plan, equity lens, and Early Learner Core Values.

RELATED POLICIES/BEST PRACTICES

As a district, we have spent the past several years realigning our approach to Kindergarten orientation to focus not on whether students are “ready for Kindergarten,” but on whether our Kindergarten programs are ready for kids. We have worked to align limited resources with work that ensures that families and students from our historically underserved communities have supported access to high-quality PreK experiences and supported transitions to Kindergarten. And, we have worked to reimagine an approach to Kindergarten that meets the needs of all early learners who, by definition, enter school with a wide range of entrance capacities, assets, and needs.

ANALYSIS OF SITUATION

Over four years, we have reached this recommendation through the analysis of historic and recent racialized demographic trends of applicants and acceptance rates for the Early Entrance to Kindergarten exception. We have also analyzed the internal resources needed to support the current policy, the concerns that families have raised about cultural and linguistic bias inherent in the assessment process, and the evolving and expanding availability of high-quality PreK programs in and around PPS. Please find the results of this analysis below:

Historic Demographic and Recent Trend Data:

- Since 2009, an average of approximately 39 early entry to kindergarten applications were submitted to the Talented and Gifted education department each year. About 50% of those applications were approved. The number of applications ranged from 11 in

2010-2011 to 55 in 2015-16 and the percent approved ranged from 27% in 2010-2011 to 92% in 2020-21.

- In the 2021-22 school year, we had 27 Early Entry to K applicants. Of these, 24 were approved (some with formal testing requirements waived or adjusted). 23 of the 24 matriculated from private tuition-funded PK programs. The table below illustrates the racial demographics of the 24 approved:

2021-22	
Racial Demographic Group	Number Students Approved
White	15
Asian	3
White/Asian (multiracial)	3
Black/African American	2
Black/Hispanic (multiracial)	1

- The table below illustrates the percent of early entry to kindergarten applications that were approved varied across racial and ethnic demographic groups between 2009 and 2014. For example, on average 65% of applications from White students were approved, while only 30% of applications from Black students were approved.

2009-2014		
<i>Demographic group</i>	<i>Percent of applications</i>	<i>Percent approved</i>
Asian	3.40%	54.25%
Black	7.60%	30.00%
Latinx	4.60%	43.25%
Pacific Islander	1.80%	50.00%
Two or more (HU)	11.60%	40.00%
Two or more (not HU)	4.60%	60.00%
White	43.20%	65.00%
Unknown	23.20%	34.80%

Resources required to support the process:

History of in-district v out-of-district testing: PPS School Psychs used to administer testing. Approximately 8 years ago, we could not find any PPS psychs who were available to conduct testing during the school day, as they were all working full time. We hired a retired PPS psych, but when she was no longer available, we started telling families they would need to seek their own testing. This creates an inequity, even with sliding scale options.

Administrative support: For the past several years, one of our TAG TOSAs has designated 5-10 hours between winter and spring to respond to family requests, collect and review application

materials, and respond to families' applications. Our Early Learners Department often receives and responds to inquiries about this process as well.

Concerns that the assessment is cost-prohibitive and culturally/linguistically-biased:

The Wechsler Preschool and Primary Scale of Intelligence, Revised (WPPSI-R) must be administered by a trained practitioner, typically an Educational Psychologist. The assessment can take up to two hours and is financially prohibitive for many families. Estimated costs are as low as \$400 for families with documented need to \$1100 or more. Especially during the pandemic appointments can be difficult to obtain and require access to transportation and time. Additionally, there is no oversight of private assessment providers, the quality of assessment administration and interpretation varies, and results can be impacted by the implicit racial and linguistic bias of providers.

Furthermore, the WPPSI-R is not a valid index of cognitive ability for bilingual children. In researching the validity of this assessment to measure readiness for kindergarten our team learned, "the WPPSI-R is not measuring the same verbal or general factors in bilingual children as in monolinguals. Consequently, these scores cannot be interpreted as valid indicators of either verbal intelligence or general intellectual ability in bilingual children."

(Using the WPPSI-R with Bilingual Children: Implications for Practice, Mary diSibio and Thomas Whalen, CSU, Hayward 2000.)

Evolving logic of the need for an early entrance process:

PreK availability: In the past, there were few free PreK slots available to families who did not qualify for Head Start. As a result, families living just over the poverty line whose child missed the K age cut-off might have paid an average of \$600- 1,200 per month for an additional year of Pre-K. Therefore, it was financially supportive of families to offer an early entry option. However, with the ongoing expansion of free PreK through Preschool Promise and Preschool for All, more and more of our families of 4 year olds have access to free public PreK.

Later registration trends: Another consideration is the growing trend of families enrolling their Kindergarten- age students a year later. In 2016, 4.22% of K students were actually eligible for 1st grade. This year, 5.62% of K students are eligible for 1st grade. The impact is a widening range (4 year olds - 6 year olds) in ages, ability, etc in a K classroom. This widening range further problematizes the entry of very young children into the program.

FISCAL IMPACT

These changes will incur no financial impact to the district.

COMMUNITY ENGAGEMENT

As part of our review and analysis process, we sent a feedback survey to Kindergarten educators and also made a feedback survey available to families on our Kindergarten website. We received very few responses from either stakeholder group. Our Early Learners team also conducted follow-up interviews with families who engaged in the Early Entry to K process over the past year. While a small number of families expressed the importance of this exception for their children, most also articulated the inequities and challenges for families embedded in the current process. Lastly, in response to a TAGAC letter of concern, we wrote this [detailed response](#) to the TAGAC leadership. We have not yet heard back since our response was sent on November 2, 2022.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

Through this study of historic demographic data and the EE to K policy in practice, we have found the policy to be deeply inequitable in that it requires the allocation of limited staff resources to support a small and arbitrary set of students to access a "work-around" to our

Kindergarten enrollment policy. Because this policy pertains only to students who turn 5 between September 2 and October 1, it places an arbitrary and unfounded emphasis on birthdates as a measure of “Kindergarten readiness.” Furthermore, it places the burden on families to learn about the process, gather recommendation forms from caretakers, and solicit and fund external evaluations. As the data in our historical analysis demonstrates, this policy has generally served to allow a small subset of middle-upper class white families to apply for and be granted early entrance to our Kindergarten classrooms. Despite increased outreach and notification efforts over the past two years, we continue to see that this policy primarily supports the interests of a small number of white, middle or upper class families matriculating from private, tuition-funded PK programs.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

If the Board Policy Committee decides to move this forward to a Board vote, we suggest a January vote. This would allow us to communicate the change in policy out to prospective Kindergarten families by early February, in alignment with our 2023 Connect to Kindergarten district-wide launch.

STAFF RECOMMENDATION

Having taken historical data and current trends into consideration, the Enrollment & Transfer Center, Early Learners Department, and TAG Department are in agreement that the most equitable and logical decision would be to *abandon our early entry to K policy and practice*, beginning in January 2023. This would require us to rescind [Admin Directive 4.10.033](#) and make a small modification to [Board Policy 4.10.020](#). And, moving forward, all students who are not 5 by September 1 would need to enroll in a PreK program.

ATTACHMENTS

- A. [Redline copy](#) of Compulsory Education Policy



Compulsory Enrollment; Age and Grade Level at Entrance

Draft 10/18/22

All children between the ages of 6 and 18 years who have not completed the 12th grade are required to regularly attend public school full-time, unless exempted ~~as per~~ by ORS 339.030 and PPS 4.10.010-P.

- 1) Preschool through First grade: Admission is allowed for children whose birthdays occur on or before September 1, as follows:
 - a) Preschool: A child is eligible to apply for Preschool if ~~his/her~~ **their** third birthday occurs on or before September 1.
 - b) Pre-Kindergarten: A child is eligible to apply for Pre-Kindergarten if ~~his/her~~ **their** fourth birthday occurs on or before September 1.
 - i) A child whose fifth birthday occurs on or before September 1 is not eligible for Pre-Kindergarten.
 - c) Kindergarten: A child will be admitted to Kindergarten if ~~his/her~~ **their** fifth birthday occurs on or before September 1, ~~or if approved through the Early Entry to Kindergarten process.~~
 - i) ~~A student whose fifth birthday occurs after September 1 and on or before October 1 may apply for early entry into Kindergarten, as allowed in Administrative Directive 4.10.033-AD.~~
 - ii) A student whose sixth birthday occurs on or before September 1 may enroll in Kindergarten if ~~he/she has~~ **they have** not successfully completed a kindergarten program.
 - iii) If the parent/guardian wishes, a student who has been enrolled in Kindergarten outside of PPS may be placed in Kindergarten when entering the **d**District during the school year, even if ~~their~~ **their** birthdate occurs after September 1.
 - d) First Grade: A child will be admitted to the first grade if ~~his/her~~ **their** sixth birthday occurs on or before September 1, or with evidence of successful completion of a kindergarten program.
 - i) A child whose sixth birthday occurs after September 1 who has been enrolled in first grade outside of PPS will be placed in first grade when entering the **d**District during the school year.
- 2) Second through Twelfth Grade: A student newly enrolling in PPS will be assigned to a grade based on ~~his/her age~~ **their** or prior school experience:
 - a) A student who has successfully completed a grade level will be enrolled in the next grade level when entering the **d**District at the start of a school year.
 - b) A student who has been enrolled in a grade level outside of PPS will be placed in that same grade level when entering the **d**District during the school year.



Board Policy

4.10.020-P

Compulsory Enrollment; Age and Grade Level at Entrance

- c) A student who is newly enrolling without educational records from a previous school will be placed in the appropriate grade level based on ~~his/her~~ **their** age. Course selection for a middle- or high-school student will occur in collaboration with the student, family, counselor and other school staff, and take into consideration student skill level and necessary high school graduation requirements.
- 3) Students 19 years of age: Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
- 4) Students 21 years of age: The ~~d~~ **D**istrict shall admit otherwise eligible students who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma or are receiving special education services and have not yet received a regular high school diploma. These students may attend school without paying tuition for the remainder of the school year.
- 5) Nothing in this policy prevents a family from seeking grade acceleration or retention, as allowed in [Policy 4.20.010-P](#).

Legal References: ORS 327.006; ORS 336.092; ORS 336.095; ORS 339.115

History:

Adpt 9/71; Amd 9/73; Amd8/81; Amd 10/27/83; Amd 8/95; Amd 9/9/02; BA 2420: Amd 4/19; /22.



Compulsory Enrollment; Age and Grade Level at Entrance

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To: Jessica Colby, TAGAC Chair
Re: Early Entry to Kindergarten (EE to K), response
Date: November 2, 2022

Thank you for your thoughtful response to our Board Policy Council presentation about Early Entry to Kindergarten (EE to K) on October 26, 2022.

As was shared at the Board Policy Council meeting, our Early Learners and TAG teams have been studying the EE to K policy and practice for the past four years, using our [district vision](#), [strategic plan](#), [equity lens](#), and [Early Learner Core Values](#) as guides.

Through this study of historic demographic data and the EE to K policy in practice, we have found the policy to be deeply inequitable in that it requires the allocation of limited staff resources to support a small and arbitrary set of students to access a “work-around” to our Kindergarten enrollment policy. Because this policy pertains only to students who turn 5 between September 2 and October 1, it places an arbitrary and unfounded emphasis on birthdates as a measure of “Kindergarten readiness.” Furthermore, it places the burden on families to learn about the process, gather recommendation forms from caretakers, and solicit and fund external evaluations. In your memo, you suggested that the district fund the evaluations for students whose families cannot afford them. However, with limited funding available to support Kindergarten transitions, we find that it would be more equitable and aligned with our district vision to concentrate Early Learners funding on increased access to high-quality PK and supported Kindergarten transitions (e.g. Early Kindergarten Transition and Connect to Kindergarten) with a focus on our most underserved and priority populations.

In your response, you suggested increased communication and outreach efforts. We want to highlight that this is an effort we have engaged in over the past two years. In addition to referencing the EE to K process on the TAG website, we moved all of the guidance over to the Early Learners website (see [visual](#) here) so that families would find the EE to K information alongside all of our other district Kindergarten entry information. We also included information about EE to K on our [Kindergarten FAQ](#) that was linked to all schools’ Kindergarten websites, as well as the district site. Despite increased outreach and notification efforts over the past two years, we continue to see that this policy primarily supports the interests of a small number of white, middle or upper class families matriculating from private, tuition-funded PK programs. For reference, we have included both historic demographic data and recent trend data at the bottom of this document*.

In your response, you asserted that you view EE to K as a TAG service designed to support “Highly Capable and Accelerated Learners (HC/AL).” This statement led us to do further data analysis to understand whether, in fact, students who have been approved for EE to K do go on to be identified as TAG. This analysis revealed that only about 1/3 of students who have been approved for EE to K go on to be identified as TAG (see full data set [here](#)). This pattern is part of the reason that, two years ago, we shifted EE to K from the TAG office to the Early Learners

Department. As the data shows, it has really served more as a “work-around” to our Kindergarten enrollment policy and less as an acceleration service for HC/AL students.

Considering all of these factors, we are moving forward with our recommendation to the Board Policy Committee to abandon the EE to K policy and practice in PPS.

If you have further questions, please don’t hesitate to share them. We can either continue to dialogue in writing or I would be happy to attend an upcoming TAGAC meeting to discuss.

Sincerely,
Dr. Emily Glasgow, Senior Director PK-5 Academics

***Historic Demographic and Recent Trend Data:**

- Since 2009, an average of approximately 39 early entry to kindergarten applications were submitted to the Talented and Gifted education department each year. About 50% of those applications were approved. The number of applications ranged from 11 in 2010-2011 to 55 in 2015-16 and the percent approved ranged from 27% in 2010-2011 to 92% in 2020-21.
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- The table below illustrates the percent of early entry to kindergarten applications that were approved varied across racial and ethnic demographic groups between 2009 and 2014. For example, on average 65% of applications from White students were approved, while only 30% of applications from Black students were approved.

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Portland Public Schools reimagined

Preparing Our Students to Lead Change
and Improve the World



+



We are honored to serve our students and this community as members of the Board of Education of Portland Public Schools (PPS). It is our responsibility to provide our students with the educational opportunities they need to prepare them to thrive in the future—whatever it may look like.

We started the visioning process in the fall of 2018 because we wanted to tap into the wisdom of our students, our educators, and our community, to help us reimagine Portland Public Schools for a rapidly changing world.

It has been truly gratifying to see how this visioning process has captured the imagination of our community. Thousands of people representing the full diversity of our community, generously gave their time to share their experiences, express their hopes, and contribute their ideas in scores of meetings big and small. The work was often intense, but we were buoyed throughout by the energy and passion of participants and their dreams for Portland's children.

It is a powerful thing to unleash the imagination. The vision you will see in these pages is inspiring and courageous. To get there, all of us had to break away from short-term thinking and expand our belief in what is possible, sometimes past comfort levels and historical contexts. Eventually, we were comfortable responding to even the most aspirational answers to the question, "what do we do to get there?" Over the next six months, a three-year strategic plan will be developed to bring this transformational vision to fruition.

This process has been as ambitious as the vision it produced. We are grateful for the assistance of Prospect Studio, which embraced the Board's ideas for an expansive, community-driven process. And we thank the district staff members, school leaders, students, parents, and volunteers, who worked many hours—often giving up their evenings and weekends—to make the scores of community engagement events meaningful and productive.

Most of all, we are grateful to the people of Portland, who continue to demonstrate their belief in the importance of public education and their support for PPS. This community-based vision will guide PPS' work to best serve every student, in every school, every day. We look forward to working together to make these inspiring graduate portraits a reality.

Board of Education of Portland Public Schools

**High quality,
free public
education has
historically
been the
foundation of
this nation's
political,
social, and
economic
dynamism.
And it will
continue to
be in the
future.**

Board of Education
of Portland Public Schools

In every public school system in America, it is vital that the broader community be clear in defining what it believes to be a whole and complete education and in what it desires as traits in its graduates. Now, in 2019, we can already see that preparing students to provide leadership, creativity, and ingenuity in an increasingly global world is more critical than ever. This articulated vision for a reimagined school system, developed by the broader Portland community, is one that focuses on developing our children and youth to be critical thinkers and collaborators, who are caring and compassionate individuals equipped to solve our real-world problems. This important north star serves to provide us with a direction for the future of our school district.

Our next steps will be to begin orienting Portland Public Schools to make this vision a reality. It means that, over time, our work will focus on ensuring support for the educator essentials and for the system shifts required to be in place to produce students who exemplify the graduate portrait. This vision goes beyond traditional understandings of the typical PreK-12 experience; the resulting vision is a reimagination of the educational experience in Portland Public Schools to ensure that our students develop and thrive to become the capable and empathetic leaders of tomorrow. Join us; together we will reimagine Portland Public Schools.

Guadalupe Guerrero
Superintendent



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Introduction





What Is a Vision?

A Vision is a bold leap into the future that paints a vivid picture of the world we want to create. It identifies a destination—a “north star”—that inspires collective action, guides strategies, and drives growth. A Vision helps us step outside the present and imagine what is possible. It liberates our imaginations to think differently about our path forward.

A Vision is not a strategy. While the Vision identifies the what and the why, the strategy that follows from the Vision defines the how. Before we decide how we want to move forward, we need to know where we are going.

The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration.

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Why This Vision Now?



The Guiding Coalition

Our school system exists in a rapidly changing world. The future of work and learning are also evolving swiftly. Jobs and careers exist now that did not exist five years ago, and this trend is likely to continue. Moreover, environmental pressures that we cannot predict will have impacts everywhere. We want our students to be adaptable and able to thrive when they graduate. We want our graduates to discover their passions, be proactive about their learning and life paths, and adapt to change, while maintaining their hopes, plans, and values. Graduates will be able to work with others who have had life experiences that are very different from their own. We want to prepare our graduates for a world in which various kinds of discrimination may still exist, and give them the tools they need to become change agents and leaders who are ready to address these issues to help bring about a better world. In meeting the future by anticipating

change, developing adaptivity and resilience, and addressing injustice, this Vision aims to create an educational system that will prepare PPS graduates for their best possible futures.

Like those of many other cities, Portland's past and present have been plagued by systemic marginalization of native peoples, people of color, those with various abilities and disabilities, women, and the LGBTQ+ community. Portland also has a uniquely innovative spirit, including a history of early environmental stewardship and activism. The Vision builds upon that spirit of innovation, using it to address past and current inequities and prepare our young people for success.

The Vision is informed by Portland's history and its future aspirations. It makes a bold statement about committing to racial equity and ties that equity to

one of the most significant challenges facing our world: global climate change. Portland may very well become a place to which climate refugees will migrate in the coming decades. Now is the time to bring environmental stewardship, foresight, and an objective, informed view of the world to create a bright, sustainable future for our young people.

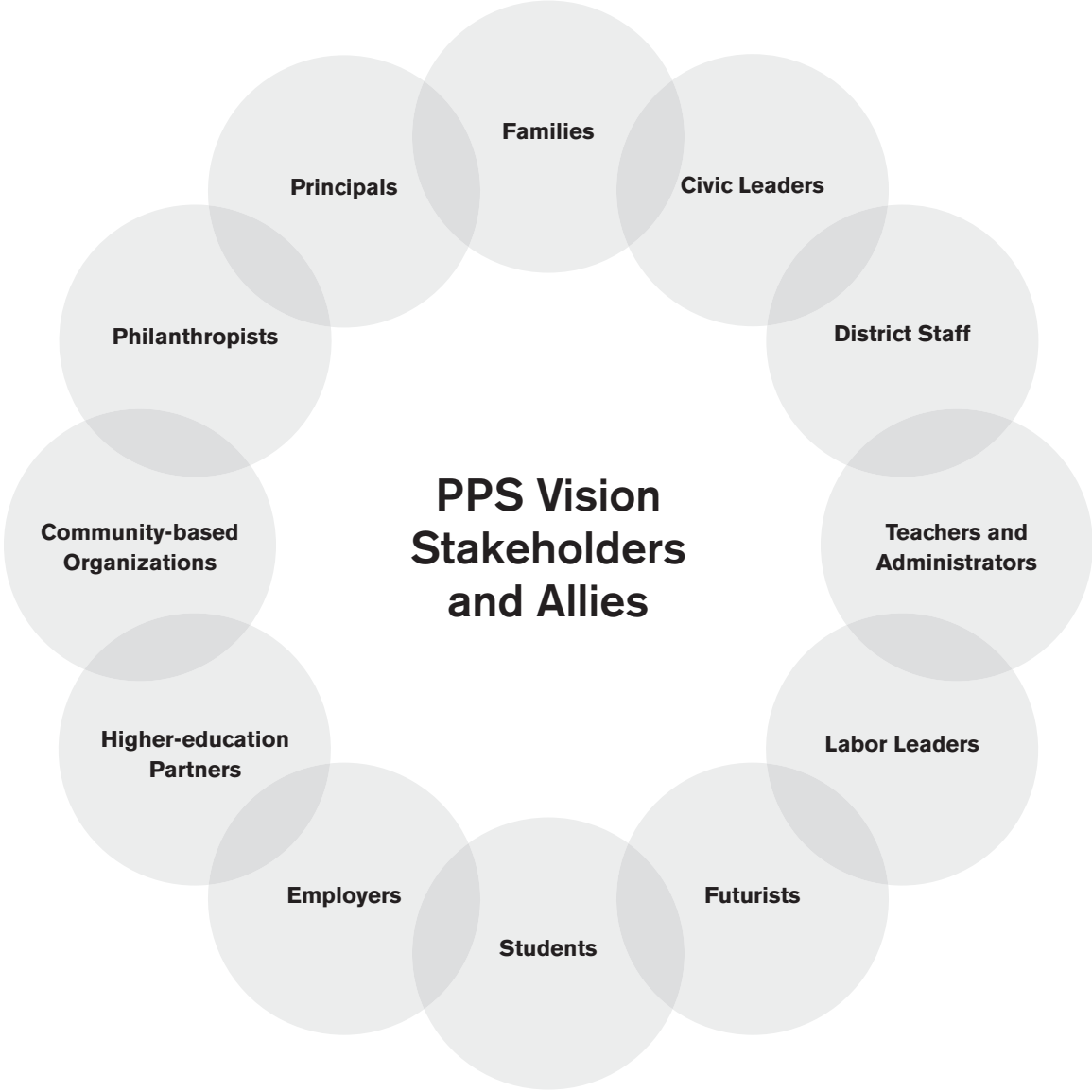
As a school system, we play a critical role in preparing our graduates to both thrive in and improve our world, and yet the task of preparing our young people for the future is a shared one. This Vision for our students will succeed only if we all work together. The Vision is an ambitious call-to-action to the city and community to support the students of PPS.

Process

In fall 2018, the Board of Education and the Superintendent of PPS launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision describes our goals for the graduating class of 2030, and the educational experience that will increasingly be the reality for each of our graduates from 2019 onward.

The elements of the Vision were co-developed by our Guiding Coalition—a group of approximately 90 people from across Portland, representing diverse communities and viewpoints—and from input shared by the broader community, over the course of more than 35 community meetings and two community surveys (see the Journey Map for more detail). The work included an exploration of future trends that are likely to impact education in Portland; learning journeys to schools and organizations already engaged in ideas that PPS might be interested in adopting; and design exercises that considered the needs of students, educators, families, and community members.

The process engaged thousands of stakeholders—including students, families, educators, district staff, and civic, business, community, and philanthropic leaders—and produced nearly 16,000 data points which became the basis for the various elements of the Vision.



Journey Map

This journey map depicts the timeline and sequence of community engagement activities from fall 2018, leading up to a community exhibition at the Oregon Museum of Science and Industry (OMSI) in May 2019. These activities included a Student Summit, three Guiding Coalition sessions, many city-wide and targeted community engagement sessions, two community-wide surveys, Learning Journeys, and work sessions with the Board of Education. All community-wide sessions and surveys were accessible in the six languages supported by PPS (English, Spanish, Mandarin Chinese, Russian, Vietnamese, and Somali).



Student Summit

DECEMBER 1

What skills, knowledge, dispositions, and mindsets will future graduates need to thrive? Student leaders from across PPS high schools shared their insights and discussed the attributes adults will need to develop to support student learning.



