

Policy Committee Meeting
Monday, August 7, 2023 4:30 PM

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

Agenda

1. Introductions
2. Committee's Work for 2023-24/Meeting schedule
 - New Policies or Carryover work from 2022-23
 - Foundations paying for school staff
 - 3.10.031-P Class Size - Adding language about equity between focus programs and neighborhood programs.
 - 6.10.030-P School Initiation and Closure -Define neighborhood school, define process and steps.
 - 4.10.045-P Student Assignment to Neighborhood Schools - Changes re noticing and public meetings for boundary changes, definition of a neighborhood school.
 - 2.20.010-P Naming School District Property.
3. Policies for revision/discussion/possible action
 - 2.50.020-P Student Education Records
 - 6.40.010-P Instructional Materials Selection
4. Policies for revision/discussion
 - 5.10.025-P Affirmative Action Policy-Update/discussion of conceptual changes
 - 3.60.040-P Nutrition Services, Meal Pricing & Purchasing-Discussion of proposed rescission/possible action.
5. Public Comment 5 *Two-Minute slots*
**To sign-up for public comment email PublicComment@pps.net or call Kara Bradshaw at 503-916-3906.*
6. Adjourn

3.10.031-P Class Size

The Board directs the superintendent to determine school staff allocation and class size guidelines for the district and to communicate that information to all district administrators.

Legal References: Legal References: ORS 243.650; OAR 581-022-1630; Tualatin Valley Bargaining Council v. Tigard School District 23J, Case No. UP-42-89, 11 PECBR 11/590 (1989); motion to stay denied, 11 PECBR 11/777 (1989); aff'd, 106 Or. App. 381 (1991); rev'd and remanded, 314 Or. 274 (1992); order on remand __ PECBR __ (1993).

History: Adpt 9/71; Amd 5/84; Amd 9/9/02; BA 2419



6.10.030-P School Initiation and Closure

School Initiation and Closure Policy

The district will initiate and close schools in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students, including those with special needs.

Efficient use of resources, fiscal responsibility and changing enrollment demand a process for analyzing which schools should be replicated, supported with innovative approaches, consolidated, or possibly closed based on a variety of factors. Those factors include financial impact, projected enrollment, quality of the facility, community impact, and expanded choice.

I. School Initiation Report

- (1) The Board shall determine whether schools will be initiated.
- (2) Board determination on school initiation shall be made only upon a recommendation by the Superintendent accompanied by a School Initiation Report which shall contain a full and adequate analysis of the following:
 - (a) How the proposed school enhances the district's overall educational program and student achievement policy, by addressing an unmet need or expanding a proven educational approach
 - (b) Financial impact
 - (A) Projected cost per student.
 - (B) Projected overall cost or savings to the district including impact on other schools
 - (c) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community and/or the district.
 - (d) Facility in which the school will exist, including building capacity, current and potential use of available space, cost of operations, ADA accessibility, physical condition, environmental concerns, and capital needs.
 - (e) Community/cluster analysis:

6.10.030-P School Initiation and Closure

- (A) how the proposed school location will provide students with greater equity of access to schools offering high quality educational choices
 - (B) how the initiation will affect other schools within the cluster, and, if applicable, schools outside the cluster, both in the quality of their educational programs and in the number of students attending them.
 - (C) support for the initiation, as indicated by demonstrated interest in attending the school and/or involvement in its development and commitment to its maintenance.
 - (D) proposed community partnerships.
 - (e) Operational plan for implementing the recommendation.
- (3) The Superintendent shall create a public process for reviewing school initiation recommendations with the community.

