

Policy Committee Meeting
Tuesday, October 19, 2021 4:00 PM

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

Agenda

1. 4:00 pm - Introductions (5 minutes)
2. 4:05 pm - Staff Updates (5 minutes)
 - Student conduct and discipline
 - Translation of policies
3. 4:10 pm - Climate Crisis Policy (45 minutes)
 - Committee Discussion/action; Update from Shanice Clarke on community engagement
 - Public comment prior to action
4. 4:55 pm - Proposed Rescissions/Process for committee action (20 minutes)
 - Committee Discussion/Action
 - 3.40.091: Traffic Safety Patrols
 - 4.50.010: Student Interviews And Errands
 - 4.50.020: Health Services
 - 4.50.023: Dental Health Services
 - 6.10.013: Career Education – Learning Opportunities
 - 5.20.100: Physical And Mental Health Of Staff Members
5. 5:15 pm - Committee Discussion on Policy Revision Distribution (10 minutes)
6. 5:25 pm - Foundation Policy and Parent Fundraising (15 minutes)
 - Discussion
7. 5:40 pm - Policies in Public Comment Period (5 minutes)
 - - 5.50.020-P Liability of Employees of the District
 - 1.70.020-P Policies and Administrative Directives
 - 5.60.031-P-Vacations & District Holidays (Formerly Vacation Eligibility and Scheduling)
 - 2.10.020-P Concept of Administration
 - 3.10.020-P Additional Building Administration Personnel
 - 3.30.050-P Visitors To Schools
 - 5.20.020-P Certification
 - 5.30.010-P Substitute Teachers
 - 5.70.052-P Work Year - Vacations
 - 5.50.064-P, Religious Holidays – Teachers
8. 5:45 pm - Public Comment (10 minutes) *5 Two-Minute slots*
To sign-up for public comment
email PublicComment@pps.net or
call Kara Bradshaw at 503-916-3906.
9. 5:55 pm - Other Business (5 minutes)

10. 6:00 pm - Adjourn

Tracked changes version

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and environmental justice.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and society. Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the environment by using the natural world, community-based learning, and civic action as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize efforts that have the largest environmental return on investment for immediate action, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact and require major changes in infrastructure can be implemented over the longer term.

Our two overarching goals are:

Emissions Reduction and Resilience: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2050 while making PPS systems more resilient to environmental impacts that are now unavoidable.

To begin this process, For the sake of emissions tracking, PPS will use a Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement and Preparedness: All PPS staff and students will have opportunities to learn about and engage in climate solutions, climate change preparedness & adaptation, and climate justice practices.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals and objectives.

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy-efficient, resilient, and adaptable. The District will:

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency and minimize the indirect use of fossil fuels.

5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and are more sustainable (e.g. green concrete).
7. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.
8. Include infrastructure to support sustainable practices in school nutrition programs.

Goal 1.2: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management. The District will:

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses.
3. Minimize disposable materials and fully utilize all materials before disposal.

Goal 1.3: PPS will maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes. The District will:

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.
3. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.
4. Utilize risk maps of district-owned sites and populations most vulnerable to climate impacts to plan ADA accessible grounds improvements accordingly.
5. Phase out gas powered equipment used for grounds maintenance.
6. Phase out the use of pesticides and herbicides where feasible.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation. The District will:

1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Offer free TriMet Youth Passes to all high school students.
3. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact. Work with the state and federal government to defray costs of shifting towards electric vehicles.
4. Evaluate bus routes annually to improve route efficiencies and capacities.
5. Enforce the “no idling” policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities. The District will:

1. Purchase products, where possible, based on long-term environmental and operating costs,
2. Include ecological and resulting social costs in large, centralized purchasing decisions
3. Work with purchasing networks to incorporate environmental concerns and product recommendations into their purchasing decisions.
4. Reduce paper copying by transitioning to increased electronic communication.
5. Where feasible, divest banking investments from fossil fuel industries.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness. The District will:

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district asset assessment and management.
2. In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e. protected from heat, smoke, and pollution).

3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.
4. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be less carbon intensive .

Goal 2.2: PPS will empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events. The District will:

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
2. Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, and flooding.
3. Incorporate climate justice and climate resiliency efforts in capital planning. Plans should prioritize serving people with disabilities, communities of color, and vulnerable populations.
4. Host climate related emergency preparedness events for students, staff, teachers, and families.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower all PPS staff as allies for a healthy climate. The District will:

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.
3. Establish a School Sustainability Network for school-based staff.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Goal 3.2: With guidance from Black, Indigenous, and other People of Color (BIPOC) students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions. The District will:

1. Develop and deliver content to help students understand, prepare for and respond to climate change impacts, with priority special support and resources available to schools serving the most vulnerable populations.
2. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
3. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
4. Increase workforce training in living-wage green jobs, prioritizing opportunities for students from frontline communities.
5. Support partner organizations that provide hands-on, place-based, experiential climate education for students.

Goal 3.4: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. The District will:

1. Support development of youth leadership and engagement opportunities around climate solutions.
2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate related programs.
3. Support student-led climate justice, climate action, and climate resiliency initiatives.
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design.
5. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.
6. Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.



DATE: October 19, 2021
TO: Board Policy Committee
FROM: Shanice Clarke, Director of Community Engagement
SUBJECT: Summary of Additional Input for Climate Crisis Response Policy

Background

Using data, community input, and facilitated conversations, a focus group and phone interview protocol was developed to ensure representation from students and communities of color, while maintaining access to decision-making in formats that are accessible to additional stakeholders. In addition, an online survey was released to gather input and feedback on the policy. The following is a summary of the results of each survey. A total of 66 respondents completed the open-question survey, and roughly 10 groups provided additional input on the policy, in addition to individual interviews. The following key groups provided thought partnership in our process:

- Educators
- Roosevelt Pacific Islander Club & BSU Members
- Cleveland Environmental Systems Class
- Leodis V. McDaniel Leadership Class
- Coalition of Communities of Color
- Climate Youth Advisory
- Additional Student Leaders

If and when additional feedback comes in during the Committee process or during the public comment period, we will update this memorandum as needed.

Race/ ethnicity	Total: 66
African American	3
Asian	10
Latino	4

Middle Eastern/North African	2
Multi-Racial	1
Native American	3
Pacific Islander	1
White	57

Table 2 Identity Characteristics of Online Survey Respondents	
Identity	Total: 66
Student	43
Parent of ES	11
Parent of MS	8
Parent of HS	4
Teacher/Staff	9
Community Member	3

Response Summary

Each survey asked respondents open questions about the key policy themes being considered for a 1st reading, including stated emissions goals, and the district’s commitments to climate justice curriculum development. Below is a summary of the responses.

Table 3 Online Survey Findings

Over 90% of respondents resonate with the goal of PPS reducing its carbon emissions by 50 percent from 2010 levels by 2030 and reaching net zero emissions by 2050.
Agree that PPS helping students and communities build resilience from climate change and providing support and from these events is an area to include in the policy: (i.e. safety planning for each, resources, student funding, collaboration with agencies to offer facilities)
Expressed that culturally responsive teaching and BIPOC communities should inform the climate justice educational experience
Recommend that school sites should have a climate safety plan

Table 4 Coalition of Communities of Color Rep
PPS could play an essential role in emergency response by becoming an "energy island" that can stay powered during electrical outages to provide community support during climate disasters. This could look like: 1) Rooftop solar with battery backup on-site at PPS schools 2) School facilities used as heating and cooling centers during extreme cold and heat events -- students and families could pick up food, warm up or cool down, and charge their devices during long electrical outages. 3) School buses could be deployed to transport vulnerable families to emergency response sites.
We need to be careful about using "net zero" goals because although these goals sound positive, they can open the door to false climate solutions like excessive carbon offsets programs that are not verifiable and which do not decrease community exposure to air pollution from burning fossil fuels. In all targets and metrics, PPS should always use real emissions reductions as their north star, working to eliminate as many emissions as possible from all PPS activities. Firm commitments to end the use of gas in buildings, incentivize public and active transit use, and electrify school buses are therefore the kinds of policies that should be held higher than, for example, the purchase of carbon offsets.
I think it would be important to center Indigenous communities and knowledge in learning about the climate crisis -- this could take on a range of forms: learning about how indigenous movements have halted increased carbon emissions, how indigenous land practices sequester carbon and allow communities to co-exist with wildfires, and how white settler-colonialism laid the groundwork for the climate crisis.
I am very glad to see the emphasis on increasing capacity and compensation for PPS staff to handle the workload of climate adaptation and reducing greenhouse gas emissions.

Table 5 Focus Group: McDaniel Leadership Class Findings
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Outreach available to help inform families and outreach to community in times of emergency
Desire to collaborate with student clubs as hands-on climate opportunities are cultivated
Connect history with the present, and utilize culturally responsive teaching practices
Agrees that PPS helping students and communities build resilience from climate change and providing support and from these events is an area to include

Table 6 Focus Group: Cleveland Class Findings
Climate Justice Education should be in core content and mandatory, not only an elective courses
Guest speakers and PPS staff should collaborate with students to engage youth in hands-on climate learning
Provide learning opportunities on key aspects of climate resilience and preparedness for climate emergency events, prior to the event occurrence
Upgrade buildings so they are more resilient to natural disasters, with an air filtration plan
2050 is too late to address the goals needed.

Table 7 Focus Group: Climate Youth Advisory, CJYA
Providing resources to basic needs (food, sanitary products, housing), providing resources for mental health, connecting with teachers to make sure they are supported and let off of deadlines in their times of need.
A portion of students identified 2050 as a very long time to complete this goal when it is a climate emergency; it gives us no excuse not to follow through.
Some articulated emissions reductions by 2050 is an ambitious goal, but it gives hope that the district will be more sustainable in the future.

The following are representative statements from the online survey open-ended questions:

“Educating students on why this is happening! We need to be centering climate change the way we are (attempting to) center equity.” -PPS Teacher

“Yes this resonates. I believe it’s on every organization and corporation to make these goals and stick to them. Plus, as a teaching institution, it would be hypocritical to encourage students to be more eco-friendly and responsible without us ourselves making those commitments.” -PPS Teacher

The following are representative statements from the focus group open-ended questions:

“Have translators there to help connect people more. Along with presentation of information in various different languages and consistently reaching out to families 24/7.” -McDaniel Student

“Upgrade our buildings so that they will be more resilient to natural disasters. 2050 is not a very ambitious goal. It’s very possible we won’t even be around then to feel the benefits of carbon neutrality” -Cleveland Student

Other Takeaways and Sentiments

- Most participants (over 90%) agree with PPS reducing its carbon emissions by 50 percent from 2010 levels by 2030 and reaching net-zero emissions by 2050. Participants who do not agree articulate that the goal is not soon enough.
- Translation and interpretation should be regularly available to help families with climate preparedness, and make outreach to the community in times of emergency

SUPPLEMENTAL MATERIALS

- A. Cleveland High School Activity Notes
- B. Leodis V. McDaniel Activity Notes
- C. Survey Raw Responses
- D. Jeanne Roy, Eco-School Network Comments
- E. Greer Ryan, Climate Solutions Comments
- F. Eco-School Network/Climate Justice Committee comments
- G. Sustainability Team Feedback

Reflection

- Make a more organized plan that the students are aware of PRIOR to the emergency
- Hands on experience with education from first hand experience, and hear from people involved w/ these cultures' 13 languages.

1) I think that PPS should expand their communication with students in the result of an emergency. Having school to home communication can build understanding between the PPS & Parents/guardians/Students. I

2) I think we should include more hands on experience.

With all due respect, 50% by 2030 and carbon-neutral by 2050 is a policy that is not based in science while also making the school system (and the city) look like it's taking action. By choosing not to create a policy that prioritizes science before political pressure, the school board takes part in the destruction of my future, and the future of every PPS student.

- send out alerts to families in advance
- give suggested action steps to stay safe
- Provide resources for support

- Upgrade our buildings so that they will be more resilient to natural disasters. 2050 is also a not very ambitious goal, it's very possible we won't even be around then to feel the benefits of carbon neutrality.

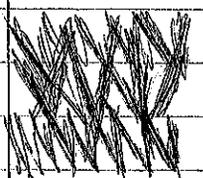
October 11th 2021

1) Have it be a mandatory learning discussion in class, encourage students to learn, and stay along from curriculum

2) Discuss Global Climate Issues, and how it affect all different countries

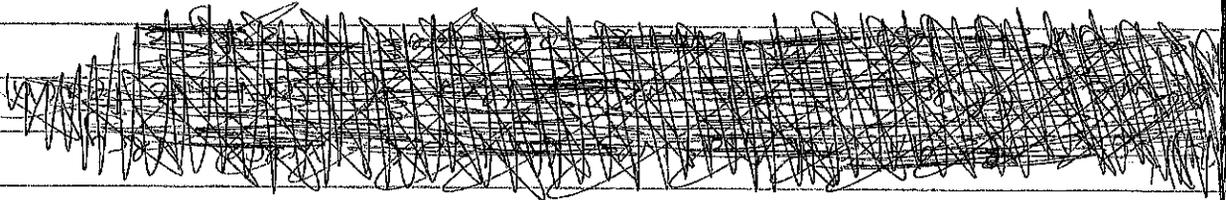
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Case 1000



Case 1000

2) We can connect with people all across the world and share our ~~ideas~~ problems.