Guiding Coalition #1

Strategic Foresight and Empathic Design
DECEMBER 7 – 8

Guiding Coalition members explored the future of work and learning, heard from a panel of futurists, and explored scenarios for Portland's future. These scenarios are shared in the Appendix. Members also engaged in empathic design by discussing how these changes might impact students, educators, and families in Portland, using personas*. The coalition identified initial draft ideas about what students will need when they graduate and what educators will need to support students.

** Personas are fictional future characters who represent the needs, experiences, and behaviors of, for example, future students, family members, and educators, and are used in design work to help the group ground its understanding of who the Vision is for.*



Community Engagement Series #1

JANUARY 15 – 26

Twenty-five targeted community engagement sessions, one all-PPS community session, and an online survey were conducted, with more than 1,700 stakeholders providing input. More than 9,000 data points were collected, reflecting the community's concerns in the present, the desired future for PPS, and the seeds that need to be planted to reach that desired future state. Also discussed were priorities for the knowledge, skills, dispositions, and mindsets our graduates will need to thrive as adults.



Learning Journeys

JANUARY

PPS staff and Guiding Coalition members visited innovative schools and learning organizations in the San Francisco Bay Area and the Pacific Northwest. A virtual learning journey website was created, showcasing 70 examples of future trends in the economy, the environment, food, identity, institutions, leisure, technology, transportation, and work, along with innovations in learning.

Pacific Northwest

JANUARY 23

- Seattle Public Schools Early Learning
- Raisbeck Aviation High School
- University of Washington College of Education and Professional Programs

San Francisco Bay Area

JANUARY 28 – 29

- Katherine R. Smith Elementary
- Bulldog Tech Middle School
- Exploratorium
- Samaschool
- General Assembly
- 826 Valencia Tenderloin Center
- Willie L. Brown Jr. Middle School
- San Francisco Unified School District's African American Achievement Leadership Initiative
- UniteSF

Virtual Learning Journey

[PPS.net/learningjourney](https://pps.net/learningjourney)



Guiding Coalition Convening #2

Shaping the Graduate Portrait, Adult Portrait, and Systems Shifts

FEBRUARY 1 – 2

After reviewing community inputs and sharing insights from the learning journeys, Guiding Coalition members defined essential Graduate Portrait elements and identified systems shifts required to attain the Graduate Portrait. A

student panel discussed influential adults—especially educators—in their lives and identified the behaviors and qualities these adults displayed that made the students feel supported. After listening to the students, the Guiding Coalition members identified key knowledge, skills, dispositions, and mindsets needed from adults to support students to grow and thrive.



Community Engagement Series #2

FEBRUARY 20 – MARCH 2

Additional targeted engagements and two district-wide community sessions were conducted to gather feedback on priorities for the Graduate Portrait and Systems Shifts, along with general inputs regarding adult knowledge, skills, dispositions, and mindsets needed to support students.



Guiding Coalition Convening #3

Prioritizing Key Elements and Developing Core Values
MARCH 15 – 16

Guiding Coalition members reviewed the community inputs and listed critical descriptors for the Graduate Portrait, Adult Portrait, and Systems Shifts. The members also identified core values needed to support the Vision.



Board and Senior Leadership Team Work Session

APRIL 2

At this work session, Board of Education members and the district's senior leadership team went through the synthesized materials from Guiding Coalition Convening #3. In small teams comprising a mix of Board members and the senior leadership team, district leaders reviewed narratives of the three main areas of the vision, as well as the core values, to confirm the concepts reflected the community inputs.



Community Installation

MAY 11

At this final community session, nearly final draft narratives of the Graduate Portrait, Educator Essentials (renamed from "Adult Portrait"), and Systems Shifts were presented to the community for one final opportunity to give feedback. Exit surveys were conducted regarding levels of agreement on the narratives.

PPS Vision

Final Vision

JUNE 2019

The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration. A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.





Vision Areas

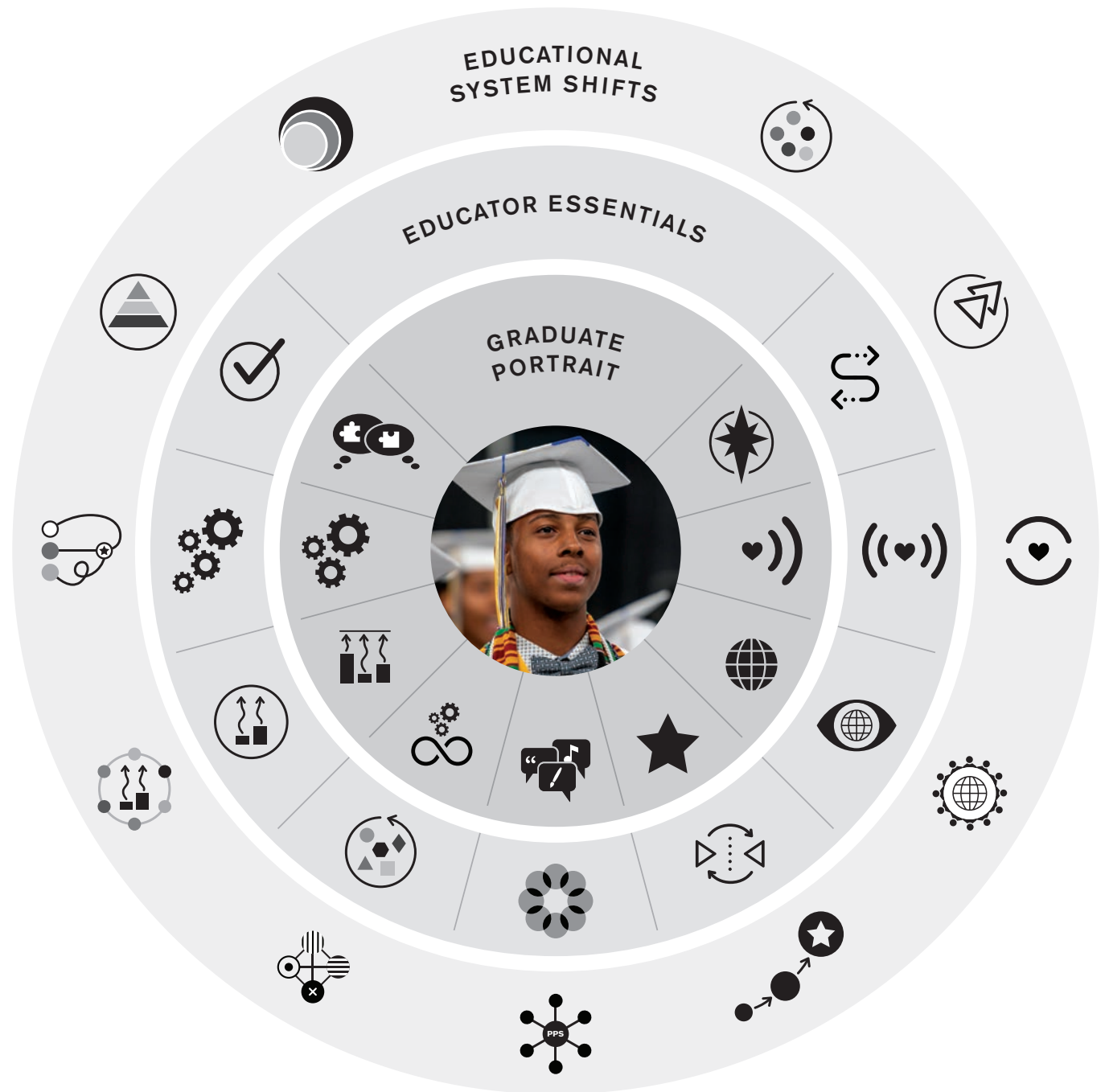
The Vision comprises four main areas: a Graduate Portrait; a set of Educator Essentials; a set of Educational System Shifts; and a set of Core Values. The Graduate Portrait focuses on student outcomes, including what they will know, who they will be, and what they will be able to do by the time they graduate. If we want certain things to be true for PPS graduates, the adults who support them—particularly the educators—will also need to develop and model a certain set of knowledge, skills, mindsets, and dispositions. And if we want graduates to attain the portrait attributes—and educators to be supported in developing and emphasizing these attributes—the entire school district needs to shift to ensure that this happens.

The Educator Essentials focus on fundamental “ways of being” for educators that will enable them to promote each student’s development and attainment of the Graduate Portrait. The Educator Essentials will also become part of the school system’s evolution to support students through the Educational System Shifts, which focus on creating conditions that will enable PPS students and adults to grow and thrive.

The Core Values are the ethical principles that guide the district’s actions in making the Vision a reality. The Vision is written in the present tense, as if it has already happened, to give us a sense of what the future it describes might be like.

Integrated Diagram

This diagram integrates the Graduate Portrait elements with the Educator Essentials and Educational System Shifts. It shows the Graduate Portrait elements at the center, at the heart of everything the school district does. Supporting the Graduate Portrait are the Educator Essentials. Some of these elements align directly with those in the Graduate Portrait, for example, around Empathy with Caring, Empathetic, and Relational educators supporting Reflective, Empathetic, and Empowering Graduates. Others cover the less direct, but equally powerful ways in which Educators create an ecosystem in which students can thrive. Around the outer layer are the Educational System Shifts, which further develop this ecosystem and provide the supports for both educators and students as they develop the knowledge, skills, and dispositions that will take them into the future.



PPS Core Values

Core values are an organization's enduring beliefs that remain constant over time. By making these values explicit through value statements and tethering them to a vision, an organization can articulate the ethical principles that guide action toward its vision.

These ten statements are new, and describe the core values we need to achieve our Vision. Some of these core values are lived values and some are aspirational; either way, we believe in making them explicit and persistent throughout our work over time.



Students at the Center

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

Racial Equity and Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Honesty and Integrity

We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision making in service of our students, families, staff, and community.

Excellence

We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

Respect

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

Relationships

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Creativity and Innovation

We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

Partnerships and Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Grounded in the Spirit of Portland

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.

Joyful Learning and Leadership

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.



The Graduate Portrait





Class of
2019





Why Is the Graduate Portrait Important?

The heart of a community's educational vision is the Graduate Portrait. It is our promise to our students and families ... a promise that the adults make to all students every day. As a result, every adult action and every system change is driven by decisions that move student outcomes toward this Graduate Portrait.

What Is the Graduate Portrait?

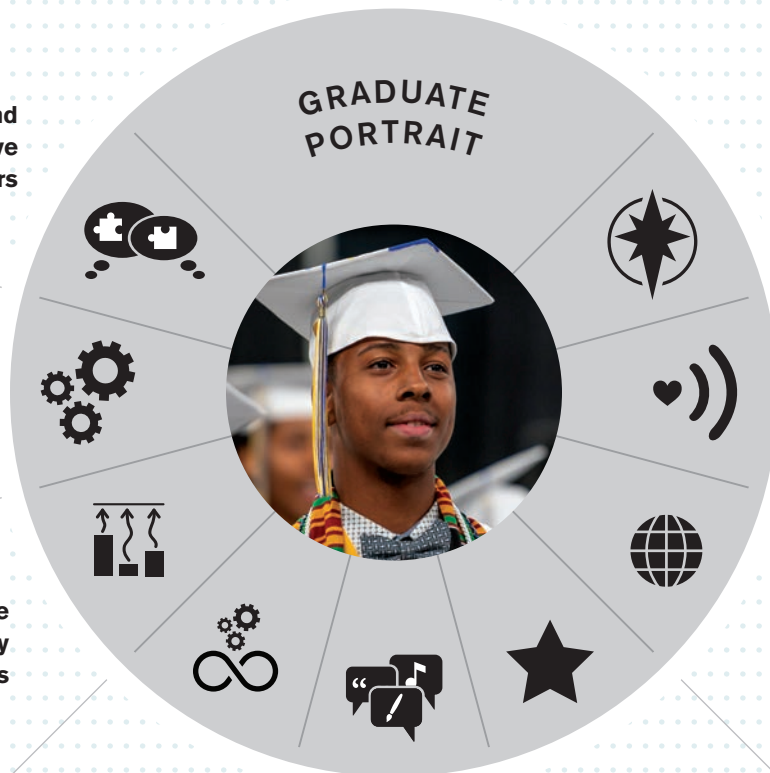
The Graduate Portrait is a clear and ambitious description of what the community wants its students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers. Our graduate portrait includes attributes needed to prepare students to understand, confront, and change a global social environment that includes racial injustice and systems that perpetuate oppression. The Graduate Portrait inspires and emboldens educators and district staff to adopt innovations that are stimulated by signals about the future and to achieve results by meeting the needs of every student. It enables leaders to align leadership, management, teaching and learning, and resources so that the learning system produces results that deliver on the promise of the Vision. The following nine Graduate Portrait elements are based on community inputs.



Inclusive and Collaborative Problem Solvers



Optimistic, Future-Oriented Graduates



Inquisitive Critical Thinkers with Deep Core Knowledge

Reflective, Empathetic, and Empowering Graduates

Transformative Racial Equity Leaders

Influential and Informed Global Stewards

Resilient and Adaptable Lifelong Learners

Positive, Confident, and Connected Sense of Self

Powerful and Effective Communicators



Inclusive and Collaborative Problem Solvers



Students are skilled, creative problem solvers who collaborate effectively. They know how to solve complex problems, including understanding problems from multiple perspectives and developing solutions that consider the needs of people. They seek innovative ways to approach problems by challenging traditional assumptions and identifying creative solutions. Through experiences solving problems with people from various cultures, with those who speak multiple languages, have different abilities, or different cognitive strengths, students become skilled at expressing their own points of view, drawing out multiple perspectives, and solving problems collaboratively, both in person and virtually. Students are also adept at using knowledge across disciplines to solve problems with innovative tools and skills.

Inquisitive Critical Thinkers with Deep Core Knowledge



Students demonstrate mastery of core academic knowledge and skills. Through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics, and music), students emerge with fundamental skills in literacy (reading, writing, speaking, and listening), mathematics, and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. They use strong number skills in real-world mathematics applications, including finance. They are also strong scientific investigators, able to explore the natural world by developing relevant questions, conducting research, constructing hypotheses, designing experiments, collecting and analyzing data, and drawing conclusions.

They also have a deep appreciation for and experience with the arts, creativity, and self-expression both individually and in groups. They apply good physical and mental health habits to maintain a high quality of life. They can investigate history from multiple perspectives and understand how, traditionally, historical stories have been shaped by dominant cultures, and how these narratives have shaped current events. They are also effective users of digital technology and the growing abundance artificial intelligence tools, technology-based devices that simulate human processes such as speech and pattern recognition, seeing, speaking, learning, and analyzing, to enhance human abilities to solve problems.

Transformative Racial Equity Leaders



As racial equity leaders, students take part in making our society more just and equitable for people of color. They understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They develop agency and advocacy skills to challenge injustice and change oppressive systems in their communities. They understand that the dominant historical narrative can minimize the perspectives of people of color and contribute to institutional racism. They can deconstruct the dominant narrative and change it to a more balanced and inclusive one. Students respect the perspectives of all cultures. As racial equity-driven problem solvers, they engage in community conversations about social justice issues and help develop and implement solutions that respect and include the perspectives of other cultures.





Resilient and Adaptable Lifelong Learners



Students are prepared to navigate, adapt to and meet life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it. They have a growth mindset, knowing that new knowledge and skills are always possible, and they see mistakes and failures as learning opportunities. As informed and resourceful self-directed lifelong learners, they advocate with pride for their rights and for themselves. They make use of community and cultural assets to develop networks of allies to help them persevere through challenges and embrace continuous learning for professional growth and personal fulfillment.

Powerful and Effective Communicators



Students communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content. They understand the importance of culture, time, place, and context in developing appropriate methods of communication and can adapt the ways they communicate to various situations. They are confident communicators who are mindful of the need to eliminate personal bias when developing content and are curious about other perspectives. They use effective listening skills to understand different points of view to develop material that is authentic, empathetic, and relevant to various audiences. They understand the power of information and how it can influence people's beliefs. They can select and use multiple communication tools to convey ideas and information in writing and through video and audio recordings, digital technology, augmented reality, storytelling, debate, and other forms of expression such as individual and group performing arts and artistic compositions.

Positive, Confident, and Connected Sense of Self



Students have positive feelings about their personal and cultural identities and a healthy sense of confidence and self-worth. They are connected to networks of allies who serve as role models and advocates, strengthening their self-esteem by nurturing their personal and cultural assets and strengths. Students can identify sources of happiness and fulfillment and seek out activities that relate to their interests. Students can identify and regulate their own emotions and interact with others skillfully and with self-awareness and social-awareness. They have strong self-advocacy and relationship-management skills that enable them to set healthy boundaries, express their views, and manage disagreements with diplomacy and care.



**Influential
and Informed
Global Stewards**



Students are prepared to live and work in a global environment, through strong multilingual and multicultural learning opportunities and experiences that begin in early education/pre-kindergarten. They understand world history from multiple perspectives. They are fluent in more than one language, and they value cultural and linguistic diversity. As global change agents, they are responsible stewards of the environment and knowledgeable about climate justice issues. Students know how to use technology to collaborate on project teams with diverse peers locally, nationally, and globally. Through these experiences, they learn how local challenges become part of larger national and global issues and understand how decisions we make impact our global neighbors and vice versa. They can also evaluate current events critically and understand how media and other sources of information influence perceptions.

**Reflective, Empathetic,
and Empowering
Graduates**



Students are self-aware, reflective, and able to recognize personal bias toward people, cultures, and situations. They operate from a strengths-based perspective and demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others, especially those with disabilities and mental-health challenges.

**Optimistic,
Future-Oriented
Graduates**



Students graduate feeling optimistic about their futures, inspired by their real-world experiences, aware of their career interests, and earning practical credentials that have immediate value in the adult world. Students' personal ambitions and interests evolve into future career aspirations through technical education, internships, work experience and simulations, and mentorships.

Students graduate with credentials and real-world experience that employers value. Graduates are also prepared with post-graduation plans that include action steps to pursue their careers. Every high school student in PPS has the opportunity to experience real-world work, including in business and entrepreneurship, by learning from career exploration activities such as paid internships, job shadows, and virtual simulations.

Implications that Impact Every Student

Design Implications— Same Vision, Different Designs

PPS is committed to advancing the Graduate Portrait elements for every student. The PPS community wants to be very intentional and proactive about increasing options for each and every student. The most significant implication of this commitment is the need to integrate design thinking that considers the full range of human diversity with respect to ability, language, culture, gender, age, and other differences.

Currently, PPS is deepening and refining its work with Universal Design for Learning (UDL), an educational framework that guides the development of flexible learning environments to accommodate individual learning differences. Our future work will extend this practice to more fully integrate the full range of human differences. This way of working and thinking is known as “Inclusive Design for Learning” (IDL). According to the Inclusive Design Research Centre (IDRC) at the Ontario College of Art and Design, IDL is an expanded and extended version of the better known approach, UDL. Beyond designing to give students equal opportunities to succeed no matter how they learn, IDL strives to address the needs of individuals for whom the design is intended, so that the design is informed by the primary lived experiences of the beneficiary. Design also extends beyond traditional inclusion of language, physical

and learning differences to include cultural, gender and age differences. Inclusive design also takes advantage of the flexibility (and luxury) of digital tools provided to develop a one-size-fits-one personalized design approach to inclusion. Inclusive designers are also responsible for being aware of the broader systems impact their work will have and striving to effect a favorable impact beyond the intended beneficiary of the design. Inclusive design should trigger a virtuous cycle of inclusion and recognize the interconnectedness of users and systems.

Historically, learning has been designed to meet the needs of diverse learners through specialized programs. The needs of special education, talented and gifted students, English learners, and culturally specific groups have often been addressed by separate programs, specialized staff, or strategies that address the challenges facing some students. Designers of inclusive learning experiences recognize that every learner is different. Differences are the norm; therefore, the notion of accessibility expands dynamically to meet needs across the range of human diversity.

The goal of inclusive design for learning is to take advantage of human diversity in the design process, to build learning experiences that adapt to, and empower, each learner to contribute to the design of their own learning. IDL focuses on enabling and promoting learners' self-knowledge and self-determination so that they can recognize their own learning-experience needs and make use of available choices. Ensuring that the design process and tools used are inclusive are key attributes of inclusive design. Good design caters

not just to learners in the middle of the target group, but also to users at the margins. Inclusive design teams must be diverse and, whenever possible, include individuals who have life experiences similar to those of “extreme users” in the group the designs are intended for. This requires learning designers to have deep awareness of the context and broader impact of what they create.

Implications for Developing a Graduate Portrait Continuum

The Graduate Portrait—the knowledge, skills, dispositions, and mindsets that all PPS graduates will gain from their learning experiences—is the goal, but the Portrait needs to be broken down into snapshots of a learner on a successful path. What would a “racial equity leader” in development look like in fourth grade? What does “awareness of personal bias” look like in a kindergartner? And what does “building a strong sense of self” mean in a freshman about to start high school with all the challenges of being a teen? These are some of the questions that we will address to identify guideposts for learners and the adults who support them on their journeys.

The Educator Essentials







Why Are the Educator Essentials Important?

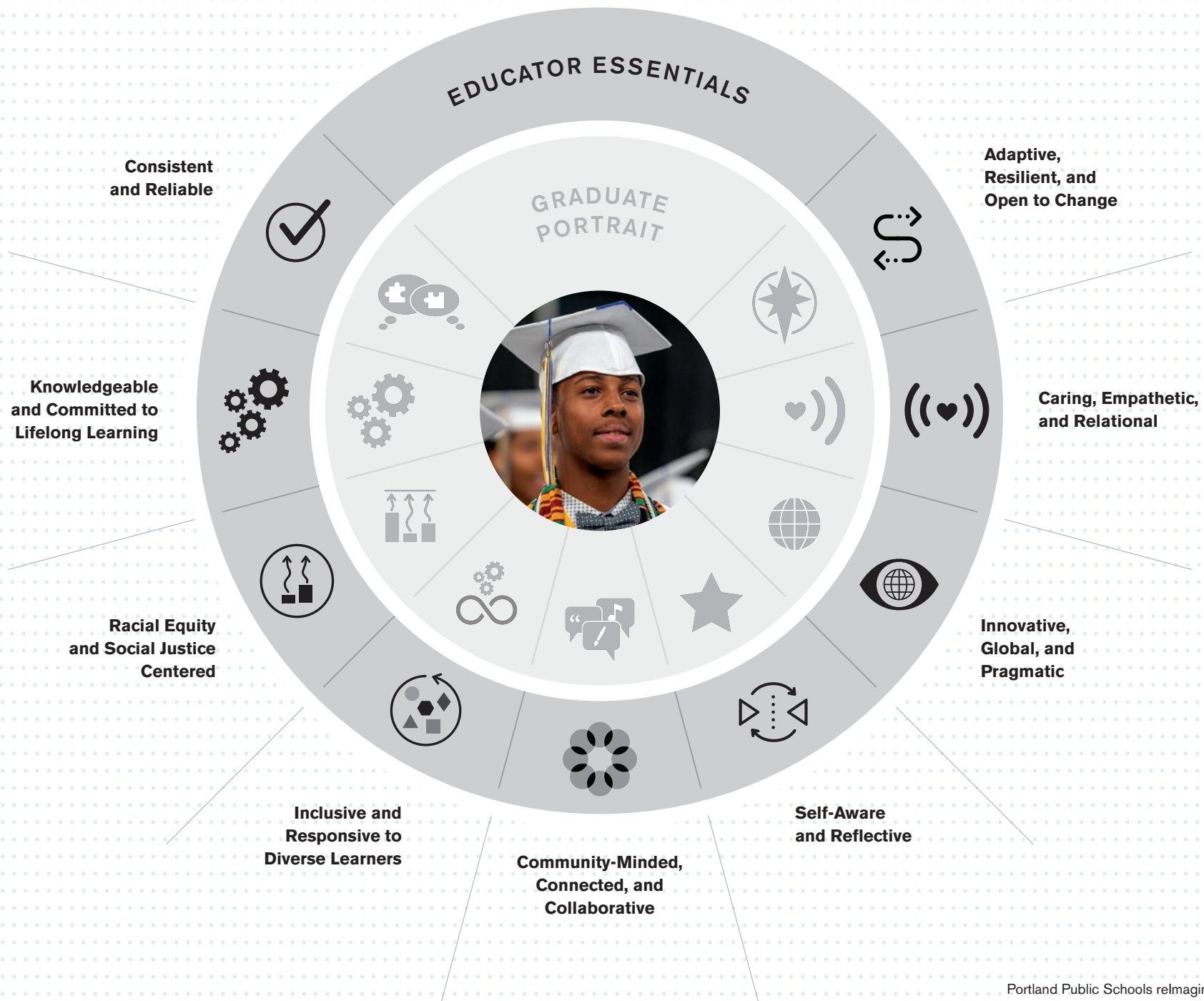
The Graduate Portrait cannot be achieved without a supportive community of adults who intentionally model, teach, and create the conditions students need to succeed. What are the attributes—knowledge, skills, dispositions, and mindsets—that adults in the school district need to be able to help students attain the Graduate Portrait? How will these translate to supporting activities and direct instructional work with students?