II. School Closure Report

- (1) The Board shall determine whether schools will be closed.
- (2) Board determination on school closure shall be made only upon a recommendation by the Superintendent accompanied by a School Closure Report which shall contain a full and adequate analysis of the following:
 - (a) Financial impact
 - (A) Actual cost per student.
 - (B) Projected overall cost or savings to the district including impact on other schools and potential transportation costs.
 - (b) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community.
 - (c) Facility in which the school exists, including building capacity, current and potential use of the facility, cost of operations, ADA accessibility, physical condition, environmental concerns, and capital needs.
 - (d) Community/cluster analysis:

6.10.030-P School Initiation and Closure

- (A) how the proposed closure will maintain or improve equity of access to schools offering high quality educational choices
 - (B) how the school closure and redistribution of students will affect other schools within the cluster and, if applicable, schools outside the cluster, both in the quality of the cluster's educational programs and in the number of students attending each school. Analysis of the location of the school in relation to other schools, community resources, and transportation options and barriers.
 - (C) history of requested and actual transfers into the school or out of the school's attendance area to other schools.
 - (D) current community partnerships and possible community impact.
 - (E) Operational plan for implementing the recommendation, including a map showing the new boundaries.
- (3) The Superintendent shall create a public process for the Board and Superintendent to review school closure recommendations with the community.
- (4) The Superintendent has the authority to close a school for up to one year in response to emergencies, including major facility or environmentally related problems. The Superintendent will keep the Board informed of the rationale for and expected length of any emergency closure.
- (5) The Superintendent shall develop administrative directives for implementing this policy, including the operation of a cluster based planning process, timelines that provide adequate notice to enable impacted parents and students to exercise choice, and management protocols for closing a school.

6.10.030-P School Initiation and Closure

Legal References:

History: Adopted 6/16/2003

Related policies and implementing ADs: Educational Options 6.10.022-P; Student Enrollment and Transfers 4.10.051-P





Board Policy

Student Assignment to Neighborhood Schools

4.10.045-P

I. Introduction

- A. The purpose of the Student Assignment to Neighborhood Schools Policy is to:
 - 1. Establish a process for assigning students to neighborhood schools
 - 2. Provide consistent guidelines for changes to school boundaries
- B. The Board acknowledges and values neighborhood school stability; however, it also recognizes the need to maintain flexibility to adjust neighborhood school boundaries in response to changes in the broader community.

II. Definitions

- A. "Neighborhood school" means a school serving a designated attendance area.
- B. "Supervising adult" means an adult in a parental relationship as that term is defined in ORS Chapter 339.
- C. "Emancipated minor" means A person who has been so declared by the courts pursuant to ORS Chapter 419B or a similar out-of-state statute.
- D. "School boundary" means the physical border that defines a designated attendance area for a neighborhood school.
- E. "Feeder pattern" means the designated path for students to advance from one school grade grouping to another.
- F. "Siblings" means children with the same parent or supervising adult living together at the same address.

III. Guidelines for Student Assignment to Neighborhood School

- A. All students in grades K-12 are assigned to a neighborhood school based on the address:
 - 1. Where the student resides with a parent or supervising adult
 - 2. Where an emancipated minor resides

- B. Students have the right to attend their neighborhood schools through the highest grade, except as provided in section III.D of this policy.
- C. Students who have chosen to attend a school other than their neighborhood school through an approved transfer retain the right to return to their neighborhood school, as provided in the Student Enrollment and Transfers Policy (4.10.051-P).
- D. Student assignment for special program services, including but not limited to Special Education, English as a Second Language and Alternative Education (Education Options), may supersede neighborhood school assignments.

IV. Student Assignment Review and Boundary Change Process

- A. The Superintendent or designee shall regularly monitor enrollment, program demand and demographic trends to anticipate the need for school boundary changes and consider other viable options.
- B. If the Superintendent or designee determines that conditions exist to warrant a school boundary change, the Superintendent shall develop recommendations to the Board that:
 - 1. Incorporate input from families, students, staff and community members
 - 2. Consider factors that contribute to optimal school boundaries, to the extent reasonable. The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:
 - a) A feeder pattern that allows as many students as possible to continue together from one school level to the next
 - b) Student body demographics
 - c) Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers
 - d) Optimal use of existing facilities
 - e) Program and enrollment stability in the surrounding schools
 - f) Limiting the impact of boundary changes to the smallest number of students possible

Student Assignment to Neighborhood Schools

4.10.045-P

- C. The Board shall have final approval of school boundary changes, with the intention that all changes be approved no later than January of the calendar year for the following school year.

