

Regular Meeting
Tuesday, January 24, 2023 6:00 PM

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

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Student Performance - Sellwood Middle School Band
3. 6:15 pm - Board Leadership (Resolutions 6638 and 6639) *Vote - Public Comment Accepted*
4. 6:20 pm - Consent Agenda: Resolutions 6635, 6637 and 6640
Vote- Public Comment Accepted
 - 4.(a) Resolution 6635 - Authorization for Off-Campus Activities
 - 4.(b) Resolution 6637 - Expenditure Contracts
 - 4.(c) Resolution 6640 - Recommendation of Bond Accountability Committee (BAC)
Members as part of the 2012, 2017 and 2020 Bond Programs
5. 6:25 pm - Comment
 - Student Comment
 - Public Comment
 - Portland Association of Teachers (PAT)
 - Portland Federation of School Professionals (PFSP)
6. 7:05 pm - Student Representative's Report
7. 7:10 pm - Board Committee and Conference Reports
8. 7:20 pm - 2023-2024 School Year Calendar (Resolution 6634) *Vote - Public Comment Accepted*
9. 7:35 pm - First Reading of Policy Revisions
 - Anti-racist and Anti-Oppression Learning Communities Policy
2.10.015-P
10. 7:40 pm - First Reading Policy Recisions
 - Presentations by Citizens and Employees 1.70.012-P
11. 7:45 pm - Second Reading of Policy Revisions (Resolution 6633) *Vote - Public Comment Accepted*
 - Compulsory Enrollment; Age and Grade Level at Entrance Policy
4.10.020-P
12. 7:50 pm - Second Reading of Policy Rescissions (Resolution 6628) *Vote - Public Comment Accepted*
 - Community Campaigns 3.30.037-P
 - School Demonstrations 3.40.030-P
13. 7:55 pm - Other Business / Committee Referrals
14. 8:00 pm - Adjourn

RESOLUTION No. 6638

Election of Board Chairperson

Director _____ is hereby elected Chairperson of the Board for the period beginning January 24, 2023, until his/or her successor is elected.

RESOLUTION No. 6639

Election of Board Vice-Chairperson

Director _____ is hereby elected Vice-Chairperson of the Board for the period beginning January 24, 2023, until his/or her successor is elected.

RESOLUTION No. 6635

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost Per Student	Equitable Field Trip Fund; %
3/24-3/30/23	Cleveland HS Baseball, 14	Baseball tournament, college tour	Phoenix, AZ	\$1600	None
3/24-3/30/23	McDaniel HS Theater, 20	Explore & experience professional theater, participate in workshops, learn about NYC culture	New York, NY	\$3000	\$10,000

RESOLUTION No. 6637

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Amarok, LLC	1/25/23 through 1/5/28	Lease Agreement LA 92661	Lease of electrified security fencing, plus maintenance and monitoring, around two Student Transportation locations.	\$205,000	D. Jung Fund 101 Dept. 5560	No
McKinistry	1/25/23 through 1/4/28 Option to renew for one additional two-year term through 1/4/30	Services S 92622	As-needed troubleshooting and repair for HVAC/Boiler mechanical issues Districtwide. Request for Proposals 2022-043	\$3,975,000	D. Jung Fund 101 Dept.	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business
Newjee, Inc.	1/25/23 through 4/30/24 Option to renew for up to five additional years through 4/30/29	OMNIA Partners / University of California COA 92550	Purchase of furniture products and installation on an as-needed basis. Installation services limited to setting in place and affixing to walls.	\$2,000,000	D. Jung Funding Source Varies	No

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Total Contract Amount	Responsible Administrator, Funding Source	Certified Business
PDX Yellow Cab, LLC	1/25/23 through 6/30/26	Services S 90041 Amendment 1	Adding funds to the existing contract term. Special Class Procurement: Secure, Specialized Transportation (PPS 47-0288(19))	\$1,500,000 \$2,000,000	D. Jung Fund 101 Dept. 5560	No
Flat Transportation, LLC	1/25/23 through 6/30/26	Services S 90695 Amendment 1	Adding funds to the existing contract term. Special Class Procurement: Secure, Specialized Transportation (PPS 47-0288(19))	\$2,000,000 \$2,500,000	D. Jung Fund 101 Dept. 5560	No
Ameresco	1/25/23 through 6/30/23	Energy Savings ESCO 91853 Amendment 1	Phase 10 of Energy Savings Plan. Upgrade LED lighting at multiple sites. Request for Proposals 2011-1387	\$1,500,858 \$1,504,858	D. Jung Funding Source Varies	No

RESOLUTION No. 6640

Recommendation of Bond Accountability Committee Members as part of the 2012, 2017 and 2020 Bond Programs

RECITAL

- A. As part of the 2012 Bond Program (Measure 26-144) resolution 4651 created a citizen oversight committee to assist the board in monitoring the planning and progress of the 2012 Capital Bond Program.
- B. Board Resolution No. 4651 (September 24th, 2012) calling for the creation of a citizen oversight committee to assist the board in monitoring the planning and progress of the 2012 Capital Bond program.
- C. Board Resolution No. 5394 (February 28, 2017) calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$790,000,000 of General Obligation Bonds and Providing for Related Matters.
- D. Board Resolution No. 5475 (June 20, 2017) calling to amend the BAC charter to include oversight of the 2017 Modernization and Health and Safety Bond as well as increase committee membership to 10 appointees.
- E. Board Resolution No. 5960 (September 10, 2019) calling to amend the BAC charter to include review of future bond planning and cost development. Additional ancillary changes and clarifications are included as well.
- F. Staff recommends the appointment of three new members to this committee.
- G. Board Resolution No. 6153 (August 3, 2020) and Board Resolution No. 6161 (August 11, 2020) calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$1,208,000,000 of General Obligation Bonds and Providing for Related Matters.

RESOLUTION

The Board of Education approves the appointment of two extended and two incoming Bond Accountability Committee Members (Norm Dowty for 4 year term extended, Greg DiLoreti for 4 year term extended, Jonathan Trutt for 2 year term incoming, Ryan Kinsella for 2 year term incoming)



PORTLAND PUBLIC SCHOOLS

OFFICE OF PLANNING & REAL ESTATE

501 North Dixon Street / Portland, OR 97227

Telephone: 503.916.6544

Date: December 14, 2022

To: Facilities and Operations Committee

From: Dan Jung, Chief Operating Officer
Marina Cresswell, Senior Director of the Office of School Modernization

Subject: Bond Accountability Committee Membership

BACKGROUND

The 2012 General Obligation Bond ballot measure was referred to the Multnomah Elections Division on August 21, 2012. The measure's summary statement identified the requirement for PPS to provide citizen accountability and oversight. With the passage of the 2012 Capital Construction Bond, staff developed a Bond Accountability Committee (BAC) charter with Board input to address this requirement. As noted in the charter, BAC consists of individuals with a good reputation in the community for fairness and transparency and people with a combination of experience in building design; construction; construction financing; public contracting, budgeting and/or auditing.

Two current BAC members' terms expire at the end of 2022, Greg DiLoreto and Norm Dowty. Both Greg and Norm are active and valued members of the BAC. Their experience, feedback and commitment has helped forward the outcomes of the BAC since joining the committee. Staff recommends appointing Greg DiLoreto and Norm Dowty to additional BAC terms as allowed by the charter.

The BAC currently has several position vacancies in addition to expiring terms. In September 2022 PPS began a public recruitment to fill open positions. After discussion with several potential applicants, the Office of School Modernization recommends that the Facilities and Operations Committee consider the following appointees for membership to the Bond Accountability Committee:

Ryan Kinsella

Ryan is currently the Director of Capital Asset Management for the Oregon Metro where he oversees capital planning, asset management, sustainability, emergency preparedness, and Metro Regional Center operations. Prior to joining Metro, Ryan was the Finance Manager at the Portland Bureau of Transportation where he led PBOT's

efforts to improve the long-term financial sustainability of our local transportation infrastructure while directing the bureau's budget, financial plan, forecast, and financial controls. Ryan also spent eight years in the City of Portland's Budget Office, his final year as the Deputy Budget Director, where he worked on facilitating budget decisions and guiding stakeholders and staff through the budget decision-making processes.

Jonathan Trutt

Jonathan is the Director of the Department of Development and Community Revitalization at Home Forward. This role oversees a mix of public and private financing and construction of all major affordable housing renovations and new construction. The public funding sources include local general obligation bonds passed in recent years. Jonathan's responsibilities include Home Forward's business and workforce equity goals as well as workforce apprenticeship programs. Jonathan has deep roots in affordable housing development in Portland and Oregon.