1) Inform us on what resources/supplies are necessary to cope in emergency situations

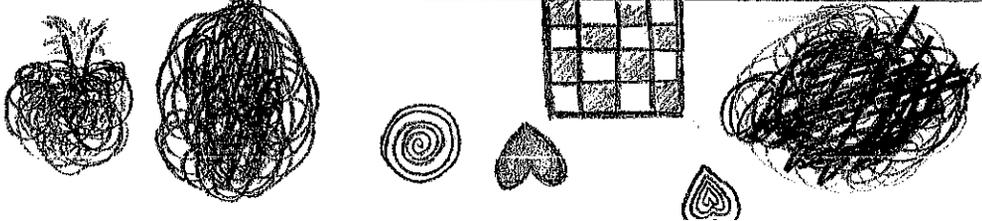
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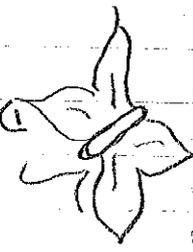
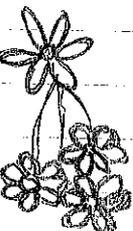
Case

1. Have lessons on what heatstroke is and how to avoid it /
what to do if someone gets it. During wildfires
explain the health effects & what to do to avoid them.

2. Connect climate justice lessons to recent events -
heatwaves, current wildfires, floods, climate change
related storms, etc. Look at culturally important
places that are affected by climate change.



Mr. Dore
Hello

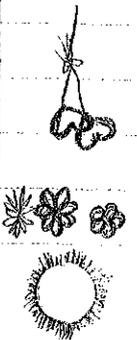


Slideshow :
1) keep practicing drills, bringing in the Red
Cross to help with preparedness stuff. improve
building.
2) classes like Ess, bringing in guest visitors

How could PPS prepare student communities in times of emergency?
They could have resources available for us just in case something really
bad happens and educate us about what to do during emergencies.

What are new ways to connect cultures, languages, or life experiences
through how students learn climate justice? Add them to our education and
hear from a variety of different people.

- Organize clubs/fundraisers to collect resources/money for students in need
- Inform students of what is needed in order to prepare for emergencies, as well as where students can go to seek help
- Educate the community on what causes these emergencies
- Working together for a greater good will benefit people of all different cultures and life experience.
- It takes multiple ~~ways~~ perspectives to solve a larger issue.





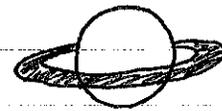
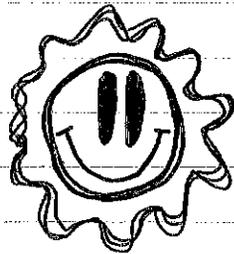
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☆ How could PPS prepare students & communities in times of emergency? (flooding, wildfire smoke, excessive heat, etc.)

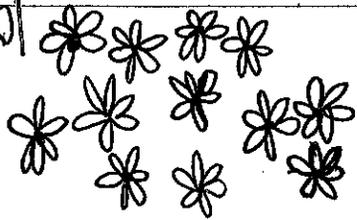
→ Providing some sort of education focused on tools/tips/things to do in case of an emergency. Why these things are happening?

☆ What are new ways to connect cultures, languages, or life experiences through how students learn climate justice?

→ Integrate cultural aspects into our climate justice education. Why and how climate change affect different people in varying ways.

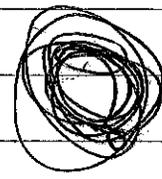


10/11/2021



pps presentation:

1. providing resources for students to be safe & comfortable during times of emergency.



2. giving multiple perspectives to help broaden knowledge on climate justice.



RPS could spend more time discussing the history of oil corruption and its links to our government.

- Destruction of middle east by Western

powers

- BP cover ups and propaganda campaigns

- stifling of renewable energy industry

How could PPS prepare student communities in times of emergency?

- background knowledge of emergencies and how they could be averted
- creating plans for individuals or for group as a whole
- providing resources in times of emergency

What are new ways to connect cultures, languages, or life experiences through how students learn climate justice?

• letting students share their own ideas/experiences!

• teachers teaching diverse lessons that connect different cultures



1) PPS could prepare student communities

for emergencies by having specific plans

for each event that are known when

building new facilities flooding should be

kept in mind. In cases of wildfire smoke

or excessive heat there should be air filters

and arriving at in PPS buildings.

2) Information about climate change should

be mandatory, not just in an elective.

We should have guest speakers who are

knowledgeable about climate change

come to schools.

summary

~~How could EPS prepare for emergencies?~~

- Improved air circulation

- Find ways to prevent crowding in stairwells (this is a big issue during passing periods)

- Improve structural integrity of older brick school buildings that would be vulnerable during an earthquake

- Air conditioning / heating for all school buildings

- Better regulation of entrances & exits (making sure students don't keep getting locked out) but make sure other people are not getting in

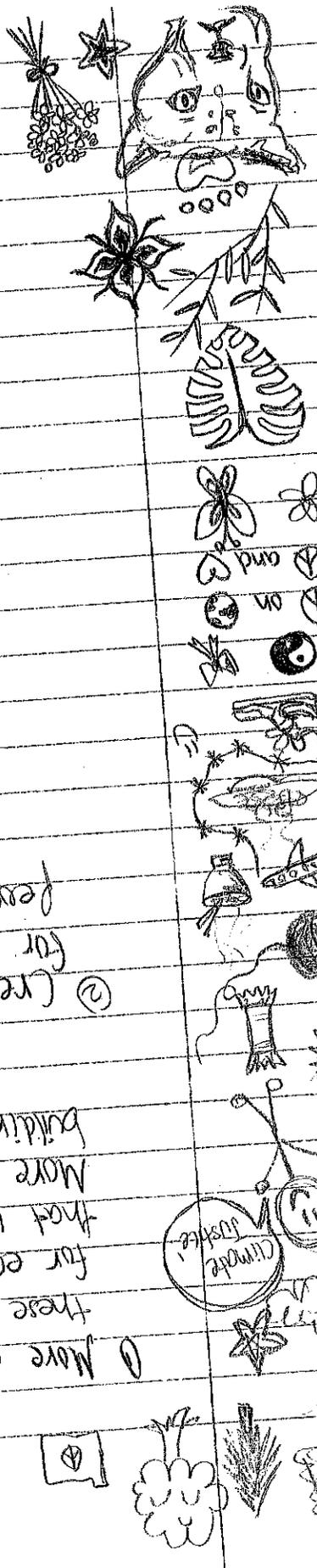
~~How could EPS connect cultures, languages, etc. to climate issues?~~

- Bring more diverse lesson plans into classrooms that educate people on climate issues

- Bring in guest visitors for assemblies / lessons on climate issues

② Creating classes and more education for everyone. Learn about other people's experiences.

① More education + resources to learn about these disasters. Creating specific plans for each situation. More reinforcements that will help in the case of a disaster. More AC, better entrances/exits, better building structures.



Reflection

How could PPS prepare the communities in times of emergency?

I think having resources available to support people when we come into these emergencies is important. I think these situations are difficult to support.

What are new ways to connect?

I think it is important that the district and teachers are incorporating & marginalized communities experiences into curriculum

10/11

How could PPS prepare student committees in times of

emergency?

-they could provide resources to families that need it, if they

open up the schools for families to come pick up things that

they need that could be beneficial.

What are new ways to connect cultures, languages, or life experiences

through how students learn climate justice?

-incorporate personal experiences into lessons

1) Ensure students have access to resources and are educated on fair matters.

2)

To: PPS Board Policy Committee

From: Jeanne Roy, Board Chair of Eco-School Network, Recycling Advocates co-founder, Master Recycler Program co-founder, author of Eco-Tips

Date: October 10, 2021

Subject: Comments on Climate Crisis Response Policy

Building construction and renovation

Two important components of high-performance buildings have been left out: the need for renewable energy and low-toxic materials. Therefore, please make the following changes:

Goal 1.1: PPS will design, construct, and operate new low-carbon, low-toxic high-performance schools and renovations that are energy-efficient, resilient, and adaptable. The District will:

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Install on-site solar panels wherever possible.
4. Increase energy efficiency and minimize the indirect use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Avoid ~~Transition to~~ carbon-intensive or International Living Future Institute Red Listed* building materials ~~produced with less carbon and are more sustainable (e.g. green concrete).~~
7. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.
8. Include infrastructure to support sustainable practices in school nutrition programs.

Operations

Fuel and water use should be efficient, but it's even more important that use be reduced. Please make this revision.

When addressing solid waste with a goal of conserving natural resources, the first step should be a waste audit. Therefore, I request that it be added. I don't know why "composting" was not listed as a waste reduction practice, but it should be. Food waste should be prevented, but when food is thrown away, it should be composted.

Goal 1.2: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management. The District will:

1. ~~Reduce~~ Maximize efficiency in fuel, electricity, and water use to the maximum extent possible.
2. Conduct a baseline waste audit in the headquarter building and a representative sample of schools and develop a plan to reduce waste with timelines.
2. Establish standardized systems for waste prevention practices, including reuse, recycling, composting, and food waste reduction at all campuses.
3. Minimize disposable materials, and fully utilize all materials before disposal.

Education

In the past, custodians have not felt that reducing waste in the cafeterias was part of their job. Therefore, I think it is essential that it be built into their job descriptions.

Goal 3.1: PPS will empower all PPS staff as allies for a healthy climate. The District will:

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.

2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.

3. Build performance criteria for waste reduction into custodian job descriptions.

3. Establish a program to have a sustainability liaison in every school.

4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.

5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Procurement

An obvious low-carbon purchasing choice would be recycled paper. Please add it as an example.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities. The District will:

1. Use best practices related to environmentally preferable purchasing, such as 100% post-consumer recycled copy paper, to make product recommendations to staff and make centralized purchasing decisions.

2. Reduce paper copying by transitioning to increased electronic communication.

3. Where feasible, divest banking investments from fossil fuel industries.

*Represents the “worst in class” materials, chemicals, and elements known to pose serious risks to human health and the greater ecosystem that are prevalent in the building products industry.

October 14, 2021

To: Policy Committee, Portland Public Schools Board

Julia Brim-Edward, Committee Chair

Eilidh Lowery

Herman Greene

Michelle DePass

Shanice Clark, PPS Outreach Department Manager

Via email to jbrim-edwards@pps.net, elowery@pps.net, mdepass@pps.net,
hermangreene@pps.net, sclarke@pps.net, sustainability@pps.net.

Re: Climate Crisis Response Policy v23 - public engagement period

On behalf of the undersigned organizations representing climate and environmental advocates in Oregon, we write to express support of Portland Public Schools Board taking necessary steps to address the climate crisis and ensure our schools are safe, healthy, resilient spaces for children to learn and grow.

Specifically, we hope that Portland Public Schools will pass a Climate Crisis Response Policy that reflects the urgency of the crisis. The Policy Committee's current draft plan includes many critical actions we support, including decarbonizing school buildings and transportation by phasing out fossil fuel use, reducing food waste, and increasing community resilience with a focus on frontline communities. However, we urge you to further strengthen the proposed policy by:

1. **Adopting more ambitious targets than net-zero buildings by 2050.** The climate crisis is already harming our communities through deadly wildfires, heatwaves, and even winter storms. Improving efficiency and reducing emissions in buildings are some of the most impactful options we have to both mitigate and adapt to the crisis. But according to the most recent scientific recommendations, this shift must happen as soon as possible to avoid the worst impacts of climate change.¹ Seattle Public Schools earlier this year committed to 100% clean and renewable energy by 2040. That is what science says is necessary and what our school children deserve.² PPS has an opportunity to join with the Seattle School District to be a leader in combating the climate crisis.

¹ See, generally, IPCC, 2014, Summary for Policymakers. In: Climate Change 2014: Mitigation of Climate Change. Contribution of Working Group III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change, https://www.ipcc.ch/site/assets/uploads/2018/02/ipcc_wg3_ar5_summary-for-policymakers.pdf; see also IPCC, 2021, Press release: Climate change widespread, rapid, and intensifying, <https://www.ipcc.ch/2021/08/09/ar6-wg1-20210809-pr/>.