A school district is a community of adults that supports student learning in various ways. For this reason, everyone working at PPS is an educator in the context of this Vision. The district can support and cultivate the adult attributes in everyone who works in the system. Ideally, other adults who are involved with students' education—families (a child's first educators), or partner organization staff, for example—will also find these attributes useful as they support students and can partner with the district to create relevant ways to encourage this development.

What Are the Educator Essentials?

The Educator Essentials are distilled from community-wide input regarding the knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait. The Educator Essentials include content and practice knowledge, along with the human-connectedness aspects of collaborating, supporting, and teaching and learning. Beyond excelling in their own practice, PPS educators recognize the collective effort required for the success of every student and take responsibility for their roles in bringing about the Educational System Shifts.

The assumption here is not that adults will automatically have all of these attributes. They will be supported to develop the essentials or be hired if they are committed to cultivating them. This is a long-term Vision; developing and prioritizing these attributes will be part of the school district's strategy for professional learning. Educators' ability to model and develop these attributes will be critical in helping students. The attributes will also help educators support each other and create beneficial relationships with the community that support students' learning and skills-building. Their inclusion in the Educator Essentials emphasizes PPS' focus on social-emotional resilience and equity, and also recognizes the critical contribution and central role that educators have in students' healthy development.



Consistent and Reliable



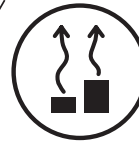
PPS adults are trustworthy, reliable, and courageous allies. Each adult is approachable and is someone whom every student, family member, and colleague can count on because they follow through with their responsibilities consistently and hold themselves and others accountable. They have consistently high expectations and levels of preparedness so they can best respond to the needs of the students in front of them.

Knowledgeable and Committed to Lifelong Learning

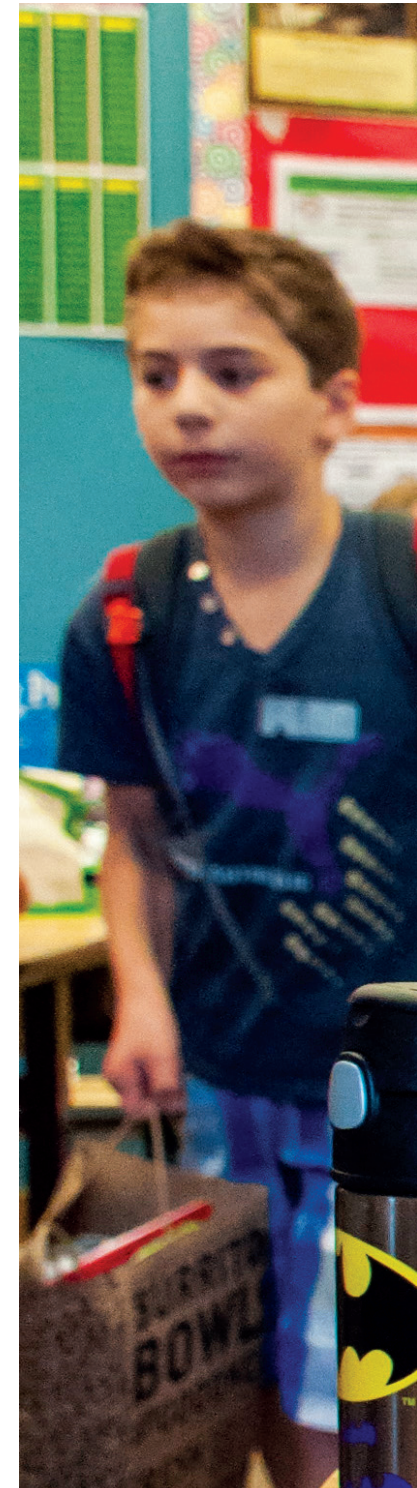


PPS adults are highly competent in their areas of practice. Those engaged in instruction are also skilled in a variety of evidence-based, engaging teaching approaches, including strategies for social-emotional, culturally-responsive academic learning. Adults are proactive about keeping their professional knowledge up-to-date and even anticipating future trends in their fields, and contributing to innovations and best practices in their schools and departments. They are committed to using a range of tools, including current and emerging technologies and data to inform continuous improvement of practice, collaborate with colleagues throughout the system, and support diverse learners.

Racial Equity and Social Justice Centered



PPS adults are courageous change agents who actively promote and ensure racial equity and social justice. They understand that the perceived reality, based on the dominant culture, has often excluded the perspectives of people of color. They understand that they can replace the narrative with a more inclusive and objective multi-cultural approach that contributes to the positive identity development of adults and students of color. They ensure equitable access to learning for every student, and their diverse learning styles, through clearly defined racial equity and social justice-based practices, and culturally and linguistically responsive teaching and curricula and materials. They create safe learning communities that value diversity in their departments, schools, and classrooms. They develop strategies that disrupt predictable patterns of performance based on race. They are aware of their own biases and work to eliminate them.





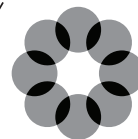


Inclusive and Responsive to Diverse Learners



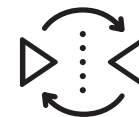
PPS adults respect, understand, and adapt to the unique cultural, linguistic, and special needs of our diverse learners. The adults are mindful of who our students are and are aware of students' unique needs as they design and conduct their daily work. They adopt a growth mindset—seeing all students' capacities as growing and developing, not fixed. They are deeply familiar with a variety of inclusive practices, along with culturally and linguistically responsive teaching strategies. Adults see their own diversity and that of our students and families as assets that support learning and as gifts that enrich both the school district's culture and the community.

Community-Minded, Connected, and Collaborative



PPS adults understand, respect, and appreciate the communities they serve. They cultivate deep relationships with students, families, and community members. They are eager collaborators, willing to reach beyond school-based resources and connect community members with students and each other. They are team players who are both leaders and followers, sensitive to and willing to rise to the needs of the moment. They are constantly looking for allies and partners to help create positive outcomes for students. They live the belief that “none of us knows everything, but together we know a lot.”¹

Self-aware and Reflective



PPS adults are self-aware and knowledgeable as to their own strengths and biases, and they have a positive sense of their own identity. They are reflective about their own areas of growth, enabling them to practice continuous improvement and lifelong learning. They recognize vulnerability as a strength, are open to feedback from peers and mentors, and have high social-emotional intelligence, enabling them to create emotionally safe spaces for students, families, and peers.

**Innovative,
Global, and
Pragmatic**



PPS adults are curious and future-focused leaders. They understand a variety of leadership models from various cultures and can “lead from any seat.” They are committed, creative problem-solvers who develop and implement solutions that are assessed thoughtfully and that balance risk and results. They are capable of being both locally minded and globally oriented to collaborate with others in addressing challenges. Along with these collaborations, they model a global orientation for their students by speaking more than one language and being knowledgeable about other cultures.

**Caring, Empathetic,
and Relational**



PPS adults demonstrate care for students and families and are enthusiastic about building personal relationships. They hold a strengths-based view (recognizing and encouraging strengths rather than focusing solely on deficits) of every person at PPS and are particularly attentive to the needs of our most vulnerable students. They are dedicated to implementing strategies to develop and/or support each student's skills and talents. They inspire learning and are willing and able to facilitate difficult conversations that show empathy across wide-ranging student and family experiences.

**Adaptive,
Resilient, and
Open to Change**



PPS adults honor culture and traditions while being open to change. Each person supports this openness by understanding that failure, multiple attempts, and iteration are necessary, if not critical, parts of continuous learning. They demonstrate a commitment to continuous improvement by developing the skills and persistence to shift the system and structures around them when necessary and build their own resilience through self-care, and collaboration with students, educators, and others.

Implications

The Educator Essentials apply to every adult working at PPS. They underscore how every adult's contribution impacts students—directly or indirectly—and, therefore, impacts students' success. In order to develop a community of adults with these shared attributes, the school district is committed to helping every PPS adult understand their role in student learning, so that each person can translate the Educator Essentials to their own work and behaviors.

Collaborative work can also be done with parents and families to help them embrace their roles as children's first teachers. For example, what do the Educator Essentials look like when applied to parenting? How might the district and other community partners support families to explore this application, with innovative educational workshops or a revised parent/family handbook, for example?

**The Educational
System Shifts**





What Are the Educational System Shifts?

The Educational System Shifts are changes in the organization's priorities and how it operates. They apply across the organization, from individual schools to central-office departments. They create conditions that support and encourage adults to model the Educator Essentials and the students to achieve the Graduate Portrait.

As part of the long-term Vision for the district, these changes will not all happen at once. In terms of scope, sequence, and syncopation (how much we do, in what order, and which changes might work together or play off each other) part of the strategic-planning work will determine priorities and dependencies. For example, developing racial-equity-aligned systems and structures will support the recruitment of a more diverse workforce. That shift, in turn, will support the further development of racial equity. Changes in the use of time and space to foster more personalized learning will invite the development of flexible spaces, and these will support the flexible use of time.

Reimagining the school system itself will provide improved experiences for students and adults that lead to better outcomes and options for PPS students.





The 11 Shifts

(Counter-clockwise)

A Connected and Transformative School District

Mindful, Inclusive Practices that Support the Continuum of Students with Disabilities

Redefining Time and Place for Personalized Learning

Racial Equity Aligned Systems and Structures

Cultivating System-Wide Learning and a Diverse Workforce

Schools as Community Hubs

Transformative Curriculum and Pedagogy

Support for Global Stewards and Ambassadors

A Culture of Physical and Emotional Safety

Equity-Centered, Inclusive Learning for Students and Adults

Flexible, Future-Focused Environments

A Connected and Transformative School District



PPS is an equitable school district that is student-focused, responsive to student needs, and proactive about continuous improvement. It has a clearly articulated vision, with corresponding strategic plans that renew every few years. The school district's culture of continuous improvement has allowed it to anticipate and adapt to change. It uses a combination of restorative justice practices to support healing and innovation to develop solutions and maintain action plans. Staff are empowered to fulfill the school district's mission and goals and collaborate across departments to support responsiveness, reliability, and innovation. School district staff work to develop mutually empowering partnerships with peers, families, and Portland's diverse communities.



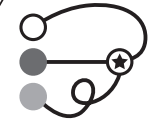
Mindful Inclusive Practices that Support the Continuum of Students with Disabilities



PPS' culture and practice of inclusivity ensures that students with disabilities and the educators who support them get what they need to achieve the Graduate Portrait and Educator Essentials. Inclusivity is everyone's responsibility, and families and school district staff work together to learn, advocate for, and support students with cognitive and physical challenges. Every teacher is given the professional training and resources needed to optimize opportunities for students with disabilities to succeed. PPS students are familiar with disabilities from an early age, which leads to increased awareness and reduction of bias and discrimination that can in turn lead to decreased harassment and bullying.

The instructional supports demonstrate a true multi-tiered system of supports (MTSS), an alignment of systems necessary for all students' academic, behavioral, and social success. Special education as a system of integrated supports leads and models the development of personalized learning for all, which includes home-language integration, assistive technology, and social and emotional support.

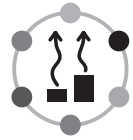
Redefining Time and Place for Personalized Learning



In 2019, the PPS community set a goal to reimagine the old model in which time and place are constants and learning outcomes vary. The purpose of this shift is to re-examine assumptions about time and place, and to use a variety of approaches and tools to give students greater flexibility as to when and where they learn. Now, learning has become the constant, and time and place are the variables. This opens up a world of possibilities as assumptions about what makes up the school day—length of periods, number of periods in a day, or a year—have been challenged.

Time flexibility gives students more options to meet the Graduate Portrait requirements. PPS students identify personal learning goals, and they have time to pursue individual interests and work on individual projects, thereby gaining the experience of multiple ways of learning. For example, students work as individuals and in teams, both within their grades and across grade levels. They also work on project-based learning, both inside and outside the classroom, collaborating with community and global partners. Guided learning is available to students outside regular school hours, using a variety of formats and media. Sound, physical models, text, video, dance, and augmented reality, for example, allow students to express themselves online, locally or globally. Through these experiences, students develop agency as learners. They discover which strategies and formats work best for them, and this supports their lifelong learning.

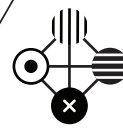
Racial Equity Aligned Systems and Structures



PPS holds racial equity and social justice as central tenets for all decisions and actions, and works to eliminate racial disparities in access to opportunities. The major goal in the school district's Vision is to eliminate race as a predictor of student outcomes. Several related shifts support this goal. Aligning systems and structures to support racial equity calls for developing culturally responsive practices, including equitable budgeting, to ensure that supports are tailored to individual schools and, ultimately, to students. This shift is supported by accountability practices that assess impact and intent.

While this shift leads with race, the resulting system and structure improvements will support additional diversities such as the identities and experiences, histories, and perspectives that each of us hold, including disabilities, class, gender and sexual orientation.

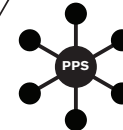
Cultivating System- Wide Learning and a Diverse Workforce



PPS maintains a high-quality workforce that reflects the diversity of the broader community and inspires a culture of learning, growth, and development. Our staff and educators are culturally responsive. Culturally affirming language has been adopted throughout the district, to promote a welcoming environment. The school district also models equity in hiring and has set up pipeline programs for marginalized and previously uncultivated talent.

We support our people in meeting the Educator Essentials through professional development that is thoughtfully developed, system-wide in reach and opportunity, and differentiated in content and form. This includes self-guided, virtual, always-accessible options. It is meaningful, actionable, and focused on supporting or enhancing instruction and support services. Every action or learning opportunity for every adult in the system can demonstrate a clear throughline to student success. PPS is a rewarding workplace that provides the resources to support personal and professional wellbeing and success.

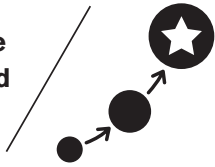
Schools as Community Hubs



Schools have become community hubs that integrate support services for families—including health care, housing support, clothing, and food—that are intuitive, easy to navigate, and driven by community need. These support services are also used to help students at critical transitions—kindergarten, sixth grade, ninth grade, and twelfth grade/transition to post-secondary, and when students arrive as newcomers or move between schools—creating a foundation for specific needs that allows students to engage fully in their education.

Learning draws upon families' backgrounds and cultural assets to build school community and help students achieve their highest academic potential. The school district builds connections, and district spaces also support interactions and collaborations with community partners.

Transformative Curriculum and Pedagogy



PPS' pedagogy and curriculum integrates the respectful consideration of culture, disability, race, gender, and language. The curriculum is standards-based, and culturally and linguistically responsive. With equitable learning supports and opportunities, every student can develop the foundational requirements of a high-quality education. Every student has access to multiple tiers of support and acceleration as needed.

Students are given opportunities for personalized learning and developing problem-solving skills by being actively engaged. Lifelong learning skills and strategies, such as the seven C's (collaboration, critical thinking, creativity, communication, character, citizenship, and computational thinking) are highlighted over easily accessible content. Teaching and learning have become "transdisciplinary"—students and adults can collaborate across subject areas, making connections and bringing multiple perspectives to bear on problems. In addition to foundational literacy and knowledge, critical understandings of race and activism around climate change have become system-wide areas of learning. Career-related learning is mandatory for graduation and emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.

Support for Global Stewards and Ambassadors



PPS supports graduates in becoming global stewards and ambassadors by ensuring a diverse body of globally oriented educators who reflect student demographics and appreciate cultural and linguistic diversity. These educators model global appreciation and awareness; teach history from multiple perspectives, with an emphasis on global history and ethnic studies; are fluent in more than one language; are knowledgeable about climate justice issues; and are responsible stewards of the environment.



A Culture of Physical and Emotional Safety



PPS has created a culture of safety and respect for students and adults. Social, emotional, and physical well-being are crucial to academic and professional success. Every student knows that there is a caring adult they can talk to and a system-wide capacity for emotional intelligence that they can rely on. All adults in the school district are given professional training and guidance that fosters emotional regulation. In this way, adults can support themselves and each other and demonstrate the importance of physical and emotional safety, becoming valued role models for students.

In cultivating these conditions, the school district has shifted from a reactive posture to a proactive one. Students and adults have developed a clear definition of how physical and emotional safety manifests and identified ways to measure it. There is a Pre-K-12 curriculum that every school site follows, and all adults in the system have professional development that helps them understand social emotional development and strategies relevant to their roles. This focus teaches students how to cope with stress and trauma and gives adults the tools to support students and themselves. The school district has also developed an "early-warning system" to help everyone understand risk factors, identify students in distress, and intervene proactively.



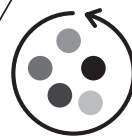
Flexible, Future-Focused Environments



Plans and decisions about physical environments are informed by two key perspectives: equity and a focus on the future. Together, these perspectives promote the development of healthy, flexible, inclusive places of learning.

Equity considerations drive decisions about the use of space and distribution of resources. This ensures equitable access to digital tools and assistive technology, for example. Focusing on the future supports plans that anticipate what is coming instead of trying to catch up later. A robust, long-term, and strategic system of maintenance and modernization has replaced a “wait-for-the-bond” mindset. Flexible, but not short-term, spaces have replaced piecemeal usage of available learning space and can change to match best educational practices.

Equity-Centered Inclusive Learning for Students and Adults



The idea of a growth mindset—that a person’s knowledge and talents are not fixed, but can be continually developed, has taken root in PPS. Students get individualized support as described in the Education System Shift “Mindful Inclusive Practices.” Educators get the support they need to help ensure student success and are held accountable for that success. In addition to instruction, accountability extends to the student-teacher relationship and is demonstrated by a comprehensive survey that includes input from students, family, and administration.

Adults share and reflect PPS’ core values. They bring a strengths-based approach to all students and their cultural backgrounds, especially students from historically underserved communities. Educators are encouraged to support, not dominate, and to model and help students differentiate the person from any ideas they might express.

Implications

Systems are difficult to change. They are complex, with many interconnecting parts, and beliefs tend to become entrenched as structures and processes evolve. Those who benefit from a given system usually have power within it and actively thwart changes. Therefore, creating shifts requires persistence, widespread buy-in, continuous improvement processes, and a demonstrated commitment to serve every individual student in the school system.

The district’s continued commitment to the Vision, articulated regularly and used to prioritize plans and actions and support for innovative efforts, will help to signal the importance of reaching this collective aspiration.

Frequent and transparent communication, along with opportunities for collaboration with all PPS departments and sites, families, and the community, supports buy-in and shared ownership as the changes become everyone’s concern and responsibility.

Swift, widespread change can often provoke a backlash when disrupting the status quo in a way that does not serve all students. However, using iterative processes that include pauses for reflection, such as prototyping and continuous improvement, helps create wins through a series of smaller shifts and, therefore, smaller reactions, creating the space and time to learn from the process.

The Future of PPS

This is a long-term Vision. The work of bringing it to fruition begins immediately, but results will take time and a series of strategic plans. Ultimately, this Vision will prepare PPS graduates for a rapidly changing world—including careers that have not yet been invented—and equip them to become skilled and practiced agents of change. Making the educational system shifts required will take thoughtful strategic planning, and modeling the educator essentials means that support and professional learning opportunities will need to be created.

PPS graduates will be able to compete with a global workforce—whether at home or abroad—because they have strong fundamental knowledge and skills, including a range of problem-solving and lifelong-learning skills. They will also bring well-honed collaboration skills and the ability to engage with others through an appreciation of diversity.

The vignettes below are just a few examples of the ways in which reimagining Portland Schools might manifest itself. Other ideas are contained in the Website of the Future that was shared at the installation and can be accessed here on the Visioning page of our website: www.pps.net/visioning, and in the Scenarios of the Future (see Appendix). In the early years of working toward a vision, when seeds are still sprouting and it's hard to see progress being made, it can be very helpful to create stories and artifacts of the future to maintain focus on what is coming and what can be created. These will be important moments, milestones, and sample student snapshots of the graduate portrait we are seeking to refine.

Let's foreshadow a few snapshots in the year 2030 ...

Taaliah

Taaliah is getting ready for senior year. Between online blended learning opportunities, credit-earning coursework last year, and a global studies project over the summer—which involved travel to her family's place of origin—Taaliah is looking forward to a manageable academic load. This, combined with the flexible learning options at PPS, will give Taaliah the opportunity to pursue an internship and keep up with an AI-based music project while maintaining academic progress.



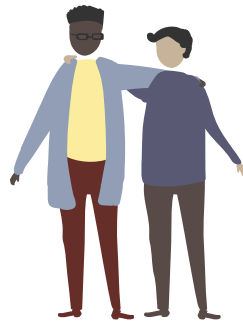
Toni

Toni is about to enter high school. They have been a beta tester of various assistive technologies for Portland State University since fourth grade. This experience has allowed them to help designers find the best possible combination of tools to support their learning and quality of life. It has also enabled them to complete their requirements for the Inclusive and Collaborative Problem Solvers element of the Graduate Portrait.



Victor

Victor is a veteran teacher, just starting his 20th year, and he loves the classroom as much as ever. He has been asked to earn his administrator's credential many times, but he always refuses. As a new teacher in 2010, he was tech savvy and ready to try new ideas. Wanting to keep that edge and not get into a teaching rut, he has challenged himself over the years; Victor uses his discretionary professional development time and all of the free resources at his disposal to keep up with technology and learn from new teachers about the things they have learned in their teaching programs. He is now working with a group of teachers, families, and students to create augmented reality worlds to help students understand different historical periods from various perspectives.



Demarcus and Alejandro

Demarcus and Alejandro have been friends since their early childhood educational program, when they were first introduced to the Graduate Portrait. Now seventh graders, they have known since they were four-years-old that this is what they have been working toward, and that clarity has helped them develop a sense of ownership of their own learning process. As students of different racial backgrounds and with family experiences of oppression, they have worked on a series of projects that explore the impact of race and come up with ways of addressing the impacts. These projects have contributed to their Transformative Racial Equity Leaders and Inclusive and Collaborative Problem Solvers elements.

Chen

Chen is in the budget department at the central office. She used to keep to herself and focus on her work, but five years ago, along with several of her younger colleagues, she took a professional development course that opened her eyes to the connections between equity, budgeting, and resource allocation. She has since become a dedicated advocate of equitable resource allocation and has been invited often to speak to both community groups involved in supporting equity and groups of finance professionals seeking to understand how they can address social justice through their work.





Call to Action— Individual Effort, Collective Impact

While the educational system and its people are critical drivers of our Vision, PPS cannot do it alone. If we want all of our graduates to attain the Graduate Portrait, we have a collective social responsibility to make this happen. We need to coordinate and align our efforts to clearly define and share our goals throughout our “village.” Achieving sustainable progress requires that we engage meaningfully with families, community leaders, other youth advocates, and mentors, and create partnerships with business and philanthropic leaders.

We need civic leaders to influence policy, legislation, and community efforts to ensure that youth and families are supported in pursuing these goals. When we commit to a set of shared outcomes, then work within our own organizations and circles of influence to determine how best to achieve these goals, each thread of our community fabric sets changes into motion. This collective impact greatly increases our chances of supporting our young people successfully.

We want to hear your ideas. What can you do to support the Graduate Portrait, Educator Essentials, and Educational System Shifts? How can you influence the efforts of your organizations, families, and community groups in working toward these goals? Please contribute your ideas for yourself and for other individuals and community organizations.

Thank you for your support.

Appendix Scenarios of the Future



Disintermediation or Evolution of Public Education?