Due to recent committee departures, even with the above appointments the BAC still has unfilled vacancies. Staff encourages board members to direct any potential applicants to staff for consideration.

RELATED POLICIES/BEST PRACTICES

1. Board Resolution No. 4640 (August 20, 2012) calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$482,000,000 of General Obligation Bonds and Providing for Related Matters.
2. Board Resolution No. 4651 (September 24th, 2012) calling for the creation of a citizen oversight committee to assist the board in monitoring the planning and progress of the 2012 Capital Bond program.
3. Board Resolution No. 5394 (February 28, 2017) calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$790,000,000 of General Obligation Bonds and Providing for Related Matters.
4. Board Resolution No. 5475 (June 20, 2017) calling to amend the BAC charter to include oversight of the 2017 Modernization and Health and Safety Bond as well as increase committee membership to 10 appointees.
5. Board Resolution No. 5960 (September 10, 2019) calling to amend the BAC charter to include review of future bond planning and cost development. Additional ancillary changes and clarifications are included as well.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Current BAC members and PPS staff reached out to the community and spoke to several potential replacements. An email recruitment for BAC members was sent to all PPS communities on September 16, 2022.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If referred by the Facilities and Operations Committee, the appointments will be placed on

the January 24, 2023 Board of Education consent agenda. Upon approval from the Board of Education, the Office of School Modernization will inform the applicants of their appointment.

STAFF RECOMMENDATION

Staff recommends the appointment of Norm Dowty and Greg DiLoreto, Jonathan Trutt and Ryan Kinsella to the committee for the following term durations:

- Norm Dowty: 4 years
- Greg DiLoreto: 4 years
- Jonathan Trutt: 2 years
- Ryan Kinsella: 2 years

Note: committee memberships are staggered to allow for an overlap of terms.

RESOLUTION No. 6634

Resolution to Approve the 2023-24 School District Calendar

RESOLUTION

The Board of Education hereby adopts the 2023-24 School District Calendar.



PORTLAND PUBLIC SCHOOLS

2023-24 District Calendar



JULY 2023					AUGUST 2023					SEPTEMBER 2023					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
3	4	5	6	7		1	2	3	4					1	
10	11	12	13	14	7	8	9	10	11	4	5	6	7	8	
17	18	19	20	21	14	15	16	17	18	11	PK	12	13	14	15
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22	
31					28	29	30	31		25	26	27	28	29	

OCTOBER 2023					NOVEMBER 2023					DECEMBER 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29

JANUARY 2024					FEBRUARY 2024					MARCH 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5	5	6	7	8	9					1
8	9	10	11	12	12	13	14	15	16	4	5	6	7	8
15	16	17	18	19	19	20	21	22	23	11	12	13	14	15
22	23	24	25	26	26	27	28	29		18	19	20	21	22
29	30	31								25	26	27	28	29

APRIL 2024					MAY 2024					JUNE 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5			1	2	3					
8	9	10	11	12	6	7	8	9	10	3	4	5	6	7
15	16	17	18	19	13	14	15	16	17	10	11	12	13	14
22	23	24	25	26	20	21	22	23	24	17	18	19	20	21
29	30				27	28	29	30	31	24	25	26	27	28

		Schools closed due to holiday or break period			Schools transitioning to new sites and new grade bands Professional Development Day
		First/last day of school for students; 7th-8th, 10th-11th grade start on Aug. 30			End of quarter
		Day/evening conferences (no school for students)			Teacher Professional Development/planning day (no school for students); Planning days always occur after the end of a quarter
		Statewide inservice (no school for students)			Possible snow make-up day
		Kindergarten first day: Kindergarten Ramp Up Aug 29 - Sep 1; K Students attend 1 day between Aug. 29 - Sep. 1 in small groups			Pre-Kindergarten/Head Start first day
		Mid-Term Progress Reports			Staff Meetings
		New Educator Orientation			Additional Professional Development Day(s) for Designated CSI & TSI Schools will be on the following dates: 10/13, 1/29, and 4/8; Teachers are compensated at their hourly rate for attending
<input type="checkbox"/>	Indicates a major religious or cultural holiday or event to avoid scheduling conflicts. For holidays lasting multiple days, only the first and last day are indicated. See back page for details.				



Major Religious Holidays and Cultural Events 2023-24

Please work to avoid scheduling special school events on major religious holidays and cultural events to be inclusive of all students. This includes the scheduling of field trips, back-to-school night, outdoor school, etc. This list of holidays/events does not include all students' traditions and there may be other dates to avoid scheduling conflicts for students.

Sep. 15 & 17 Rosh Hashanah*	Feb. 14 Ash Wednesday
Sep. 24 & 25 Yom Kippur*	Mar. 22 & Apr. 20 Ramadan*
Oct. 9 Indigenous Peoples' Day	Mar. 29 Good Friday
Nov. 12 Diwali	Apr. 21 & 22 Eid al-Fitr*
Nov. 24 Native American Heritage Day	April 22 & 30 Passover*
Dec. 7 & 15 Hanukkah*	June 19 Juneteenth
Dec. 25 Christmas	June 27 & 28 Day of Arafat*
Dec. 26. & Jan. 1 Kwanzaa	June 28 & 29 Eid al-Adha*
Feb. 10 Lunar New Year	

**Observance of Jewish and Muslim holidays begin at sundown on the first day listed and end at nightfall on the last date specified.*



PORTLAND PUBLIC SCHOOLS
DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3702

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

Date: January 6, 2023 (Revised January 12, 2023)
To: School Board
From: Dr. Cheryl Proctor, Deputy Superintendent
Jonathan Garcia, Chief of Staff
Subject: 2023-24 School District Calendar

Staff is submitting this [recommended 2023-24 School District Calendar](#) for the Board to consider and vote on at the January 24, 2023 Board meeting.

The start date for this proposed calendar is August 29; the end date is June 11. This before Labor Day beginning to the school year is consistent with the past several years. The following grade levels have a staggered start:

- Start date for 7th, 8th, 10th, and 11th graders is August 30 to provide a jump start for 6th, 9th and 12th graders
- Start date for Kindergarten is September 5 to allow for a ramp up to welcome Kindergarten students and families

The District considered an after Labor Day start, however, decided against it. Postponing the start of the school year one week will likely not result in better health and safety outcomes. Starting in September after Labor Day means going later in June, which may create additional problems with the heat, which creates challenges for scheduling high school graduation, and which ends the school year on a Muslim holiday.

The calendar again this year has three professional development days (non-student days) added to the calendar to support professional learning for educators at schools designated for Targeted School Improvement (TSI) and Comprehensive School Improvement (CSI). These dates are: October 13, 2022, January 29, 2023, and April 8, 2023. These days are in addition to the 177 days counted toward Required Instructional Time. Professional learning is critical to the successful implementation of newly adopted curriculum and our Instructional Framework.

Staff has sought feedback from a broad array of stakeholders, including PAT, PFSP, principals, several district departments, representatives from school PTAs, RESJ Partners, Local School Foundations, and others. Their responses have been considered prior to this formal school calendar recommendation to the Board.

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

- Attempt to create a more student-focused, family-friendly school calendar
- Attempt to preserve or maximize uninterrupted whole weeks for instruction; no scheduled classes are proposed during Thanksgiving week to support family childcare planning and permit parent-teacher conferences to take place
- Effort to keep teacher planning days on Mondays or Fridays to avoid student breaks in the middle of the week

- Goal of ensuring semesters and quarters have a balanced number of instructional days; attempt to balance length of quarters: Q1 = 46 days; Q2 = 44 days; Q3 = 42 days; Q4 = 45 days
- Ensure calendar follows all bargaining units' contracts, including agreed-upon provisions per the ratified PAT contract
- Coordination of spring break with local university calendars, to align with schedules of older siblings and university student interns who work in our classrooms; Oregon spring break is traditionally the last full 5-day work week in March
- Desire to maximize instructional days prior to Advanced Placement, International Baccalaureate, and other end-of-year summative assessments taking place
- Avoid conflicts with major religious and cultural holidays to the extent possible;
 - The District and schools work to the extent possible to avoid scheduling conflicts during school-wide events such as Back to School Nights, Assemblies, and other special events. Here is the [list of major religious and cultural events](#) identified to avoid conflicts. These dates are now identified on the District Calendar
 - As part of our 2023-2024 school year preparations, we will inform, train and create reminders to educators, school leaders and central office staff about the importance of these in the development of major classroom, school or district wide events.
 - District staff will begin conversations with OSAA about avoiding scheduling on major religious holidays this spring.
- Ensure instructional hours for Seniors meet State requirements. The last day for Seniors will either be May 30th or 31st pending scheduling of graduations.
- A 4-day "Kindergarten Ramp Up" where all Kindergarten students will have 1-day in school over the course of the four days with smaller numbers of students to orient them to school. Historically, Kindergarten has started 3 days after grades 1-12. The three days were mostly used for 1:1 assessments with students. Adding an additional day will provide all students with a smaller group 1-day orientation, relationship building, and 1:1 family connections
- A 1-day Ramp Up for 6th, 9th, and 12th graders at comprehensive middle and high schools to support the transition for students to a new building for 6th and 9th graders and to kick off the final year for seniors

This recommended calendar is an important first step for the District, staff, students, and families to start planning for the 2023-24 school year.