² Seattle Public Schools, *News Release: SPS Board Passes Clean Energy Resolution*, February 2021, https://www.seattleschools.org/wp-content/uploads/sps/district/File/District/Departments/Communications/Press_Releases/Clean%20energy%20resolution%20passes%20final%20v2%202%2016%2021.pdf.

2. **Cleaning up and decarbonizing the school transportation.** In addition to the draft policy objectives to increase safe walking, biking, and public transportation options for schools, PPS should commit to clean and renewable transportation in all district school buses by 2035. TriMet already has made this commitment for public transportation and our school kids deserve no less. This means that PPS and any contractors utilizing school buses may not purchase any new diesel or gasoline powered buses going forward, and that PPS will establish a schedule for all district school buses to be converted to electric by no later than 2035.

Second, PPS should commit to transition all fuel used in any diesel school buses to be 100% renewable-fueled immediately. TriMet made this commitment this week and is transitioning to 100% renewable diesel. Many public fleets already have made this commitment as well. Transitioning to 100% renewable-fueled school buses would result in approximately a 75% reduction in GHG emissions immediately, while the district takes on the longer-term challenge of converting all of its fossil fueled school buses to electric. It also can be done for pennies on the gallon thanks to Oregon's Clean Fuels Program.

3. **Ensuring an immediate halt to building fossil fuel infrastructure in new and existing buildings.** As is outlined in the policy draft, PPS must choose electric and other clean appliances for all new building construction and for any major renovations and replacements of existing buildings. PPS failed to take this opportunity with the recent renovations of several high schools and must start future-proofing its schools from now on. Seattle schools made this commitment to all-electric schools and so can PPS. The architects for Kellogg Middle School have publicly stated that removal of fossil gas infrastructure from the plans and only building with electric-powered equipment and appliances were actually a cost savings. Multnomah County also committed last year to not use any fossil fuel infrastructure in new county buildings or major renovations - including its new library bonding. PPS buildings powered by clean electricity (and potentially on-site solar and storage) can be healthy,^{3,4} clean and comfortable places on our community's best days, and resilient and safe refuges on our community's toughest

³ In Oregon burning fossil fuels in buildings was responsible for 20 premature deaths and \$221,326,511 in health impacts in 2017. 89% of those impacts were from burning gas in buildings. This is a conservative estimate because it only includes health impacts from outdoor PM2.5 and precursor pollution; it also does not include pollution from upstream extraction. See, Jonathan J Buonocore (Harvard T.H. Chan School of Public Health) et al, "A decade of the U.S. energy mix transitioning away from coal: historical reconstruction of the reductions in the public health burden of energy", 2021 Environ. Res. Lett. 16 054030, <https://doi.org/10.1088/1748-9326/abe74c>.

⁴ According to a meta-analysis of 41 studies, children who live in homes with gas stoves had a 42 percent higher likelihood of developing asthma symptoms. See Weiwei Lin et al., *Meta-analysis of the effects of indoor nitrogen dioxide and gas cooking on asthma and wheeze in children*, 2021 International Journal of Epidemiology 42:6, <https://academic.oup.com/ije/article/42/6/1724/737113>.

days. This is an urgent issue given PPS' ongoing renovation work and must be addressed immediately.

4. **Increasing transparency and accountability.** To ensure this policy results in measurable and meaningful outcomes, it is imperative that it includes regular and transparent reporting and enforcement mechanisms. Reporting to and communication with stakeholders, including frontline community groups, should occur at least twice a year but ideally quarterly.

Portland Public Schools has yet to pass a meaningful climate policy, which is shocking given how acute climate harms are already affecting our community. But now the school district has the opportunity -- and a responsibility to its students -- to become a climate leader, starting with passing this policy.

Our schools should reflect the values of the communities served. Let's ensure these buildings and transportation systems reflect PPS students' and the community's collective dedication to climate action and desire to invest in our clean energy future.

Sincerely,

Meredith Connolly
Oregon State Director
CLIMATE SOLUTIONS

Nora Apter
Climate Program Director
OREGON ENVIRONMENTAL COUNCIL

Dylan Plummer
Senior Campaign Representative
SIERRA CLUB

Nick Caleb
Climate and Energy Attorney
BREACH COLLECTIVE

Dineen O'Rourke
Campaign Manager
350PDX

Comments on draft Climate Crisis Response Policy v23 - public engagement period

PPS Climate Justice Committee and Eco-School Network
October 14, 2021

Please consider these comments on Version 23 of the Draft Climate Crisis Response Policy. After two years of work and deliberation we are eager to see this policy finalized and see the accompanying Administrative Directive developed and implemented. We gratefully acknowledge the hard work and responsiveness of staff and the Policy Committee to create a strong draft that we support. We feel the policy would be stronger and more effective with the changes proposed below. For each proposed policy change, we've presented our rationale followed by specific language reflecting our suggested changes to the policy with proposed new text underlined. Thank you in advance for your consideration of these comments.

Overarching Objectives

Emissions Reduction

The impacts of climate change are accelerating and more urgent compared to when this policy was first drafted two years ago. In response to the accelerated pace of climate change impacts, and to be consistent with current best practices, the net zero emissions goal must be met in a shorter time frame. For example, Seattle Public School District's recent 100% Clean and Renewable Energy Resolution 2020/2021-18 sets a net zero goal for 2040¹.

The current language about emissions tracking does not explicitly state that PPS will use *both* Scope 1 and Scope 2 analysis.

Suggested changes:

Emissions Reduction: ...and reach net zero emissions by 2040.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis...In addition to Scope 1 and Scope 2, PPS will also track...

Transparency and Accountability

This is a uniquely complex and comprehensive policy and therefore warrants a unique implementation plan. In addition to the Administrative Directive to be drafted by PPS staff, the CCRP should include regular reporting on progress and collaboration with stakeholders including frontline communities (especially communities of color), students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. Anecdotally, In our conversations with community members, folks consistently state the need for collaboration, progress reporting, and transparency in this policy's implementation. It's worth noting that Seattle's recent 100% Clean and Renewable Energy Resolution 2020/2021-18 includes the creation of a task force responsible for creating an

implementation plan within eight months of inception followed by semi-annual reporting to the board on progress¹.

Suggested change:

After the two objectives and before the three pillars, insert “To facilitate effective implementation, transparency, and tracking of progress, PPS will establish a stakeholder committee including: frontline communities (especially communities of color), students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. PPS will convene this committee quarterly, and staff will provide annual progress reports to be made publicly available. A greenhouse gas inventory shall follow standard protocol² shall be conducted every five years, and be certified by a third party. The Policy shall be reviewed and amended every five years to account for unforeseen events.”

Three Pillars

1.1.4 Energy Efficiency Over Low-Carbon Production/use

It is imperative that PPS *reduces* its demand for energy to the maximum extent possible, and fill that reduced demand with 100% clean, renewable energy. This sentiment exists in the policy but perhaps is not adequately emphasized.

Suggested change:

Move strategy 1.1.4 to the first listed (becoming 1.1.1) and change wording to “Increase energy efficiency to the maximum extent feasible and minimize the indirect use of fossil fuels”

1.1.8 Clarify strategy intent

The intent of this strategy is vague and should more clearly state what it is meant to achieve.

Suggested change:

1.1.8 Include infrastructure, such as dishwashers and milk dispensers, to support sustainable practices in school nutrition programs.

1.2.2 Specify Standardized Recycling Bins

PPS schools have different systems and bins for recycling, with no streamlined system that students can learn and continue with. Some schools have very little active recycling because parents and staff have not acquired and set up the bins. Within a single school, the recycling bins are sometimes different colors with different labels. This inconsistency makes it harder to learn to recycle and increases contamination.

Suggested change:

1

https://www.seattleschools.org/wp-content/uploads/sps/district/File/District/Departments/School%20Board/20-21%20agendas/February%2010/A01_20210127_Clean%20and%20Renewable%20Energy%20Resolution%2020_21_8.pdf

² For example the Greenhouse Gas Protocol <https://ghgprotocol.org> or ICLEI <https://iclei.org/ghg-protocols/>

1.2.2 Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses, such as standardized bins for recycling provided by the district.

1.2.3 Eliminate Disposable Utensils and Trays in Closed Campuses

Disposable products, particularly single use plastic, are highly symbolic of humans' collective lack of stewardship for the Earth. We know that students carry a great deal of anxiety about the state of the Earth's ecological systems, and we know they don't like seeing single-use items in their school meals, evidenced by several groups' testimony to the school board over the past few years. Schools should model the changes necessary for creating a healthier planet; eliminating single-use items on campus is a small but highly visible way to do that.

Suggested change:

1.2.3. Pursue zero-waste strategies, minimize disposable materials and fully utilize all materials before disposal. With special effort to eliminate single-use items in school cafeterias.

1.5.1 Environmentally Preferable Purchasing

Purchasing is the first filter through which all PPS goods and services flows, making it a critical opportunity to ensure those products and services align with the overarching climate impact and climate justice goals. All PPS purchases, contracts, and RFPs should accordingly include these considerations in its evaluation. If this is not done, it creates more difficult problems to solve within the PPS system, further down the line. In addition, all paper for schools and administration should transition to 100% post-consumer recycled paper. As with single-use items in the cafeteria, this is also highly symbolic of humans' collective lack of stewardship for the Earth. Central purchasing of paper could solve the problem of the long-standing inequity of some schools running out of paper because of lack of funds. Environmentally preferable purchasing has been successfully implemented by organizations such as the City of Portland, Metro, and Portland Community College.

In addition to divesting from fossil fuel investments, under all circumstances, the district should not accept sponsorships from the fossil fuel industry, e.g., the Shell Oil Company sponsorship of the Grant High School women's softball field. This is counter to the message we're sending on our community and global responsibility to reduce carbon emissions.

Suggested change:

1.5.1 Using best practices related to Environmentally Preferable Purchasing, incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non-post-consumer 100% recycled paper.

1.5.3 Where feasible...and accept no corporate sponsorships from the fossil fuel industry.

2.1.4 Food Systems

More specific and descriptive language reflective of the outcomes we are seeking would strengthen the strategy about school nutrition.

Suggested change:

2.1.4 Where possible, prioritize foods that are less carbon intensive, local, organic, seasonal, plant-based, minimally processed and ~~or~~ minimally packaged, while meeting requirements of the USDA Child Nutrition Programs, work with USDA to advocate for school nutrition programs foods to be sourced from regenerative agriculture practices.

3.2.1 Language Clarification

Goal 3.2.1 currently says, “prepare for and respond to climate change impacts, **with priority special support and resources available...**” which is awkward.

Suggested change:

Improve the language by rewording.

3.2.1 Develop and deliver content to help students understand, prepare for, and respond to climate change impacts, with priority, special support and resources provided to schools serving the most vulnerable populations.

3.2.5 Experiential Learning

Experiences outside of the classroom is crucial for deepening students learning. The strategy would be stronger by showing that PPS will do more than just “support” community-based organizations.

Suggested change:

Develop and maintain relationships with partner organizations that provide hands-on, place-based, experiential climate education for students.

3.2.X Systems Thinking

Climate change and climate justice solutions require a way of thinking that accounts for the complex problems that climate change presents. Systems thinking helps students view systems from a broad, holistic perspective that includes seeing overall structure, patterns, and cycles in systems, rather than seeing only events in the system. This broad view can help identify the real causes of issues and the most powerful solutions to effect change. We must equip PPS students with this skillset.

Suggested change:

Add two additional strategies for Goal 3.2

3.2.6 Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.

3.2.7 Offer opportunities for students to recognize the vital importance of a healthy climate upon which our lives depend, and to understand how their own vision, imagination and intention, and actions can create a desired future.

Goal 3.3 is missing. Relabel goal 3.4 as 3.3

3.3.4 School Gardens

Most gardens in PPS have been established and maintained by parent volunteers. At many schools, fundraisers and PTAs fund school gardens and garden education. The benefits of

garden education on academics, student wellness and sustainability are numerous and yet some schools lack any garden education opportunities, creating an equity issue.

Suggested change:

3.3.4 Treat the grounds and gardens of each school as a learning space and involve students in nature-based grounds improvements and design. Ensure that students in every PPS elementary school have the opportunity to learn in a school garden.



PORTLAND PUBLIC SCHOOLS

501 N. Dixon St • Portland, OR 97227 • (503) 916-2000



Energy & Sustainability in Portland Public Schools

PUBLIC COMMENT NOW OPEN

Portland Public Schools is asking for community input and feedback on our [Climate Crisis Response Policy](#).

When you are ready to give feedback, please fill out this [online feedback form](#) OR email your comments directly to sustainability@pps.net.

You can also call 503-741-9595 and leave your comments via voicemail there.

Please share with students, parents, teachers, neighbors, and community organizations! We believe that fighting climate change takes a global community, and at Portland Public Schools, it takes all of us working together. That's why we need your input! The more input we have from the community, the better we think the policy will be and the more excitement there will be about working to implement it together.