This is a world in which the lines between virtual/real, local/global, and robots/humans blur. Integration of ubiquitous technology that increases speed, convenience, and “optimizing” one’s life through partnering with machines, continues through the proliferation of robotics and artificial intelligence in “things.” With increased automation, there is a strong demand for human workers that can adapt to new roles to complement machines. This has led to an ever-present need to “up-skill” and “re-skill” in order to thrive as a worker in the future. Local and online learning hubs that respond to this rapid learning evolution cater to adults wanting to learn new discrete skills and knowledge quickly to make themselves more successful in this ever-shifting work environment.

The young families of 2030 grew up with the Internet and with a deep culture of social networking where information was at their fingertips for everything. Increasingly, people are making purchasing decisions that align with their social or political values and, in the same way, families are seeking educational approaches that align with their values, ethics, and the individual interests of their kids. Because they network about everything, parents are continuously seeking the best ways and places to help their kids learn. This has led to families looking at both traditional “in-school” options and other opportunities for learning at innovative centers around the city. These families have turned to their networks more and more to develop a customized portfolio of personal learning experiences for their kids.

These generational shifts about where and how learning takes place, along with deep concerns about the disruptive potential of rapid technological advances, have led to long overdue reforms in public education. Educators are working in collaboration with families, students, and other local and global entities to guide the development of customized pathways for each child, further blurring the lines between schools being the primary place for learning to leveraging anytime/anywhere learning. Also, the rapid pace of change has contributed to feelings of disconnection. Realizing that students still need places to congregate, socialize, and connect to cultivate feelings of local belonging, schools have

maintained their role of providing a safe place for kids to gather. Educators still provide the human interaction, guidance, and direction that are needed even while some of the “curriculum” is experienced outside of school. Inequities widen for most public-learning institutions, except for a few that planned for this shift. These future-looking institutions, such as Portland Public Schools, have developed partnerships that extend learning opportunities outside of the brick-and-mortar confines of school buildings in innovative ways. By putting equity and access at the forefront of their redesign, PPS has pioneered partnerships with local businesses and the city. These include providing students in need access to the district’s self-driving “learning transporters” and redistributing free and reduced lunch budgets to fund meal cards that are accepted at most Portland eateries—most of whom provide “student pricing” with use of the meal cards.

Throughout the city, there are symbols on buildings that indicate the location of a “PPS Learning Hub”—a place where PPS has partnered with local learning institutions to provide an array of learning options available to students throughout the day. For example, Portland Public Libraries have partnered with PPS to invest in and provide access to 3D printers for younger students to learn how to design and print out toys with ‘raw’ ingredients made of recycled plastic. PPS educators work onsite at libraries to provide this learning experience and partner with the engineering



library staff. For families looking to discover and curate what library learning resources are most accessed by others around the world, the “Unstacked Billboard” technology allows users to search for learning resources that are most popularly searched for around the globe. These clickable icons are updated in real time, stacking the most popular resources up top with details available at the touch of a fingertip. Even libraries have branched outside of their brick and mortar buildings and have partnered with educators and sustainable food programs to create their food literacy library and program outside on a working urban farm.

PPS has also established similar partnerships with other entities. One such collaboration with the prison system extends parent engagement and social-emotional support through a free holographic service where students can connect with parents who are incarcerated in Oregon prisons to read a story together or do parent-student learning activities developed by PPS educators.

Families with young toddlers have been accessing commercially available learning options early, further driving the desire for customized learning pathway experiences for school-aged children. Adventure Me, the hugely popular toddler YouTube channel (curated by families!) enables families to customize learning adventures by modifying the main character to take on the image, personality and specific interests of their own child. Adventure

Me is branching into school-aged children content and has begun collaborating with Portland Public Schools to prototype their open source content for older kids.

At yet another school-based learning hub, design thinking and engineering come together at a local school building where educators facilitate the design and development of smartphone apps that are designed to support specific needs of the special education community. Engineering students work together with special needs students to understand their “users needs” and to collaboratively design apps to support them in their learning and everyday facets of life.

Other local adult Learning Hubs are organized as pop-ups where professional development trainers and local entities come together for short periods of time to create integrated learning experiences for adults providing an array of options for re-skilling and up-skilling. Virtual Learning Systems pioneered this effort using holographic simulation technology to teach advanced firefighting management skills and further expanded augmented and virtual reality technology to cover an array of re-skill and up-skill options for adults as an alternative to community and technical colleges.

Portland 2030: Does a Rising Tide Lift All Boats?

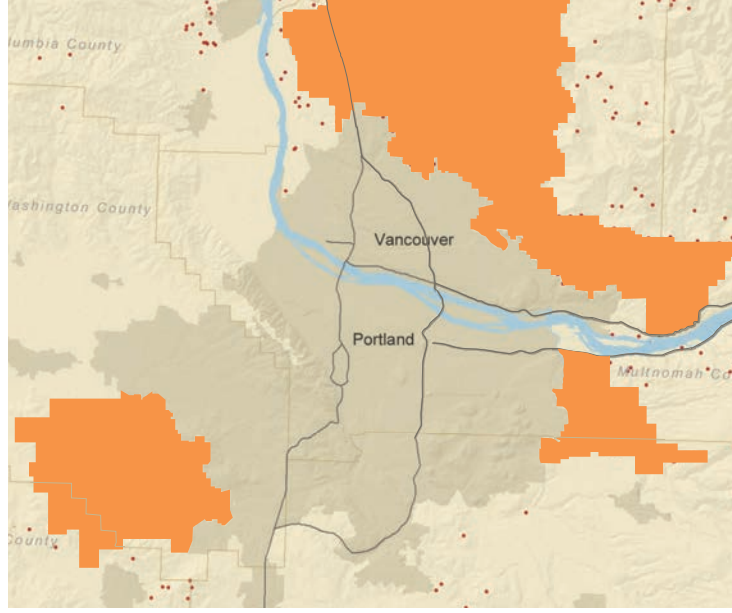
This is a world in which Portland has built on its leading-edge work in sustainability, urban resilience, and outdoor activity. This history has given Portland an advantage in the newer industries that are emerging to fill the pressing needs of a country trying to maintain a standard of living while everything changes. Thriving industries setting the terms of sustainable living are renowned globally and have put Portland on the map. The food and beverage scene has been exported authentically through an innovative combination of strict licensing, 3D-printed foodstuffs, and drone-delivered raw ingredients straight from Portland. PDX food-truck courts can be found in select cities worldwide, but Portland values still prevail and a license request from Dubai was refused recently.

Young Gen Z'ers who are looking for ways to cope with an otherwise bleak future—climate change, an aging population to care for, and rapid geopolitical changes among other things—and who want to settle down and raise families, are attracted to Portland for climate, jobs, and a like-minded community. The city is booming, but the combination of a hot job market attracting people from across the globe, climate mitigation efforts that have banned building along the Willamette and Columbia rivers, and local resistance to the speed of expansion have put great pressure on housing stocks. In order to avoid traveling longer distances, Portlanders have begun to organically develop a number of micro-centers, scattered from the far south to the far north of the city.

Around 2023, as the climate was beginning to make Oregon's famed outdoor activities less attractive, the major outdoor apparel brands that Portland had been known for were on the point of relocating. However, a collaborative problem-solving exercise by Portland city government, Multnomah County commissioners, and the companies themselves resulted in aggressive innovation in new forms of activity (in response to climate effects), and a new shift into equipment and clothing for climate mitigation/rescue work. High-tech materials have led to the development

of lightweight fire-fighting uniforms, and the integrated bike helmet with mask and respirator has been a global best seller.

The greater Portland/Vancouver area is on track to become one of the West Coast's largest metropolitan areas. Over the past 20 years, the exurbs, ranging from Clackamas, Yamhill, and Washington counties in the south, to Clark County, WA, in the north, have begun to join into one long ribbon development. Portland/Vancouver was officially declared a multi-polar city in 2027, followed by several attempts to rename the area—all unsuccessful due to widespread protests from both Portland and Vancouver. The outer metro area has also expanded considerably as revised floodplain maps have limited new developments along the rivers, and there is an ongoing battle over where to relocate Portland International Airport. High-density housing is increasingly the norm, despite the feeling that it is not "Portland." People are torn between understanding the value of creating affordable housing and more of it, and keeping the character of the city. After a series of protests that created a stalemate, and a significant growth in tent city encampments in Washington Park, the city developed an architecture prize with a stringent brief—to develop high-density, environmentally friendly housing that expressed the character of Portland and included market-rate



and affordable units. The first prize was issued in 2029, to a Hong Kong/Icelandic firm, and there is considerable excitement about seeing the final development.

In order to keep people moving around the metropolis, the original light rail and bike paths have been extended and revamped with more frequent services on the rail, and solar lighting and sustainable bioluminescent paint on the paths. Designated autonomous vehicle routes also ferry large numbers of Portlanders to work and school every day. However, even with careful planning and AI-driven routing apps, the traffic issues have remained a problem for more than a decade. Ironically, new solutions just make commuting from cheaper housing farther out from the core feel more doable.

Concern about income inequality has also led to a variety of measures being passed throughout the metro area, including new city taxes and key worker incentives for educators, medical personnel, police, and firefighters. Rent control has also finally been introduced for families, including families of choice, earning less than a certain amount, with young children, including seniors or family members with chronic health conditions.



The Grass is Greener on the Portland Side

This is a world in which Portland has ramped up its environmental stewardship and is an international leader in climate change action in the face of lagged progress nationally. The landmark 2018 United Nations report on climate change guided Portland's progress in achieving its goal of cutting carbon emissions to 45 percent of 2010 levels by 2030. On December 1, 2030, Portland's mayor announced that the city had surpassed that goal, cutting emissions by 60 percent, well on its way to the 100 percent by 2050 goal. As climate change effects become more pronounced, the city is increasingly attractive to those seeking to escape worse conditions elsewhere. By investing heavily in green infrastructure and other such policies throughout the city, Portland and surrounding areas have become a haven for sustainability.

The Portland Water Bureau credits this success to its partnership with LucidEnergy. By ratcheting up the scope of their 20-year contract, now renewed past the original 2038 date to 2050, Portland has nearly completed laying down LucidPipes throughout the city, offering citizens an energy portfolio of nearly 50 percent hydropower.

Other sectors and companies are reinventing or establishing themselves as sustainability leaders. The forestry, fishing, and agriculture sectors are flourishing, with new advances in sustainable practices for repopulation and diversification of species. Burgeoning companies in climate-change mitigation management, disaster relief housing, and portable personalized health care are also taking root. These sectors are quickly changing job opportunities in Portland.

Many of the new jobs are in alternative energy, resource reduction in food production and lab grown meats, reuse and recycling of materials, green infrastructure, and agriculture. This last category includes the wine and beer industry, which has seen a rise in profits as other regions face decreases in product due to drought and wildfires. This has meant that employers are attracting and incentivizing those who can work in the sustainability-focused industries, and young people from across the world are applying for these jobs.

Environmental activists, researchers, and other city-government officials are visiting Portland to gain sustainability know-how, on both individual and city levels, to bring these learnings back to other regions. On an individual level, these visitors are impressed by the commitment to sustainability by individual citizens. The vast majority commute using hydrogen-fueled autonomous buses, shared solar e-bicycles, and lightspeed rail. Also, the citizenry organize community workshops to develop



and advocate for ever progressive waste management and water conservation actions for their homes and businesses. At the city level, Portland's elected officials are championed for their ability to successfully enact local policies despite national agendas that circumvented progress toward climate change goals elsewhere in the nation.

With a lag in the national response, many other U.S. cities are unprepared for their own residents, let alone the climate refugees from the most devastated regions of Alaska, Louisiana, Florida, and Puerto Rico who need relocation. Portland has welcomed hundreds of climate change refugees, but Portlanders feel the urgency to help the nation get on track so as to not continue to inundate their own resources.

The lack of progress nationally and internationally continues to underscore the real impacts of climate change. Portland's previous reputation for outdoor activities, and the apparel and

equipment companies connected to them, are declining. While Oregon is experiencing higher temperatures, the main culprits are the ongoing disastrous wildfires in California and British Columbia, which are affecting Portland's air quality and impacting outdoor recreation for long periods of time. Many companies are relocating to find more suitable location and talent, and to avoid rising rents from the influx of other industries.

Portland Public Schools has retooled much of its CTE curriculum to focus on green infrastructure skills, working closely with companies to provide hands-on experience for students. The influx of students from climate-change affected areas has meant that teachers are leveraging accelerated personalized learning modules to support students who are playing catch up from missing school during natural disasters and migration.

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In addition to those named below, this Vision is the work of every member of the Portland Public Schools community—students, families, educators, and community members—who attended a community meeting, filled out a survey response, or gave feedback at the community installation at Oregon Museum of Science and Industry (OMSI).

Our deepest thanks for your participation!



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Board of Education**

**Project Sponsor:
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Julia Brim-Edwards, *Director*
Amy Kohnstamm, *Director*
Nick Paesler, *Student Representative*
(Not pictured)
Dr. Michael Rosen, *Director*
Guadalupe Guerrero, *Superintendent*

Project Lead

Stephanie Soden, *Chief of Staff*

Team Lead

Jonathan García
Chief Engagement Officer

Core Team

The cross-departmental internal district team that helped to coordinate and facilitate the vision process.

Scott Bailey, *School Board Director*
Loretta Benjamin-Samuels
*Senior Director,
Talent Acquisition Management*
Dr. Jill Bryant
*Program Administrator,
Student Health and Wellness*
Stephanie Cameron
Senior Director, Communications
Das Gupta
Senior Manager, IT Client Services

Camille Idedevo
*Corporate and Foundation
Relations Officer*

Dani Ledezma
*Senior Advisor, Racial Equity
and Social Justice*

Dr. Kimberly Matier
*Senior Director, Professional
Learning and Leadership*

Rosanne Powell
*Senior Manager,
Liaison to Board of Education*

David Roy
Consultant, Internal Communications

Elisa Schorr
Director, High School Programs

Dr. Aurora Terry
*Senior Director,
College and Career Readiness*

Courtney Westling
Director, Government Relations

Guiding Coalition

A diverse group of students, family members, teachers, administrators, internal district staff, and community partners that engaged in various design exercises and examined community input to develop the vision elements.

Paul Anthony	Chris Frazier	Melissa Lim	Mike Rosen
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Kristen Brayson	Andrew Harker	Inger McDowell-Hartye	Tori Siegel
Julia Brim-Edwards	Nancy Hauth	Jeffrey McGee	Noelle Sisk
Jill Bryant	Claire Hertz	Mark Mitsui	Stephanie Soden
Nicole Buchanan	Camille Idedevo	Kristin Moon	Nathan Stanley
Kira Busch	Nicole Iroz-Elardo	Rita Moore	Aurora Terry
Petra Callin	Elizabeth Israel-Davis	Matt Morton	Carmella Thomas
Stephanie Cameron	Cheryl James	Deb Mumm-Hill	Luis Valentino
Isaac Cardona	Angela Jarvis-Holland	Marcus Mundy	Mark Van Hoomissen
Alisha Chavez	Susheela Jayapal	Myrna Muñoz	Holly Vaughn Edmonds
Pat Christensen	Dan Jung	Susan Nielsen	Jessica Vega Peterson
Suzanne Cohen	David Kays	Faisal Osman	Saiming Wenger
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Muna Farah	Cynthia Le	Rosanne Powell	Korinna Wolfe
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	Dani Ledezma		Shayla Zhen

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Dr. Fiona Hovenden and Sonya Lopes
Project Co-leads, Strategic Foresight, Design, and Facilitation

Jenny Hoang
Strategic Foresight, Design, and Facilitation

Myrna Newcomb
Graphic Design

Julian Wong-Nelson
Guiding Coalition Support

www.prospectstudiosf.com
info@prospectstudiosf.com

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Endnote

1. AORTA, Anti-Oppression Resource and Training Alliance
aorta.coop/

Forward Together

2021–2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence



Realizing Our Vision, Together

In May 2019, PPS adopted our community-informed vision, *Portland Public Schools reimagined*. This vision, which serves as a map toward a shared “north star,” knits together our community’s long-term aspirations for our graduates, educators*, and the overall school system. It is also our promise to students, their families, and our community about the future of public education in our city.

Forward Together: PPS’s 2021–2025 Strategic Plan for Racial Equity, Inclusion and Excellence is the first of a series of multi-year strategic plans for the district, outlining this important step toward realizing our vision. In the following pages, you will see a set of collective and coherent actions and goals that together represent the changes we believe will get us closer to bringing our vision to life. This strategic plan is a high-level description; further implementation steps will be articulated in detailed action plans.

PPS reimagined (our vision) serves as our compass; Forward Together (our strategic plan) is our roadmap.

Forward Together marks the start of an accelerated journey of significant improvement and growth for our school system, one that leaves us with a far stronger culture to serve and support our schools, students, families, and educators to thrive and achieve excellence.

In *Forward Together*, you will see four major themes that we have identified as areas of focus, aimed at producing meaningful outcomes. We believe that the most innovative ideas and productive actions to help us achieve our strategic goals are not yet identified and will be developed in deep collaboration with educators, students, culturally specific partners, and support teams that make up the PPS ecosystem. *Forward Together* will direct our energy and resources where they are most needed. Our plan is also intended to be iterative, and thus leaves room for adjustment and recalibration based on future insights and new learning, fresh evidence, continuing community input, and further exploration of the issues we are committed to addressing.

* Educators

A school district is a community of adults that supports student learning in various ways. For this reason, everyone working at PPS is an educator in the context of our Vision and Strategic Plan. The district pledges to create the conditions to support and cultivate the necessary attributes, which we refer to as the Educator Essentials, in every supportive adult in the system who works to ensure student success.

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Our strategic plan, now merely words, will become reality in PPS, when:

- Every student, regardless of background, has access to the essential supports and resources necessary to engage successfully in a more personalized learning experience. This will be especially true when our students, with their broad range of talents and abilities, including those from diverse cultural and linguistic backgrounds, are provided more opportunities to develop, and ultimately exhibit, the elements of our Graduate Portrait. Our vision's Graduate Portrait represents a clear description of what skills and dispositions our community wants our students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers and “be prepared to lead change in a more socially just world.”
- Our community of school-based educators, and the central office educators who support them, all fully embrace change and actively participate in a culture of continuous improvement. The sharing of ideas, inspirations and best practices is ingrained in the PPS culture so

we grow our knowledge and build meaningful connections across hallways, schools and neighborhoods—all in a shared effort to effectively serve every student in the school system.

This plan is a reflection of the collective time, energy, and insights of the talented legion of dedicated people on Team PPS. I am grateful for their and your continued partnership.

Thank you, in advance, for your support and engagement as we roll up our sleeves to make our audacious strategic plan widely understood, relevant, and real, in order to ensure the success of everyone at Portland Public Schools.

Forward Together,



Guadalupe Guerrero, Superintendent

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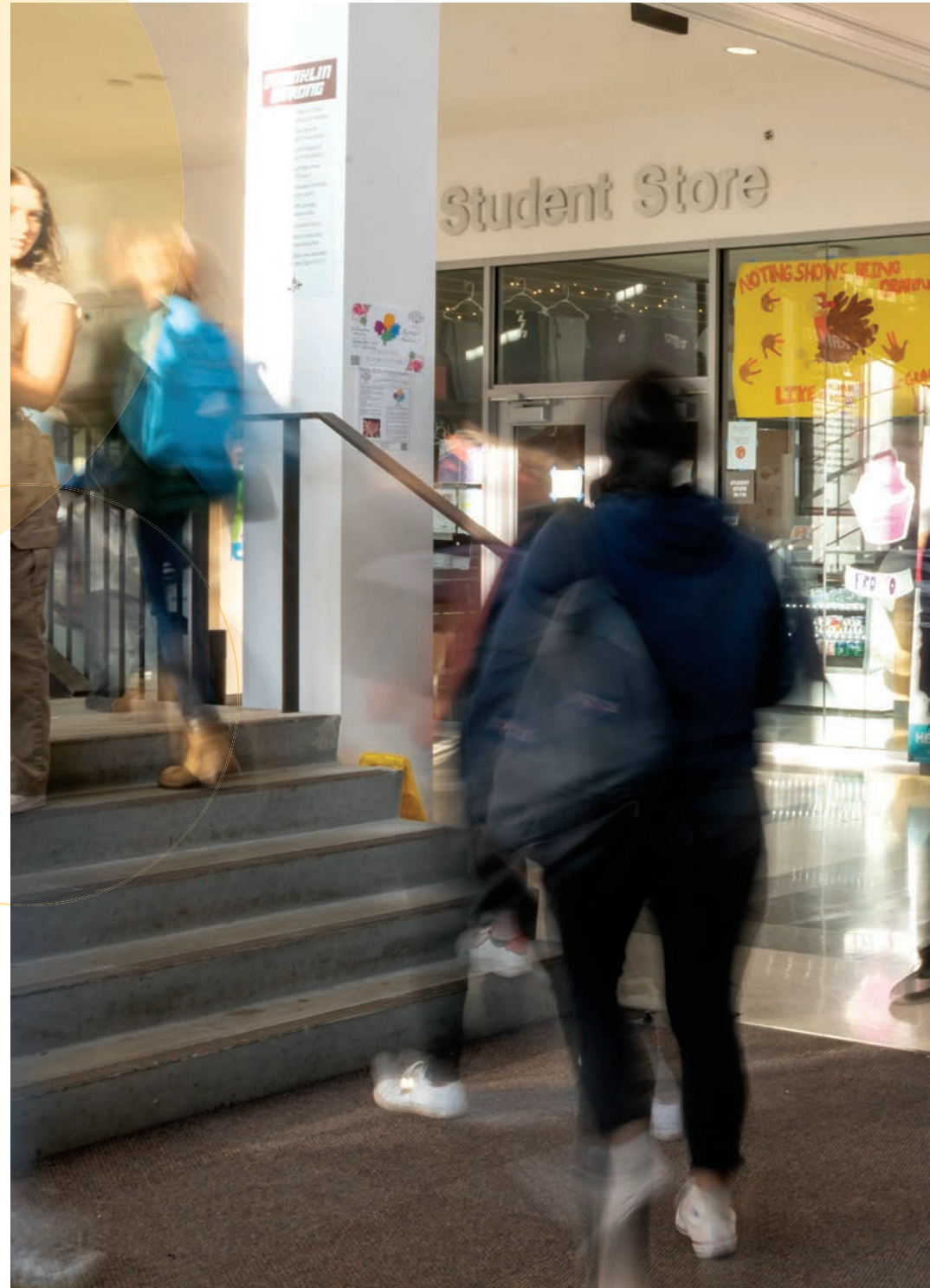
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Overview





OHIO STATE UNIVERSITY
MADISON COUNTY
STUDENT CENTER
CAMPUS SERVICES
YOUTH

Wednesday
A tutorial
1st 8:15 - 9:30
2nd 9:30 - 10:45
3rd 11:45 - 12:30
Lunch - 12:30 - 1:15
4th 12:50 - 2:00
Tutorial - 2:00 - 2:30

CAUTION
WET FLOOR

What is a Strategic Plan?

A vision describes our destination: what we want to be true for our school district by 2030. A strategic plan describes how we will reach our destination. This plan covers the years 2021 to 2025 and outlines the first stage of our journey toward our vision. It describes a set of collective and coherent actions and goals that, taken together, will set in motion the changes needed to bring our vision to fruition. This is still a high-level description; the implementation details are in the site level and department plans. As the vision is long-term, we will need several strategic plans to chart our course.

Vision

The vision describes the change we want to see in the world. Our vision document describes our hopes for students (the Graduate Portrait) and for all of the educators who work at Portland Public Schools (the Educator Essentials), and articulates how the system needs to change to support the educators to support the students (the System Shifts).