Major Religious Holidays and Cultural Events 2023-24

Schools work to avoid scheduling special school events on major religious holidays and cultural events to be inclusive of all students. This includes the scheduling of field trips, back-to-school night, outdoor school, etc. This list of holidays/events does not include all students' traditions and there may be other dates to avoid scheduling conflicts for students.

*Observance of Jewish and Muslim holidays begin at sundown on the first day listed and end at nightfall on the last date specified.

Sep. 15-17	Rosh Hashanah*
Sep. 24-25	Yom Kippur*
Oct. 9	Indigenous Peoples' Day
Nov. 12	Diwali
Nov. 24	Native American Heritage Day
Dec. 7-15	Hanukkah*
Dec. 25	Christmas
Dec. 26. - Jan. 1	Kwanzaa
Feb. 10	Lunar New Year
Feb. 14	Ash Wednesday
Mar. 22 - Apr. 20	Ramadan*
Mar. 29	Good Friday
Apr. 21-22	Eid al-Fitr*
April 22-30	Passover*
June 19	Juneteenth
June 27-28	Day of Arafat*
June 28-29	Eid al-Adha*



Major Religious Holidays and Cultural Events 2023-24

Please work to avoid scheduling special school events on major religious holidays and cultural events to be inclusive of all students. This includes the scheduling of field trips, back-to-school night, outdoor school, etc. This list of holidays/events does not include all students' traditions and there may be other dates to avoid scheduling conflicts for students.

Sep. 15 & 17 Rosh Hashanah*	Feb. 14 Ash Wednesday
Sep. 24 & 25 Yom Kippur*	Mar. 22 & Apr. 20 Ramadan*
Oct. 9 Indigenous Peoples' Day	Mar. 29 Good Friday
Nov. 12 Diwali	Apr. 21 & 22 Eid al-Fitr*
Nov. 24 Native American Heritage Day	April 22 & 30 Passover*
Dec. 7 & 15 Hanukkah*	June 19 Juneteenth
Dec. 25 Christmas	June 27 & 28 Day of Arafat*
Dec. 26. & Jan. 1 Kwanzaa	June 28 & 29 Eid al-Adha*
Feb. 10 Lunar New Year	

**Observance of Jewish and Muslim holidays begin at sundown on the first day listed and end at nightfall on the last date specified.*



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



Anti-Racist & Anti-Oppression Learning Communities

I. Purpose

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 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



Anti-Racist & Anti-Oppression Learning Communities

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.



Board Policy

2.10.015-P

Anti-Racist & Anti-Oppression Learning Communities

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



2.10.015-P

Board Policy

Anti-Racist & Anti-Oppression Learning Communities

I. Purpose

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 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

I. Purpose

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.

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

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



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.

RESOLUTION No. 6633

Resolution to Adopt Revised Compulsory Enrollment; Age and Grade Level at Entrance policy 4.10.020-P

RECITALS

- A. On December 1, 2022, the Board Policy Committee reviewed and considered proposed revisions to the Compulsory Enrollment; Age and Grade Level at Entrance policy 4.10.020-P.
- B. On December 13, 2022, the Board presented the first reading of the revised Compulsory Enrollment; Age and Grade Level at Entrance policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Compulsory Enrollment; Age and Grade Level at Entrance policy 4.10.020-P and instructs the Superintendent to amend any relevant administrative directives to conform to this revised policy.



Date: January 18, 2023

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

UPDATE

There has been public comment on this recommended policy revision since it was put before the School Board on December 12, 2022.

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

Portland Public School District 1st Reading

DATE OF FIRST READING: DECEMBER 13, 2022

PUBLIC COMMENT FOR **Policy 4.10.020-P:** **Compulsory Enrollment; Age and** **Grade Level at Entrance**

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

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

Open for Comment Until (at least):
January 03, 2023

Summary: **Revision of Compulsory Enrollment; Age and Grade Level at Entrance Policy 4.10.020-P**

1st Reading by: **Director Eilidh Lowery**
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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

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

Included in Packet	Page
Staff Report	03
Draft Policy	07
Redlined Policy with Proposed Changes	11
Original Policy	13



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



Board Policy

4.10.020-P

Compulsory Enrollment; Age and Grade Level at Entrance

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 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 their third birthday occurs on or before September 1.
 - b) Pre-Kindergarten: A child is eligible to apply for Pre-Kindergarten if 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 their fifth birthday occurs on or before September 1.
 - i) A student whose sixth birthday occurs on or before September 1 may enroll in Kindergarten if they have not successfully completed a kindergarten program.
 - ii) If the parent/guardian wishes, a student who has been enrolled in Kindergarten outside of PPS may be placed in Kindergarten when entering the District during the school year, even if their birth date occurs after September 1.
 - d) First Grade: A child will be admitted to the first grade if 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 District during the school year.
- 2) Second through Twelfth Grade: A student newly enrolling in PPS will be assigned to a grade based on 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 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 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 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 District 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.



Board Policy

4.10.020-P

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 ~~e~~District during the school year, even if 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 ~~e~~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 ~~e~~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 ~~e~~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~~ District 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.



Board Policy

4.10.020-P

Compulsory Enrollment; Age and Grade Level at Entrance

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 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 third birthday occurs on or before September 1.
 - b) Pre-Kindergarten: A child is eligible to apply for Pre-Kindergarten if his/her 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 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 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 district during the school year, even if the birthdate occurs after September 1.
 - d) First Grade: A child will be admitted to the first grade if his/her 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 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 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 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 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 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 district 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

RESOLUTION No. 6628

Resolution to Rescind Board Policies

Rescission of

- i. 3.40.030-P School Demonstrations
- ii. 3.30.037-P Solicitations - Community Campaigns

RECITALS

- A. On October 26, 2022, the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 3.40.030-P School Demonstrations
 - ii. 3.30.037-P Solicitations - Community Campaigns
- B. On November 15, 2022, the Board presented the first reading of each of those policies for rescission.
- C. The public comment period was open for at least 21 days, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

- i. 3.40.030-P School Demonstrations
- ii. 3.30.037-P Solicitations - Community Campaigns

and instructs the Superintendent to rescind any administrative directives that are no longer accurate or relevant as a result of rescinding these policies.



Office of the General Counsel

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

Date: January 9, 2023
To: Policy Committee
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: 1.70.012-P Presentations by Citizens and Employees Policy

The Board Policy Committee forwarded this policy to the full Board on December 12, 2022 for discussion and consideration of its recommendation to rescind. Since its initial hearing, there has been no public comment on this policy. Staff recommends that the Board vote to rescind:

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.