If you would like translation or accessibility services, please email sustainability@pps.net.

Webpages being edited the week of October 11, 2021. Thank you for your patience!

The PPS Sustainability Office has a growing district-wide sustainability program that incorporates the dual approach of promoting student ecoliteracy while reducing the District's environmental footprint.

We aim to instill a culture of stewardship, spark curiosity, and encourage collaborative action to create a more just and sustainable future. [Join the effort here!](#)

Learn more about how your school can get involved by clicking through the pillars below!



Climate Justice



**Student
Ambassadors**



Green Buildings



Energy Efficiency



Waste Reduction



Connection to Nature



Sustainable Transportation

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Resources & Programs

For resources and more details on our programs, please explore our initiatives below:

[Get Involved!](#)

[Climate Action Resources](#)

[Utility Data Dashboard](#)

[Energy](#)

[Green Buildings](#)

[Greening Schoolyards](#)

[Waste Reduction & Diversion](#)

[Transportation](#)

[Project Spotlight](#)

Connect with us!



Thank you to our fantastic partners!

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[Center for Green Schools](#)

[Metro](#)

[Eco-School Network](#)

[Ecology in Classrooms & Outdoors \(ECO\)](#)

[Grow Portland](#)

[Growing Gardens](#)

[Energy Trust of Oregon](#)

[Depave](#)

[Lower Columbia Estuary Partnership](#)

[Urban Forestry's Learning Landscapes](#)

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PORTLAND PUBLIC SCHOOLS



501 N. Dixon St
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Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

ADA Accessibility/District 504 Contact: 503-916-5460

ADA Employment Queries Contact: 503-916-3544

Title VI Contact: 503-916-6499

Title IX Contact: 503-916-3340

District Complaint Resolution Process

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Climate Crisis Response Policy

Public comments collected from <https://www.pps.net/sustainability>

Solicited through:

- Email announcement to dozens of local partners and organizations, including some government entities like the city of Portland, that work in climate, sustainability, and climate justice, along with a request to pass the announcement on to networks and connections with interest in the policy;
- Announcements on social media;
- Announcement posted on the main page of PPS Sustainability website.

Survey questions:

1. Which school(s) are you connected with? (list all that apply)
2. Are you a parent, teacher, student, or community member? Are you submitting comments on behalf of an organization?
3. What race/ethnicity do you identify as?
4. What are your gender pronouns?
5. Overall, how satisfied are you with the policy as written? (1-5)
6. Overall, do you have any comments on the policy?
7. Do you feel like this policy does a good job of addressing issues around equity and climate justice? (1-5)
8. In what ways could the policy do a better job of addressing issues around equity and climate justice?
9. PPS will reduce its carbon emissions by 50 percent from 2010 levels by 2030 and reach net zero emissions by 2050 while making PPS systems more resilient to the environmental impacts that are now unavoidable. Does this goal from Pillar 1 resonate with you? Why or why not?
10. How can PPS education around the climate crisis acknowledge identities, places, cultures, or languages?
11. What are the best ways to help students in times of emergency? (flooding, wildfire smoke, excessive heat, etc.)
12. Comments on Pillar 1: Reduce Environmental Impact and Costs

13. Comments on Pillar 2: Improve Health and Wellness

14. Comments on Pillar 3: Provide Effective Environmental and Sustainability Education

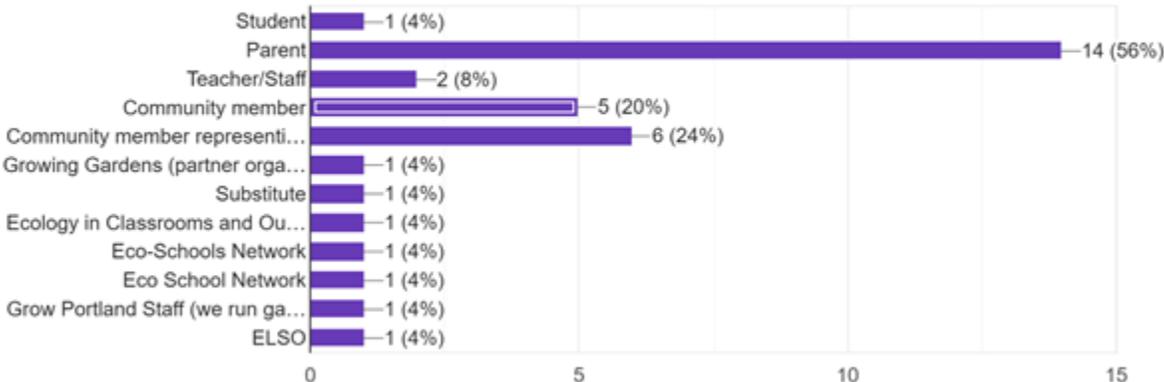
Survey Responses (28 total):

1. Which school(s) are you connected with? (list all that apply)

All (x5), Odyssey, Wells, Maplewood (x2), Arleta, Vestal (x3), Lent, Faubion, Scott, Whitman, Kelly, Ida B. Wells (x2), Cottonwood, Beverly Cleary (x2), Chapman, Sunnyside, MLC, Hayhurst, MLK Jr (x2), Ainsworth, Grant, King, Kellogg, Arthur, Creston, James John, Grout, Harrison Park, none (x1)

2.

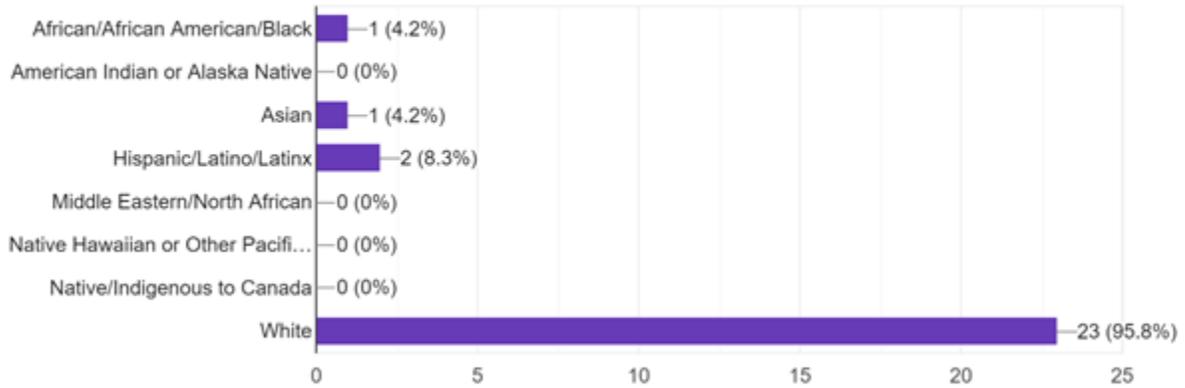
I am a:
25 responses



3.

What race/ethnicity do you identify as?

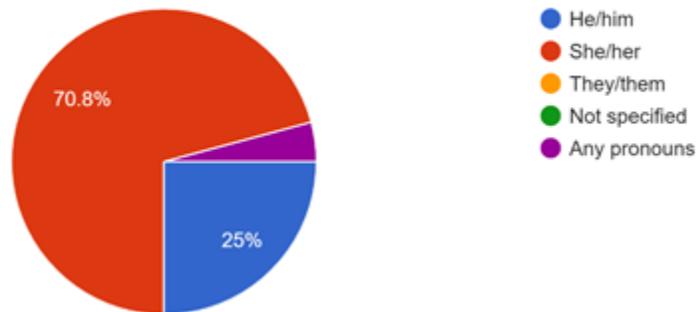
24 responses



4.

What are your gender pronouns?

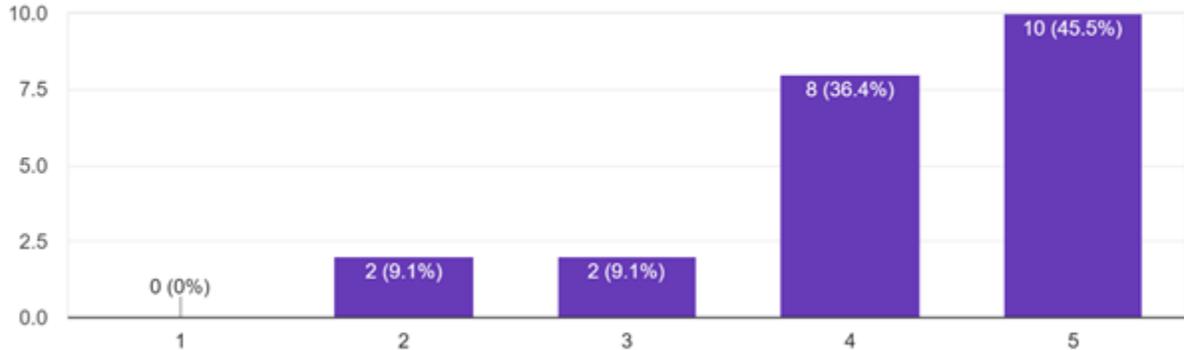
24 responses



5.

Overall, how satisfied are you with the policy as written?

22 responses



6. Overall, do you have any comments on the policy?

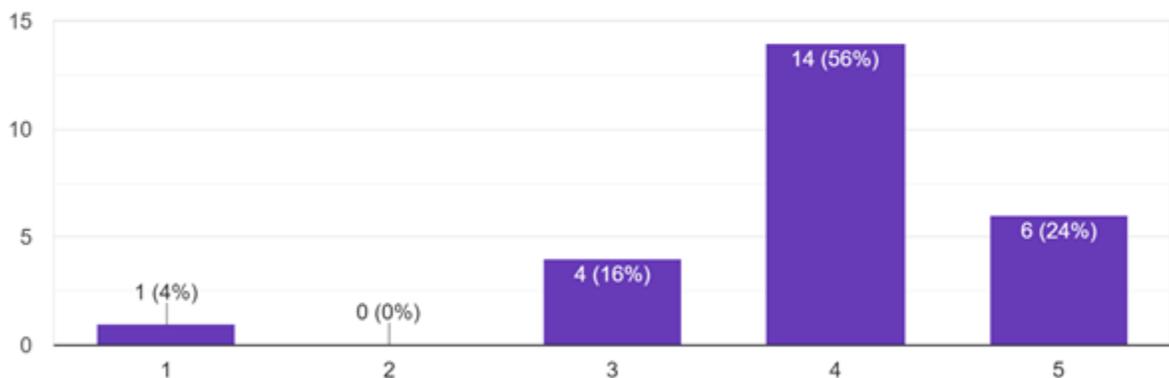
- I think PPS is showing leadership in writing this robust and meaningful policy - I just want to make it sure I see it happen on the ground!
- I am very supportive of the outline laid out in the policy. As always, there is a ton of space between what is written and the district-wide buy in, resources and planning needed to achieve what is written. It seems very very ambitious. I like that it centers voices of people of color and says that efforts will be focused largely in neighborhoods with less tree canopy for example. I wonder though how district staff will be supported in implementing these changes, AND how community partners and families will be brought in in a way that does not unduly burden them.
- too complicated and seems overly ambitious, but the intent is excellent
- I like the specific goals, inline with the global goals to stay within 1.5 degrees, and I like the focus on taking input from BIPOC community leaders. Great job!
- I support this policy, and am glad to see it extend to include the intersectionality of social inequity and reaching those who are inheriting the climate crisis. Students are such powerful change-makers when given the opportunity to use their voices.
- It should include focus on plant based foods as animal husbandry is a large source of carbon emissions
- We should not be feeding children toxic and environmentally destructive animal products.
- Where is the fiscal note that should be attached?
- Please pass this policy as soon as possible.
- The time for this commitment to change it now. PPS is well positioned as a leader in our community and hub for families. This effort must be cross-generational and PPS must be a strong role-model in prioritizing a meaningful response to climate change

- What the District is doing to reduce emissions should be part of the education of the students. Learn and Lead by example.
- Great start. Increase centering BIPOC communities, students & teachers as foundational to the success of the policy. Also, we want to understand what metrics will be set for goals and how PPS will manage accountability in moving these goals forward.
- I think it's great. I'd like to know how much money will be allotted for the implementation of these worthy goals. I hope it's a lot.
- Please also include education about environmental and climate history.
- Where is RACIAL EQUITY in these Pillars? Especially in Pillar 2 of Health and Wellness. How is PPS providing social services for communities of color. Net Zero by 2050 is too long of a timeline.
- I would like to see some points on incorporating remote learning during extreme weather events, and renovating existing buildings to be resilient to extreme weather events. This is something we're facing in the present.

7.

Do you feel like this policy does a good job of addressing issues around equity and climate justice?