Ultimately, everything in the vision document supports the following:

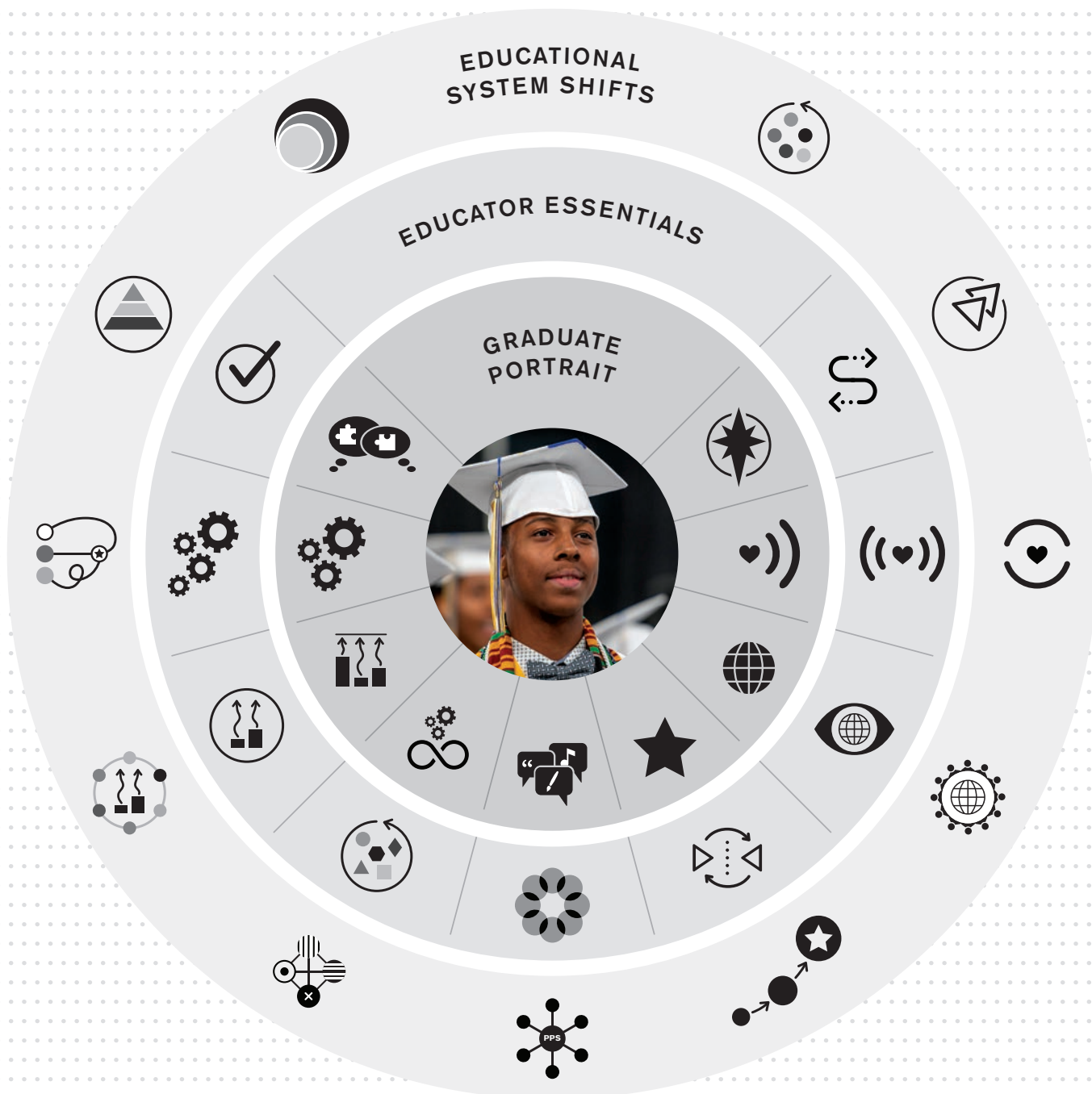
A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Mission

Our mission describes what we as an organization will do to realize the vision:

We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.





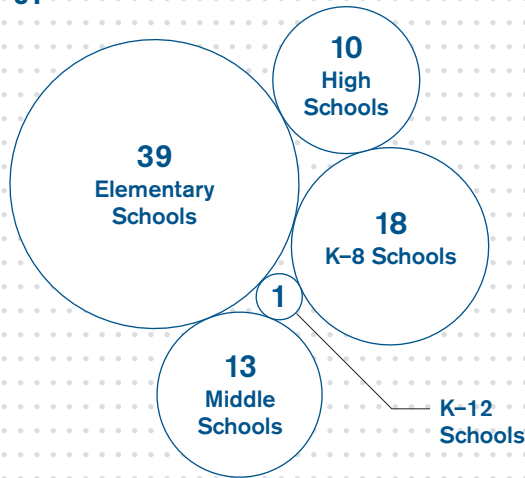
Integrated Diagram

This diagram integrates the Graduate Portrait elements with the Educator Essentials and Educational System Shifts. It shows the Graduate Portrait elements at the center, at the heart of everything the school district does. Supporting the Graduate Portrait are the Educator Essentials. Some of these elements align directly with those in the Graduate Portrait, for example, around Empathy with Caring, Empathetic, and Relational educators supporting Reflective, Empathetic, and Empowering Graduates. Others cover the less direct, but equally powerful ways Educators create an ecosystem in which students can thrive. Around the outer layer are the Educational System Shifts, which further develop this ecosystem and provide the supports for both educators and students as they develop the knowledge, skills, and dispositions that will take them into the future.

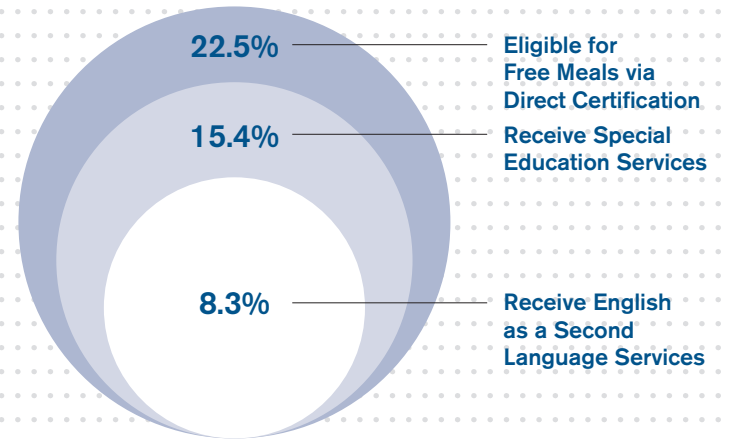
PPS Profile

Portland Public Schools, founded in 1851, is Oregon's largest PK-12 school district, preparing students to "lead change, and improve the world." With more than 47,000 students in 81 schools, PPS strives to ensure academic excellence and personal success for every student, especially our Black, Native American, students of color and/or with disabilities. Central to this goal is affirming and operationalizing our deeply held community value of racial equity, social justice and inclusion.

Total Schools 81

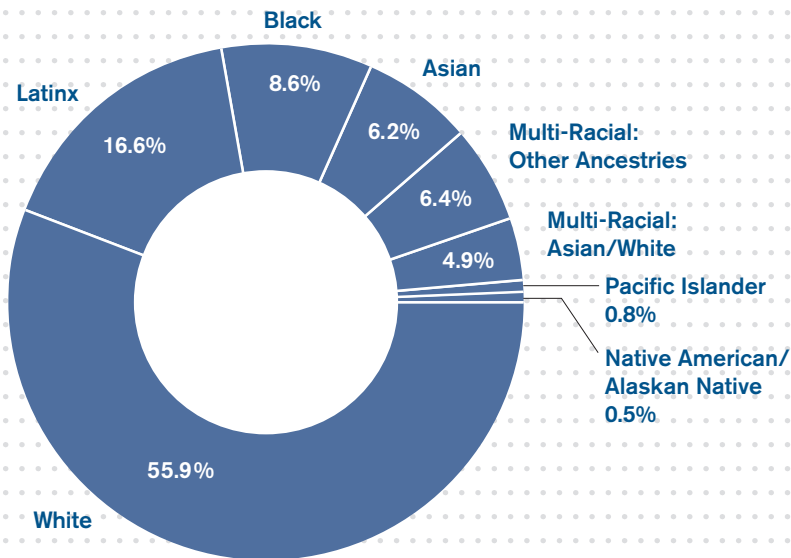


Additional Student Services

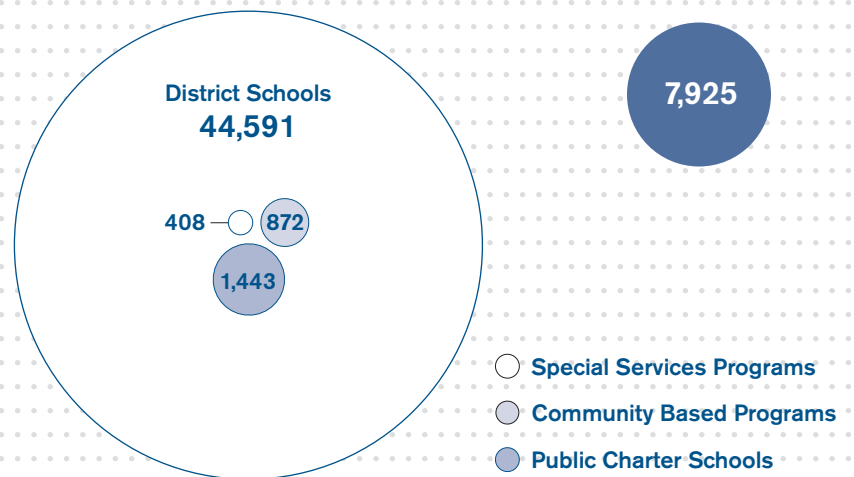


Data from the 2020-2021 school year. Our schools include the Head Start Early Childhood Education program, seven community-based programs, six charter schools, two alternative programs, and seven special services programs

Student Demographics



Total Student Enrollment 47,314



- Special Services Programs
- Community Based Programs
- Public Charter Schools

Core Values

Students at the Center

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

Racial Equity and Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Honesty and Integrity

We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision-making in service of our students, families, staff, and community.

Excellence

We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

Respect

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

Relationships

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Creativity and Innovation

We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

Partnerships and Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Grounded in the Spirit of Portland

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.

Joyful Learning and Leadership

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.

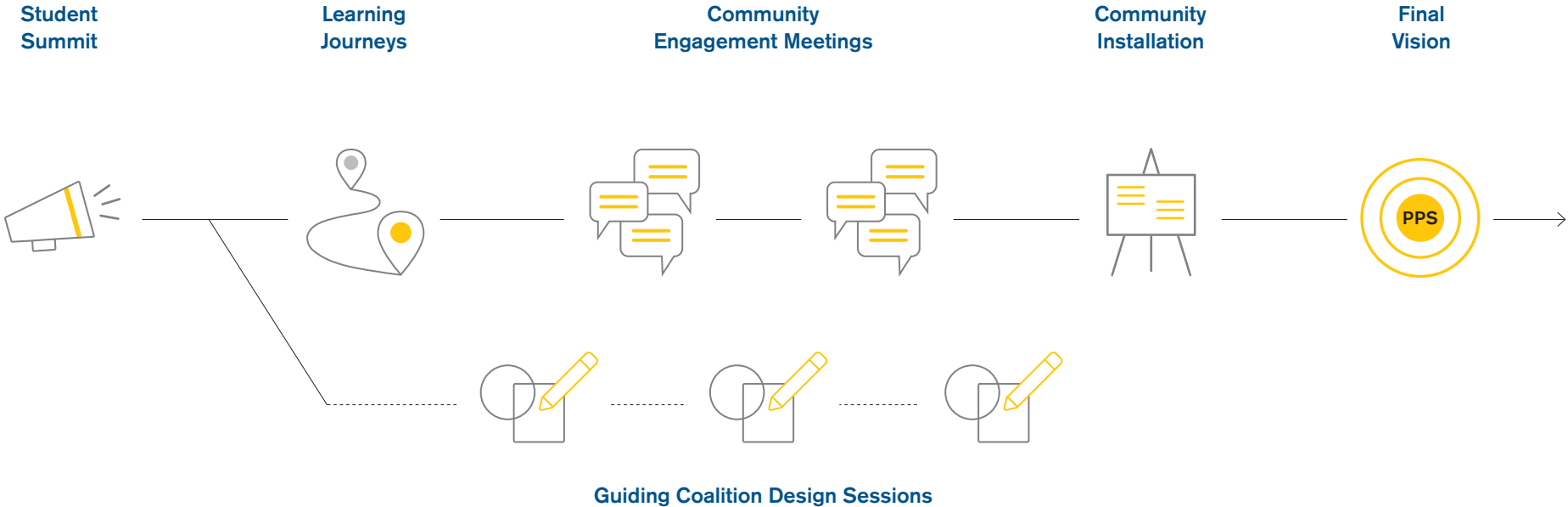
How did we get here?

In fall 2018, the Board of Education and the Superintendent of PPS launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision describes our goals for our PPS Graduates, and the educational experience that will increasingly be the reality for each one of them from 2019 onward.

The elements of the Vision were co-developed by our Guiding Coalition—a group of approximately 90 people from across Portland, representing diverse communities and viewpoints—and from input shared by the broader community, over the course of more than 35 community meetings and two community

surveys. The work included an exploration of future trends that are likely to impact education in Portland; learning journeys to schools and organizations already engaged in ideas that PPS might be interested in adopting; and design exercises that considered the needs of students, educators, families, and community members.

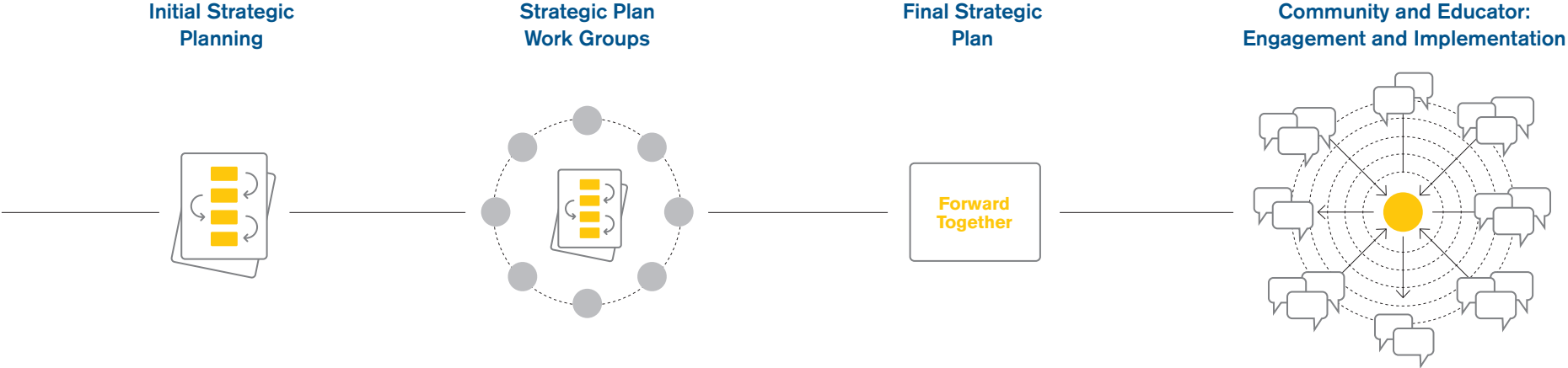
The process engaged thousands of stakeholders—including students, families, educators, district staff, and civic, business, community, and philanthropic leaders—and produced nearly 16,000 data points which became the basis for the various elements of the Vision.



Strategic Plan Process

Following the community-formed vision process, we identified five of the System Shifts to create an initial Strategic Plan for the school year 2020–21. Building on that plan, we have now created a four-year plan, which continues the work of the initial plan and adds several key areas of work. Despite the constraints brought by the COVID-19 pandemic, integrating diverse perspectives from students and educators representing different parts of the organization was central to the development of this plan. We conducted a student survey and held student focus groups and we conducted a series of educator

focus groups, including three in which more than two dozen school-based educators of color from across PPS came together for sessions with senior staff. Three student interns joined a 148 person Advisory Committee to provide input on priorities for the plan. Advisory Committee members also took part in System-Shift-specific work groups to develop the details of strategic outcomes and goals. Each work area follows the guidance provided by the community during the vision process, and we will continue to have significant community engagement throughout the implementation of the strategic plan.





Summary of Strategic Plan Themes and Outcomes

The focus areas of the plan, described as strategic outcomes (i.e., what will be true once they are achieved) are organized under four main themes:

Theme 1: Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan.

Strategic Outcomes

Transform Structures for Racial Equity

We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

Cultivate a Culture of Racial Equity and Care

We are cultivating the conditions for an organizational culture of racial equity and affirmation to collectively bring about meaningful change.

Reimagine Relationships and a Sense of Belonging

Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

Plan the Center for Black Student Excellence

A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.

Ensure Equitable Access to Facility Resources

We reimagine the use of space to provide more equitable access to facilities and supporting resources, enabling greater options for student success.

Theme 2: Inclusive and Differentiated Learning for Every Child

We celebrate the diversity of our students, and are working to provide differentiated learning experiences and supports that meet every child where they are, work with their interests, and enable them to thrive at PPS. We have a significant population who have varying abilities that require special attention and programs. Many students with disabilities, and those with complex learning needs, were not well-served by COVID-19 virtual learning. We need to strengthen educational offerings for every student, including those with disabilities, and expand resources for their physical and emotional safety. And we must make learning relatable and relevant for real-world contexts—for jobs, technology, and challenges of the future—for every student.

Strategic Outcomes

Develop an Integrated Instructional Framework

Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.

Implement Multi-Tiered System of Supports

Our strongly aligned system of tiered supports provides progressively targeted and individualized supports for students, based on student data, decision criteria, educator collaboration, and using evidenced-based academic, social-emotional, and behavioral interventions that are culturally responsive and eliminate barriers to learning.

Establish Systems and Structures for Inclusion

All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

Promote an Inclusive Mindset

We all share the mindset that students with disabilities are everyone's students.

Build the Advocacy Power of Students and Families of Students with Disabilities

We ensure that all families and students, especially those historically underserved, have the knowledge, information and support they need to fully engage in, and contribute to, the special education process.





Theme 3: Professional Excellence and Support

To become a world-class school district, we must hire talented people from diverse backgrounds and experiences. We also know that our world-class staff needs ongoing professional support and resources. This will require action across many forms, including better communication and coordination; career pathways for educators, building our educators' capacity in social and emotional support to students; and a culture of adult learning to accelerate student achievement.

Strategic Outcomes

Develop a Diverse, High-Quality, and Thriving Workforce

We have a diverse, high-quality, and thriving workforce that is supported in personal and professional well-being and success.

Advance Our Organizational Learning Culture and Practice

Our coherent, system-wide, culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.



Theme 4: Embracing Change

We need to create and support a culture open to positive change—as a system. The way we solve problems systematically, the way we build a culture and approach to successfully manage our work, the way we build trust and promote empathy, the way we communicate within our system and to our stakeholders—all of these are actions that require constant refinement and improvement.

Strategic Outcomes

Socialize Our Vision and Strategic Plan

We socialize our vision, *PPS reimagined*, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and make meaning together.

Build a Collective Sense of Trust and Belonging

Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district.

Establish a System-Wide Project Management Culture and Practice

Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.

Embed System-Wide Data-Driven Continuous Improvement Practices

We effectively and consistently use data to drive cycles of continuous improvement that lead to decisions and actions that improve student outcomes.

Establish Exceptional Service Culture and Standards

We deliver exceptional central services to our schools, students, and families.

Implement a Proactive, Effective, and Creative Communication Practice

Our communications practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Launch an Innovation Practice that Reimagines System Problem Solving

Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

Cultivate and Promote Aligned Community Partnerships

Our partnerships equitably support our students to achieve the Graduate Portrait.

Develop a Coherent System-Wide Community Engagement Approach

Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, families, and community are authentically integrated.



For a larger version of this diagram see the diagram at the center of the Strategic Plan quickguide.

Strategic Plan Objectives

These Strategic Plan Objectives describe the high-level indicators of success for our strategic plan. What does success look like at the end of the strategic planning period?

Student-Centered Indicators

- > Black and Native students will narrow opportunity gaps in learning shown by increasing numbers of students prepared for 1st grade as measured by an appropriate set of early learning indicators.
- > Narrowing the opportunity gaps for our Black and Native students: (These are aligned to Board Goals)
 - By 3rd Grade, our Black and Native students will narrow opportunity gaps in reading shown by more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments
 - By 5th Grade, our Black and Native students will narrow opportunity gaps in math by showing more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments
 - By 8th Grade, our Black and Native students will narrow opportunity gaps in both reading and math shown by increasing numbers of students who meet or exceed proficiency in both English Language Arts and Mathematics as measured by Smarter Balanced Assessment Consortium (SBAC) assessments
 - By graduation, our Black and Native students will narrow postsecondary opportunity gaps shown by greater increases of students, as compared to other subgroups, who meet at least one of the following postsecondary readiness indicators as stated in the current board goals:
 - Successful completion (C or better) of 3 or more Advanced Placement courses,
 - Successful completion (C or better) of 3 or more International Baccalaureate courses,
 - Successful completion (C or better) of 3 or more Dual Credit courses,
 - Successful completion of Career and Technology Pathway (2 or more courses in the same path),
 - Successful achievement of the seal of biliteracy (AP foreign language: 3 or above).

- > Students report increasing sense of belonging as measured by the Successful Schools Survey
- > Students report learning is more engaging and relevant for their future
- > Reduce disproportionate identification of students in Special Education, especially our Black, Native, and English Learner students
- > Reduce disproportionality in exclusionary discipline measures for our Black and Native students
- > Students are able to self-assess growth on the Graduate Portrait, including an adapted Graduate Portrait for students with disabilities, using a developmentally appropriate continuum
- > Growth in number of students on track for the Graduate Portrait milestones as expressed by the Graduate Portrait continuum
- > Students report their learning experiences support their understanding and attainment of the Graduate Portrait

Other Success Indicators Related to Educator Essentials and Implementation of Key Strategies

- > Increase in number of educators of color who are hired and retained
- > Increase in educators of color reporting feeling a sense of belonging
- > Educators use the Educator Essentials to self-assess professional growth
- > Data driven, continuous improvement practices evident at grade level, schools, departments, and district as a whole
- > Evidence that educators are aligning their work and professional learning to the Vision



**Theme 1
Racial Equity
and Social Justice**







NOVEMBER 3, 2020

Portland voters approve historic \$1.2 billion PPS Bond, including \$60 million to launch the Center for Black Student Excellence.

Racial Equity and Social Justice

Transform Structures for Racial Equity

Strategic Outcome

We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

Description

We are disrupting entrenched institutional and cultural racism by integrating the PPS RESJ Lens into critical district structures and processes and continuously examining and changing beliefs, mindsets, policies, actions, and decision-making to eliminate disparities in access to opportunities and outcomes for students of color.

Goal #1

Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.

Goal #2

Every educator can articulate their role and responsibility within the RESJ Framework and Plan and understand how it fits within their work as reflected in their professional goals, published teamwork plans, and quarterly reviews.

Goal #3

In service of board goals, the RESJ Advisory Council supports the implementation of the RESJ Framework and Plan to ensure that the district measures, monitors, evaluates, and acts to track progress toward equitable student outcomes.

The vignettes in the bubbles show some of the progress already made, either through district work or the results of student advocacy, that support the direction of this plan, and show that while our plan is bold, it is also achievable.



Cultivate a Culture of Racial Equity and Care

Strategic Outcome

We are cultivating the conditions for an organizational culture of racial equity and care to collectively bring about meaningful change.

Description

We are creating an organizational culture of racial equity that is characterized by respect, care, affirmation, and interconnectedness. This culture results from widespread use of the PPS RESJ Lens and from educators developing our individual capacity to understand oppression in education. This enables us to successfully collaborate with others to bring about meaningful change that increases student success, resilience, and empowerment.

Goal #1

Develop and implement RESJ professional learning and school site supports aligned to the RESJ PD Framework and the Professional Learning Master Plan. This is done in collaboration with school teams, departments, and external partners so the entire system is engaged in continuous RESJ learning and improvement.

Goal #2

Engage meaningfully with students, families, and community leaders through intentional and inclusive partnership and collaboration with culturally specific, multiracial partners and community, and in coordination with our Community Engagement team. Implement RESJ strategies in every school and department to meet the needs of students and families.

Reimagine Relationships and a Sense of Belonging

Strategic Outcome

Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

Description

Our “design principles for belonging,” based on collaborative work with students, student groups, families and communities, and external research, build capacity throughout the system to reimagine relationships, foster community and belonging, and reimagine discipline. The design process identifies needed resources and creates the conditions for greater physical and emotional safety for students and educators.