Portland Public School District 1st Reading

DATE OF FIRST READING: November 15, 2022

PUBLIC COMMENT FOR Policy Rescissions:

- **School Demonstrations 3.40.030-P**
- **Solicitations – Community Campaigns 3.30.037-P**

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

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

Last Date for Comment: December 06, 2022

Summary: **Rescission of the following policies:**

- **3.40.030-P School Demonstrations**
- **3.30.037-P Solicitations - Community Campaigns**

1st Reading by: **Director Eilidh Lowery**
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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

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

Included in Packet	Page
Staff Report	03
Solicitations – Community Campaigns (<i>original policy</i>)	04
School Demonstrations (<i>original policy</i>)	10



**Office of the General Counsel
PORTLAND PUBLIC SCHOOLS**

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

Date: November 4, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Recommended policy rescissions

The Board Policy Committee met on October 26, 2022, and discussed continuing to review policies to determine which needed updates and which should be rescinded. Two policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies, copies attached, be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **3.40.030-P School Demonstrations**

This policy was adopted in 1971 and amended in 2002. The material does not constitute a policy and does not reflect the District's values or practice. A comprehensive guide ["Civic Engagement and Unrest- A Toolkit for Resilience and Empowerment"](#) is currently used in regular District practice.

b. **3.30.037-P Solicitations Community Campaigns**

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

3.30.037-P Solicitations – Community Campaigns

Campaigns among students and/or employees by community organizations for the purpose of raising funds may be conducted only upon authorization of the Board. Fund-raising campaigns shall be authorized only when sponsored by organizations, which contribute significantly to social service, conservation or cultural aspects of community life. Fund-raising campaigns selected shall have objectives, which are primarily educational and shall be designed to help students understand the role and importance of voluntary social service and cultural agencies in community life. Such campaigns shall stress, as well, the importance of voluntary contributions to humanitarian services and cultural resources. The district will permit three sanctioned fund drives each year, as follows:

- (1) **Fall** Combined Fund Drive.
 - (a) Participation. Schools and departments shall participate annually in the combined campaigns, which shall be coordinated by the Office of Public Information and Communication.
 - (b) Standards of Eligibility. An organization eligible for participation in the Portland School district combined community drive must be an organization which is either: (1) a joint fund-raising organization which is a federation of five or more constituent organizations providing or supporting health, education, conservation or human welfare services predominantly in Oregon and with significant services in Multnomah County; or (2) a fund-raising organization which is disbursing/granting funds to five or more constituent organizations providing or supporting health, education, conservation or human welfare services predominantly in Oregon and with significant services in Multnomah County; or (3) an organization providing health, education, conservation or human welfare services predominantly in Oregon with significant services in Multnomah County which is not receiving funds as a member of a joint fund-raising organization nor is a disbursee/grantee of a fund-raising organization; or (4) the Portland School District Foundation. The organization shall also in its own name regularly seek and receive significant support through a system of public requests. Not more than nine organizations meeting these criteria and which are selected by a committee chaired by the district's General Counsel shall be placed on the list of those organizations certified by the superintendent as being eligible to receive contributions from district employees via payroll deduction, provided the requirements set forth below have been satisfied. The selection committee shall consist of five persons and shall annually review proposals and select those organizations, which in its judgment will provide students the best

3.30.037-P Solicitations – Community Campaigns

examples to further the educational objectives stated in the first paragraph of this policy. Federations meeting the educational objectives shall be given priority consideration. Concerns regarding the selection may be addressed to the superintendent within 30 days of the selection committee decision. Each federation or united fund, hereafter referred to as "Charitable Organization," is responsible for ensuring that all of its member organizations meet the established criteria prior to filing for permission to participate in the combined campaign drive.

- (A) Federal Exemption. Each Charitable Organization must be exempt from tax under Section 501 (c)(3) of the Internal Revenue Code. Contributions to such Charitable Organization and each of the respective members and/or grantees of that Charitable Organization shall be deductible for federal income tax purposes under Section 170 of the Internal Revenue Code of 1954. An advance ruling on its exempt status shall meet this requirement.
- (B) Registration and Reporting. Each Charitable Organization must be in compliance with Oregon state laws governing nonprofit organizations and assure the district that each organization represented by it is also in compliance with the laws. Therefore, each Charitable Organization must be registered as a Charitable Organization with the Secretary of State and with the Attorney General as may be required, unless specifically exempt from registration by state law.
- (C) Nondiscrimination. Each Charitable Organization must have a policy and procedure of nondiscrimination in regard to age, color, creed, disability, marital status, national origin, race, religion, sex and sexual orientation applicable to the policies and actions of the constituents of the Charitable Organization and its members and/or grantees.
- (D) Organization Structure. Each Charitable Organization in the combined fund drive and each of its respective members/grantees shall be governed by a Board of Directors, which serves without compensation. Each Charitable Organization participating in the combined fund drive shall assure the district that it has the express permission of the Board of Directors of each member/grantee represented by the Charitable Organization for the use of its name and participation in the fund drive.

3.30.037-P Solicitations – Community Campaigns

- (E) Annual Report/Financial Statements. Each Charitable Organization and each of its respective members/grantees shall make available to the general public on request copies of its annual report including its most recent financial statement. Each Charitable Organization and each of its respective members/grantees shall make available to the general public upon request a report describing the program expenses and fund-raising expenses for its organization. By July 1 each year, each Charitable Organization must certify to the superintendent that its ratio of collection and administration costs when compared to the dollars distributed to its grantees is no greater than 20 to 80. The certification shall be accompanied by the most recent report it filed with the Oregon Attorney General.
- (F) Single Campaign. No Charitable Organization shall, in any calendar year, conduct more than one fund drive through the district payroll deduction system.
- (G) Integrity of Operations. Each Charitable Organization must have at least one-year history of service.
- (H) Definition. Each Charitable Organization must:
- (i) Be an incorporated institution;
 - (ii) Be organized as a nonprofit corporation;
 - (iii) Separately account for funds and donations committed to charitable use;
 - (iv) Not operate for the profit or private advantage of the organization's founders and officials;
 - (v) Have charity or community service as its primary, if not sole, object and must be performing in a manner that furthers that object;
 - (vi) Conduct its activity for the direct good or benefit of the public or community at large. Public benefits must be a primary purpose rather than a by-product;
 - (vii) Not be established primarily for the benefit of its members;
 - (viii) Have a strong element of gift and giving present in the organization's activities relating to those it serves. The element of gift and giving should be something of value to a recipient with no expectation of compensation or remuneration. Forgiveness of uncollectible accounts does not by itself constitute a gift of giving.

3.30.037-P Solicitations – Community Campaigns

- (c) If the activity of the institution relieves a government burden, it is an indicator that the institution may be charitable or providing a community service.
- (2) **Winter**. One community organization will be designated annually by the Board for the annual winter charitable campaign. Each year, the Board shall examine the requests of social service and cultural organizations to solicit funds in the schools. One organization meeting the criteria of significance in one of those areas may be authorized to conduct a fund-raising campaign in the schools, according to the rules below. It is the intent of the Board that an organization meeting these criteria will be eligible for selection in successive years so designated will be selected in subsequent years absent other campaign proposals with comparable educational or community impact.
- (3) **Spring — Young Audiences**. Schools shall participate annually in the campaign for funds by Young Audiences.
- (4) **Procedures for Fund Raising**.
- (a) **All Drives (fall, winter, spring)**.
- (A) Membership or other participation in activities either of individuals or classrooms shall not be limited to those contributing to fund raising.
- (B) Arrangements for and the method for collection of funds shall be developed in accordance with the nature of the fund drive in consultation with the office of the superintendent. Awards and/or recognition shall be based on participation and/or effort and not on monetary factors. Such temporary record keeping as required by the nature of the fund drive shall be permitted, but publication of comparative data is not permitted.
- (C) No definite amount shall be apportioned to be raised.
- (D) No contest shall be proposed which has for its object the comparison of amounts raised in the various schools, nor shall any incentive be used to encourage large donations.
- (E) The campaigns shall be under the supervision of the office of the superintendent. Each September, the superintendent shall assign a staff member a liaison to the Board in organizing, selecting and conducting the annual fund drives. The staff person designated shall select a liaison team to assist in the campaigns.

3.30.037-P Solicitations – Community Campaigns

- (F) Assigned staff and Board liaison members and organization liaison teams shall serve as a facilitating committee for the fund drives.
 - (G) Once an organization is selected and a fund drive authorized, it becomes an officially sanctioned effort of the district, and the cooperation and participation of all schools is requisite unless the liaison committee formally excuses a school.
- (b) Fall - Combined Fund Drive.
- (A) Portland School District Combined Fund Drive Committee shall be established to assist in the coordination of a single, annual, combined fund drive each fall during the month of October. The committee shall be composed of not more than 10 employees appointed by the superintendent for a term of two years. Terms shall be staggered.
 - (B) All costs such as printing of brochures, preparation of slide presentations and other promotional costs shall be the responsibility of those organizations designated to participate in the combined fund drive. In circumstances where costs cannot be associated with a particular Charitable Organization, the costs shall be shared in a percentage relating to the total funds distributed.
 - (C) Role of the Committee.
 - (i) The committee shall be a coordinating committee, which shall review and monitor the activities of the participating Charitable Organizations and report to the superintendent.
 - (ii) The committee shall annually print and distribute an application form, which Charitable Organizations must use to apply for participation in the fund drive.
 - (iii) The committee shall evaluate each application based on its criteria and determine which Charitable Organizations shall participate in the one, annual combined fund drive to secure funds from employees through payroll deduction or other payment method.
 - (iv) The committee shall establish implementation guidelines for combined fund drive
 - (v) Activities within the various schools and departments in the district.