25 responses



8. In what ways could the policy do a better job of addressing issues around equity and climate justice?

- Retained climate actions can be better characterized using the Social Cost-Benefit Framework (SCBF). In the context of the CCRP development, the SCBF serves three primary purposes. First, to determine whether an activity has the potential to make students, staff and society, as a whole, better off. Second, to determine who will bear the

costs and who will receive the benefits of the activity. Third, to help decision makers directly compare alternative actions by converting as many criteria as is practical into a common unit (e.g., social willingness-to-pay). A Materiality Survey is also recommended to engage the public and help determine a prioritization process that will have the most effect for the most reasonable cost. Finally, a Climate Lens could/should be developed. The "Lens" would be an enduring part of the plan by which both quantitative and qualitative insights can be gained into the potential climate impacts of individual projects, programs, curriculum, policy decisions and even on-going district operations.

- Writing in to the plan that PPS will try to purchase supplies locally and from BIPOC communities - PPS is a huge financial member of the community - keep the dollars in the community!
- Making translations very easily accessible right now, so it's not an added step for folks whose first language is not English to provide feedback...
- ???
- This is a great start! Pillars one and two could be more specific in addressing equity in the implementation-- e.g., focus tree-planting, wellness and other programs at more neglected/needy schools first. Also the last pillar has a lot of "Support..." language, which is good, but could be more specific. Find (from BIPOC leaders) actual things that need doing and specify those. Were BIPOC leaders involved in writing this draft?
- Specific, clear-cut dates and actions.
- Serve plant based food as it is proven to be the healthiest dietary plan available.
- Goal 3.1 does not discuss what the district will do with teachers that are climate deniers or do not have interest in becoming climate allies. In general, there does not seem to be any plan for acknowledging the ways in which PPS has been complicit in the past for exacerbating climate change. Justice includes recognizing the past, mistakes that were made, and then moving forward.
- Delineate more about what exactly will be done at schools and especially by staff and students
- Some schools exist in high pollution areas, statewide diesel regulations and annual risk assessments would be helpful.
- As mentioned above, in Pillar 2.1, goal 4, students who are receiving free and reduced cost lunches may not have the option to eat or choose plant-based meals otherwise. Many ethnicities have issues with lactose intolerance and this would also address this issue.
- Make sure this is educated and taught to the students. Make sure new facilities built continue too address and discuss how to support this.
- More focus & explicit language around Indigenous voices, knowledge systems, and connecting to PPS land acknowledgements at all sites. The policy could move more towards taking direction from the original stewards of this land for the implementation of this policy, rather than just for curricular support.
- It's a great first step but the test will be in the implementation.
- Prioritize school spaces that have majority BIPOC communities for financial investment. Provide wrap around services in addition to food such as health care, counselors, access to power, computers and wifi, showers, place to rest etc. Work with community in

identifying what they are looking for in support from PPS in clean air, clean drinking water, facilities that are dignified, and center care for BIPOC students. Use project based learning as an opportunity for BIPOC students to be educated in sustainability and green workforce development. Think using the UN sustainable development goals as a to think about holistic climate responses that centers racial equity.

- By increasing resources to schools served by historically underserved or persecuted communities
- At first I didn't see that it will include voices from the communities most affected by climate injustice. I'm changing my evaluation from 4 to 5 based on Pillar # 3

9. PPS will reduce its carbon emissions by 50 percent from 2010 levels by 2030 and reach net zero emissions by 2050 while making PPS systems more resilient to the environmental impacts that are now unavoidable. Does this goal from Pillar 1 resonate with you? Why or why not?

- Yes
- yes
- Yes - I wish it was moving more quickly
- Yes, but only if the monitoring, benchmarks and reporting processes are in place. Recommend incorporating data management and analysis including ESG and UN Environmentally Sustainable Goals processes, standards and frameworks incorporating the Environmental Profit and Loss Statement (EPL); GHG Protocol, Global Reporting Initiative (GRI); Sustainability Accounting Standards (SASB); CDP's Global Disclosure System; Principles for Responsible Investment (PRI); the WEF-IBC Common Metrics; Climate Indicators and Reporting Framework; the Task Force on Climate-Related-Financial Disclosures (TCFD); Systems Thinking and Wedge Analysis and Strategies; the seventeen United Nations Sustainable Development Goals (SDGs), and the International Integrated Reporting Council's Reporting Framework, and the newly merged SASB/IIRC frameworks into The Value Reporting Foundation including the deployment of the SASB new Standards XBRL Taxonomy.
- Yes. I want to see it talked about loudly and often with students so they can feel proud of this work. All hands on deck! Please include students as much as possible.
- Yes. It's imperative.
- You are a very small entity in a big, big, world. The actions of others will influence your success.
- Yes, absolutely. I like that it is inline with the global goals for 1.5 degrees. I would like even more the addition of "aspirational" language to do even better than that, since wealthy nations like the US have to beat the world average goals, by a lot!, to do our fair share.
- Yes, I would love to see greater change sooner, and worry that wealthier neighborhoods will benefit first.

- Yes - there are so many PPS schools spread throughout the city that this could potentially make a big impact. Hopefully other school districts in Oregon will follow the lead of PPS.
- Yes. It's a nice thought anyways.
- Not if you keep finding animal agriculture which produces more emissions than ALL transport!
- Yes. It is more aggressive than goals most other large-scale institutions are putting out. I am happy that PPS is being a leader in this way.
- Yes, enact this amazing policy, do it now and let the public know how it is going.
- Yes. Would prefer even faster timeline.
- Yes. We must do something quickly and we must meet these goal by their due date or hopefully sooner.
- Yes- sounds ambitious by 2050, but necessary.
- It definitely resonates. I am incredibly concerned for my child's future. I'm not sure how anyone could not be.
- Yes, those seem to be internationally accepted targets.
- It is too small increments and too long of a time. It should be Net Zero by 2040 or earlier.
- Yes I think this is a very good, important goal
- Its fine as it's aligned with the city/state/federal targets. We should be moving to electrify the bus fleet first and planning the charging stations.
- Yes because it's all crucial. I would like to see us get to these goals even earlier, but I'm sure that's not realistic. This is a great set of goals.

10. How can PPS education around the climate crisis acknowledge identities, places, cultures, or languages?

- Bring in First Nations peoples as leaders and teachers in our schools
- Establish Systems Thinking Framework Systems thinking is widely endorsed among the climate science community as a framework to examine the complexities that climate change poses on district level adaptation, evaluate strategies to mitigate greenhouse gas emissions and identify resilience indicators to assess risk and measures action plan outcomes. Systems thinking recognizes there exists feedback among systems (human/social, natural/environment, built/ infrastructure) resulting in emergent behavior across the larger school system. In developing actions to achieve carbon neutrality, systems thinking becomes useful to assess controlled, versioned, and managed for document preservation and fulfilling all legal and administrative records.
- Elevate diverse voices, spotlight children, let them lead and let them share their ideas. Have a student panel that is demographically representative of the student body.
- Make space in the curriculum or in the broader initiatives of each school community/culture to incorporate innovative community resilience and long time cultural practices that are low-emissions/no emissions.
- Include them in everything you do.
- Good question. There are a lot of great local organizations working on this, I would start with them!

- Allowing those who represent their cultures to be more involved. Issues such as child care and working multiple jobs are a hinderance, so community leadership positions that are paid or provide some alternative benefit would allow more opportunity for those who want to be more involved.
- I don't know. Acknowledge is a vague word. I think maybe showing examples from other cities, states & countries could be beneficial.
- Taking into account different lifestyles
- Using Tribal History, Shared History curriculum to acknowledge the original stewards of the land. Acknowledging in whatever climate change curriculum PPS uses that a lot of the over consumption and reliance on fossil fuels has come from predominantly white, western cultures and many other peoples around the world have long-since figured out how to live in the world without destroying it. For example, "reuse and recycle" was not invented by white people; communities of color have been doing that for a long time.
- I'd like to hear students expound on what strategies are most impactful from their vantage pt.
- Teach real history!
- Protect Native American land
- Offer translations
- Incorporate multicultural knowledge systems, focus on resilience and traditional ways of mitigating waste and tending land- emphasize hope and possibility over fear and hopelessness to empower children in this effort. Also, there needs to be more than simply acknowledgement - would love to see more focus on learning from folks in those communities, both regarding the climate crisis and otherwise.
- As a white lady I am no expert however I support whatever is deemed necessary by the parents in the district.
- Pay lived experts of BIPOC community to educate about climate work. Offer project based learning experiences that are from students interests, and determine how they want to build relationships with multi-cultural communities. and require environmental studies in middle school and high school.
- Just have the knowledge that everyone comes from different situations and understandings about the climate crisis
- in curriculum, show how different areas and demographics are affected disproportionately
- look at what other communities (locally, nationally, and around the world) have done to prepare and mitigate climate change.
- By including voices from those populations and areas.

11. What are the best ways to help students in times of emergency? (flooding, wildfire smoke, excessive heat, etc.)

- Schools as shelters, support/supplies, teaching about climate change, how to reduce impacts and modeling those behaviors in schools with on-the-ground, visible actions
- Emergency Plans for safe shelter-in-place and evacuation. Recommend coordination with ODOT on priority routes that are protected and designated for moving students and staff to reunification and safe shelter sites. Active intruder plans have this?

- Engage them in part of the solution, allow them to be part of the disaster relief efforts, planning and community rebuilding/care.
- Provide access to clean air and cooler temps indoors through providing families with access to opportunities for low to no-cost access/installation to air filters and efficient cooling systems.
- Make sure the public, private, and community sectors act responsibly.
- Creating ways for them to stay connected to their peers, family assistance, and SEL focus.
- Provide transportation to safe places and agencies where students & families can receive needed social services and things they need (food, clothing, fans, etc).
- Providing safe spaces, water food etc
- I am not a student, so I cannot say. It would be best to ask them.
- Provide shelter in school buildings, maybe create new channels for public assistance/211 type calls/needs
- Clear guidelines.
- Have each child create an emergency kit with their families. Leading families through making a plan as best they can and communicating that with students and teachers
- Get them information on how to protect themselves at home with air quality, cooling, etc. and to have resources if they need help accessing them.
- The facilities you are building need to double as shelters and be designed to support that in an emergency. Older facilities need to be upgraded to meet that need as much as they can be. If they can't be upgraded then they will need to at some point be replace.
- Address immediate safety needs with clear, multilingual communication to direct families towards resources- emphasize community resilience.
- Make sure every school has outdoor covered areas, excellent ventilation and filtration systems, and aggressively address any flooding concerns. Also, work with parents to create and disseminate robust emergency evacuation plans tailored to each student's home situation. Passively educating may not get the job done.
- School spaces as the 3rd space for resiliency. IF there is off grid power/ infrastructure, with highly filtered DOAS systems, this can help air quality for all kinds of emergencies, from Covid to fires, to any kind of airborne contamination. Having systems of heating and cooling- all electrified, decentralized systems that do not depend on fossil fuels.
- Make sure students have access to resources to help them, and that they know how to access them
- have remote learning ready to go for when going to the building is not feasible.
- provide safe places to be for them and their families.
- I don't know. If you are thinking of making school building refuges for the community in times of disaster, that is a laudable goal.

12. Comments on Pillar 1: Reduce Environmental Impact and Costs

- This is a topic for collaboration and expert analysis. Questions about the use and scalability of the Climate Lens (previous comments) can be helpful here. Small, medium or large projects will present the need to scale the level of assessment, accordingly. For all projects, the district will most likely want to establish baseline conditions, against

which project emissions and climate risks can be compared and identify how the project will most likely contribute to the GHG targets and resiliency goals. For large projects, it will be important to create a more robust approach including assessment formulas to apply that provide the ability to understand and track the cost effectiveness of a project. In other words, what the project achieves and at what cost (e.g. reduces 1 ton of CO2 per year at a \$\$ cost) will allow the district to track various project types and their GHG reduction cost effectiveness. It will be critical that the effort to complete the Climate Lens process is consistent with the goals and objectives for reducing impact and costs and ID co-benefits (e.g., public health, reduced respiratory disease) and equity and overall, including upstream and downstream (Scope 3 and 4) impacts. By systematically assessing each project's GHG emission and resilience to the impacts of climate change, project planners, applicants, and decision makers will become more familiar with climate change considerations, risks, and mitigation strategies that will facilitate improved design and decision making. A structured Climate Change Resilience Assessment is designed to support better decision-making during an infrastructure project's planning and design stages. The scope and boundaries of the assessment must be clearly described (e.g., what is included and excluded from the analysis and why). It should consider the full spectrum of project design choices being made (e.g., location, materials used, construction methods/standards, etc.). It should also consider climate risks within incorporated and unincorporated cities within district area of operations and be inclusive of the entire geography and sensitive to jurisdictional issues and processes.

