

Policy Committee Meeting
Monday, August 28, 2023 4:30 PM

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

Agenda

1. Introductions
2. Policies set for a First Reading/Introduction
 - 2.(a) Student Educational Records 2.50.020-P
 - 2.(b) Instructional Materials Selection 6.40.010-P
3. Policies for Revision - Discussion and Possible Action
 - 3.(a) Affirmative Action Policy/Equitable Employment Policy 5.10.025-P
 - 3.(b) Class Size/Class Size Guidelines and School staff allocations 3.10.031-P
4. Policies for Rescission - Discussion and Possible Action
 - 4.(a) Nutrition Services, Meal Pricing and Purchasing 3.60.040-P
5. Policies for Revision - Discussion
 - 5.(a) Naming School District Property 2.20.010-P
 - 5.(b) School Initiation and Closure 6.10.030-P
6. Public Comment *5 Two-Minute slots. Comment on topics on the agenda will provide comment during the topic discussion. To sign-up for public comment email PublicComment@pps.net or call Kara Bradshaw at 503-916-3906.*
7. Other Business
8. Adjourn

2.50.020-P Student Education Records

- (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.
- (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. 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 keep education records for students to conform 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) 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 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 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 339.260; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to 581-021-0440; 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. It is the intent of the Board that such materials shall be available in the Portland schools. The superintendent 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 which will help realize the goals of education as enunciated by the state, 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 forwarded.

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 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

6.40.010-P Instructional Materials Selection

- men and women, and the roles and contributions of different racial, ethnic, and religious groups to the development of Oregon and the United States.
- (2) If instructional materials used by the district are not 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 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.

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 581-01-0119; 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



Board Policy

5.10.025-P

~~Affirmative Action~~ **Equitable Employment Policy**

Draft 8/25/15/232

~~In order to~~ To close the racial achievement gap and better serve all students, Portland Public Schools staff must reflect the diversity of the students we serve. The Board of Education's Racial Educational Equity Policy, 2.10.010-P, requires the ~~school~~ District to "recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel." Oregon state law, as articulated in the ~~Educators Equity Act~~ **Minority Teachers Act**, states that ~~school districts should strive to employ the percentage of diverse educators employed by a school district or an education service district strive to~~ in a manner that reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the District. ~~"the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state."~~ ORS § 342.437. This ~~Affirmative Action~~ Policy sets forth the Portland Public School District's prohibition against discrimination, ~~directs the Superintendent to create and implement an Affirmative Action/Equal Employment Opportunity Plan (AAVEEO Plan), and establishes the goal that~~ **makes clear** the District's ~~intent will to~~ come into compliance with goals established by the Oregon ~~Educators Equity~~ **Minority Teachers Act**. ~~The Superintendent's budget shall incorporate the diverse work force goals provided in this policy.~~

Equal Employment Opportunity

~~The District shall provide E~~ **Equal employment opportunity and treatment shall be practiced by the District** regardless of perceived or actual race, color, religion, sex, sexual orientation, gender expression or identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, familial status, or genetic information. The District shall provide equal employment opportunity for all applicants and staff in recruitment, hiring, assignment, training, retention, transfer and promotion. All employment actions **also** shall be in accordance with the Board Policy of Non-Discrimination, 1.80.020-P. The District shall comply with all federal, state and local laws relevant to equal employment and non-discrimination.

The District will not tolerate retaliation against any individual who reports discrimination or harassment; or testifies, assists or participates in any manner in an investigation, proceeding or hearing, regardless of the outcome of the complaint. Conduct that would



~~Affirmative Action~~ **Equitable Employment Policy**

likely deter an individual from reporting or supporting a claim may constitute retaliation. Retaliation can occur even if the underlying complaint of harassment or discrimination is not substantiated.

~~The Superintendent shall designate the~~ Chief Human Resources Officer ~~shall to~~ oversee compliance **with and commitment to with equal equitable employment and non-discrimination employment practices.** ~~The District shall provide an annual report to the Board that provides [employee demographic data on hiring and retention]~~

Affirmative Action – Employment

In order to comply with the Racial Educational Equity Policy and the Oregon **Educators Equity** ~~Minority Teachers~~ Act, the District will make meaningful efforts to recruit, employ, support and retain a qualified workforce **across job categories** that reflects the diversity of our student body. The Board expects to see measurable progress every year in reaching the goal established by the Oregon **Educators Equity** ~~Minority Teachers~~ Act. ~~This goal will both help ensure a work and school environment free from discrimination, and will contribute to enhanced student performance and the elimination of the achievement gap. To this end, the Board directs the Superintendent to develop and implement an AA/EEO Plan.~~