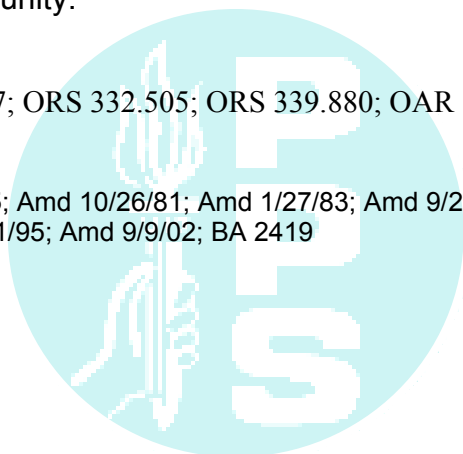
3.30.037-P Solicitations – Community Campaigns

(c) Winter Drive.

- (A) Each September, the Board chair shall designate one Board member to represent the Board and to work with the assigned staff member to determine if the incumbent campaign should continue as the Board's choice.
- (B) The organization to conduct the community fund drive will be notified not later than November 1 each year and the schools are to be notified of the campaign dates no later than the end of November each year.
- (C) Individual schools may additionally establish a winter campaign for the school. This campaign shall stress the educational objectives set out in this Board policy and be particularly relevant to the school's neighborhood and the student/parent community.

Legal References: ORS 332.107; ORS 332.505; ORS 339.880; OAR 137-025-0020 et seq.; OAR 581-022-1660 (2)

History: Adpt 6/71; Amd 10/27/75; Amd 10/26/81; Amd 1/27/83; Amd 9/26/85; Amd 7/14/88; Amd 12/10/92; Amd 2/25/93; Amd 8/31/95; Amd 9/9/02; BA 2419



3.40.030-P School Demonstrations

- (1) The Board of school district No. 1 recognizes the district's has as a paramount concern the safety and well being of the students, staff and other personnel in the schools. The Board further has responsibility for maintaining uninterrupted educational programs for all of its students. Students have a right to an education and the Board intends to protect that right in the event of a demonstration or other disorder disruptive to the school environment. The Board also is concerned for the protection of school property and facilities in such an event. Therefore, the Board of Education of school district No. 1 will take all lawful and the legal steps necessary to achieve these ends through the emergency procedures developed by the superintendent and implemented by building principals to assure that schools will respond effectively to all contingencies and that the preparedness of staff to cope with such disruptions and coordination of plans, as appropriate, with civil authorities will be prepared to cope with all emergencies of a disruptive nature that occur. Further, the Board asks that each student, each teacher, each administrator, and each parent assume personal responsibility to encourage the kind of sober civil relationships that are essential to an orderly society and an educational environment conducive to learning.
- (2) Operating Principles for Controlling School Disturbances Demonstrations.
- (a) Accountability. Disorder and disruption of the school process for any reason will not be tolerated, and persons attempting such actions shall be held accountable.
 - (b) Law Enforcement. In order to ensure safe and orderly school operations, the district fully intends to enforce all laws and to seek prosecution of those who violate them. Students involved in school disruptions, vandalism, violence or other illegal acts will be subject to suspension or expulsion from Portland schools.
 - (c) Personnel Responsibility. In both preventing and resolving student unrest and demonstrations, all district personnel must plan important and responsible roles.
 - (A) Teamwork is essential at all levels in handling student disorders. Only through teamwork on the part of the school building employees, central administrators, and the Board can disruptive actions be counteracted and the rights of all protected.
 - (B) Any school employee who promotes violation of Board policy, regulation, or school rule, or who promotes student unrest or disruptive behavior will be regarded as insubordinate, as

3.40.030-P School Demonstrations

having violated basic professional obligations, and will be subject to suspension from and/or termination of employment.

Legal References: ORS 332.072; ORS 332.107

History: Adpt 6/71; Amd 9/83; Amd 9/9/02; BA 2419



Civic Engagement and Unrest

A Tool Kit for Resilience
and Empowerment★



PORTLAND
PUBLIC
SCHOOLS

Table of Contents★

Message from the Superintendent	3
Talking Points for Senior Leaders	5
Expectations for Day Of and Beyond	10
Lesson Plans	12
Professional Development	17
Directory of Internal/External Supports for Students	19
Guidelines for Political Speech	21
PPS Hate Speech Protocols	22
Support for Staff	25

Message from the Superintendent ★

American democracy offers a myriad of ways to participate and engage. We are in a time of increasing social division, young people demanding a racial reckoning, a global pandemic, an economic crisis, and the threat of continued violent riots. The 2020 presidential election and aftermath are further testing our community and country. They challenge us to ask ourselves: *Who are we, and what do we want for our future?*

As educators, we have an opportunity and obligation to support our students (most of whom are not yet of voting age) by helping them understand how our democracy works and ensuring they have the objective knowledge of current issues to put in context the outcomes of an election. We have a responsibility to make sure our students understand that civic participation is necessary for our democracy to thrive. The more our students know about our systems of government, the more prepared they will be to engage in critical civic discourse and participate in the betterment of our community. Additionally, our values of racial equity and social justice require us to provide culturally responsive curriculum and instruction. We must assist students to develop critical consciousness and sociopolitical awareness to challenge injustice and disrupt inequities and oppression of any group of people. Public education can be a powerful antidote for the lack of civility we often see in political discourse today. We have the skill and practice to support students as they develop their own critical thinking and empowerment skills.

Now more than ever, we need the next generation of leaders to demonstrate the characteristics outlined in our vision, [PPS reImagined](#). The heart of our vision is the Graduate Portrait. It is our promise to our students and families. At this moment, our students are called upon to navigate and adapt to complex challenges, and three elements of the graduate portrait are especially applicable:



- **Resilient and Adaptable Learners** where students can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it. 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.
- **Reflective, Empathetic, and Empowering Graduates** where students 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.
- **Transformative Racial Equity Leaders** where students understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They can deconstruct the dominant narrative and change it to a more balanced and inclusive one. 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.

I want to encourage all of the adults in our PPS community to draw upon our reserves of resilience to support our students' learning and the contextualization of this time in our democracy. I believe as strongly as ever in the power of democracy and our role as educators to support it. If we want to champion positive transformative change, we have to fight misinformation with education and support the principles of a just democracy. I want to continue to stress the importance of everyone in our PPS community coming together to support one another. By recognizing our mutual interdependence, we can continue to strengthen our school system so that our students are empowered and prepared for all the challenges before us.

We updated and adapted our 2020 Election Tool Kit into our **Civic Engagement and Unrest: A Tool Kit for Resilience and Empowerment**. It contains information, guidance, and resources to assist staff preparation for the inauguration and beyond. This tool kit includes an outline of staff expectations, access to lesson plans that align with our graduate portrait, election and civics content, professional development tools for educators, a directory of internal and external supports for students, our Guidelines for Political Speech and PPS Hate Speech Protocols, and a list of additional supports for staff. This tool kit can also be found on the PPS Site Admin Portal and will continue to be updated over time.

Guadalupe Guerrero

Superintendent



Talking Points for Senior Leaders★

As leaders and educators, we are uniquely situated and directly responsible for supporting our students' learning and contextualization of civil unrest and compounding crises. As we have become all too familiar with in the past year, such events often create conditions that threaten the well-being and the safety of students and staff.

Delivering on our responsibilities to students and addressing safety require all of the staff of PPS to engage in thoughtful and adaptive *preparation*, *mutual support*, and a collective *focus* on modeling and teaching the characteristics we espouse in our Graduate Portrait.

In the Educator Essentials attributes from the [PPS Vision](#), PPS staff are called upon to be:

- **Adaptive & Resilient** with a commitment to “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.”
- **Consistent & Reliable** with “consistently high expectations and levels of preparedness so they can best respond to the needs of the students in front of them.”
- **RESJ Centered** with a commitment to be “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.”



What is expected of me?

We can expect further civil unrest on Inauguration Day in particular, as well as the days leading up to the inauguration and possibly beyond. As a leader, it is your responsibility to prepare, in advance, you and your team for events that we can reasonably anticipate will have distressing repercussions for our student and staff, including the January 20 Inauguration Day. Preparations should include addressing potential impact in advance, including:

- Schedule a team meeting.
- At the meeting, review the Superintendent’s message and the PPS Civic Engagement and Unrest Toolkit.
- Reinforce the themes of resiliency and empowerment. Discuss how those themes apply to the events of January 6 and Inauguration Day and beyond for your team.
- Make a plan for Inauguration Day, the day after, and beyond. Get specific:
 - Your direct reports who are team leaders should plan their team meetings and individual check-ins with their direct reports in advance of Inauguration.
 - Review the internal and external supports and resources available to our students, staff, and communities, identified in the PPS Civic Engagement and Unrest Toolkit.
 - Anticipate what may occur leading up to and after the inauguration. Engage your team in walking through different scenarios, and the expectations of one another, how each person will handle those scenarios. Identify any supports needed.
 - While we want to prepare for unrest, Inauguration Day is traditionally a time for celebration of the peaceful transition of power fundamental to American democracy. You may want to consider a joyful recognition of Inauguration Day as part of your planning, demonstrating one of our Core Values, Joyful Learning & Leadership.