- Great.
- Where and how does composting fit into this puzzle? Does it? The use of depaving, rain gardens and bioswales is excellent if it is at a scale that will actually provide the resilience needed.
- -----
- see above
- If possible, hire local companies and parents if possible. Put money into the pockets of community members, not large corporations.
- How will PPS pay for all these goals?
- Again, this should include focus on food as well. I know many find it difficult to accept the role of our diet in climate change but as educators you should strive to teach students of the impact.
- These are great, love the shade trees.
- Recycling
- Yes, critical to move away from fossil fuels. Each school could have solar panels providing their own energy and possibly enough for their neighborhood.
- Yes. We must do something quickly and we must meet these goal by their due date or hopefully sooner. Spending the money up front on Net Zero Energy buildings will save the District money in the long run as cost continue to rise. We need to do it now, so we can put the savings we see from the reduced/lack of utility bills back into other schools and school programs.
- Great.

- What about district level systems- like electric microgrids, water systems? electric buses, and no more diesel buses. Phase out all gas fired equipment needs to be 2040 or sooner. Provide outdoor classroom spaces in all schools with covering for weather. electrify everything. No more fossil fuels on campuses in infrastrccutre, operations and maintenance. And Divest in all banking investments from fossil fuels- its all feasible to do.
- 1.2- increase and improve bike and scooter secure parking at all sites. 1.4- I would like to provide places to change clothes or store rain gear). Work with TriMet to improve access to transit on all sites. Centralize support for carpooling and walking groups for families and staff. Provide traffic safety education to increase numbers of active transportation and safety. Prioritize people versus vehicles during schools pick-up and drop-off operations. Finally, include middle school students in the plan for free TriMet Bus.
- Why qualify 1) uses of pesticides/herbicides, and 2) divestment from fossil fuel industries? Individuals are already doing this, so let's do it on a community level. How unrealistic am I being?
- I would like to see complete divestment in both cases.

13. Comments on Pillar 2: Improve Health and Wellness

- Public Health co-benefits translate projected GHG emission reductions for each scenario into potential "mediators" of the association between GHG emissions and human health outcomes. Specifically, these mediators can include the criteria air pollutants ozone and PM2.5, for which there are scientifically well-established associations with both GHG emissions and human health outcomes. Additional potential mediators (e.g., other air quality measures, water quality, and the built school environment) should be considered and included in the analysis based on level of scientific evidence supporting an association with both GHG emissions and human health outcomes. One integrated model likely to be considered is the GCAM-USA and the GLIMPSE decision support system for air quality management. There are several other options that can be used to introduce quantification and legitimacy into this Pillar.
- Health and wellness is so important. More trees, less pavement, more time outside, more garden based curriculum.
- It is excellent that this policy has nutrition services integrated where applicable into all three of these pillars. It seems that the district will find itself in a position of more family advocacy and support as families experience more stress due to climate change.
- -----
- see above
- Create gardens at each school that also serve as outdoor classrooms in which students and families can connect with each other, education, and their food. Low-income students relying on very unhealthy packaged foods should have better access to healthier alternatives.
- How will these projects be funded?
- Need to remove meat and dairy from menu.

- Serving hormone and cholesterol filled animal products is antithetical to health and wellness.
- Love promoting local and plant based food.
- Plant based food options
- It needs to be much stronger on the food policy. Pillar 2.1, goal 4 is just a vague and small detail in the plan, yet is a critical part of reducing carbon emissions. We need more plant-based options in our school to meet our own city's Climate Action Plan. Project Drawdown lists plant-rich diet as the #4 priority on their list of top 100 Climate solutions. Food waste is #3. PPS serves around 50,000 meals a day, they can play a significant role in reducing emissions in this area. It is also part of equity and climate justice as students who are receiving free and reduced cost lunches may not have the option to eat or choose plant-based meals otherwise. Many ethnicities have issues with lactose intolerance and this would also address this issue.
- Yes, please make all you new facilities and rebuilds emergency centers when needed and have support programs for the families in need. This will require added cost and space but it is needed.
- I feel like the possibility of future pandemics should be a part of any climate action plan since we will continue to have them and, as we've discovered, our current infrastructure is not adequate for dealing with them. Any future investments should consider these types of needs if they are to be truly resilient. Please.
- Health and wellness is seriously lacking, especially for BIPOC communities. It is putting the onus and labor for BIPOC communities, and focusing on emergency, not preventative conditions. Ensure Clean air clean water, trauma informed spaces, spaces for refuge, spaces of care of social services, that needs to be identified with BIPOC communities.
- I think integrative education is key, to avoid doom and gloom scenarios that spark personal anxiety/guilt/depression. When I was in school, we were taught that we could 'save the world' and 'make a real difference' by our individual actions, and I think that did a disservice to us in the long run. Sphere of influence is an important concept and how if things don't change at the macro level how to live with it.
- These are all excellent goals.

14. Comments on Pillar 3: Provide Effective Environmental and Sustainability Education

- The CCRP has set an admirable and ambitious goal for community outreach and engagement that will require a broad set of tools to reach and engage people and businesses from a range of demographics, incomes, and geographic locations. Recommend a more specifically defined strategy to engage the community equitably and effectively to identify, inform and validate the plan, its actions and associated deliverables. Ultimately, the process will need to articulate, and demonstrate (inform) that while natural resources, livelihoods and infrastructure in the district are at risk from climate change, residents and the general public with the action areas can contribute to the reduction of impacts through incremental lifestyle changes.
- Yes, yes, yes! Hire people with a track record for engaging students in the process. Let them lead!

- It is really wonderful to see leadership development of students as a key component of this pillar. When it comes to 3.2 #5- Supporting partner organizations that provide hands on place based experiential learning about climate education...Will you be inviting partner organizations with decades of experience aiming to achieve many of the goals outlined in this policy to the table to support district-wide initiatives? If so, will you be finding funds for either short term or longer term partnerships for such organizations? Many organizations have been working for many many years on these initiatives on a shoestring budget that they largely find funding for themselves. It seems that coordinated and at least partially funded (by the school district) partnerships with organizations such as De-pave, ourselves (Growing Gardens), ECO, Grow Portland, Eco-schools network, FoodCorps and others would be really beneficial to achieving many of the goals laid out here. Also, if so, how will you ensure that the work partnering organizations are doing is relevant to BIPOC communities with in the district? The utilization of the school grounds and gardens as a learning space is huge! How will the district support teachers to teach effectively outdoors and ensure students are prepared physically to learn outdoors (coats and clipboards for example)?
- -----
- see above
- Create a climate ambassador program where students can train to visit neighboring communities and share what they've learned and help create change beyond Portland.
- Where will the money come from?
- This pillar does not state what the district will do if there are teachers who are climate deniers or who have no interest in being climate allies. Institutions have long protected people in positions of power and it's important to be up front about how a situation like this would be handled.
- Sustainability liaison in every school, great! Supporting student activism is needed and really good to see in this policy.
- Yes, this looks fine.
- Yes, please make sure all schools educate the students on the environment and consequences of our actions. When possible use the school itself as examples of what should be done, or what needs to be changed. If it's fun they will learn it and then live it.
- BIPOC communities aren't mentioned until Pillar 3. Is there a reason their voices and experiences are not brought into the other goals? It also comes a bit out of nowhere as to why it matters on this goal. Would be great to have an equity statement (or reference to an equity statement) framing this better. For 3.2, would love to see a commitment to partner with organizations who are subject matter experts beyond simply those who provide "hands-on, place-based, experiential climate education." Perhaps also as consultants, other supports that are not just hands-on education. Also, there is no 3.3!
- Great.
- Project based learning opportunities lead by BIPOC students and communities. Identify the roles and responsibilities of a 'sustainability liaison'. Not just support student led initiatives, but invest, with budget and for credit opportunities to graduate. Environmental education should not be an after school club, volunteer, outside of requirements to graduation, but opportunities to be part of baseline education.

- I like coordinating with County Office of Emergency Management. Does this include hosting community preparedness events? If that answer is yes, I strongly support the policy for its emphasis on the community as a whole.

PPS Climate Crisis Response Policy 3.30.080-P V.24 submitted on

Oct 19, 2021

Clean version

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change will disproportionately impact the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize efforts that have the largest environmental return on investment for immediate action, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by ~~2050~~2040.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement, Resilience, and Wellness: The district will take steps to prepare schools for the effects of climate change; PPS will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

To facilitate effective implementation, transparency, and tracking of progress, PPS will establish a stakeholder committee including: frontline communities (especially communities of color), students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. PPS will convene this committee quarterly, and staff will provide annual progress reports to be made publicly available. A greenhouse gas inventory that follows the Greenhouse Gas (<https://ghgprotocol.org>) or the ICLEI (<https://icleiusa.org/ghg-protocols/>) protocol shall be conducted every five years, and be certified by a third party. The Policy shall be reviewed and amended every five years to account for unforeseen events.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals.

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy-efficient, resilient, and adaptable. The District will:

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency to the maximum extent feasible and minimize the indirect use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and are more sustainable (e.g. green concrete).
7. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.
8. Include infrastructure, such as dishwashers and milk dispensers, to support sustainable practices in school nutrition programs.

Goal 1.2: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management. The District will:

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including reuse, recycling, composting, and food waste reduction at all campuses, such as standardized bins for recycling provided by the district.
3. Pursue zero waste strategies. Minimize disposable materials and fully utilize all materials before disposal. With special effort to eliminate single-use items in school cafeterias.

Goal 1.3: PPS will maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes. The District will:

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.
3. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.
4. Utilize risk maps of district-owned sites and populations most vulnerable to climate impacts and plan accessible grounds improvements accordingly.
5. Phase out gas powered equipment used for grounds maintenance.
6. Phase out the use of pesticides and herbicides where feasible.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation. The District

- will:**
1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
 2. Offer free TriMet Youth Passes to all high school students.
 3. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact. Work with the state and federal government to defray costs of shifting towards electric vehicles.
 4. Evaluate bus routes annually to improve route efficiencies and capacities.
 5. Enforce the "no idling" policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities. The District will:

1. Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make

centralized purchasing decisions. Using best practices related to Environmentally Preferable Purchasing, incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non-post-consumer 100% recycled paper.

2. Reduce paper copying by transitioning to increased electronic communication.
3. DWhere feasible, divest banking investments from fossil fuel industries.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness. The District will: 1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district asset assessment and management.

2. In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e., protected from heat, smoke, and pollution).
3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property. Where possible, prioritize foods that are less carbon intensive, local, organic, seasonal, plant based, minimally processed and ~~or~~ minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.

Goal 2.2: PPS will empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events. The District will:

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
2. Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, landslides, wildfires, and flooding.
3. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities, communities of color, and vulnerable populations.
4. Host climate related emergency preparedness events for students, staff, teachers, and families.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower all PPS staff as allies for a healthy climate. The District will:

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.
3. Establish a program to have a sustainability liaison in every school.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Goal 3.2: With guidance from Black, Indigenous, and other People of Color (BIPOC) students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions. The District will:

1. Develop and deliver content to help students understand, prepare for, and respond to climate change impacts, with priority special support and resources available provided to schools serving the most vulnerable populations.
2. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
3. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
4. Increase workforce training in living-wage green jobs, prioritizing opportunities for students from frontline communities.

- 5. Support Develop and maintain relationships with partner organizations that provide hands-on, place-based, experiential climate education for students.
- 6. Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.
- 5.7. Offer opportunities for students to recognize the vital importance of a healthy climate upon which our lives depend, and to understand how their own vision, imagination and intention, and actions can create a desired future.

Goal 3.43: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. The District will:

1. Support development of youth leadership and engagement opportunities around climate solutions.
2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate related programs.
3. Support student-led climate justice, climate action, and climate resiliency initiatives.
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for ensure that students in every PPS elementary school to learn in a school garden.
5. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.
6. Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.

Welcome!



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PORTLAND PUBLIC SCHOOLS

Portland Public Schools reImagined

Preparing Our Students to Lead Change and Improve the World

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



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How Did We Get Here?

Key Influences

1. Student, community, and Climate Justice Committee advocacy for the adoption of **Board Resolution 5272** and the Climate Crisis Response Policy.
2. Youth organizing climate strikes have emphasized support for student freedom of expression for climate justice activities, for more classes that talk about the climate crisis, and to create activities for students to learn about the climate crisis.

In response to this journey grounded by our students and community - Portland Public Schools (the district) is committed to immediately mobilizing resources and taking action to restore a safe climate. This commitment is also necessary due to the human-caused climate crisis currently underway, and the direct harm being done to our district, society, and planet.