~~The Board further directs the Superintendent to designate an Affirmative Action Officer to oversee the implementation of, and compliance with, the AA/EEO Plan. ¶ The Board expects the AA/EEO Plan to shall include affirmative measures designed to ensure equal employment opportunities. The AA/EEO Plan shall identify job groups that show the underutilization of staff based on race or gender within the District; set reasonable employment goals and timetables for increasing the diversity of our staff; and establish a plan of action to enable the District to reach these employment goals.~~

The goals articulated in this policy ~~and the AA/EEO Plan are not rigid, inflexible quotas that must be met;~~ but rather **they are** targets reasonably attainable by implementing best practices and applying good-faith efforts **in our recruitment and retention of qualified employees.** ~~The District prohibits~~ Neither this policy, nor the AA/EEO Plan, permit discrimination against any individual or group of individuals with respect to any employment opportunity for which the individual is qualified. ~~Nothing herein is intended to sanction the discriminatory treatment of any person based on their protected status.~~

~~The Board further directs that all District employment policies, practices, and~~



Board Policy

5.10.025-P

~~Affirmative Action~~ **Equitable Employment Policy**

~~procedures will be examined periodically to ensure they are nondiscriminatory. These policies, practices and procedures are to be implemented by all administrative personnel, directors, personnel officers and anyone else who has responsibility for personnel functions. All District employees are responsible for providing Equal employment opportunities and complying with this policy. y and affirmative action are the responsibility of the entire District's workforce.~~

~~The Board directs the Superintendent to report annually on the implementation of this policy and the progress of the AA/EEO Plan.~~

Adopted 6/17/13; Amd. ___/2023~~2~~
OSBA: GBA

Legal References: ~~Educators Equity Minority Teacher Act, ORS 342.433 to 342.449; ORS 342.934; ORS 408.225 to 408.235; ORS 652.210-220; ORS 659.850; ORS 659A.003-ORS 659A.820; Federal and state laws prohibiting discrimination in employment, including, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, and ORS Chapter 659A; No Child Left Behind Act of 2001, Pub. Law. 107-110 (2002)~~



BOARD POLICY

Affirmative Action Policy

5.10.025-P

In order to close the racial achievement gap and better serve all students, Portland Public Schools staff must reflect the diversity of the students we serve. The Board of Education's Racial Educational Equity Policy, 2.10.010-P, requires the school district to "recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel." Oregon state law, as articulated in the Minority Teachers Act, states that "the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state." ORS § 342.437. This Affirmative Action Policy sets forth the Portland Public School District's prohibition against discrimination, directs the Superintendent to create and implement an Affirmative Action/Equal Employment Opportunity Plan (AA/EEO Plan), and establishes the goal that the District will come into compliance with goal established by the Oregon Minority Teachers Act.

Equal Employment Opportunity

The District shall provide equal employment opportunity for all applicants and staff in recruitment, hiring, assignment, training, retention, transfer and promotion. All employment actions shall be in accordance with the Board Policy of Non-Discrimination, 1.80.020. The District shall comply with all federal, state and local laws relevant to equal employment and non-discrimination.

The District will not tolerate retaliation against any individual who reports discrimination or harassment; or testifies, assists or participates in any manner in an investigation, proceeding or hearing, regardless of the outcome of the complaint. Conduct that would likely deter an individual from reporting or supporting a claim may constitute retaliation. Retaliation can occur even if the underlying complaint of harassment or discrimination is not substantiated.

The Superintendent shall designate the Chief Human Resources Officer to oversee compliance with equal employment and non-discrimination.



BOARD POLICY
Affirmative Action Policy

5.10.025-P

Affirmative Action – Employment

In order to comply with the Racial Educational Equity Policy and the Oregon Minority Teachers Act, the District will make meaningful efforts to recruit, employ, support and retain a qualified work force that reflects the diversity of our student body. The Board expects to see measurable progress every year in reaching the goal established by the Oregon Minority Teachers Act. This goal will both help ensure a work and school environment free from discrimination, and will contribute to enhanced student performance and the elimination of the achievement gap. To this end, the Board directs the Superintendent to develop and implement an AA/EEO Plan. The Board further directs the Superintendent to designate an Affirmative Action Officer to oversee the implementation of, and compliance with, the AA/EEO Plan.