Joyful Learning & 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.

- Set aside times you and your team will be available for one another.
- Remind staff of the guidelines regarding [political speech](#) by public employees.
- Practice optimistic closure. The PPS Vision and Graduate Portrait paint a compelling vision.

From the Superintendent’s message: “Public education can be a powerful antidote for the lack of civility we often see demonstrated in political discourse today. We have the skill and practice to support students as they develop their own critical thinking and empowerment skills.”

- Check in with your direct reports regarding their readiness and ability to follow through on your and the district’s expectations.
- Reach out with questions and for support.



Staff Expectations

While the result of the election has consequences for our staff members on a personal level, we also have an obligation as public school employees to present an objective, non-biased view of the election. To that end, we have the following expectations of staff members leading up to and following the determination of the election results:

Do:

- Share factual information about the electoral process with students.
- Acknowledge the context of what is happening in the community, state, and in this case, the U.S. capitol. Ignoring or minimizing what may be causing significant anxiety is another form of trauma.
- Support students through [culturally responsive practices and strategies](#). Be prepared with an activity that allows them to give voice to what they are experiencing. You know your students and classroom. This is about creating community and acknowledging that every individual has a right to feel whatever it is they are feeling. Their reality and feelings are not up for debate. Set classroom expectations for the activity you choose.
- Make space for students to share their feelings in a productive manner. Using sentence prompts such as "I feel..." Be prepared to move students to a virtual breakout room if hateful or discriminatory comments are made.
- Only share factual information with students. To answer questions, say, "That's a really good question and I don't know the answer, but we can try to find out together."
- Encourage students to find support among friends and loved ones and encourage students to seek support when they need it. Help students identify who their support network is and suggest adults such as counselors and social workers if they need it.
- Promote empathy with your students. Empathy is not only good for those around you, but it can also promote good health, lower stress, and prevent burn-out while connecting you to other people in deep and meaningful ways.
- Continue to practice routines to provide a sense of normalcy for students.
- Encourage students to practice some basic emotional and self regulating skills which may include: taking breaks when they need them, getting outside if possible, avoiding social media, eating healthy foods, getting enough sleep, and giving themselves grace and acceptance for what they feel.



Don't:

- Share personal feelings about the winner/loser of the election.
- Make assumptions that families and students share your personal views of President-Elect Biden and President Trump.
- Make inflammatory comments about any of the parties, politicians, or their policies.
- Ignore discriminatory behavior or words. Address them in the moment and refer to [district resources](#) on responding to hate, bias, or discriminatory speech.

Support for Students and Families

Like all of us, students and families are experiencing uncertainty, stress and anxiety related to the November election and its fallout, the pandemic and economic fallout, the racial uprising, and climate change. We know our students who are Black, indigenous and people of color, and their families, experience this trauma differently and more intensely.

To offer support, we've gathered internal and external supports, listed by school, in the PPS [PPS Menu of Student and Family Supports](#). This catalog shows what we are currently offering and establishes new ways that our PPS students and families can access supports during this season of comprehensive distance learning.

Additional Resources

Serving Immigrant Families:

PPS remains committed to creating safe and inclusive learning environments for all of our students regardless of race, gender, gender identity, religion, ethnicity or immigration status. The link below provides a full list of resources for immigrant families.

<https://www.pps.net/domain/4352>

RESJ Partnerships:

PPS continues to partner with culturally specific organizations to help serve and support our students. The link below highlights our partner organizations here to support students.

<https://www.pps.net/Page/15401>

ACLU - Know your Rights

Everyone has basic rights under the U.S. Constitution and civil rights laws. Learn more here about what your rights are, how to exercise them, and what to do when your rights are violated.

<https://www.aclu.org/know-your-rights/>



Expectations for Day Of and Beyond ★

PPS is preparing for several potential scenarios that may occur as a result of civil unrest this year. Below is detailed information PPS Leadership will utilize for decision making during inauguration week.

Criteria for suspending in-person- transition to CDL for MS/HS and other in-person school based activities/work

Student & Employee Safety

- Civil disturbance active protesting on campus
- Civil Disturbance near campus prevents students and staff from safely going to and from campuses

Extensive Building Damage

- Broken windows
- Extensive hate speech
- Fire damage
- Utility outages

Student Attendance During Protests

- PPS is not sponsoring any student-led protest, but we do recognize students' constitutional right to freedom of expression.
- Staff who learn of organized student walkouts/protests should communicate with Elisa Schorr, Area Senior Director of High Schools (ewinger@pps.net), and Molly Emmons, Director of Security (memmons@pps.net).
- Student led-walkouts/protest, if students in MS/HS grades choose to leave campus during in-person(hybrid instruction) to participate in a walkout/protest will not be monitored by district staff once they have left PPS property. PPS staff (teachers, support staff, administrators) will remain on campus and continue to attend to students who remain in the classroom. PPS staff to the best of their ability will identify students who have left campus to engage in the walkout/protest and will attempt to notify parents/guardians in a timely manner. PPS cannot ensure student safety once students have left a PPS campus.
- During Hybrid and/or Comprehensive Distance Learning, student-led protests on school grounds do not interrupt class instruction. PPS staff (teachers, support staff) will continue with scheduled work, whether virtual or elsewhere, attending to those students who remain in distance learning instruction, unless directed otherwise by a school administrator.



Student Attendance During Protests (continued)

- During CDL, attendance can occur through attending a virtual class meeting, students submitting work, or students communicating with the teacher. These methods allow flexibility for students who need to log in and access material at a different time on any school day. Because of that flexibility, physical attendance tracking during previous protests is not possible during CDL. Student participation should not result in an absence if they adhere to logging in within the 24 hour window of the class day and completing the work.

Timing of Decisions

- EOC Team will convene regularly to monitor the situation.
- EOC will assess current situations and make closure recommendations to the Superintendent

Campuses at Higher Risk for Protests by location and/or school name/mascot (no known threat at this time)

- Lincoln
- Jefferson
- Cleveland
- MLC
- Chapman
- Grant
- Scott
- Sabin
- Vernon
- James John
- Kenton
- Woodlawn
- Lent

Mitigation Efforts to Protect Higher Risk Campuses

- Cover windows where statues are visible
- Dedicated security patrols
- Intrusion alarms single trip

Response & Recovery-Clean Up Strategies for Building Damage

- Increase number of on-call maintenance
- Emergency contract for clean-up/repair

School Based - Limited In Person Activities

- Operations
 - Maintenance
 - Custodial
 - Security
 - Nutrition Services
 - Meal distribution: Monday - Friday. 3:30 - 4:30
 - Construction
 - IT distribution
- Instruction
 - Transportation
 - Hybrid & CDL support (administration and educator)
 - Athletics
- 3rd Party / Other
 - Childcare
 - SUN



Lesson Plans★

The Office of Teaching and Learning's Humanities Department has curated lessons plans and resources to help educators engage with students throughout the school year and align to our vision, PPS reImagined: *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.*

Lessons will align with the following attributes of the Graduate Portrait:

Resilient and Adaptable 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.

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.

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.



Elementary Resources and/or Lesson Plans

[Kindergarten - 5th Grade 2020 US Presidential Election Lessons for LA / SS \(ELA Courses on Atlas\)](#)

[Reflecting on Events of January 6th](#) (3rd-5th): PPS 4th grade educator, [Jai Blair](#) of Woodlawn Elementary School assembled this slide show to help students understand and process the recent events on Capitol Hill. (Includes all partner languages)

Time for Kids Chaos at the Capitol (2nd-5th): [Google Slides](#) or [PDF](#) (Includes all partner languages)

PBS- [Classroom resource: Three ways to teach the insurrection at the U.S. Capitol](#)

Common Sense Media: [Talking to Kids About the Violence at the U.S. Capitol / Cómo hablar con los niños sobre la violencia en el Capitolio de los Estados Unidos](#)

Common Sense Media: [Explaining the news to our kids / Cómo hablar con tus hijos sobre las noticias](#)

[Seven Lessons from Mister Rogers](#): The host of Mister Rogers' Neighborhood taught kids critical emotional and social skills that are still relevant to children and adults today.