V. Student Assignment Following Boundary Change

- A. To promote continuity and stability for students and their families and except as provided in Section V.B.:
 - 1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade
 - 2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year
 - 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade
- B. In cases of school boundary changes to relieve overcrowding or for the purpose of establishing a boundary for a new school, the Superintendent or Board may recommend an exception to Section V.A. Such exceptions must be approved by the Board.

VI. Exceptions and Implementation

- A. This policy does not apply to:
 - 1. The temporary closure of any school for renovation or remodeling when students are temporarily relocated to another facility
 - 2. The closure or change of use of any building or other facility owned by the District not currently used for instructional purposes
 - 3. The closure of any school for up to one year in response to emergencies, including major facility or environmentally related problems
- B. The Superintendent shall develop administrative directives and procedures for implementing this policy as needed.

Legal References: ORS 339.133; ORS Chapter 419B; 4.10.051-P; 6.10.022-P

History: Adopted 6/23/08

2.20.010-P Naming School District Property

I. Responsibility and Authority

- (1) The naming of all School District properties including, but not limited to, School District schools, school facilities, programs, non-school facilities, as well as school mascots, symbols and other images considered for representation of a school or District is the responsibility of the Board of Education.
- (2) In considering appropriate names for any school, facility, programs, or representative images, it is the responsibility of the Board to ensure that the name properly reflects the type and mission of the school, facility, and focus option so as to not cause public confusion. In respect for the diversity of our community, names shall have broad acceptance in a multicultural society as determined by the Board of Education.
- (3) In the naming process, the Board recognizes the importance of soliciting student, staff, parent and community input, as appropriate, in the selection of names. Names may be presented by individuals, by petition, by chosen committees, or by other representative groups. While every effort will be made to respect student, staff, parent, and community preferences, the Board of Education retains the final authority over selection of names for schools, facilities, programs and representative images.

II. General Criteria for Names

- (1) When evaluating school, non-school facility, program names, and representative images, the following general criteria shall be followed:
 - (a) Names submitted for consideration may:
 - (i) be known and significant to the community, students and staff; or
 - (ii) relate to local neighborhoods, to relevant geographic areas; to places of historical, geographical, geologic or cultural significance; to indigenous and characteristic flora or fauna; or
 - (iii) be persons or groups of persons, deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or

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2.20.010-P Naming School District Property

- (iv) be thematic to reflect the character of the community culture and history; or
 - (v) reflect features of the facility or program type, and mission of the facility.
 - (vi) All considerations must reflect our commitment to eliminating systemic discrimination and its impact on student learning and educational activities.
- (b) Names submitted for consideration shall not:
- (i) conflict with the names of other schools or programs in the School District or surrounding School Districts.
 - (ii) reflect the names of specific cities with the exception of "Portland".
 - (iii) be a person, location or character whose primary identification is of a religious nature or be a name of a religious group or members
 - (iv) include the word 'neighborhood' in the school name unless the school has defined attendance barriers.
 - (v) include the word 'school' in its name if it is a special program that does not meet the definition of a school as stated in Board Policy 6.10.022-P.

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III. Special Recognition of Specific Persons

- (1) The Board of Education acknowledges that communities served by School District facilities periodically desire to recognize individuals for long and honorable service. Locations within school facilities or buildings may be named for former School District employees, citizens or students (not necessarily deceased) who have made specific contributions to education within Portland Public Schools.
- (2) Naming of locations inside schools and school facilities are subject to the approval of the Superintendent, with notice to the Board.