The Board expects the AA/EEO Plan to include affirmative measures designed to ensure equal employment opportunities. The AA/EEO Plan shall identify job groups that show the underutilization of staff based on race or gender within the District; set reasonable employment goals and timetables for increasing the diversity of our staff; and establish a plan of action to enable the District to reach these employment goals.

The goals articulated in this policy and the AA/EEO Plan are not rigid, inflexible quotas that must be met, but rather targets reasonably attainable by implementing best practices and applying good faith efforts. Neither this policy, nor the AA/EEO Plan, permit discrimination against any individual or group of individuals with respect to any employment opportunity for which the individual is qualified. Nothing herein is intended to sanction the discriminatory treatment of any person based on their protected status.

The Board further directs that all District employment policies, practices, and procedures will be examined periodically to ensure they are nondiscriminatory. These policies, practices and procedures are to be implemented by all administrative personnel, directors, personnel officers and anyone else who has responsibility for personnel functions. Equal employment opportunity and affirmative action are the responsibility of the entire District's workforce.



BOARD POLICY
Affirmative Action Policy

5.10.025-P

The Board directs the Superintendent to report annually on the implementation of this policy and the progress of the AA/EEO Plan.

Adopted 6/17/13.

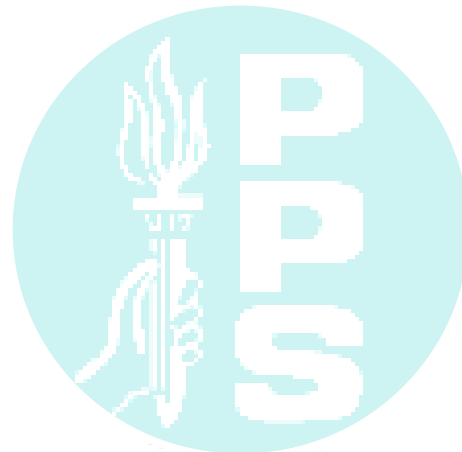
Legal References: Minority Teacher Act, ORS 342.433 to 342.449; Federal and state laws prohibiting discrimination in employment, including, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, and ORS Chapter 659A; No Child Left Behind Act of 2001, Pub. Law. 107-110 (2002)

3.10.031-P Class Size Guidelines and School staff allocations

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. **Class size guidelines and school staff allocations for focus programs, focus schools and dual immersion schools shall align with school staff allocations and class size guidelines for neighborhood schools.**

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



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





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.

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.
- (4) Request for renaming of ~~school-d~~District properties may be presented by individuals, by petition, by chosen committees, or by other representative groups to the School Board. The School Board will take one of these actions ~~and communicate the response to the individual or entity that made the request:~~
 - Direct the Superintendent to conduct a renaming process
 - Decline the request
 - Defer action on the request to a later date

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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;

2.20.010-P Naming School District Property

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

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.

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 of **the naming and the reasons for the recognition.**

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

2.20.010-P Naming School District Property

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.
- (4) Central District staff will provide significant support to

2.20.010-P Naming School District Property

school-based administrators during a renaming process.

2.20.010-P Naming School District Property

- (5) 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.

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

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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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- (2) Naming of locations inside schools and school facilities are subject to the approval of the Superintendent, with notice to the Board.

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- (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

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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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2.20.010-P Naming School District Property

- (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

6.10.030-P School Initiation and Closure; eCommunity eEngagement for eSchool eClosures

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, student population impacted, 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

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(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

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recommendation.

(3) The Superintendent shall create a public process for reviewing school initiation recommendations with the community.

II. School Closure Report and Community Engagement

(1) The Board shall determine whether schools will be closed. ~~If the Superintendent recommends closure of a neighborhood school program in a school facility with co-located programs or if a recommended boundary change effectively closes a neighborhood school program, such recommendations shall be considered a school closure for purposes of this policy. a school closure report is required. If the Superintendent recommends a change in a boundary that effectively closes a neighborhood school program, the school closure report and community engagement process is required.~~ A neighborhood school is defined as (pull definition from other policy, it is a geographic boundary with no

other requirements, e.g. language)

- (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:

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(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 Board vote on a school or school program (in cases of colocation) will be in a single, freestanding resolution relating solely to the closure and not part of a vote on other matters.~~

(5) 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.

- (6) 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.