Teaching about the Capital Coup Attempt: [A presentation to guide classroom discussions](#): a collection of resources compiled by Aubrey Pagenstacher, librarian at Ainsworth

Middle School Resources and/or Lesson Plans

PBS Classroom resource: [Three ways to teach the insurrection at the U.S. Capitol](#)

Common Sense Media: [Talking to Kids About the Violence at the U.S. Capitol / Cómo hablar con los niños sobre la violencia en el Capitolio de los Estados Unidos](#)

Common Sense Media- [Explaining the news to our kids / Cómo hablar con tus hijos sobre las noticias](#)

[Ida B. Wells Education Project](#): 5 Tips for Teaching in Time of "Civil Unrest"

[Beyond the Spotlight](#): Resources for teachers on the days after the attack on the U.S. Capitol.

[PBS-Structured Academic Controversy](#): A highly structured, small group discussion that is designed to help students achieve three goals: 1) to gain a deeper understanding of an issue, 2) to find common ground, and 3) to make a decision based on evidence and logic.

[American Federation of Teachers](#): THIS MOMENT IN TIME: NAVIGATING UNPRECEDENTED HISTORICAL EVENTS.



[American Federation of Teachers Foundations of Democracy and Government:](#)

Wondering what makes a democracy tick? Share My Lesson's Foundations of Democracy collection provides access to lesson plans, resources and professional development for educators to help students understand what democracy is and why it is so important.

[iCivics: Peaceful Transfer of Power:](#) For over two centuries, American political offices have peacefully transferred power after every election. Use this infographic to show students how precedent, tradition, and legitimacy have helped create this democratic norm. Consider the importance of a peaceful transfer of power and why it is important to a democratic form of government.

[Facing History and Ourselves:](#) Fostering Civil Discourse: A Guide for Classroom Conversations.

Oregon Jewish History Museum and Center for Holocaust Education: [Curiosity and Questions: Navigating Critical Conversations](#)

[iCivics Election 2020:](#) Provides students with election-focused civics games and lesson plans that include simulations, vocabulary development, graphic organizers, and active participation opportunities.

[Digital Civics Toolkit:](#) Offers a collection of resources for educators to support youth to explore, recognize and take seriously the civic potentials of digital life.

[Library of Congress:](#) Teach students the Electoral College through Math and U.S. History Lenses

[Next Up:](#) Leadership development and civic opportunity for young adults with local Oregon organization

[OPB-PBS: The Election Collection:](#) Middle and high school educators across the U.S. are empowering students to share their take on issues that matter to them. Learn how your students can create and publish audio or video commentaries for a national audience.

[KQED's Youth Media Challenge: Let's Talk About Election 2020:](#) Students have a lot to say to the president-elect. Students care deeply about the issues that will impact their lives - both leading up to the election and through the inauguration. Get inspired by their powerful commentaries, covering everything from the COVID-19 pandemic to climate change and immigration.

[Teaching about the Capital Coup Attempt: A presentation to guide classroom discussions:](#) a collection of resources compiled by Aubrey Pagenstacher, librarian at Ainsworth

Civic Engagement and Advocacy: [Teaching Tolerance Election 2020](#)

Critical Thinking - News sources: [Teaching Tolerance Digital Literacy](#)



High School Resources and/or Lesson Plans

C-SPAN [Lesson Plan: Learning from Previous Presidential Transitions](#)

C-SPAN [Lesson Plan: The History of Contested Presidential Elections](#)

PBS- [Classroom resource: Three ways to teach the insurrection at the U.S. Capitol](#)

[CNN10](#): News for young adults explained in 10 minutes.

Common Sense Media- [Explaining the news to our kids](#)

[Ida B. Wells Education Project](#)

Article- [Tomorrow is Not Simply Another Day at School](#)

[Mikva Challenge - Attack on Capitol](#) - Lesson ideas

[Civic Disobedience](#) - Learning Plan from Teaching Tolerance

[PBS-Structured Academic Controversy](#) (strategy & notetaker)

[Fostering Civil Discourse](#): A Guide for Classroom Conversations

[American Federation of Teachers](#): This moment in time: Navigating unprecedented historical events

[ELA GVC 9-12 Civic Engagement Connections](#): See this quick overview to see where civic engagement topics are embedded in the high school English GVC units and lessons.

Oregon Jewish History Museum and Center for Holocaust Education: [Curiosity and Questions: Navigating Critical Conversations](#)

PPT (Robert May in Maryland) [Making Sense of January 6, 2021: A failed attempt to upend American democracy](#)

[Oregon Historical Society 9th-12th Curriculum](#): In this curriculum, students will learn about the rights and responsibilities of U.S. citizens as well as the steps they can take to actively participate in civic life. Educators can use the curriculum with or without a museum visit.

[Next Up](#): Leadership development and civic opportunity for young adults with local Oregon organization

[Digital Civics Tool Kit](#): Offers a collection of resources for educators to support youth to explore, recognize and take seriously the civic potentials of digital life.

[Library of Congress](#): Teach students the Electoral College through Math and U.S. History Lenses



High School Resources and/or Lesson Plans continued...

[The New York Times](#): Writing Prompts, Challenges, Lesson Plans and Other Resources for Teachers and Students.

[OPB-PBS: The Election Collection](#): Middle and high school educators across the U.S. are empowering students to share their take on issues that matter to them. Learn how your students can create and publish audio or video commentaries for a national audience.

[KQED's Youth Media Challenge: Let's Talk About Election 2020](#): Students have a lot to say to the president-elect. Students care deeply about the issues that will impact their lives - both leading up to the election and through the inauguration. Get inspired by their powerful commentaries, covering everything from the COVID-19 pandemic to climate change and immigration.

Civic Engagement and Advocacy: [Teaching Tolerance Election 2020](#)

Critical Thinking - News sources: [Teaching Tolerance Digital Literacy](#)



Professional Development ★

Recent events in our city, state and in the nation have called for our educators and leaders to support our students by facilitating meaningful and engaging conversations. We want to ensure that all educators are prepared to facilitate meaningful and engaging conversations with students on a range of topics associated with our current circumstances.

The following may help lead to constructive, thoughtful conversations:

Talk about issues and not personalities – This is from the lens that many people in our community supported both candidates, and we don't want to increase the divide by focusing on the people. What are the issues that people feel are important to express? What does this say about the divide in America?

Identify concerns – Let people talk about what they are sitting with. What are the things we need to be aware of and talking about

Process emotions – This is the most challenging part because people will be emotionally charged and we want to give people the opportunity to express their emotions.

Process next steps – How do we come together to combat the divisive nature of our country and communities? What do we need to do to support each other with conversations, gatherings and events designed to invite diverse groups to work together?

Let's Talk is a guide from Teaching Tolerance to help educators facilitate critical conversations with students:

[Teaching Tolerance: Lets Talk! Facilitating Critical Conversations with Students](#)

Facing History and Ourselves: Fostering Civil Discourse

https://www.facinghistory.org/sites/default/files/publications/Fostering_Civil_Discourse.pdf

The Teaching Channel: Teaching Respectful Talk

<https://learn.teachingchannel.com/video/speaking-respectfully-nea>



Resilience Building Approach

Students, families and staff are facing incredible stress. We know our BIPOC students and families experience this trauma differently and more intensely. And we know how important building resilience is as we talk about the election and potential consequences. Consider the following:

1. Talk with your students about how to identify and adopt self care practices.
2. Encourage students not to lean into despair. As much as possible, try to redirect to asset based and positive outlooks during discussions. Try to motivate students to reflect on opportunities for growth, learning and optimism.
3. Encourage students to stay Informed and get information from trusted news sources, but be sure to take breaks from the screen and the news.
4. Encourage students to find support among friends and loved ones and encourage students to seek support when they need it. Help students identify who their support network is and suggest adults such as counselors and social workers if they need it.
5. Promote empathy with your students. Empathy is not only good for those around you, but it can also promote good health, lower stress and prevent burn-out while connecting you to other people in deep and meaningful ways.