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Climate Crisis Response

Using data, community input, and facilitated conversations, a focus group and phone interview protocol was developed to ensure representation from students and communities of color, while maintaining access to decision-making in formats that are accessible to additional stakeholders. In addition, an online survey was released to gather input and feedback on the policy. The following key groups provided thought partnership in our process:

- Educators
- Roosevelt Pacific Islander Club & BSU Members
- Cleveland Environmental Systems Class
- Leodis V. McDaniel Leadership Class
- Coalition of Communities of Color
- Climate Youth Advisory
- Additional Student Leaders



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Demographics of Online Survey Respondents

African American	3
Asian	10
Latino	2
Middle Eastern/North African	1
Multi-Racial	3
Native American	3
Pacific Islander	1
White	57

Identity Characteristics of Online Survey Respondents

Student	43
Parent of ES	11
Parent of MS	8
Parent of HS	4
Teacher/Staff	9
Community Member	3

Online Survey Findings

- Over 90% of respondents resonate with the goal of PPS reducing its carbon emissions by 50 percent from 2010 levels by 2030 and reaching net zero emissions by 2050.
- Agree that PPS helping students and communities build resilience from climate change and providing support and from these events is an area to include in the policy:
- (i.e. safety planning for each, resources, student funding, collaboration with agencies to offer facilities)
- Expressed that culturally responsive teaching and BIPOC communities should inform the climate justice educational experience
- Recommend that school sites should have a climate safety plan



Survey Quotes

“Educating students on why this is happening! We need to be centering climate change the way we are (attempting to) center equity.” -PPS Teacher

“Yes this resonates. I believe it’s on every organization and corporation to make these goals and stick to them. Plus, as a teaching institution, it would be hypocritical to encourage students to be more eco-friendly and responsible without us ourselves making those commitments.” -PPS Teacher

Additional Findings

- Reinforced that Climate Justice Education should be in core content and mandatory, not only an elective courses
- Guest speakers and PPS staff should collaborate with students to engage youth in hands-on climate learning
- Provide learning opportunities on key aspects of climate resilience and preparedness for climate emergency events, prior to the event occurrence



Additional Findings

- Upgrade buildings so they are more resilient to natural disasters, with an air filtration plan
- Some articulated emissions reductions by 2050 is an ambitious goal, but it gives hope that the district will be more sustainable in the future. Another portion of students identified 2050 as a very long time to complete this goal when it is a climate emergency; it gives us no excuse not to follow through.



Student Quotes

“Have translators there to help connect people more. Along with presentation of information in various different languages and consistently reaching out to families 24/7.”
-McDaniel Student

“Upgrade our buildings so that they will be more resilient to natural disasters. 2050 is not a very ambitious goal. It's very possible we won't even be around then to feel the benefits of carbon neutrality” -Cleveland Student



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Key Takeaways

- Feedback received mostly reinforces the current policy language and calls upon specific strategies
- Students express a value for the district playing a role in educational awareness of climate events and student collaboration with curriculum
- Some participants who do not agree with the goal of reducing its carbon emissions by 50 percent from 2010 levels by 2030 and reaching net-zero emissions by 2050 articulate that the goal is not soon enough.



Key Takeaways

- We need to be careful about using "net zero" goals because although these goals sound positive, they can open the door to false climate solutions like excessive carbon offsets programs that are not verifiable and which do not decrease community exposure to air pollution from burning fossil fuels.
- Truncated window to reach specific communities worked for some, but not for every community group. We are incorporating a follow-up phase to continue relationship-building
- People informed and contributed to design beyond Community Engagement & Student Voice team



Thank you



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PORTLAND PUBLIC SCHOOLS

3.40.091-P Traffic Safety Patrols

- (1) Schools should include in their safety education programs instruction on avoiding traffic, sidewalk and street hazards. In addition, because younger children may need special assistance in crossing streets while going to and from school, the office of superintendent shall make recommendations to the Traffic Safety Division or other appropriate agency in the formation and operation of student patrols. From time to time the superintendent may identify situations where such programs are insufficient and make recommendations to the appropriate governmental agency for the resolution of those problems.
- (2) Participation by students as safety patrol members must be by written consent of their parents, and special programs of training shall be provided to assure the effective performance of safety patrol duties.

Legal References: ORS 339.650 - 339.665; ORS 811.015

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



4.50.010-P Student Interviews And Errands

(1) Interviews.

- (a) Since the Board and its employees are responsible for the welfare of Portland students, ordinarily only employees of the district engaged in official business shall be permitted to interview a student. In unusual circumstances, when it is deemed in the best interest of the student and the school, another person may be authorized by the principal or his/her designated representative to contact a student. When an interview by another person is authorized, a staff member designated by the principal shall be present at the interview, except when such person is a parent or legal guardian. (Refer to special provisions on child abuse for law enforcement officers and Services to Children and Families caseworkers.)
- (b) An overriding issue in determining when a person who is not a parent is to be permitted to contact a student in school is whether or not such an interview is in the best interest of the student and the school. Principals are directed to exercise extreme care in granting such permission.
- (c) When parents are divorced, it may be necessary to obtain information about visitation rights of the respective parents before permitting contact with students while in school.

(2) Errands.

- (a) Students shall not be sent from the school premises by any member of the school staff to perform errands, except when necessary to the operation of the school, and then only with parental permission.

Legal References: ORS 329.150; ORS 332.107; ORS 419B.015

History: Adpt 6/71; Amd 11/82; Amd 9/9/02; BA 2420

Letter Opinion, Office of the Attorney General (August 18, 1986)

4.50.020-P Health Services

- (1) Although the primary responsibility of the district is for the education of children, the health and welfare of the students in the Portland schools is a matter of major concern to the Board. It is the intent of the Board that school programs in general be conducted in a manner which enhances student and personnel health and which is conducive to good health practices.
- (2) Physicians, licensed nurses and other personnel of the designated public health agency who may provide direct health services or consultation with school staff regarding student health problems are authorized to provide services in the schools to the extent that their services may be available and in accordance with resolution services and/or contractual agreements developed cooperatively with the district.
- (3) The superintendent shall direct the development of programs through which the intent of this policy shall be carried out and through which all members of the district staff are apprised of their responsibilities in this sphere.

Legal References: OAR 581-022-0705; OAR 581-022-1420; OAR 581-022-1440

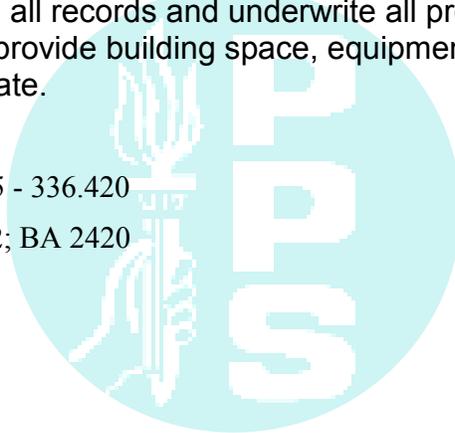
History: Adpt 6/71; Amd 7/12/76; Amd 9/9/02; BA 2420

4.50.023-P Dental Health Services

- (1) In the interest of good dental health for all students, instruction of healthful dental care practices shall be a part of the instructional program in the schools of the district. Through such programs it is hoped that all students will develop sound oral health habits.
- (2) In order to meet the particular oral health needs of low-income students, the Portland schools, in conjunction with the Multnomah County Dental Society and the Assistance League of Portland, may operate a dental clinic. Such clinic or clinics shall provide for the dental care needs of low-income children in the elementary grades K-8. The office of the superintendent shall arrange with the Assistance League for the services of dentists and such other personnel and programs necessary to the operation of the dental clinic. The Assistance League shall schedule all patients, provide the volunteer dentists, provide the services of full-time dentists, maintain all records and underwrite all prosthetic appliances. The district shall provide building space, equipment and supplies as deemed appropriate.

Legal References: ORS 336.375 - 336.420

History: Adpt 6/71; Amd 9/9/02; BA 2420



5.20.100-P Physical And Mental Health Of Staff Members

The physical and mental health of persons who work in the education of young people is vital. Emotional stability, adequate physical vitality and general good health essential to the performance of duties must be assured for appointment to and continuance in the district.

- (1) **Appointment and Duties of Medical Advisor.** Accordingly, the Board shall select a duly qualified physician to serve at its pleasure as the medical advisor for the school district. He/she shall perform such medical examinations as may be required in accordance with Board policy and the procedures established by the office of the superintendent. He/she shall also act as the medical examiner for the teacher's retirement system.
 - (a) Compensation of the medical advisor shall be determined by the Board and shall be either on a retainer or fee basis or both.
 - (b) The medical advisor shall have authority to obtain the services of consultants and laboratories when he/she deems such service is necessary. The cost of these services shall be borne by the school district, provided that an examination costing in excess of \$100 shall not be conducted without prior authorization of the office of the superintendent.
- (2) **Superintendent's Responsibility.** The superintendent shall develop procedures which assure that a probationary and/or a permanent teacher shall be referred to the when his/her emotional stability, physical capacity or general health are such as to raise doubt about his/her ability to carry out of his/her assignment.

Legal References: ORS 332.107; ORS 342.513; ORS 342.545; Rehabilitation Act of 1973, 29 U.S.C.A. Sections 504, 791, 793 and 794 (West 1985); Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt. 6/71; Amd. 5/76; Amd. 7/12/76; Amd. 9/95

6.10.013-P Career Education – Learning Opportunities

The public schools are responsible for providing every young person with learning opportunities that will enable him/her to discover his/her individual interest and abilities. Those learning opportunities should help the student explore the many avenues of productive activity that might challenge and extend his/her talents of choice, self-direction, self-discipline and responsibility. Therefore, an orientation to the world of work and preparation for a career are necessary to each student's development. The Board gives priority to career education programs and will provide additional financial assistance to such programs as it becomes possible.

Legal References: ORS 366.035; OAR 581-022-0405

History: Adpt 6/71; Amd 9/9/02; BA 2421





Professional Conduct Between Adults and Students

PURPOSE

District staff show extraordinary dedication and care in their daily work with students. A hallmark of this commitment is the development of strong relationships between adults and students. We believe that:

- A. Children are always learning about healthy relationships, and their most significant learning about relationships comes from how adults behave.
- B. Consistent relationship boundaries help children feel safe. Boundaries help them trust adults and help them know what is healthy behavior.
- C. Children need adults to be adults. Adults' behaviors set the conditions for healthy relationships.
- D. Adults are responsible for creating safe spaces.

The purpose of this policy is to establish common understanding and expectations for all adults in our District on setting consistent and safe boundaries with students. Those boundaries maintain the healthy relationships and safe spaces that students need to thrive.

GENERAL STANDARDS & DEFINITIONS

- A. For purposes of this policy, **except as specifically noted**, "adults" include any and all District employees, coaches, substitutes, contracted service providers, and volunteers in their interactions with students in District schools and programs.
- B. "Student" means any person: (1) Who is: (a) In any grade from pre-kindergarten through grade 12; or (b) Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or (2) Who was previously known to the adult covered under this policy as a



Professional Conduct Between Adults and Students

student and who left school or graduated from high school within 90 days of any alleged conduct violating this policy.

- C. For purposes of this policy, the term “legitimate educational purpose” includes matters or communications related to teaching, counseling, athletics, extracurricular activities, social-emotional support that serves the interest of the student, treatment of a student’s physical injury or other medical needs, school administration, or other purposes within the scope of the adult’s employment or other District-related duties.
- D. A “boundary violation” is behavior or interaction by an adult with a student that has no legitimate educational purpose and has the potential to cause harm to the student.
- E. All adults should maintain the highest professional and ethical standards when interacting with students. These standards are defined by the Oregon Teacher Standards and Practices Commission and by District policy.
- F. Volunteers play unique and important roles in students’ lives, and many also have relationships outside the school setting. **This policy applies to volunteers in the context of their volunteer commitment with the District.** The District expects volunteers to maintain appropriate conduct with students when they are engaged in District-authorized activities as outlined in this and other policies.

GUIDELINES FOR INTERACTIONS BETWEEN ADULTS AND STUDENTS

A. General Guidelines and Required Training

The interactions and relationships between adults and students should be based upon respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of our schools. Adults may not intrude or appear to intrude on a student’s physical and



Professional Conduct Between Adults and Students

emotional boundaries unless the purpose of the interaction is to serve a legitimate educational purpose.

Adults with direct, unsupervised contact with students are required to complete annual training provided by the District on sexual conduct prevention to provide guidance and establish appropriate professional boundaries for student-adult interactions.

We recognize that forming a relationship with students is an important aspect of teaching; however, adults should not engage in discussions with students when its purpose is to meet the adult's personal needs rather than the student's needs. If a student initiates a discussion about a significant personal or family problem, adults are encouraged to seek guidance from appropriate resources such as their principal or school counselors, as needed.

B. Conduct Outside a School Setting

Adults shall use good judgment in their relationships with students beyond their work responsibilities and/or outside the school setting. Informal and social involvements with individual students should be based on appropriate professional boundaries. Volunteers with community-based relationships with students are not subject to this provision in their relationships with those students in non-District settings. In addition to regular classroom instruction and extracurricular activities, staff members may also act in their professional capacity outside of the school day—for example, in providing before- and after-care, tutoring to improve students' academic skills, mentoring that provides students with positive role models, answering questions about school assignments, hosting school-sanctioned or school-sponsored activities and events. We recognize that adults will also encounter students out in our community in the normal course of their personal lives.