IV. Gifts

- (1) The Board acknowledges that it has the authority to accept monetary or in-kind donations from individuals and entities. In exceptional circumstances, consideration may be given to naming locations within a school or non-school facility for a significant gift as determined by the Board, in consultation with the

2.20.010-P Naming School District Property

Superintendent. Any names in this instance shall be consistent with all School Board policies and shall reflect the donor’s appropriate financial support as well as the donor commitment to the School District’s mission and vision and the objectives of the public school system.

V. Charter Schools

Agreements signed between Public Charter Schools and the School District will contain the requirement that the word ‘Charter’ be included as part of the Charter School name. Charter schools do not have defined attendance boundaries and, thus, shall not have the title ‘neighborhood’ as part of their name.

VI. School Conversions, Mergers, or Reconfigurations

When a school undergoes conversion or is reconfigured into separate distinct units, each of which meets the definition of a school as stated in Board Policy 6.10.022-P, those schools will be named following the conditions and criteria for new schools as outlined in this policy. When two or more schools are merged and there is community support for a name other than the current name of the facility, the school community shall go through the renaming process using the criteria in this policy. The district shall waive the fiscal impact statement in these cases.

VII. Renaming or Amending of Current Names

- (1) The Board recognizes that renaming existing schools or facilities or amending existing names by adding or deleting words or phrases is a serious, considered decision, and should not be made arbitrarily, frivolously, or in haste.
- (2) Such a decision must take into account the District’s focus on eliminating systemic discrimination and its impact on student learning and educational activities.
- (3) Because the impact of renaming an existing school or amending an existing name is substantial in terms of potential public confusion, and administrative and fiscal costs, the burden is upon the party or parties proposing the name change to present persuasive evidence that the benefits of renaming outweigh community and School District impacts.

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- (4) In considering a name change, the Board shall consider input and recommendations from the school community and the community at large. The request for a name change must be accompanied by a fiscal impact statement and a proposed method of covering the expense of the name change.
 - (a) The District will allow for an exemption to the fiscal impact statement and proposed method of covering the expense of the name change when a party can show the change is being made to address discrimination.

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VIII. Implementation

- (1) The Board of Education has the ultimate authority to determine if the criteria in this policy have been satisfied.
- (2) The Board authorizes the Superintendent to develop procedures which provide for implementation of this policy.

History: Adopted 7/12/2004; Amended 4/10/18



Administrative Directive 2.20.011-AD

Procedures for Naming School District Property

INTRODUCTION

PPS is committed to providing a welcoming and inclusive environment for PPS students, families, and staff. Renaming District places, property, and representative images is an exceptional event, and the decision should be made only after careful and deliberate consideration. [Board Policy 2.20.010-P](#) provides criteria and conditions for naming and developing representative images (e.g., mascots) of District properties and programs.

Naming decisions must be grounded in the District's vision, mission, and core values. Importantly, naming decisions must be guided by the District's mission to "[disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.](#)" Renaming, however, is neither the sole nor the primary way by which PPS fulfills its aspirations to become more inclusive and to build a sense of belonging.

The renaming process should be a clear, inclusive, and rigorous learning process for students and the school community. It should be clearly communicated, open to community input, and guided primarily by current PPS students.

REQUIREMENTS AND GENERAL GUIDANCE FOR THE RENAMING PROCESS

A. Initiate Request

Any school community stakeholder (current student, educator, staff, or alumni) may express, in writing, to the school principal that they are interested in initiating a process to name, rename, or rebrand, as specified in Board Policy 2.20.010-P [Naming School Property](#), VII.

The school principal will determine if the request has merit and school-wide interest. The principal's decision must consider the District's focus on eliminating systemic discrimination and its impact on student learning and educational activities. Because the impact of renaming is substantial in terms of potential public confusion and administrative and fiscal costs, the school principal must ensure the request from the party or parties proposing the name change has persuasive evidence that the benefits of renaming outweigh community and District impacts.



Administrative Directive 2.20.011-AD

Procedures for Naming School District Property

If the school principal determines that the request to engage in a renaming process is beneficial to the school community, they will be responsible for coordinating with their Area Senior Director, Assistant Superintendent, and the Chief of Schools to submit, in writing, a formal request to the Superintendent.