Goal #1

Complete a process of exploratory learning and gathering input on what is needed to build a sense of belonging and supportive relationships.

Goal #2

Based on the results of goal #1, prototype a set of “design principles for belonging” that create the conditions for educators to foster emotional regulation and healthy environments for every student.

Goal #3

Develop and implement a comprehensive plan, building on goals #1 and #2, that increases access to, and representation of, student-led activities that support cultural and social identity, enhancing a sense of safety and belonging at every school site.



Plan the Center for Black Student Excellence

Strategic Outcome

A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.

Description

In partnership with Black community leaders, education and youth development experts, and educators, our community launches a racial equity centered design and planning process that informs both the educational programming and the physical design and implementation of the Center for Black Student Excellence in schools and facilities in the heart of the historic Albina neighborhood around Jefferson High School. Drawing from local, national, and international expertise as well as student, family, and community engagement, the collective sets the framework and design for implementation of the Center.

Goal #1

A robust and detailed community, student, and stakeholder engagement plan, developed in coordination with our Community Engagement team, is reviewed, vetted, and approved.

Goal #2

Our community- and student-focused engagement process produces a vision and mission, and a comprehensive plan that outlines educational outcomes, partnership needs/development, physical space needs, oversight, and responsibility.

Goal #3

Create and implement a plan to hire, train, and promote educators, and others, who reflect the cultural and racial diversity of our student demographics.





JANUARY 26, 2021

The PPS Board of Education unanimously approves changing the name of Woodrow Wilson High School to Ida B. Wells-Barnett High School, making it the first time in 170-year history that a PPS High School will be named after a Black person.

Ensure Equitable Access to Facility Resources

Strategic Outcome

We reimagine the use of space to provide more equitable access to facilities and supporting resources, thereby enabling greater options for student success.

Description

Our response to the question, “How might we change enrollment, budgeting, and partnership policies and practices to create an equitable allocation of resources and more flexible and future-focused schools, including non-comprehensives, such as CBO alternative schools?” results in a reimagined use of space. Student needs are the driver, and the Graduate Portrait is the frame that guides access to spaces and allocation of resources, supporting multiple pathways to graduation.

Goal #1

Develop and implement guidelines and plans for intentional and equitable upgrading of every inaccessible and aging facility in the school district.

Goal #2

Regular, two-way, engagement informs facilities planning and resource allocation developed in coordination with our Community Engagement team.

Goal #3

Develop and implement administrative policies and processes that allow students to flexibly access multiple educational programs and offerings, virtually or physically, and in conjunction with ongoing career learning academy development work.

Theme 2
Inclusive and
Differentiated Learning
for Every Child





Inclusive and Differentiated Learning for Every Child

MAY 21, 2021

Governor Kate Brown signs into law House Bill 2052, requiring all Oregon school districts to allow students to wear Native American regalia during graduations and other ceremonies.

Develop an Integrated Instructional Framework

Strategic Outcome

Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

Description

The framework describes an interrelated set of tools, practices, and expectations that guide how we support inquiry-based, disciplinary, and interdisciplinary learning. It also describes teaching that is inclusive, culturally responsive, learner-centered, interactive, engaging, and intellectually rigorous.

Goal #1

Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.

Goal #2

Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.

Goal #3

Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.

Goal #4

Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.

Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

Strategic Outcome

Every student has access to flexible, personalized, differentiated learning experiences throughout their PK–12 journey. These experiences are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.

Description

Educators and diverse groups of students collaborate, in coordination with our Community Engagement team, to design and implement flexible, personalized learning experiences and environments. These experiences and environments build upon student interests and needs; use space and time creatively, in ways that expand the learning environment beyond the traditional “bell” structure; and are aligned to the Graduate Portrait. This collaborative design process intentionally develops self-directed learning skills for students.

Our initial work identifies key principles for designing flexible, interest-based learning experiences that can be applied across the system. The principles can be adopted by other students and educators to make learning more engaging, relevant, and self-directed for all students. The design principles also inform and influence the redesign of multiple interest-based learning experiences PK–12. Examples include the PK–3 alignment and design work, Middle School redesign efforts, college and career pathways to graduation or a certificate of completion, and alternative pathways for students PK–12. The design principles are integrated into the district’s instructional framework.

Goal #1

Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a “design guide” that is incorporated into the Integrated Instructional Framework.

Goal #2

Support schools at all levels to redesign master schedules centered on learner needs and student access to equitable learning experiences, and support the implementation of flexible learning experiences PK–12.

Goal #3

Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.

Goal #4

Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.



Implement Multi-Tiered System of Supports (MTSS)

Strategic Outcome

Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.

Description

Multi-tiered System of Support (MTSS) is a framework focused on prevention and problem solving for all students, using data-based decision making. This framework promotes educational systems that provide equitable outcomes for all students. MTSS uses evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and ensure equitable outcomes. MTSS integrates Racial Equity, Social Emotional Learning, and Restorative Justice practices to promote a culture of emotional safety and respect for students and educators.

Goal #1

Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.

Goal #2

All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.

Goal #3

All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.





Establish Systems and Structures for Inclusion

Strategic Outcome

All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

Description

Our system-wide capacity for inclusion of students is supported by the consideration of special education needs in planning for professional development, curriculum adoption, budget, MTSS, Career and Technical Education (CTE), and staffing. This ensures that every student can attain the Graduate Portrait, and every educator can develop their capacity to be inclusive and responsive to all diverse learners, as reflected in the Educator Essentials.

Goal #1

District-wide planning for professional development, curriculum adoption, budget, MTSS, CTE, and staffing is inclusive of special education.

Goal #2

Develop and fund an inclusion team that focuses on coaching support and mentoring for general education teachers around the inclusion of students with complex needs.



Promote an Inclusive Mindset

Strategic Outcome

We all share the mindset that students with disabilities are everyone's students.

Description

We understand and implement inclusionary practices for students with disabilities, including full implementation of MTSS, Universal Design for Learning (UDL), comprehensive professional development, and tiered academic supports, aligned to the Graduate Portrait and Educator Essentials.

Goal #1

Every educator receives professional training and resources to optimize opportunities for students with disabilities to succeed. The professional development is aligned with the Professional Learning Master Plan and includes a full implementation of UDL practices in special education and general education, and tiered academic supports, including culturally responsive pedagogy. This supports our belief that students with disabilities are everyone's students and expands our understanding of the importance of inclusion.

Goal #2

We are reducing exclusions from general education by increasing awareness, reducing bias and discriminatory practices, and increasing inclusionary practices by educators in the general education setting.

Goal #3

We have increased training, education, and support for educators, aligned with the Professional Learning Master Plan, in the use of the Multilingual SpEd Family Toolkit.

Build the Advocacy Power of Students and Families of Students with Disabilities

Strategic Outcome

We ensure that all families and students, especially those who have been underserved historically, have the knowledge, information, and support they need to fully engage in, and contribute to, the special education process.

Description

We work with families and students to identify information needs and expand resources about all aspects of the special education process, including evaluation, eligibility, and Individual Education Plan (IEP) processes. We empower students to lead their own IEPs. Educators have the training and support to be fully inclusive of all families and students and help create connections between special education supports and the Graduate Portrait.

Goal #1

We ensure that students with disabilities and their families understand the Graduate Portrait elements to help students realize them. We also explore those elements in an adapted Graduate Portrait for students with complex needs, in collaboration with students and families, to ensure that every student sees themselves in our Graduate Portrait.

Goal #2

Expand our Multilingual SpEd Family Toolkit to increase education and awareness for families and guardians, especially our historically underserved families, regarding special education processes and practices.

Goal #3

Use our expanded Multilingual SpEd Family Toolkit to increase student awareness and engagement in special education processes so that students can learn to lead their own IEPs and understand how special supports connect to meeting Graduate Portrait goals, especially for our historically underserved students.



Theme 3
**Professional
Excellence and
Support**







Professional Excellence and Support

Develop a Diverse, High-Quality, Thriving Workforce

Strategic Outcome

We have a diverse, high-quality, thriving workforce that is supported in personal and professional well-being and success.

Description

We have a diverse workforce that reflects student demographics through intentional recruitment, hiring, retention, and development of educators of color. We have a high-quality, thriving workforce that is supported by professional experiences throughout the entire employee lifecycle, to ensure each educator's personal and professional well-being, growth, and success.

Goal #1

Implement inclusive and equitable processes, practices, and accountability systems to decrease racial disproportionality of recruitment, hiring, retention, and promotion, prioritizing the growth and development of educators of color in their careers.

Goal #2

Increase the health and well-being of every educator by implementing social, emotional, and wellness best practices and supports, including identifying culturally affirming supports for educators of color.

JUNE 4, 2020

With new investments in direct student supports (social workers, counselors, culturally-specific partnerships and more), PPS Superintendent Guadalupe Guerrero announces the discontinued regular presence of School Resource Officers in PPS Schools.

Advance Our Organizational Learning Culture and Practice

Strategic Outcome

Our coherent, system-wide culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.

Description

We are a learning organization that facilitates individual growth for educators at all levels, through pathways that are aligned to the Educator Essentials, differentiated supports, and professional learning choices. Our supportive adult learning culture and professional learning system encourages innovation and increases collaboration and knowledge sharing system-wide, resulting in stronger professional practice across the district.

Goal #1

Create a Professional Learning Master Plan that identifies system-wide learning requirements, options, and guidance on developing individual and site-specific learning plans that integrate system-wide learning needs, individual needs, and interests.

Goal #2

Identify and implement culturally affirming and differentiated supports and resources to support employee growth, including individualized professional growth plans.

Goal #3

Develop and implement professional learning that is aligned across sites and departments and integrates a continuum toward mastery for a prioritized set of Educator Essentials aligned to the Graduate Portrait.

Goal #4

Design and develop a Knowledge and Learning Management System that supports knowledge building, sharing, and learning for all educators.



Theme 4
Embracing Change







Embracing Change

FEBRUARY 23, 2021

The Board approved the renaming of Madison High School to Leodis V. McDaniel High School, honoring a Black Portlander and educator who led the former Madison school through cultural shifts in his community with his own racial equity and social justice lens.

Socialize Our Vision and Strategic Plan

Strategic Outcome

We socialize our vision, *PPS reimagined*, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and create meaning together.

Description

Our socialization process invites our educators, students, and community stakeholders to explore the ideas, ask questions, and think through the implications of both our vision and our strategic plan. Through a variety of ongoing opportunities, our community develops a shared understanding and commitment to our vision and our strategic plan, and each stakeholder can see that they play an important role in reaching our shared aspirations.

Goal #1

Develop and implement a plan to create opportunities for internal and external stakeholders, especially our students, to make meaning of the vision and the strategic plan, and to understand how they can proactively support, lead, and help us collectively achieve our goals.



Build a Collective Sense of Trust and Belonging

Strategic Outcome

Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district.

Description

In collaboration with our community, we have identified the actions that build relational trust and those that dismantle it. With this understanding, we nurture trusting relationships through meaningful collaboration and investment in understanding each other's backgrounds, perspectives, and motivations (our why). We continually realign to our shared purpose, building a collective sense of belonging, to create a system that powers our students' success.

Goal #1

Establish shared definitions of relational trust and belonging, based on an understanding of the actions that build or dismantle them.

Goal #2

Use the understanding and definitions developed through goal #1 to develop and implement a plan to strengthen our capacity to build relational trust and a collective sense of belonging.

Establish a System-Wide Project Management Culture and Practice

Strategic Outcome

Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.

Description

The successful execution of the strategic plan is brought about through the establishment of a system-wide Project Management Office. This ensures consistent, sustainable, and synchronized implementation of plans, including site and department action plans, through common project management standards practiced throughout the organization. System-wide coordination of these efforts increases visibility, effective communication, and organizational alignment.

Goal #1

Create and implement a shared project management framework with common standards, processes, and tools to monitor and execute the strategic plan.

The office provides ongoing organizational leadership and staffing toward a consistent, effective project management experience for all educators.

Goal #2

Establish an Enterprise Project Management Office, based on professional industry practice and the unique needs of our environment.

Goal #3

Support sites and departments to create action plans aligned with the strategic plan, and develop processes for ongoing coordination of implementation efforts.

Embed System-Wide Data-Driven Continuous Improvement Practices

Strategic Outcome

We use data effectively and consistently to drive cycles of continuous improvement that leads to decisions and actions that improve student outcomes.

Description

Effective data-driven continuous improvement practices are evident throughout the district, especially at the classroom, grade-level, school, and central office department levels. Educators have the capacity to set measurable goals, collect outcome and implementation data from multiple sources, analyze data, adjust actions, and monitor progress toward goals. Diverse stakeholders are involved in data analysis to strengthen interpretation, and this informs decisions and actions, especially resource allocations, that lead to improved outcomes.

Goal #1

Strategic plan priorities are being monitored quarterly and publicly reported annually to ensure progress toward our equitable metrics and indicators.

Goal #2

A shared model of data-driven continuous improvement cycles has been adopted by schools and departments, and supports for effective implementation are in place.

Goal #3

The Board of Education, the district, central office departments, schools, and grade-level teams will establish regular cycles of review as part of their continuous improvement process.

Goal #4

Strengthen capacity to provide effective instruction that leads to closure of our significant gaps in student outcomes through access to real-time student progress monitoring data, such as formative assessments and other measures.

Goal #5

Develop an integrated data-management infrastructure that is responsive and accurate so that effective data-driven continuous improvement practice is supported throughout the district.



Establish Exceptional Service Culture and Standards

Strategic Outcome

We deliver exceptional central services to our schools, students, and families.

Description

Our central office is transforming to better serve our schools for the benefit of students and families. We have a performance management system that supports educators to improve services continuously, using a meaningful set of multiple measures, grounded in a customer service culture and a research-based framework. This reflects our belief that student achievement can be accelerated when schools are supported by central services that are performed reliably and accurately, convey trust and confidence through knowledge of products and services, communicate caring and individualized attention, and provide help willingly and promptly.

Goal #1

Develop and implement a district-wide performance management system that is grounded in a research-based Customer Service Excellence model.

Goal #2

Establish Professional Learning Communities, aligned with our Professional Learning Master Plan, across service departments to support cross-departmental collaboration on challenging problems of practice. Identify actions to improve service performance.



Implement a Proactive, Effective, and Creative Communication Practice

Strategic Outcome

Our communication practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Description

Internal and external communication is consistent and accurate, and it informs stakeholders in a timely fashion. Attention to accessibility has made methods and content responsive to audience needs. By using a variety of data and media, we “show the system to itself” through stories of growth and accomplishment, keeping our community proactively informed as to progress across the district.

Goal #1

Develop and implement our guidelines for clear, accessible, inclusive, and meaningful communications created in collaboration with students, families, site educators and the central office so that we can target our messages to diverse stakeholders.

Goal #2

Identify and implement creative methods to proactively develop and share, both internally and externally, stories that celebrate and share the progress we are collectively making toward realizing our vision.



Launch an Innovation Practice that Reimagines System Problem Solving

Strategic Outcome

Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

Description

Our innovation practice enables all educators and students to address challenges in the system and puts a supportive structure in place to enable them to do so. This structure is the Innovation Studio, which includes training, resources, and incentives that promote a culture of creativity, iterative design improvements, and managed risk-taking.

Innovation approaches are described in a PPS Innovation Framework, and regularly applied to ensure that solutions meet the needs of intended stakeholders and are resilient to potential future forces. Innovation is non-linear and often includes ideating broadly to tackle problems that are ill-defined and for which effective solutions are unknown. An innovation practice involves design research and human-centered design to learn insights from those for whom the solution is designed. Then, through exercises that harness creativity, through design thinking and prototyping, new and innovative solutions to challenges are developed.

Goal #1

Establish the PPS Innovation Studio and train the initial diverse team of innovation process facilitators for projects, in alignment with the Professional Learning Master Plan.

Goal #2

Complete the development of a PPS Innovation Framework to provide a clear definition of innovation in PPS with written guidelines and expectations on the innovation practice in the district.

Goal 3

Establish a robust plan to continue building our innovation practice, including ongoing support systems and additional trained facilitators, including students.

Cultivate and Promote Aligned Community Partnerships

Strategic Outcome

Our partnerships equitably support our students to achieve the Graduate Portrait.

Description

Internal and external stakeholders are active partners supporting our vision, *PPS reimagined*, and have clear options and opportunities to align their efforts with our vision. We cultivate, foster, and sustain partnerships so that our collective efforts to support our students to achieve the Graduate Portrait are maximized.

Goal #1

Collaboratively develop a partnership framework, in coordination with our Community Engagement team, that defines types and elements of effective partnerships, outlines RESJ-focused criteria for partnerships, and provides guidelines on fostering and sustaining effective partnerships.

Goal #2

Redefine and develop our culture of giving that grows sustainable partnerships with stakeholders, and build multiple meaningful and aligned opportunities for all community members to take action in support of our vision.

Goal #3

Establish a citywide campaign of partners that collectively aligns a shared set of priorities to achieve the Graduate Portrait.



Develop a Coherent System-Wide Community Engagement Approach

Strategic Outcome

Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, and families are authentically integrated.

Description

Our coherent, system-wide approach to internal and external community engagement uses consistent guidelines for departments and sites on the design of engagement activities to ensure that they are meaningful and transparent. Guidelines clarify expectations as to the purpose and outcomes of engagement, including expectations for collaboration and feedback loops, and help stakeholders feel that their participation is valued by understanding how their input, feedback, and collaborative design efforts will be used.

Goal #1

Develop and iteratively improve engagement guidelines and tools to support sites and departments to authentically engage stakeholders. This includes protocols and expectations for participation and communication, and feedback loops so that participants understand the purpose, methods, and outcomes to engagement initiatives in which they have participated.

Goal #2

Map engagement efforts of all strategic plan efforts, and collaborate proactively with strategic plan project leads to ensure that all engagement efforts follow the guidelines.

Goal #3

Establish district-wide principles for creating meaningful and actionable feedback loops with clear expectations so that educators, families, and students feel heard and appreciated, and understand how their feedback will be used.



Thank you to the staff and students who worked on our strategic plan.

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Jill Bryant	Sarah Fitch	Paulina Larenas	Meanroth Ny	Keyla Santiago	Curtis Wilson III
Alexis Burnett	Christopher Frazier	Liz Large	Leslie O'Dell	De Vasquez	Curtis Wilson
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Shanice Clarke	Antonye Harris	Karl Logan	Christie Petersen	Steven Stapleton	
	Marshall Haskins	Lidia Lopez Gamboa	Christine Pitts	Erica Stavis	
	Shawn Helm		Meisha Plotzke	Nathan Swoverland	

Forward Together



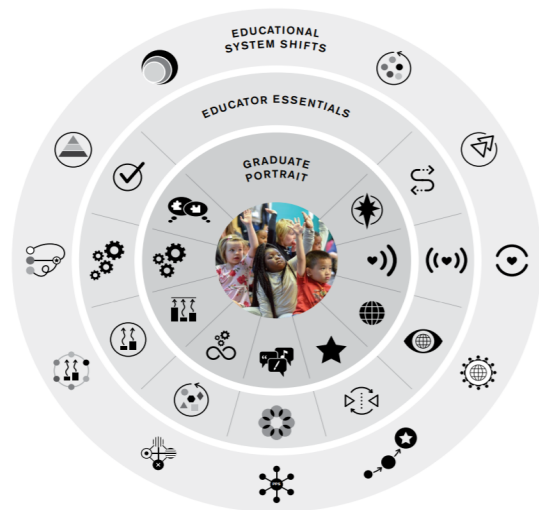
PPS Racial Equity and Social Justice Lens

Updated April 2021

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is the support of racial equity and social justice. Dedicated policy, people, and practice are necessary to create a culturally responsive organization that ensures the success of students who can navigate and compete in a culturally complex society and global economy. It is through racial equity and social justice that PPS will become a premier school district.

In May 2019, PPS adopted our community-informed Vision, [Portland Public Schools reimagined](#)... Portland Public Schools is committed to preparing our students to lead change and improve the world for the district we aim to become by 2030. Our community defined our:

- **Vision:** A picture of what we want for our students. The Vision includes the Graduate Portrait, Educator Essentials, Educational System Shifts, and Core Values.
- **Core Values:** The district's enduring beliefs that will guide our action toward our collective Vision.
- **Graduate Portrait:** A clear and ambitious description of what the community wants our students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers.
- **Educator Essentials:** The knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait.
- **System Shifts:** Changes to the district's priorities and operations that will help create the conditions required to reach our Vision.



With a community-informed Vision established, we are developing a multi-year **strategic plan** that guides our decisions and investments to realize the Vision for our graduates and the larger learning ecosystem.

In order to advance toward the Vision and achieve the 3-year Board Goals, PPS examined its current state to develop a **theory of action** for change to identify key priorities.

We utilize this theory of action to provide focus and to center our decision making on the experiences of students of color. Our Theory of Action explicitly calls out the pernicious institutional and cultural racism embedded in our system and prompts us to take action that disrupts the barriers that hinder us from reaching our goals.



PPS Strategic Plan Theory of Action:

If... We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student...

Then... We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students who experience the greatest barriers, realize the Vision of the Graduate Portrait.

In 2011, PPS adopted a Racial Educational Equity Policy that called out harmful disparities in our schools and identified the district's role in eliminating them. Our aim is to elevate PPS Racial Equity and Social Justice practices to a comprehensive, defined framework with clear system-wide equity and social justice actions and measurable results.

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Building on the commitment and successes of over 10 years since the Racial Educational Equity Policy launched, PPS is deeply engaged in and fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with stakeholders, including and especially those representing students of color, we will bring to an end racial predictability and disproportionality.

At PPS, we utilize the approach of Targeted Universalism because we recognize that resource conversations can be polarizing and that discourse can become trapped in either/or, zero-sum mindsets. Our approach aims to operationalize our RESJ values so that every student is served so our universal board goals are achieved and the graduate profile of our Vision. Our approach supports the distinct needs of students of color while also acknowledging our mutual interdependence. The primary focus of the Racial Equity and Social Justice lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone at PPS allows direct improvements in the other dimensions of diversity. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment



Beliefs

We believe the district should adopt a student-centered, racial equity and social justice focused lens in all decisions.

We believe all students should have equitable access to enriched opportunities in school.

We believe we have a collective responsibility to ensure our schools provide a caring, supportive environment. School communities should support healthy, positive development of students and help them grow their unique gifts and talents.

We believe the district must work in aligned and coherent ways and in close partnerships with families and communities. We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe that we are uniquely positioned to effect change broadly across our community because of our role in educating and caring for close to 50,000 Portland children every day. We believe in being courageous and bringing a sense of urgency to this important work.

We believe in setting measurable and audacious goals. Embedded in each goal is the provision of a culturally relevant and responsive pedagogy, with clearly defined racial equity and social justice based practices and curriculums.

We believe in accountability in all areas of school and student performance, including the areas of Racial Equity and Social Justice

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”



Racial Equity and Social Justice Lens

The PPS RESJ Lens is a critical thinking tool which will be applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student.

PPS Staff use this link to fill out and document your reflections: [PPS RESJ LENS FORM](#)

The following questions are a guide and will be considered when making decisions and contemplating our strategies.

1. Describe the proposed action, desired results and outcomes, and connection to PPS' Vision: A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world. Surface any assumptions.
2. How have you intentionally involved external stakeholders who are also members of the communities affected by this policy, program, practice or decision?
 - a. Is there stakeholder support or opposition to the proposal? Why?
3. How does the proposed action expand opportunities for racial equity and social justice?
 - a. How are Black and Native student groups affected?
 - b. How will Black and Native students experience a greater sense of belonging?
 - c. Are there any potential unintended consequences for other specific groups/populations? Are there strategies in place to mitigate any negative impacts?
4. How does the proposed action disrupt barriers to equitable outcome?
 - a. What element of systemic racism or cultural narrative is being disrupted?
5. What information/data are you basing your decision or action upon?
 - a. What data did you use to establish the need for the proposed action?
 - b. What data or metrics will you collect/use to track impacts of the proposed action on the identified populations (baseline and moving forward).
6. Describe any changes you have made or will make to the action after applying this lens



Data Driven Prompts

RESJ Dashboard

Please utilize this dashboard to inform your reflections and decision making.