[Brene Brown: The Power of Empathy](#)

Social Emotional Learning

PPS Office of MTSS created the following presentation to help build and deepen your classroom community: [Community Meeting Slides](#)

Casel created the following presentation to help promote equity and healing: [CASEL - Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) Roadmap for Reopening School](#)

American School Counselor Association:

<https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/helping-students-troubling-times>

Guiding Principles to a Trauma-Informed Approach (Visual)

https://www.cdc.gov/cpr/infographics/00_docs/TRAINING_EMERGENCY_RESPONDERS_FINAL.pdf

Conversations About Race

Edutopia created this culturally responsive piece to support talking about race in the early elementary classroom: [Edutopia: How to start talking about race in the early elementary classroom](#)

Teaching Tolerance curated lessons to support learning about Race and Racism:

[Teaching Tolerance: Teaching About Race, Racism and Police Violence](#)



Directory of Internal/External Supports for Students★

PPS provides resources and support for students and families throughout the year. If the civic unrest proves stressful for students, below are several internal and external resources and services to support our students.

Existing Menu of Student and Family Supports

This summer, Portland Public Schools educators, central office leaders, public health professionals and community leaders, came together to build a comprehensive plan to ensure that in this time of distance learning, our PPS students and families have the resources and supports they need. This guide provides a full list of resources by school.

[PPS Menu of Student and Family Supports](#)

The Office of Student Support Services fosters empowered living for every student, family, and staff member by collaborating with them to provide student-centered responsive services and programs. These systems of support will enhance academic and social-emotional learning while also being inclusive of all abilities and cultures. School based counselors and social workers are integral to student success during this time.

Counselors - School counselors focus on helping students address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student-teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.



- [Framework for PPS School Counselors](#)
- **Crisis Response Group for Black/African American Students:** Here is the [flyer](#) and FAQ's, [link to register](#), [video](#).
- **Middle School Native Student Meeting:** Jeanette Scantling, Counselor at Metropolitan Learning Center, is hosting a weekly Middle School Native Student Meeting starting Mondays, October 19th at 12:15-1:00 p.m. Please let your native students know and share [the flyer](#).

Social Workers - Social workers work to decrease barriers to learning created as a result of systemic racism, poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to historically underserved populations of students that have a high risk for truancy and dropping out of school, such as youth who are homeless or in foster care, students who identify as immigrants or refugees, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. Social workers work closely with teachers, administrators, other educators, parents, and caregivers to provide coordinated interventions and consultation designed to keep students in school and build upon family and student strengths to access the culturally responsive supports needed to promote student success.

Serving Immigrant Families:

PPS remains committed to creating safe and inclusive learning environments for all of our students regardless of race, gender, gender identity, religion, ethnicity or immigration status. The link below provides a full list of resources for immigrant families. <https://www.pps.net/domain/4352>

RESJ Partnerships:

PPS continues to partner with culturally specific organizations to help serve and support our students. The link below highlights our partner organizations here to support students. <https://www.pps.net/Page/15401>

Additional Resources to help student process the election

[Helping Students Process the 2020 Election](#)

ACLU - Know your Rights :

Everyone has basic rights under the U.S. Constitution and civil rights laws. Learn more here about what your rights are, how to exercise them, and what to do when your rights are violated. <https://www.aclu.org/know-your-rights/>



Guidelines for Political Speech★

Our role as educators and public employees is clearly defined when it comes to political speech. Oregon law strictly limits political activities that public employees may engage in during work hours. Under Oregon’s “Solicitation of Public Employees” law, ORS 260.432, public employees may not, during work hours, promote or oppose election petitions, candidates, political committees or ballot measures.

To provide additional clarification, our PPS legal department outlined specific activities and examples applicable to this law. This guidance can be found here:

[Campaign Guidelines for Public Employees](#)

It is also important to distinguish between speech that affirms our values and vision from political speech. In particular, language that supports our values of racial equity and social justice is not political speech. We also understand that **Black Lives Matter (BLM)** may be controversial for some members of the community, and PPS encourages thoughtful debate of this and other contemporary issues.

Back Lives Matter is a statement of social justice aligned with our commitment to authentically affirm the identities of students, families and staff.

Support of BLM is not a political statement, nor is it associated with a specific candidate or political campaign. It is **not a violation** of our policy for staff or students to have BLM-branded items, such as clothing, email signatures, etc.



PPS Hate Speech Protocols★

PPS does not tolerate hate speech nor acts of discrimination. In 1997, PPS adopted the Non-Discrimination/Anti-Harassment Policy which has been amended throughout the years to respond to emerging situations. The intent of the policy is to provide a culture of safety for students, families and employees by outlining protected classes, providing mechanisms for complaints and reporting to ensure the safety and well-being of all. The district's protected classes include: age, national origin, disability, economic status, race, religion, gender, sexual orientation, and gender expression or identity. The policy also provides consequences for those who engage in discriminatory practices, dismissal of staff and trespass of parents and volunteers.

In response to the increasing number of hate speech incidents, a cross functional team worked to develop a consistent set of actions to respond to these incidents. These are outlined in [PPS Hate Speech Protocols](#). These protocols include guidelines for notification, reporting and communications support. If there is a hate speech incident, all staff are encouraged to access these protocols and follow them. It's also important to consistently 1) denounce the act; 2) reaffirm PPS values of racial equity and social justice; and 3) support targeted students.

In addition to following our protocols, we are also asking everyone to be vigilant about recognizing hate symbols in your virtual and physical environments that impact students. The Antidefamation League collates a [hate symbol database](#) that we asked operations staff to be aware of and to report any use of these symbols on school properties.

This fall, the State Board of Education adopted the The [All Students Belong](#) rule which prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.—the swastika (outside of a religious context), the Confederate flag, and the noose. The temporary rule took effect on September 18, 2020. It requires districts to adopt and implement policies and procedures that prohibit the use or display of the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curricula that are aligned with the Oregon State Standards by January 1, 2021. The PPS Board of Education will begin considering policy updates in mid November in order to adopt and implement updated policies by the established deadline.

Additional resources can be found at [PPS.net/ResponsetoHateSpeech](https://pps.net/ResponsetoHateSpeech)



Hate speech versus political speech

It is also important to distinguish between hate speech and political speech. Hate speech is not protected by “free speech” and both PPS and state policies prohibit the use of hate speech. Below are five common defenses of hate speech and practical suggestions to redirect adapted from Western State Center’s *Confronting White Nationalism in Schools Tool Kit*:

Common Defense of Hate Speech

Practical Suggestions to Redirect

PPS Vision - Graduate Portrait

“It’s about pride,
not prejudice”

Racial groups or historically marginalized groups gather and assert pride as a way to protest historic and current discrimination and cultural racism.

White pride cannot be equated with Pride month in support of LGBTQ communities, Native Pride, Latinx pride or Black Excellence.

Positive, Confident, 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.

Pride and confidence in one’s culture does not involve speech that denigrates or promotes violence towards others.

“This is a free speech issue”

policies support the rights of schools to prohibit hate speech.
We are responsible for cultivating a culture of safety for every student. Speech that threatens the safety of any students, particularly those who belong in protected classes is not tolerated at PPS.
The State Board of Education also prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.–the swastika (outside of a religious context), the Confederate flag, and the noose.

Hate speech is not protected speech.

A range of legally upheld

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.

Effective communication has the power to unite us across differences.

“This is all just political correctness by social justice warriors”

Working to cultivate safe and positive school climates is in alignment with our values and vision.
Here are two terms that have been co-opted and redirected in their intentions. Challenge those who mock them in defense of bigotry to replace the first with “basic respect for others” and the second with “people who are against racism.”

Prohibitions of hate speech are not efforts to be politically correct nor an attempt to limit discourse and debate.

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.

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.



Hate speech versus political speech continued

Common Defense of Hate Speech

Practical Suggestions to Redirect

PPS Vision - Graduate Portrait

“What about reverse racism?”

Data demonstrates systemic advantages for white people in all facets of life in the US. While members of any group may commit acts of bias against any other, these acts do not add up to the institutional and cultural racism that disproportionately produces negative outcomes for people of color.

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.

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 are post-racial, racism is over”

Since the horrible and violent events this summer, our community and country recognize the pernicious history of institutional and cultural racism present in our systems. We know that racially motivated hate speech incidents have increased over the past four years. We have work to do together, and we need to listen to understand and believe one another's experiences.

Inquisitive Critical Thinkers with Deep Core Knowledge: Students can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. 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

We know that to undo centuries of injustice and to rebuild a more racially just and equitable district, we must continue to remain steadfast in our commitment to racial equity and social justice.



Support for Staff

Employee Assistance Program

The [Employee Assistance Program](#) offers 24 hour crisis support, confidential counseling to any member of your household, legal services, and wellness programs.

For a complete list of services or to access services online go to www.MyRBH.com - access code: OEBC, Company ID for the Wellness Works Portal 10607.

You can also access services by calling 866-750-1327.

Be sure to reach out to your supervisor, if you have questions or need support.