At a minimum, this request must include

- School administrator support and rationale
- Description of community readiness
- Description of the desired results and possible outcomes and a direct connection to the District's vision, mission, and core values.
- Explanation of how the process will create opportunities for racial equity & social justice, including
 - How is the current name fundamentally at odds with the PPS mission?
 - How are students, particularly Black, Native American, and students of color, currently impacted by the existing name(s)?
 - How will students of color experience a greater sense of belonging through and after this proposed renaming process?

If the principal and supervisors decide not to proceed with a renaming process, it will be the responsibility of the school principal to send a communication to the party or parties requesting the name change outlining the reason for not proceeding.

B. Office of the Superintendent Review

Upon receipt of the written request, the Superintendent will schedule a meeting with the school principal, the principal's supervisor, the assistant superintendent, and the Chief of Schools to review the request.

The Office of the Superintendent will provide a written response with a decision and possible next steps following the meeting.



Administrative Directive 2.20.011-AD

Procedures for Naming School District Property

The Superintendent may consider the following criteria:

- Is there strong school administration support to engage in and facilitate a community process?
- Is community ready to engage in a meaningful process that gathers input from a diverse set of stakeholders and a representative renaming committee?
- Is there a clear commitment to creating opportunities for how racial equity and social justice may be advanced through the renaming process?
- What is the current budget available and what are the cost considerations for renaming?
- How many renaming processes are currently active across PPS?

C. Establish Project and Engagement Plan

If approved, the Superintendent will assign staff to establish a project and community engagement plan, in consultation with school administrators.

D. Establish Renaming Committee

After finalizing the community engagement plan, school administrators will establish a renaming committee. The committee will identify opportunities and inform processes that are in the best interest of the school community and the school's future. The committee will be facilitated by the school principal and will prioritize the voices and leadership of current PPS students. The committee shall include, at a minimum:

- School administrators
- Current students, who compose the majority of the committee
- Staff (at least one classroom educator and one classified employee)
- School community partners
- Alumni



Administrative Directive 2.20.011-AD

Procedures for Naming School District Property

- Other key stakeholders as determined by the school principal

E. Community Engagement and Consensus Building

The committee will be responsible for working with school administrators to communicate with staff, students, parents, alumni, and community groups of affected schools about the naming process.

The committee will be responsible for executing the community engagement plan to bring a broad awareness campaign to notify stakeholders that a name or mascot change is being formally considered.

F. Submitting Renaming Committee Proposal to the Office of the Superintendent

After the community engagement process is complete and there is consensus in the school community for a name change, the committee will prepare a formal proposal. This proposal will include:

- Names of renaming committee members and a description of the process used to form the committee
- Proposed name change
- The rationale for the proposed name change
- Evidence of consensus-building and community support
 - The documentation must provide evidence that current and former students, along with current school staff were engaged
- Evidence of process prioritizing current student voice in the decision-making process
- Evidence of student learning opportunities during the renaming process
- Evidence that consideration was given to the historical background of the proposed name to ensure that it is not associated with activities that are in



Administrative Directive 2.20.011-AD

Procedures for Naming School District Property

conflict with the District's vision, mission core values, and policy of nondiscrimination

- Unless exempt under Board Policy 2.20.010-P, a budget and source of funds for implementing the renaming

After receipt of the written proposal, the Superintendent will meet with the school principal and selected representatives from the renaming committee.

After review of the proposal, the Superintendent will determine if the evidence provided satisfactorily meets the process and criteria outlined in this administrative directive, including the identification of any necessary resources required for the implementation of the renaming. The District will also conduct an investigative background on the proposed name to ensure the proposed name is not in conflict with the District's mission, goals, and policy of nondiscrimination.

The Office of the Superintendent will provide a written response with a decision.