A. Student and Staff Demographics

How does the proposed action close the disparity between student and teacher diversity?

B. Student Math and ELA Achievement

How does the proposed action create opportunities to increase student achievement in Math and ELA for Black and Native students?

C. Student Math and ELA Growth

How does the proposed action create opportunities for catalytic growth in Math and ELA for Black and Native students?

D. Disproportionate Discipline

How does the proposed action disrupt predictable racial patterns in discipline for Pacific Islander, Black and Native students?

E. High School Graduation

How does the proposed action create greater opportunities for high school graduation for Native students?



Definitions

Diversity- Any and all differences between and among people.

Educational Equity - Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. (from the PPS Racial Equity Policy narrative)

Equity - The state, quality or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state or lofty value. To be achieved and sustained, equity needs to be thought of as a structural and system concept.

Inclusion - Inclusion involves authentic and empowered participation and a true sense of belonging.

Social Justice - Elimination of performance variability between student groups and accelerated achievement for underserved populations.

Targeted Universalism: means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.

powell, john, Stephen Menendian and Wendy Ake, "Targeted universalism: Policy & Practice." Haas Institute for a Fair and Inclusive Society, University of California, Berkeley, 2019. haasinstitute.berkeley.edu/targeteduniversalism.

Early Learners thrive...

In dynamic, joyful, safe, and predictable spaces that embrace:

- play
- creativity
- exploration
- social interaction
- choice
- movement

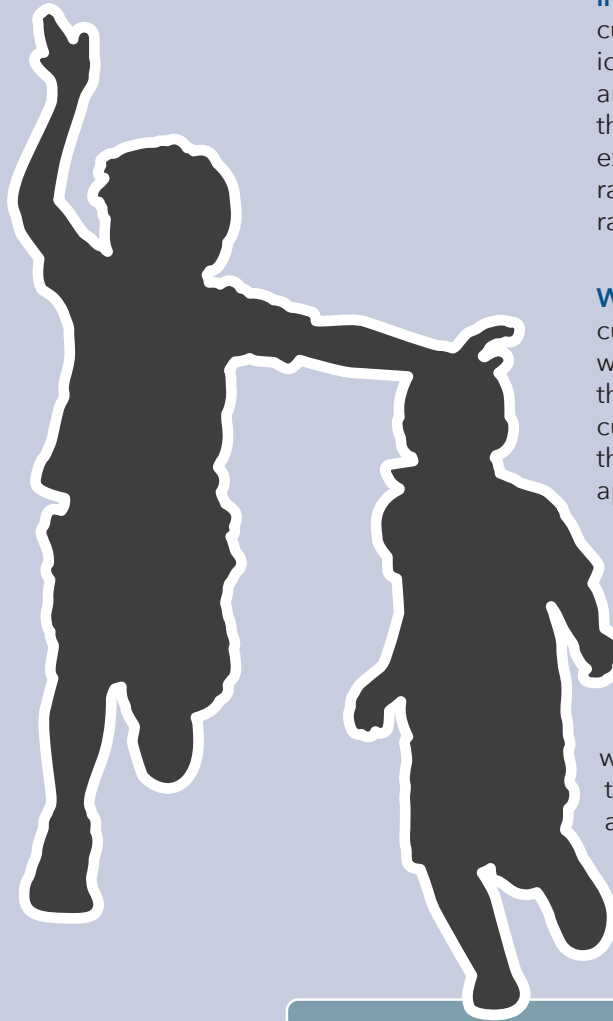
In connected and supportive communities of family, friends, and educators.

When social-emotional teaching and learning are explicitly and authentically integrated and modeled throughout the day--fostering self- and community-care and positive relationship-building.

When provided meaningful learning experiences that promote development in:

- reading
- writing
- speaking
- listening
- story-telling
- problem-solving
- well-being
- reflection

– all in the context of real-life applications.



In learning environments in which their linguistic, cultural, racial, and self-identities are seen, heard, and affirmed--and in which they are engaged in authentic experiences with a wide range of languages, cultures, races, and identities.

When educators demonstrate cultural humility and partner with families to understand the home assets, values, cultures, and experiences that shape their children's approaches to learning.

When educators understand and embrace neuro diverse learning systems and disability, see each child's best self, honor each learner where they are, collaborate to support development, and provide multiple access points to allow all students to engage in meaningful learning.

Early Learners: In PPS, the term **Early Learners** includes students in preschool (age 3) through the entry to 3rd grade (age 8). The PPS P-3 vision is to provide high-quality and aligned experiences for students and families in these foundational years of learning.



PORTLAND PUBLIC SCHOOLS



Early Learners Department (Pre-K and Kindergarten)

Department Main Page

Pre-Kindergarten Programs

CIA (Conectando, Instruyendo, y Aprendiendo)

Head Start

Native Montessori Preschool

Pre-K Curriculum

Pre-K Screenings (ASQs)

Kindergarten Programs

Connect to Kindergarten

Early Entry to Kindergarten

Early Kindergarten Transition (EKT)

Ramp Up to Kindergarten

Family Resources

Home > Departments > Early Learners Department (Pre-K and Kindergarten) > Kindergarten Programs > Early Entry to Kindergarten

Early Entry into Kindergarten

Generally, students must be 5 years old before September 1 to enter Kindergarten in PPS. The Early Entry to Kindergarten process is an option for children who just miss this cut-off date, but are interested in still applying to Kindergarten. To be eligible to apply for this process, a student's 5th birthday must fall **between September 1 and October 1**.

Important Program Information:

We are no longer accepting applications for the 2022-23 school year. The program policies are currently under review for 2023-24.

Please do not move forward with testing until more information is made available.

Have questions or feedback for us? Share your thoughts in our [EEK Feedback Form](#).

Application Process

Please follow this process if you think your child would benefit from Early Entry into Kindergarten:

1. Assessment

Families will need to provide documentation of intellectual assessment. Applicants must have a composite 80th percentile on the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) in order to qualify.

For families that may face financial hardship, there is an option for a reduced rate with *MindSights PDX*. In order to be eligible for the reduced rate, families will need to apply for free/reduced lunch through [PPS Nutrition Services](#).

Please let MindSights know when scheduling the assessment that you have qualified and would be interested in receiving the reduced rate. Documentation will need to be provided on the day of the assessment.

Portland Public Schools is not responsible for any fees related to the requested assessment.

- [Process Guide](#)
- [Application](#)
- [Teacher/Caregiver Questionnaire](#)

Please email kindergarten@pps.net for assistance.

The organizations and doctors listed below are those previously used by PPS families but are not required to be used in this process.

MindSights PDX

503-222-0707, press 0 for operator

mindsights@mindsightspx.com

Financial support options available for families that qualify for free/reduced lunch.

Dr. Laura Bennett

503-816-8222

www.laurabennettphd.com

LSBennett@comcast.net

Maria Berman, Psychologist, Ph.D.

503-935-4445

maria@drmariaberman.com

<https://drmariaberman.com>

Financial support options available for families that qualify for free/reduced lunch.

2. Application

- **Application:** If the child meets the age eligibility requirement and the assessment requirement, the parent/guardian can fill out the online application and be prepared to upload the following documentation:
 - Verification of birthdate: Copy of birth certificate or passport)
 - Verification of address: Address verification examples include mortgage, rental agreement, utility bills (dated within the last 30 days at the time of enrollment), insurance or governmental assistance statement. Parent name, home address, and date must be visible.
 - Assessment results from your private provider.
 - **Teacher/Caregiver Questionnaire:** To be completed by your current childcare/preschool teacher or caregiver about Kindergarten readiness using the Oregon Early Learning Standards.

3. Recommendation

- The recommendation decision will be made based upon the parent/guardian application, including the questionnaire and assessment information. Once the letter is sent to the child's family and school with the Early Learners Department's recommendation, the parent/guardian will be instructed to contact the school about enrollment.
 - Building administrators will have the final say on a student's enrollment into their school's Kindergarten classrooms.

*** Families should be aware that many community preschools close their enrollments as soon as they are full. Families may want to reserve a space in a preschool to ensure they have an option if the child is not admitted to Kindergarten through the early entry process.*

-
- [The Association of Kindergarten Entry Age with Early Literacy Outcomes](#)
 - [Kindergarten Entry and Placement](#)





Questions about Kindergarten 2022-23

[Español](#) | [Tiếng Việt](#) | [普通话音频](#) | [Русский](#) | [Soomaali](#)

Preparing for Kindergarten

What can I do to prepare my child for the first day of kindergarten?

Between now and the start of school, you can support your child's learning by giving your child lots of opportunities to talk, listen, move, explore, and play. We know that current safety protocols limit options for social interaction--but, simply taking time to talk with and listen to your child is a great beginning. Kindergarten teachers have shared that when children have experience listening to stories, drawing, singing, and talking about their feelings, they feel more confident about starting school. You can work on all of these things at home. You can also begin practicing routines that will support your family when school begins--bedtime and morning routines are particularly helpful. Finally, reading to your child every day and talking about the stories you've read together is one of the best things you can do to prepare for school. And, don't forget, Kindergarten readiness goes two directions. While you are getting ready at home, our Kindergarten teachers and school staff are already preparing for you--they will be working throughout the spring and summer to get ready for your arrival. And they simply cannot wait to meet your children and introduce them to the wonders of Kindergarten!

IEP and 504 plans

What is the process for preparing a 504 plan or an IEP plan for incoming kindergarten students?

If your child has been receiving Early Childhood Special Education services, s/he will have an IEP transition meeting scheduled before the end of this school year. Members of your K-5 team will participate in this meeting. Once you have had your transition meeting, a Special Education teacher at your K-5 building will become your Case Manager and point of contact. Also, if your child is receiving Early Childhood Special Education services, you will not need to register and s/he is already in our student system. If you believe that your child may need to be evaluated for Special Education services, please contact our Early Childhood Evaluation Team (mgianotti@pps.net). Lastly, if you believe that your child has a medical diagnosis that may qualify him/her for a 504 Accommodation Plan, please contact the School Counselor at your K-5 school.

School Choice and Dual Language Immersion Programs

How can I learn more about school choice and dual language immersion programs at PPS?

To learn more, please watch these videos:

[PPS 2022 Welcome to Kindergarten](#) Video

[School Choice](#) Video

[Dual Language Immersion](#) Video

Schedules and Logistics

What will the schedule be for next year?

Will there be bus service and before/after care for my child?

Exact start and end times vary by school building and can be found on [school websites](#). Recess and lunch will be included in this full-day schedule. Students who qualify for transportation will be assigned to bus routes to take them to and from school. At many of our sites, [before and after care options](#) are available. -We do not offer a part-day schedule for Kindergarten students.

*Age Requirements***What age can a child attend Kindergarten?**

The general rule is that children are eligible to enroll in Kindergarten if they turn 5 before September 1st. If your child will turn 5 between September 1st and October 1st, s/he may qualify for our Early Entry to Kindergarten - here is the link to that information:

[PPS Early Entry to K](#)

My child will be 6 by September 1, but s/he did not attend a Kindergarten program this year. Should we enroll him/her in Kindergarten or 1st grade this fall?

The general rule is that children are eligible to enroll in Kindergarten if they turn 5 before September 1st. If your child is turning 6 but has not yet attended Kindergarten (PPS or other), it is your choice whether to enroll in Kindergarten or 1st grade this fall. Your neighborhood school staff would be happy to help you think through this decision if you are seeking guidance

My child's 5th birthday is in September. I am wondering when to register him for school or if pre-k is available for his age?

If your child will be 3 or 4 by September 1st, s/he may qualify for one of our PPS PK programs--please visit this link for more information about [PPS PK](#).

*Kindergarten Registration***What will the process be this year and what are the deadlines for kindergarten registration for fall 2023?**

Our goal is to have all Kindergarten students registered for school by the beginning of June. Any time between now and then, you can register on-line at: pps.net/kinderenroll. If you prefer a paper registration process, you can contact the main office of your neighborhood school to receive a paper packet. Registering early ensures that you will be invited to all of your school's spring and summer Connect events, that you will receive information about summer transition programs, and that you will receive regular updates about plans for your school's opening. If you have any questions about the registration process, you can contact either the main office of your neighborhood school or the [PPS Enrollment & Transfer Center](#).

*Finding My School/Transfer & Lottery Requests***How do I find my neighborhood school?****What if I want my child to attend a different school?****How does the lottery process work?**

You can use the [PPS School Finder tool](#) to locate your neighborhood school. We encourage you to visit that school's Kindergarten website to learn more about it! To learn more about the transfer and lottery processes, please visit the [PPS Enrollment & Transfer Center](#) website.

*Connect to Kindergarten Events***What kind of open houses and events will schools be holding this year?**

This year, every K-5/K-8 school will be holding 2-3 Connect to Kindergarten events between April 6th and the end of the school year. Beginning in March you can find a schedule of events listed by school at [this link](#). Also, every school has its own Kindergarten webpage where they will keep updated information about their Connect events. Each school will also be holding summer Connect events and hosting special orientations for Kindergarten families in the fall. All of these events, whether virtual or in-person, will be geared toward helping families learn about the school, connect with school staff, and connect with one another.

Child Care

How do I sign up for before and after school care?

To register for before and after school programs, go to the [PPS child care website](#), and register with your school's licensed child care organization (for example, the YMCA and Champions). Registration typically begins in April. If you have specific questions about child care programs, please send an email to childcareservices@pps.net.

EARLY ENTRY TO KINDERGARTEN HISTORIC DATA					
Fall 2018					
	Applied	Accelerated	Percentage	TAG as of Fall 2022	Percentage
Asian	2	1	50.00%	0	0.00%
Black	1	0	0.00%	0	0.00%
Latinx	0	0	0.00%	0	0.00%
Native American	0	0	0.00%	0	0.00%
White	11	10	90.91%	5	45.45%
Multi	5	5	100.00%	1	20.00%
Not in PPS/Unknown	13	N/A	N/A	N/A	N/A
TOTAL	32	16	84.21%	6	31.58%
Fall 2019					
	Applied	Accelerated	Percentage	TAG as of Fall 2022	Percentage
Asian	1	1	100.00%	1	100.00%
Black	0	0	0.00%		0.00%
Latinx	2	1	50.00%		0.00%
Native American	0	0	0.00%		0.00%
White	14	13	92.86%	5	35.71%
Multi	5	3	60.00%	2	40.00%
Not in PPS/Unknown	10	N/A	N/A	N/A	N/A
TOTAL	32	18	81.82%		36.36%

**PORTLAND PUBLIC SCHOOLS
Office of General Counsel**

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

Date: December 1, 2022

To: Board Policy Committee

From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel

Subject: Staff Analysis Report to the Board- Complaint Policy Revision

Policy # and Name: Complaint Policy 4.50.030-P

REVISED**BACKGROUND**

PPS undertook a major revision of this policy in 2018 to better align with our state obligations for addressing student and family complaints. Another revision was made in 2021 to incorporate community and family feedback on the District's complaint process. Recent input from users suggested that we needed to further clarify in policy the processes for complaints that are not "Formal Complaints" about Division 22 topics and not governed by a separate process/timeline.

RELATED POLICIES/BEST PRACTICES

The District is committed to maintaining strong relationships with our families and our community. This includes having a fair, understandable, and accessible process in which complaints can be addressed in a timely manner. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students.

ANALYSIS OF SITUATION

The suggested revisions to this policy provides clearer expectations to the community and staff on what the complaint policy will address and how different types of complaints will be processed.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

The District continues to welcome feedback on our complaint processes and will revise and refine this policy to better meet the needs of our students, families, and community.

RACIAL EQUITY AND SOCIAL JUSTICE LENS Re Formal Complaints

A review of the total number of formal complaints filed since 2014 reveals that White families access the District's formal complaint process in vastly disproportionate numbers at the initial Step1 process, but the racial/ethnic distribution is not consistent at all three of the formal complaint steps. While some racial diversity was observed among the complainants who accessed the formal complaint process during recent years, it is likely that barriers exist for historically underserved and non-White populations. The proposed revisions to the policy do not reduce the availability of translation/interpretation services and assistance in completing complaints, which remain an important part of making the process more available to a more diverse community. District staff continue to work on other process improvements outside of the policy arena to make complaint resolution and access to the formal complaint process more accessible, transparent, and approachable.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The procedures for all complaints, including non-Division 22 complaints, are now more easily accessible on the District's Conflict Resolution Webpage, which was updated this fall. Staff will develop a communication plan to disseminate the revised policy to our community. Staff will also continue to work on internal processes and training to provide opportunities to address concerns early and to enhance the effectiveness of and experience for families with the complaint process.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

ATTACHMENTS

- A. Redline copy of Complaint Policy
- B. Clean copy of Complaint Policy



Complaint Policy

4.50.030-P

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

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

We also have a Formal Complaint process for PPS students, families, and all who reside within the PPS District community. 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.

- 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 of the District's website found [here](#).

1. Formal Complaints

This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, [Division 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. The District shall provide training for designated District staff on how to handle formal complaints under this policy, as well as the administrative directive [4.50.031-AD](#).

C. 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 60-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. 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 next steps in the complaint process.
3. 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

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

B.

The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision. The Board will have the full written record of the decisions at Step 1. 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.

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 that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
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 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

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 processes for complaints or concerns that do not fall within Division 22 or this policy, such as:

- Special Education complaints (^{Page 4 of 7}Individuals with Disabilities Education Act), which can

be filed with Oregon Department of Education Chapter 581, Division 15.

- 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.
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. Because the Board makes the final decision at the Step 1 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, 7/12/2022

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 Policy

4.50.030-P

11/23/22 Draft

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-several complaint~~ processes for PPS students, families, and all who reside within the PPS District community. ~~This policy and the accompanying administrative directive describe that process in greater detail.~~ All parties to a ~~Formal Complaint-District 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.

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 of the~~ District's website found [here](#). ~~This policy provides a process for resolving "Formal Complaints" as required under Division 22 (Oregon Administrative Rule 581-022-2370).~~ Other complaint processes can be found on the District's Conflict Resolution page (hyperlink).

1. Formal Complaints ~~Division 22~~

~~This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, Complaints related to the District's compliance with [Division 22](#) complaints may be 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

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

C The District shall provide training for designated District staff on how to handle fFormal eComplaints under Division 22. under this policy, as well as the administrative directive 4.50.031-AD.

2. Other Types of Complaints

Several other types of complaint procedures exist for topics that are not about compliance with Division 22 matters. The District will follow legally required timelines or processes for other complaints or concerns such as enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. More information about conflict resolution resources and complaint procedures may be found here (Conflict Resolution webpage).

~~• — 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.

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. Complaints filed under this policy should be resolved within 60 days unless the parties agree to a longer time for resolution. The receipt of a written complaint starts the 60-day timeline. ~~for resolution of complaints under this policy.~~

~~D. The School Board will provide a final decision for all Formal Complaints. The Superintendent or their designee will provide a final decision for all other complaints.~~

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. All ~~f~~ormal ~~e~~Complaints processed under this policy 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, and resolution will include information about next steps in the complaint process. For complaints that are not about Division 22 compliance, a final decision will be made within 60 days. For complaints related to Division 22 compliance, the resolution will include information about next steps in the complaint process.

3. 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 FOR FORMAL COMPLAINTS UNDER DIVISION 22

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If ~~the issue~~ a Formal Complaint about a Division 22 matter is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

- B.** The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. 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.

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 that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Reversed in whole or in part and may direct the Superintendent to take alternative steps or other courses of action. To the extent the Board modifies the 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

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

The District will make all reasonable attempts to schedule a meeting to consider the appeal of the Division 22 complaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been possible to coordinate a time for the meeting with the complainant, the Board may consider the appeal on the written materials submitted.

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](#).

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.
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. Because the Board makes the final decision at the Step 24 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 concerning compliance with Division 22 -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, 7/12/2022; /2023

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](#)



PORTLAND PUBLIC SCHOOLS
Office of General Counsel
501 North Dixon Street
Portland, OR 97227
Telephone: (503) 916-3274

Date: November 28, 2022
To: Board Policy Committee
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Policy Revision
Policy # and Name: Antiracist & Anti-oppression Learning Communities 2.10.015-P

BACKGROUND

In February 2021, the School Board approved the Antifacist & Anti-oppression Learning Communities policy, 2.10.015-P. The policy echoed and then expanded the language required by Oregon's All Students Belong legislation in committing to protecting our learning environments from expressions of hate and racism.

In 2021 (amended and effective 5/2022), the State Legislature enacted legislation to ensure that voluntary organizations working with students also have in place the same discrimination policies and procedures as school Districts. OAR 581-022-2308 requires school districts to prohibit voluntary organizations that administer interscholastic activities from working with their students unless the organization implements and adheres to equity-focused policies addressing discrimination and have transparent complaint processes in place to address violations of policy.

RELATED POLICIES/BEST PRACTICES

It is best practice to conform existing policies to current law.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

There was no community engagement as the proposed language is statutorily required.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff will develop a communication plan within the month to disseminate the revised policy to our community.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

ATTACHMENTS

- A. Redline copy of Complaint Policy
- B. Clean copy of Complaint Policy



2.10.015-P

I. Purpose Board Policy

Anti-Racist & Anti-Oppression Learning Communities

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, affirming and free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Administrators, coaches, advisors, student participants, and others associated with the District's high school activities, programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of the District's policies, rules, and regulations and of any voluntary organization, including voluntary organizations that administer interscholastic activities or that facilitate the scheduling and programming of interscholastic activities.

II. Definitions

1. "Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. "Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols contained in the [Hate on Display Hate Symbols Database](#), and whose display:

- a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
- b. Is reasonably likely to interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or
- c. Is reasonably likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.

3. "Hate Speech" means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin.

III. Expectations and Consequences

We will not tolerate in our schools, programs, activities, or on our property any symbols of hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats. These include, but are not limited to, student and adult apparel, accessories, gestures, or other symbols such as those that depict symbols of hate. Exceptions will be made where symbols are used in teaching curriculum and other learning opportunities that are aligned to the Oregon State Standards and support the goals of this policy. The District will incorporate learning opportunities to support the goals of this policy.

The District has adopted restorative justice practices in the belief that they help resolve conflicts and enable healthy, supportive, and inclusive communities. As part of this practice, the District will endeavor to address incidents of bias and hate speech using this approach. Additionally, if this policy is violated by students, the District will assess whether disciplinary action is required under the [Student Conduct and Discipline Policy](#). Adults who engage in hate speech or bias incidents may be subject to discipline and/or be prohibited from coming upon District property.

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found [here](#).

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]

Legal Reference(s):

[ORS 659.850](#); [ORS 659.852](#); [OAR 581-002-0005](#); [OAR 581-022-2312](#); [OAR 581-022-](#)

2370 Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir.

2014). *State v. Robertson*, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: 2/9/2021; amended /2023



Board Policy

2.10.015-P

Anti-Racist & Anti-Oppression Learning Communities

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Legal Reference(s):

[ORS 659.850](#); [ORS 659.852](#); [OAR 581-002-0005](#); [OAR 581-022-2312](#); [OAR 581-022-2370](#)

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State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: 2/9/2021

Community Use of School Buildings and Facilities^[1]

~~Portland Public Schools~~ We believes that the primary use of ~~its~~ our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

~~The District School Board has charge to preserve order, protect school property, and do all things necessary in its capacity to carry out the provisions of this policy, including the limitation or closure of a district property for public use. The District School Board authorizes the superintendent or their designee to make such determinations for closing or limiting access to specific District properties at its sole discretion in order to maintain the safety of our students and the preservation of our assets~~

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

The public is welcome to use the District's buildings and facilities for short-term use or rental through the Civic Use of Buildings UB process if such use does not conflict with District ~~or school~~ use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of our District assets.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The ~~Board directs the~~ Superintendent ~~to~~ shall implement administrative directives that implement this policy ~~through the Office of the Civic Use of Buildings (CUB), including procedures for reserving space in accordance with priority among users, rental rates, supervisory requirements, insurance, nondiscrimination, safety and security and other~~

~~requirements as may be needed. Through administrative directive, the Superintendent shall~~ create a custodial-fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I schools, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

The ~~Board further directs the~~ Superintendent ~~to~~ shall provide information to the public regarding the CUB process in a manner that is equitable, accessible, and user-friendly.