III. Neighborhood School Closure due to Boundary eChanges; Community eEngagement Pprocess

A. Stakeholder Outreach: When developing recommendations for school boundary changes that would close a neighborhood school program, the District shall gather and incorporate input from interested parties, including:

1. Students and families, reflective of the student demographics of the District,
2. District staff,
3. Other community members

B. The Superintendent may convene a volunteer advisory committee comprised of community members to review and advise upon boundary change proposals and the stakeholder outreach process.

C. Communication and Public Notice: The District shall use effective, culturally responsive techniques to drive participation rates and community feedback on boundary changes that reflect the student demographics of the District, that may include the following methods:

1. Surveys to identify emerging values and priorities of potentially impacted communities
2. School newsletters and email lists
3. PPS website and social media outlets, community agents working with historically underserved communities
4. Media outlets
5. Partners with outreach through community-based organizations serving students in the District.

D. Public Meetings - A minimum of three public meetings shall be held to gather input before a boundary change which closes a school is presented to the Board. Meetings will:

1. Be held at sites mutually agreed to by the District and those communities from whom input is being sought.
2. Offer child care for families.
3. Offer language interpretation for oral testimony and translation for documents and presentations.

4. Provide Adequate notice.
 5. Be recorded so that those unable to attend can access the meeting content.
 6. Incorporate the opportunity for public comment with both oral or written testimony.
- E. A least one notice including details of the proposed boundary change which would close a neighborhood school program and the impact of the proposed shall be sent to all families whose students would be directly impacted within two years of the change. The notice shall include information about how a family can provide input, including any scheduled public meetings.
- F. The District will identify and share with impacted communities how their input was used, including rationale for any input that was not incorporated into final proposals.
- G. The District will use the PPS Racial Educational Equity Policy in crafting the outreach process to ensure that outreach to traditionally underserved communities is effective.

Additional Public Processes for School Closures

The Superintendent shall create a public process for the Board and Superintendent to review school closure recommendations with the community.



6.10.030-P School Initiation and Closure

Legal References:

History: Adopted 6/16/2003; Amended ____/2023

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



6.10.030-P School Initiation and Closure

School Initiation and Closure Policy

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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



DRAFT: Foundation Reform Policy

Submitted 8/26/2023 by the Reform PPS Funding Group

1. District-wide foundation
 - a. Portland Public School District shall establish a district-wide foundation.
 - b. The district-wide foundation shall have the sole right to collect and distribute all philanthropic funds and private donations for the purpose of paying instructional staff (FTE).
 - c. The district-wide foundation shall be established and operational no later than July 1, 2025.

2. District-wide foundation purpose and responsibilities
 - a. The purpose of the district-wide foundation shall be to build lasting partnerships, raise philanthropic dollars, advocate for robust public funding at the state and local levels, and expand opportunity for students.
 - b. It shall distribute funds according to priorities established by the Board in alignment with the District's policies on racial equity and social justice.
 - c. The district-wide foundation shall deliver to the Board an end of fiscal year report detailing the amount of funds raised, distribution of funds by school and a detailed description of how the prior year's funds were applied at each school, other expenditures of funds, the balance of funds, as well as any other information requested by the Board.
 - i. The report is due by June 30 each year.

3. Implementation
 - a. The District shall convene a working group to draft a transition plan for implementing a district-wide foundation. The transition plan shall be presented to the Board for approval no later than April 1, 2024.
 - b. The working group will review and determine if the following policies should be replaced, revised or repealed: 7.10.030-P District Foundation, "Portland Public School District-wide Foundation Principles" (1994), "Guidelines for Fundraising/Gifts Effective July 1, 1998", "Adoption of Guidelines Portland Public Schools Foundation and Local School Foundation and Local School Foundations 1998-1999 School Year" (October 12, 1988), Resolution No. 3820 (December 10, 2007).
 - c. The working group shall include between 9 and 15 members selected by the Board to include:
 - i. At least one student
 - ii. One parent/caregiver of a current PPS student from each Board member's zone or each high school cluster
 - iii. Additional members (such as principals or teachers) as determined by the Board

- iv. Representatives from both foundation and non-foundation schools, so that the composition of the working group mirrors the District's ratio of schools with and without active foundations

4. Local school foundations

- a. Local school foundations shall be permitted to continue to raise funds according to existing District policies until no later than June 30, 2024.
- b. Local school foundations shall be permitted to continue to spend funds according to existing District policies until no later than June 30, 2025.
- c. The role of Local School Foundations and permitted FTE fundraising after June 30, 2024 will be determined by the transition plan working group.