G. Superintendent Recommendation to the School Board for Vote

If the Superintendent, after reviewing all of the above, supports the school renaming committee's proposed name change, they will recommend to, and work with, School Board leadership to include it in an upcoming regular school board meeting agenda for their consideration and final vote. The Principal, and a representative(s) of the renaming committee, should be prepared to describe their process, and rationale for their proposed name, and to respond to any questions that the school board may have.

H. Establish and Communicate the Implementation Timeline

If approved by the PPS School Board, the Superintendent will assign operations, communications, and project management staff to collaborate with school administrators to establish a reasonable implementation timeline.

Related Board Policy: [2.20.010-P](#)

History: Approved 6/2005; Amended 6/2019; 1/2023

2.50.020-P Student Education Records

7/26/2023 DRAFT

- (1) Education records are those records maintained by the District that are directly related to a student.
- (2) In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the District website [\[insert link\]](#).
- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents/guardians. ~~These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.~~
- ~~(4) It is the policy of the District to shall keep education records for students to conform as required by with state and federal laws and regulations.~~
- (5) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.
- ~~(6) The district will develop administrative directives for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records.~~
- ~~(7) The district may withhold the grade reports, diploma or other records of students who owe fees, fines or damages until those fees, fines or damages are paid. Students or parents will receive written notice stating the district's intent to withhold records. The notice will include an itemization of the fees, fines or damages owed and will notify parents of their right to request a hearing. The district may waive fees, fines and charges if the student or parents cannot pay.~~
- (8) ~~The District has an affirmative duty to provide~~ Records requested by another school district to determine a student's appropriate placement ~~may not be withheld.~~
- (9) The District shall give full rights to education records to either parent, unless the District has been provided legal evidence that specifically revokes or modifies these rights. However, once the student reaches age 18, those rights transfer to the student.
- (10) A copy of this policy and administrative regulation shall be made available upon request by parents/guardians and students 18 years or older or emancipated.

2.50.020-P Student Education Records

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ~~ORS 330.260~~; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to ~~ri0440~~; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424

6.40.010-P Instructional Materials Selection

The Board recognizes the important contributions that can be made to the instruction of young people by high quality educational and instructional materials enhance our students' learning and educational experiences, and they. It is the intent of the Board that such materials shall be available in the Portland schools. The Superintendent shall is therefore charged with the responsibility of establishing procedures for the selection of textbooks and instructional materials in accordance with state law, State Board of Education rules, and criteria to which will help realize the goals of education as enunciated by the State, and the District. and adopted District curriculum guides. Materials will be selected with consideration of their ability to address state and local common curriculum goals and content standards. In developing such procedures and in the selection and approval of textbooks and instructional materials for use in district schools, the following guidelines shall be followed.

I. Textbook and Instructional Materials Selection

- (1) Textbooks and instructional materials shall be selected on a designated schedule with the exception of those materials that are determined to be satisfactory with regard to content, as well as availability for replacement copies of textbooks/instructional materials and essential consumables. Ordinarily such selection schedules shall coincide with those of the State Board of Education.

II. State Approved and Supplementary

- (1) Textbooks and instructional materials adopted by the State Board of Education may be approved for use in District schools by the Office of the Superintendent.

III. Textbooks and Instructional Materials Not State Approved

- (1) Textbooks and instructional materials other than those approved by the State Board of Education to be used in the elementary and secondary schools shall require approval and adoption by the District's school Board of Education upon the recommendation of the Superintendent.

IV. Supplementary Books and Instructional Materials

- (1) Supplementary books, maps, library books, courses of study, instructional guides, all media materials, and other instructional materials in used in District schools shall require approval according to a process established by the Office of the Superintendent.