Legal References: ORS 332.172

History: Adpt. 9/24/73; Amd. 8/12/74; Amd 7/1/75; Amd 7/1/76; Amd, 7/1/77; Amd 6/26/78; Amd.8/28/79; Amd 4/12/82; Amd. 4/14/88; Amd 8/12/02, BA 2384; New Policy 8/2016; Amd 5/2019, Amd /232

Community Use of School Buildings and Facilities

We believe that the primary use of our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

The public is welcome to use the District's buildings and facilities for short-term use or rental through the Civic Use of Buildings process if such use does not conflict with District use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of District assets.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The Superintendent shall implement administrative directives that implement this policy create a custodial-fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I schools, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

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Board Policy

3.30.010-P

Community Use of School Buildings and Facilities

Portland Public Schools believes that the primary use of its buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.

The public is welcome to use the District's buildings and facilities for short term use or rental if such use does not conflict with District or school use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The Board directs the Superintendent to implement administrative directives that implement this policy through the Office of the Civic Use of Buildings (CUB), including procedures for reserving space in accordance with priority among users, rental rates, supervisory requirements, insurance, nondiscrimination, safety and security and other requirements as may be needed. Through administrative directive, the Superintendent shall create a custodial fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I school, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

The Board further directs the Superintendent to provide information to the public regarding the CUB process in a manner that is equitable, accessible, and user-friendly.

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Draft 10/17/22 11/9/22

3.30.01320-AD-P Limitations and Prohibitions On Use Of BuildingsFacilities and Facilities – All Groups or Individuals

Portland Public Schools believes that the primary use of its buildings and facilities should be for the support of the District’s mission and its commitment to academic excellence and personal success for all its students. The District welcomes the public is-welcome-to use of the District’s buildings and facilities for short-term use or rental through the Civic Use of Buildings (CUB) process if such use does not conflict with District or school-use. The-District-also-welcom

The special requirements of the educational setting, school programs, and the welfare and safety of students and dDistrict personnel ~~compel judicious utilization limit the types and times of use~~ of school buildings and ~~school-grounds~~facilities. Accordingly, when school is not in session and during non-school hours from 6pm to 9pm Monday through Friday when school is in session, all groups or individuals on District property shall be subject to the following requirements, in addition to other applicable Board policies, Administrative Directives and school rules designed to maintain public order in school buildings and on school grounds. All school grounds are closed to the public after 9pm.

~~Accordingly, all groups or individuals on dDistrict property shall be subject to the following requirements, in addition to other applicable Board policies, Administrative Directives and school rules designed to maintain public order in school buildings and on school grounds.~~

1) Limitations on Use

The following uses are permitted with limitations:

(1) Political Activities: Invitations to Address Students Extended to Public Officials, Candidates for Public Office and to Opposing Sides of Ballot Measure.

(a) In furtherance of their education for citizenship, students should have the opportunity in school to hear from opposing sides with respect to ballot measures. The Board welcomes the expression of diverse viewpoints on political issues and ballot measures.

(b) If a teacher intends to extend an invitation to a public official, candidate for public office or proponent or opponent of a ballot measure to appear before a class, the teacher shall proceed in accordance with Board policies and Administrative Directives for

inviting resource speakers to speak to class and shall, to the extent practicable, offer reasonably equivalent opportunities to opposing candidates and sides.

(c) With respect to other invitations from either a teacher or a student, the teacher or student shall make arrangements with the principal or an established assembly committee of the student body, prior to extending the invitation, as to the time and place of the appearance and shall offer reasonably equivalent opportunities to opposing candidates and sides. Such a meeting shall not interfere with the school program, and attendance at such meetings shall be voluntary. Should the principal conclude that in unusual circumstances the appearance of a particular speaker would endanger the safety of students, they shall deny the request and report this decision immediately to the superintendent, the assembly committee involved, and the individual making the request.

(d) If the principal or the assembly committee extends an invitation, reasonably equivalent opportunities shall be offered opposing candidates and sides.

(e) There shall be no soliciting of funds, distribution of literature or other activities for political purposes by employees of the district while on duty.

(2) Advertising Performances in Schools. No material of any nature advertising the performance to be presented under the auspices of any person or organization shall be placed or distributed on school premises by persons not students, unless the proceeds of such performance are to be used for benefits of the schools of this district, except as provided below:

(a) The offices of the superintendent may grant to organizations desiring to advertise concerts and similar activities the privilege of placing folders in the teachers mail boxes in the various schools;

(b) In instances when the performance may be providing a significant educational experience for the students, the offices of the superintendent may grant permission to place announcements on hall bulletin boards designated by the principal of each school.

(3) Deleted

(4) The Use of School Equipment. In order to assure that equipment provided in the schools for the education of young people shall be most beneficially used for that purpose, school equipment shall not be loaned or rented for use outside the building or off the grounds of the school to non-school organizations with the exception of audiovisual equipment used to

provide information about the Community School Program.

II) Prohibitions on Use

The following uses are strictly prohibited in PPS buildings and on PPS grounds:

(1) **Solicitation for Funds — Gifts**

(a) The use of District buildings or or grounds shall not be granted to any organization or individual for the purpose of soliciting PPS_students except as authorized by the Board. ~~that the District determines in its sole discretion that the organization or individual will use said the facilities for or in the promotion of illegal or unlawful activities.~~

~~No person shall solicit, receive or permit to be solicited or received from PPS students in public schools, or on any public school premises any subscription, donation of money, or other things of value for presentation of testimonials to school officials or for any purpose except such as authorized by the Board. (ORS 339.880) All teachers and all other employees are expected to abide by both the letter and the spirit of state law.~~ The only exceptions authorized by the Board must be those of educational value to the students, such as those stated below:

~~(A) Educational values may be more fully realized in gifts to the school rather than in gifts to the individual;~~

~~(B) Floral pieces for funerals;~~

~~(C) Gifts in case of illness.~~

~~(b) Acceptance of gratuities of any kind by any district personnel shall be prohibited.~~

(2) **Illegal and Unlawful Activities.** The use of ~~d~~District buildings or ~~or grounds~~properties of the district shall not be granted to any organization or individual if ~~there is a prima facie showing the~~ District determines in its sole discretion that the organization or individual will use ~~said the~~ facilities for or in the promotion of illegal or unlawful activities.

(3) **Alcohol/Tobacco/Drugs.** The use of alcoholic ~~liquors~~, tobacco and illegal drugs in any form shall be prohibited in school buildings and on school grounds.

(4) **Gambling.** Gambling of any sort including bingo, games of chance, and raffles shall be prohibited in school buildings, ~~and on grounds at any time.~~

(5) **Motorized Equipment and Horses.** Because of the risk of injury and ~~related district liability~~ and because of disturbances of neighbors to school property, the operation of drones, helicopters, mini-bikes, motorized airplanes and similar motorized recreational equipment, horseback riding and pony rides on school grounds or school parking lots is prohibited.

(6) **Rocket Propulsion Devices/Fireworks.** The use of rockets and similar jet propulsion devices, ~~unless including~~ the use of such devices is for instructional

Projects and under staff supervision, is prohibited on school premises by students or student groups. The use of fireworks on school grounds is prohibited.

(7) **Advertising or Sale of Merchandise.** The advertising or sale of merchandise in the building or on the school grounds by non-students shall not be permitted except with the consent of the Superintendent Board provided that this shall not apply to merchandise which is in whole or part the product of the student of any school and where such product is advertised and sold by students with the approval of the principal; provided further that the Office of the Superintendent may authorize the sale in school of certain articles deemed by him/her as essential to the successful operation of the educational program.

(a) Recycling projects are permitted on school grounds on designated days under supervision of school-sponsored groups (PTA's/PTO's, Dad's Club, etc.) or community schools. Dump boxes may not be placed on school grounds. Collected material cannot remain on school grounds unless secured. Sales of used clothing are not permitted.

(b) School (student) store are not to compete with existing businesses in the sale of merchandise other than that necessary to the successful operation of the schools.

~~(8) **Acknowledgment of Contributions.** Appropriate acknowledgment of cash or in-kind contributions may be allowed at the administrative discretion of the Superintendent.~~

(9) **Discriminating Admissions.** Any activities to which admission may be prohibited on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, shall not be conducted in the schools.

(10) **Unauthorized Parking.** Unlawfully parked motor vehicles on parking lots of the district may, upon the request of the administrative officer in charge of the respective parking lot, be towed to storage by various towing companies pursuant to provisions of ORS 98.805 - 98.992. Written permission to private towing companies to enter lots on behalf of the district for the purpose of towing vehicles as specified above shall be granted by the Office of the Superintendent.

(11) **Religious Activities.**

(a) A group may use a school building and facilities for a religious service (which includes a baccalaureate service) on the same basis school facilities and grounds are made available to other non-school groups and individuals if:

- (A) The service is held after regular school hours;
- (B) Attendance is voluntary; and

(C) The rental and other charges paid are in accordance with the schedule of charges established by the Civic Use of Buildings Office.

(b) These provisions shall not be interpreted to permit the use of school buildings or facilities for any other religious purpose after regular school hours or for any religious purpose as part of the public school program, and no religious service, exercise or program shall be conducted, sponsored or arranged by the school at any time. See also Administrative Regulation 4.40.061, Student Assembly.

(c) The distribution in any manner of any book, testament, pamphlet, tract or other printed matter of any religious character whatsoever on the school premises during the school day by non-students shall not be permitted. This rule, however, does not apply to the use of Bibles and other religious documents in either the school libraries or classrooms for their appropriate use in an instructional program. See Also Board policy 4.40.050 (1) (d), Student Clubs and Assembly.

(12) **Gang Activity.** Individuals shall not in school buildings or on school grounds wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other items which are evidence of membership or affiliation in any gang; use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.

(13) **Weapons.** Possession of an ~~unauthorized~~ loaded or unloaded firearm or any other instrument which, under the circumstances in which it is designed or readily capable of causing death or serious physical injury. used as a dangerous or deadly weapon as defined in ~~law and Board Policy, unless otherwise specifically accepted by law and Board Policy, is prohibited in school buildings and on school grounds.~~

(14) **Disruptions.** Disrupting, impeding or otherwise interfering with the orderly conduct of district programs or any other authorized activity taking place in school buildings or on school grounds is prohibited.

(15) **Miscellaneous Activities.** For reasons of health, safety and appropriate use of school buildings, the following activities are prohibited: funerals or memorials; Weddings or wedding receptions; games of chance; dances by non-school groups; public dances, unless for senior citizens and sponsored by Community Schools; animal shows or obedience classes; barbecue classes; PTA/PTO and other school related group-sponsored barbecues and dances sponsored by such groups for district students may be permitted.

(16) **Attendance Limits.** The maximum number of people permitted in auditoriums in the various buildings shall be restricted to their seating

capacity as specified by the Portland Fire Bureau.

(17) Dogs. For reasons of health, safety and appropriate use of district buildings and grounds, as well as in compliance with Multnomah County ordinances, dogs must be on leash at all times when on District property and shall be prohibited during all school hours unless allowed as defined in Administrative Directive 3.80.011-AD.

(18) Skate Boards. For reasons of safety and damage to district buildings and grounds, skateboards are not allowed on district property **with the exception of use as a mode of transportation to and from school.**

(19) Unauthorized Organized Events. Recurring events must be permitted through the Civic Use of Building office.

Legal References: ORS 260.432; ORS 260.605; ORS 294.100; ORS 329.125; ORS 332.107; ORS 332.172

History: Adpt 1/15/96; Adpt 6/71; Amd 8/28/72; Amd 6/23/80; Amd 11/10/83; Amd 7/95; Amd 1/15/96; Amd 9/9/02; BA 2419

Legal References: ORS 332.172 ORS 161.015; ORS 166.155 -166.165; ORS 164.245; ORS 166.210 -166.370; ORS 164.255; ORS 332.107; ORS 166.025; ORS 339.880

Multnomah County Ordinances: 13.305 and 13.303

History: Adpt 6/71; Amd 9/24/73; Amd 6/23/80; Amd 9/12/91; Amd 7/95; Amd 5/30/96; Amd 9/9/02; BA 2419; Amd. ___/2022

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

The special requirements of the educational setting, school programs, and the welfare and safety of students and district personnel compel judicious utilization of school facilities and school grounds. Accordingly, all groups or individuals on district property shall be subject to the following requirements, in addition to other applicable Board policies, Administrative Directives and school rules designed to maintain public order in school buildings and on school grounds.

(1) **Solicitation for Funds — Gifts.**

(a) Gifts or Presentations. No person shall solicit, receive or permit to be solicited or received from students enrolled in public schools, or on any public school premises any subscription, donation of money or other things of value for presentation of testimonials to school officials or for any purpose except such as authorized by the Board. (ORS 339.880) All teachers and all other employees are expected to abide by both the letter and the spirit of state law. The only exceptions authorized by the Board must be those of educational value to the students, such as those stated below:

- (A) Educational values may be more fully realized in gifts to the school rather than in gifts to the individual;
- (B) Floral pieces for funerals;
- (C) Gifts in case of illness.

(b) Acceptance of gratuities of any kind by any district personnel shall be prohibited.

- (2) **Illegal Activities.** The use of buildings or properties of the district shall not be granted to any organization or individual if there is a prima facie showing that the organization or individual will use said facilities for or in the promotion of illegal activities.
- (3) **Alcohol/Tobacco/Drugs.** The use of alcoholic liquors, tobacco and illegal drugs in any form shall be prohibited in school buildings and on school grounds.
- (4) **Gambling.** Gambling of any sort including bingo, games of chance and raffles shall be prohibited in school buildings and on grounds at any time.
- (5) **Motorized Equipment and Horses.** Because of the risk of injury and related district liability and because of disturbances of neighbors to school property, the operation of helicopters, mini-bikes, motorized airplanes and

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

similar motorized recreational equipment, horseback riding and pony rides on school grounds or school parking lots is prohibited.

- (6) **Rocket Propulsion Devices/Fireworks**. The use of rockets and similar jet propulsion devices, including the use of such devices for instructional projects, is prohibited on school premises by students or student groups. The use of fireworks on school grounds is prohibited.
- (7) **Advertising or Sale of Merchandise**. The advertising or sale of merchandise in the building or on the school grounds by non-students shall not be permitted except with the consent of the Board provided that this shall not apply to merchandise which is in whole or part the product of the student of any school and where such product is advertised and sold by students with the approval of the principal; provided further that the office of the superintendent may authorize the sale in school of certain articles deemed by him/her as essential to the successful operation of the educational program.
- (a) Recycling projects are permitted on school grounds on designated days under supervision of school-sponsored groups (PTA's/PTO's, Dad's Club, etc.) or community schools. Dump boxes may not be placed on school grounds. Collected material cannot remain on school grounds unless secured. Sales of used clothing are not permitted.
- (b) School (student) store are not to compete with existing businesses in the sale of merchandise other than that necessary to the successful operation of the schools.
- (8) **Acknowledgment of Contributions**. Appropriate acknowledgment of cash or in-kind contributions may be allowed at the administrative discretion of the superintendent.
- (9) **Discriminating Admissions**. Any activities to which admission may be prohibited on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, shall not be conducted in the schools.
- (10) **Unauthorized Parking**. Unlawfully parked motor vehicles on parking lots of the district may, upon the request of the administrative officer in charge of the respective parking lot, be towed to storage by various towing companies pursuant to provisions of ORS 98.805 - 98.992. Written permission to private towing companies to enter lots on behalf of the district for the purpose of towing vehicles as specified above shall be granted by the office of the superintendent.

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

(11) Religious Activities.

- (a) A group may use a school building and facilities for a religious service (which includes a baccalaureate service) on the same basis school facilities and grounds are made available to other non-school groups and individuals if:
 - (A) The service is held after regular school hours;
 - (B) Attendance is voluntary; and
 - (C) The rental and other charges paid are in accordance with the schedule of charges established by the.
- (b) These provisions shall not be interpreted to permit the use of school buildings or facilities for any other religious purpose after regular school hours or for any religious purpose as part of the public school program, and no religious service, exercise or program shall be conducted, sponsored or arranged by the school at any time. See also Administrative Regulation 4.40.061, Student Assembly.
- (c) The distribution in any manner of any book, testament, pamphlet, tract or other printed matter of any religious character whatsoever on the school premises during the school day by non-students shall not be permitted. This rule, however, does not apply to the use of Bibles and other religious documents in either the school libraries or classrooms for their appropriate use in an instructional program. See also Board policy 4.40.050 (1) (d), Student Clubs and Assembly.

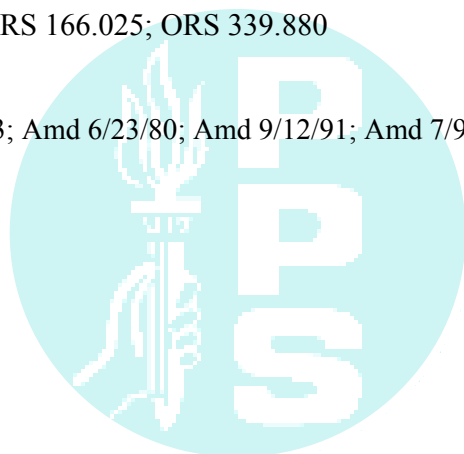
- (12) Gang Activity. Individuals shall not in school buildings or on school grounds wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other items which are evidence of membership or affiliation in any gang; use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.
- (13) Weapons. Possession of an unauthorized loaded or unloaded firearm or any other instrument used as a dangerous or deadly weapon as defined in law and Board Policy, unless otherwise specifically accepted by law and Board Policy, is prohibited in school buildings and on school grounds.
- (14) Disruptions. Disrupting, impeding or otherwise interfering with the orderly conduct of district programs or any other authorized activity taking place in school buildings or on school grounds is prohibited.

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

- (15) **Miscellaneous Activities**. For reasons of health, safety and appropriate use of school buildings, the following activities are prohibited: funerals, weddings; games of chance; dances by non-school groups; public dances, unless for senior citizens and sponsored by Community Schools; animal shows or obedience classes; barbecue classes. Memorials; wedding receptions; PTA/PTO and other school related group-sponsored barbecues and dances sponsored by such groups for district students may be permitted.
- (16) **Attendance Limits**. The maximum number of people permitted in auditoriums in the various buildings shall be restricted to their seating capacity as specified by the Portland Fire Bureau.

Legal References: ORS 161.015; ORS 166.155 -166.165; ORS 164.245; ORS 166.210 -166.370; ORS 164.255; ORS 332.107; ORS 166.025; ORS 339.880

History: Adpt 6/71; Amd 9/24/73; Amd 6/23/80; Amd 9/12/91; Amd 7/95; Amd5/30/96; Amd 9/9/02; BA 2419



3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

- (1) **Political Activities:** Invitations to Address Students Extended to Public Officials, Candidates for Public Office and to Opposing Sides of Ballot Measure.
- (a) In furtherance of their education for citizenship, students should have the opportunity in school to hear from opposing sides with respect to ballot measures. The Board welcomes the expression of diverse viewpoints on political issues and ballot measures.
 - (b) If a teacher intends to extend an invitation to a public official, candidate for public office or proponent or opponent of a ballot measure to appear before a class, the teacher shall proceed in accordance with Board policies and Administrative Directives for inviting resource speakers to speak to class and shall, to the extent practicable, offer reasonably equivalent opportunities to opposing candidates and sides.
 - (c) With respect to other invitations from either a teacher or a student, the teacher or student shall make arrangements with the principal or an established assembly committee of the student body, prior to extending the invitation, as to the time and place of the appearance and shall offer reasonably equivalent opportunities to opposing candidates and sides. Such a meeting shall not interfere with the school program, and attendance at such meetings shall be voluntary. Should the principal conclude that in unusual circumstances the appearance of a particular speaker would endanger the safety of students, they shall deny the request and report this decision immediately to the superintendent, the assembly committee involved, and the individual making the request.
 - (d) If the principal or the assembly committee extends an invitation, reasonably equivalent opportunities shall be offered opposing candidates and sides.
 - (e) There shall be no soliciting of funds, distribution of literature or other activities for political purposes by employees of the district while on duty.
- (2) **Advertising Performances in Schools.** No material of any nature advertising the performance to be presented under the auspices of any person or organization shall be placed or distributed on school premises by persons not students, unless the proceeds of such performance are to be used for benefits of the schools of this district, except as provided below:

3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

- (a) The offices of the superintendent may grant to organizations desiring to advertise concerts and similar activities the privilege of placing folders in the teachers' mail boxes in the various schools;
 - (b) In instances when the performance may be providing a significant educational experience for the students, the offices of the superintendent may grant permission to place announcements on hall bulletin boards designated by the principal of each school.
- (3) **Cafeteria Service Facilities.**
- (a) Organizations may be permitted to use the cafeteria and kitchen facilities in keeping with Civic Use of Buildings policy and application procedures and the following provisions:
 - (A) Nonprofit organizations (fraternal, church, community) may use the kitchen facilities for serving or assembling of food prepared outside.
 - (B) All functions requiring the use of an elementary, middle or high school kitchen and/or equipment for the preparation of foods shall be supervised by Nutrition Services staff. Employee costs shall be paid by the organization;
 - (C) Use of the facilities will be limited to the warming of food prepared outside, under the supervision of cafeteria employees.
 - (b) Elementary and middle school kitchen facilities may not be used for serving or assembling of food prepared outside the district without the supervision of Nutrition Services employees. Use of such facilities will be limited to warming of food prepared outside or foods determined by the Director of Nutrition Services which require minimal preparation such as making coffee or warming hot dogs. When major food preparation is required, such organizations will employ Nutrition Services staff to supervise the use of the facilities;
 - (c) Equipment may be operated only by Nutrition Services employees;
 - (d) All such applicants requesting use of cafeteria or kitchen facilities shall, following district facility approval, contact the Office of Nutrition Services to review use specifics, special needs and any additional requirements imposed by the district.
- (4) **The Use of School Equipment.** In order to assure that equipment provided in the schools for the education of young people shall be most beneficially used for that purpose, school equipment shall not be loaned or rented for use outside the building or off the grounds of the school to non-

3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

school organizations with the exception of audiovisual equipment used to provide information about the Community School Program.

Legal References: ORS 260.432; ORS 260.605; ORS 294.100; ORS 329.125; ORS 332.107; ORS 332.172

History: Adpt 1/15/96; Adpt 6/71; Amd 8/28/72; Amd 6/23/80; Amd 11/10/83; Amd 7/95; Amd 1/15/96; Amd 9/9/02; BA 2419





Office of the General Counsel

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

Date: December 1, 2022
To: Policy Committee
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Recommended policy rescissions

The Board Policy Committee will continue to review policies to determine which need updates and which should be rescinded. A policy was put forward by staff with the recommendation that it be rescinded. Staff recommends the Policy Committee rescind the following policy, copy attached, to be forwarded to the full Board for First Reading en route to rescission:

a. 1.70.012-P Presentations by Citizens and Employees

This policy was adopted in 1971 and amended in 2002. It is not needed as a Board policy and is not the most recent or accurate articulation of Board meeting protocols and practices.

1.70.012-P Presentations By Citizens And Employees

In order to provide an orderly method of handling the growing volume of Board business and to give the public and school employees a greater opportunity to participate in Board meetings, the following procedures shall be followed in connection with presentations at Board meetings:

- (1) **Presentations by Employees**. Matters to be presented to the Board at a Board meeting by an employee or employees of the district or by representatives of employee organizations shall first be submitted in writing to the Office of Board Services. The chair may set reasonable time limits for such presentations. The Board may waive the time and form requirements of this paragraph in matters of an emergency nature;
- (2) **Presentations by Citizens**. Members of the general public who plan to make presentations at Board meetings should register their intentions with the Office of Board Services prior to the beginning of the meeting;
- (3) **Guidelines for Presentations**. A speaker shall submit for the record his/her name, address and the name of the organization he/she represents if he/she is speaking on behalf of an organization;
- (4) **Petitions**. Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation;
- (5) **Criticisms of Staff Members**. Speakers may offer objective criticism of district operations and programs, but the Board will not hear complaints concerning individual district personnel. The chair will direct the visitor to the appropriate process for disposition of legitimate complaints involving individual employees who report to the superintendent.
- (6) **Rules of Conduct**. All speakers shall adhere to the Rules of Conduct as posted in the boardroom.

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 1/83; Amd 9/9/02; BA 2417