V. Guidelines for Inclusion

- (1) Criteria for selection of instructional materials shall include accurate

- portrayal of the diversity of our society, including the contributions of both men and women, and the roles and contributions of different racial, ethnic, gender, and religious groups to the development of Oregon and the United States.
- (2) If instructional materials used selected by the District are not should be free from bias or prejudice on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, staff has an affirmative responsibility to minimize the adverse effects of such bias or prejudice in any classroom where such materials are used. It is the duty of staff to interpret the material in the light of the policies, administrative directives and educational standards of the District, which reject discrimination or prejudice against any person on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.¶
 - (3) The Board expects, nonetheless, that instructional materials (will/may) include controversial items which stimulate critical thinking and analysis of issues on the part of students. in accordance with 6.20.010-P, Academic Freedom, 6.20.011-AD Academic Freedom in the Instructional Program, and 6.20.012-AD, Instructional Materials and Academic Freedom.
 - (4) The Superintendent shall continue to advise publishers of instructional materials of the district's policies and administrative directives for inclusion and use, and to request them to submit instructional materials to the District that are consistent therewith.

VI. Use of Selected Instructional Materials

- (1) Administrators and educators shall implement the use of adopted instructional materials in relevant instructional areas.

VII. No fees charged for regular instructional materials and school-required technology.

- (1) In general, fees may not be charged for regular textbooks, other instructional materials, and school-required technology.
- (2) Fees may be charged for optional, extracurricular activities or for materials for individual projects in courses such as woodworking, metals, clothing design, etc., that are beyond the basic requirements of the class.
- (3) No student will be denied an education because of their inability to pay supplemental fees.

(4) Students may be charged for lost or damaged books, locks, materials, supplies, and equipment. The Superintendent shall develop administrative guidance for the charging of fees for lost or damaged items and criteria for fee waivers.

Legal References: ORS 336.035; ORS 337.120; ORS 337.141; ORS 337.150; ORS 337.260; ORS 339.155; OAR 581-01-0050 to fi0119; OAR 581-022-0045; OAR 581-022-0046; OAR 581-022-1520; OAR 581-022-1640; Improving America's Schools Act of 1994 (IASA), [P.L. 103-382], Title I, Sections 1001-1604/

History: Adpt 6/71; Amd 5/74; Amd 2/9/81; Amd 5/9/85; Amd 9/9/02; BA 2421; Amd __/2023_



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To: Board Policy Committee

From: Mary Kane, Senior Legal Counsel

Date: August 4, 2023

RE: Proposed rescission of Nutrition Services, Meal Pricing and Purchasing 3.60.040-P

Staff proposes the rescission of the [Nutrition Services, Meal Pricing and Purchasing policy](#) as the actions outlined in the policy govern department procedure and more properly belong within the Nutrition Services procedural manual. The requirements for providing reimbursable meals to students will continue as this is required under the United States Department of Agriculture's National School Lunch Program or School Breakfast Program.



Nutrition Services, Meal Pricing and Purchasing

I. Standard Prices

Standard prices for adult meals and student reimbursable meals shall be established by the Board. Ala carte meal prices may be established by the Director of Nutrition Services.

II. Payment of Charges

All adults shall pay the regular lunch fee, and there shall be no charge accounts. In accordance with federal law, reimbursable student meal prices shall not be used as an offset to adult meal program prices.

III. Purchase of Foods

All food prepared and/or served in cafeterias of the district shall be purchased through and according to specifications of the Office of Nutrition Services. All food prepared on school premises must be for the consumption on school premises or at school activities only. Food or supplies for private use are not to be purchased by the school nor carried from the premises. Any leftover food or other material, which is not to be incinerated, is to be collected by the city sanitary service.

IV. Student Reimbursable Meals

Students who request a reimbursable meal shall be provided with one regardless of whether the student has money to pay for the meal or owes money for meals unless the student's parent or guardian has provided written permission to the District to withhold a meal from the student.

Prohibition on Public Disclosure of Status of Meal Payments. The District shall not publicly identify or stigmatize a student who cannot pay for a meal or who owes money for a meal by requiring that the student wear a wristband, hand stamp or other identifying marker or by serving the student an alternative meal; or require the student to do chores or other work to pay for meals.

V. Collection Agencies

The District may not require a parent or guardian to pay fees or costs from collection agencies hired to collect moneys owed for meals.