Even during non-school hours, when District employees and third-party contractors are acting in their professional capacity, they must maintain at all times ethical standards consistent with Teachers Standards and Practices



Professional Conduct Between Adults and Students

Commission (TSPC) standards and District policies.

One-to-one tutoring and mentoring offered during school or non-school hours must take place at the school unless the principal or appropriate supervisor has received prior notification of an off-site location and written permission from the parent/guardian has been obtained. Unless otherwise approved by the principal or other District administrator, volunteers on District property must be under the supervision of a District staff member.

C. Appropriate Personal and Community Relationships

There may be circumstances where there is an appropriate personal relationship between staff and a student's family that exists independently of the staff member's position with the District (*e.g.*, when the families' children are friends). This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships.

The District understands that adults may be involved in other roles in the community through civic, religious, family, athletic, scouting, private tutoring, or other organizations and programs whose participants may include District students. This policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, staff members are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

D. Appropriate Use of Email, Websites & Social Media

The District allows and supports the use of technology to communicate transparently and for legitimate educational purposes. As with all forms of communication, adults are expected to maintain professional boundaries with students when communicating via electronic communications and social media.



Professional Conduct Between Adults and Students

Staff or students may use approved educational websites if such sites are used solely for legitimate educational purposes.

1. Email Communication

All email communications from employees to students must be through a PPS-provided email address as described in the District's Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.

2. Social Media

District employees who wish to use social media as a tool to assist them in their professional duties must maintain separate accounts for professional and personal social media use and may follow or accept requests to connect from students only through their professional social media presence established consistent with the requirements set forth in the Social Media Administrative Directive 8.60.045-AD. Staff should have no expectation of privacy when communicating to students, including on a social media platform (*e.g.* Facebook, Twitter). Staff should not promise students absolute confidentiality in their communications.

3. Group Text Messages

The use of group text messaging has become a convenient tool for coaches and other staff working with students to relay information. District employees and third-party contractors shall use this method of communication only with both District approval and parental knowledge. Text messages to individual students through District-approved platforms shall contain only information with a legitimate educational purpose.



Professional Conduct Between Adults and Students

E. IN-PERSON INTERACTIONS

1. One-on-one meetings with students

There will be times when adults are alone with students to discuss legitimate educational issues, including discipline or academic performance, for example. When possible, adults should meet one-on-one with students in a public space, such as libraries, open classrooms, or in places observable by others, such as offices or classrooms with windows and unlocked, ajar doors. When supporting students with sensitive issues, as is common for staff such as counselors and social workers, it is appropriate to provide a private setting. To maintain transparency, it is also good practice to let others know when and where meetings with a student will occur.

2. Personal communication with students

Connecting with students and building rapport is an important component to the staff-student relationship, and adults should promote healthy relationships with all students.

There are many times when a staff member's request for personal information is for a legitimate educational purpose. For example, personal reflection, relationships, or experiences are often part of a journaling exercise, and this policy is not intended to interfere with or impede this type of educational activity. It is appropriate for adults to check in with students about their well-being and/or whether they need any support with their school work. This policy does not prohibit that kind of healthy support of students.

If a student discloses information about the student's significant personal or family problems, adults are expected to seek guidance from appropriate resources such as their principal or school counselor, as needed.



Professional Conduct Between Adults and Students

Adults are also expected to bring their concerns to their supervisor's attention when they have reason to believe a student is or may be becoming overly attached to or interested in them or other staff.

3. Traveling with or transporting students

When transporting students to athletic events and other extracurricular activities, adults need to notify the District and the student's parent/guardian of the travel itinerary and may not transport students in a personal vehicle in a non-emergency situation without advance authorization by the District or as defined by the Coaches Handbook (<https://www.pilathletics.com/page/show/5161432-hs-coach-s-handbook>).

If an emergency situation arises that requires a staff member to transport a student without prior approval, the staff member shall alert a direct supervisor and the parent of the situation as soon as practicable.

When traveling out of town, staff must follow the procedure outlined in the Field Trips Administrative Directive (6.50.011-AD). Adults are prohibited from entering a student's hotel room without another adult present, except in an emergency.

4. Physical contact with students

Adults should not initiate any physical contact without a legitimate educational purpose including offering public greetings, positive acknowledgments, or responding to a crisis. There are times when adults have a legitimate educational purpose to initiate physical contact with a student, and noninvasive contact, such as "high fives" or fist bumps to acknowledge a job well done are fine. In other instances, adults may be required to assist an injured student or a



Professional Conduct Between Adults and Students

student with special needs who requires physical assistance. Likewise, adults may need to touch a student's arms or hands to redirect them in an activity. Coaches, music teachers, and other instructors may have a need for physical contact as a method of instruction. Adults need to be aware of what kinds of physical contact with which a student is and is not comfortable and limit physical contact to only that which is necessary for a legitimate purpose. Any physical redirection of students must be pursuant to the District's Physical Restraint and Seclusion Administrative Directive 4.50.060-AD.

5. Respecting student privacy

Adults must honor a student's physical and emotional boundaries unless the interaction serves a legitimate educational purpose or is in response to an emergency.

Examples:

Physical Surroundings: Adults should not invade a student's privacy by entering a restroom, locker room, or other space where a student may not be fully clothed unless it falls within a staff member's regular job duties under an established written protocol, an emergency, or the staff needs to use the facility for a legitimate and intended purpose (*e.g.*, if it is not practical due to distance and time constraints to use a staff-only restroom).

Personal Space: Adults should respect a student's private space and be conscious of a student's cultural and personal boundaries when communicating (*e.g.*, adults should be conscious of standing too close to students when interacting with them).



Professional Conduct Between Adults and Students

6. Exceptions

An emergency or a legitimate educational purpose may justify deviation from professional boundaries set out in this policy. Adults shall be prepared to articulate the reason for any exception from the requirements of this policy and must demonstrate that an appropriate relationship was maintained with the student at all times. Adults must ensure that any exception is narrowly tailored to the circumstances and must report it to their supervisor within 24 hours.

BOUNDARY VIOLATIONS

A boundary violation is behavior or interaction by an adult in a position of power with a student that has no legitimate educational purpose, and has the potential to cause harm to the student.

A. Examples of boundary violations/prohibited conduct

Examples of conduct that violates professional adult/student boundaries in or outside of school hours include, but are not limited to, the following:

1. Any type of conduct that would be considered sexual harassment under the District's Non-Discrimination/Anti-Harassment Policy (1.80.020-P);
2. Having any sexual conduct, including verbal or physical conduct or contact through written or electronic communications, with a student that is a sexual advance or request for a sexual favor or is of a sexual nature and is directed toward the student or that has the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment; and
3. Assault when sexual contact occurs without a student's consent



Professional Conduct Between Adults and Students

because the student is under the influence of drugs or alcohol, is unconscious, or is pressured through physical force, coercion or explicit or implied threats.

a. Examples of this behavior include, but are not limited to, the following:

- 1) Engaging in a romantic or sexual relationship with a student;
- 2) Dating, flirting with, or propositioning a student;
- 3) Showing pornography to a student;
- 4) Discussing, writing, texting, transmitting, and/or displaying material to students about sexual topics unrelated to curriculum or a legitimate educational purpose;
- 5) Banter, allusions, jokes, or innuendos of a sexual nature with students;
- 6) Patting buttocks or touching other intimate parts of a student;
- 7) Permitting students to engage in behaviors with an adult that cross appropriate physical boundaries, *e.g.*, allowing students to give shoulder massages to the adult or allowing students to sit on an adult's lap;
- 8) Singling out a particular student or students for favoritism, special privileges, or exchanging of gifts beyond the employee-student relationship;
- 9) Disclosing intimate or sexual matters to a student, unless necessary to serve a legitimate educational purpose.

4. Bullying or other violations of the District's Anti-Harassment Policy 4.30.060-P.



Professional Conduct Between Adults and Students

5. Favoring a student when its purpose is to meet the adult's personal needs rather than the student's needs;
6. Inviting individual students to the adult's home without parental notice and approval unless otherwise noted in "Exceptions" section of the policy;
7. Being in the company of students who are consuming alcohol, drugs, or tobacco without intervening and reporting the conduct to appropriate personnel;
8. Sending or accompanying a student on personal errands or travel unrelated to any legitimate educational purpose;
9. Telling a student to keep something secret from other adults;
10. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner that may cross appropriate professional boundaries;
11. Giving a student a ride alone in a vehicle in a non-emergency situation; except as permitted under this policy and Field Trips 6.50.011-AD;
12. Engaging in prohibited social media and electronic communications between adults and students as defined by the District's Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.
 - a) Examples of this behavior include, but are not limited to, the following:
 - 1) District employees acting in their District capacity are prohibited from inappropriate online socializing with students, including phone calls, texting, skyping, instant messaging, or use of any other telecommunications method, or from engaging in any conduct that violates the law, District policies,



Professional Conduct Between Adults and Students

or
other generally recognized professional standards.

- 2) Adults shall not communicate with students, for any reason, through use of a medium, blog, or app (software or phone application) that is designed to eliminate all traces or records of the communication (*e.g.*, Snapchat).
- 3) District employees and third-party contractors may not communicate with current students through social media directly or through private messaging tools without both written District approval and parental notice.

DUTY TO REPORT POSSIBLE VIOLATIONS

- A. Adults shall discuss with their building administrator or supervisor whenever they suspect or are unsure whether their conduct, or the conduct of other adults, is inappropriate or constitutes a violation of this policy. If the adult is dissatisfied with the response of the building administrator or supervisor, or does not feel comfortable discussing the situation with those individuals, they may bring it to the attention of the Chief of Human Resources. If the alleged behavior deals with harassment, intimidation, or bullying, the process in Policy 4.30.060-P should be followed. The District will investigate all complaints.

Any District employee who has reasonable cause to believe that another adult has engaged in sexual conduct as defined by Prohibition Against Employee Child Abuse and Sexual Conduct with Students 5.10.063-AD or sexual abuse as defined by statute shall immediately report this behavior to their school compliance officer and to the District Title IX Director. Additionally, any District employee or other mandatory reporter of abuse/neglect who has reasonable cause to believe that a child has been abused must promptly fulfill the mandatory reporting requirements to law enforcement and the Department of Human Services and report the allegation to their principal or supervisor.



Professional Conduct Between Adults and Students

District employees whose conduct violates this policy or who fail to report violations of this policy, may face discipline and/or termination, consistent with the District's policies and applicable collective bargaining agreements.

Violations of this policy by volunteers or contracted service providers may result in a prohibition from working or serving on District properties or with District students in school programs, or may result in contract cancellation. The District shall notify law enforcement of any potentially unlawful conduct, as appropriate.

B. Student/Parent and Guardian Reporting

Students and/or parents/guardians are strongly encouraged to notify the principal or other appropriate administrator if they believe an adult may be engaging in conduct that violates this policy.

CONFIDENTIALITY AND NON-RETALIATION

Staff members making a report of potential boundary violations or other prohibited conduct are specifically advised of the following:

1. They must directly notify a supervisor of the conduct;
2. They are required to maintain confidentiality; and
3. They are neither permitted to investigate nor responsible for investigating whether the conduct is inappropriate.

Confidentiality protects the student(s) as well as the adult who is the subject of the report. Failure to maintain confidentiality may impede the investigation and foster untrue and potentially harmful rumors. False reports are regarded as a serious offense and may result in disciplinary action or other appropriate sanctions.



Board Policy

5.10.064

Professional Conduct Between Adults and Students

The District prohibits retaliation against anyone who makes a good-faith report under this policy. Any District employee who retaliates against any complainant, reporter, or other participant in an investigation may be subject to discipline, up to and including dismissal.

TRAINING

The Superintendent or his/her designee shall develop an annual training for all staff and ensure ongoing review of procedures to support this policy.

Adopted 10/15/2019; Amended 1/2021; Amended 6/2021

Legal Reference: ORS 342.704; ORS 339.370 et seq.



Administrative Directive 4.30.041-AD

Searches of Students and Their Property; Handling of Prohibited Items

This Administrative Directive (AD) implements Board policy 4.30.040-P, which strives to preserve and foster a safe educational environment for effective teaching and learning and to maintain safe schools.

School officials are authorized to conduct searches of students and their property if the official has a reasonable suspicion that there has been a violation of a law, district policy, or school rule and that the search will produce evidence of that violation. School officials may search a student, and a student's personal belongings or lockers, according to the procedures below and may seize any illegal or unauthorized items discovered in the search. This AD applies during the school day and during all school-sponsored activities, whether on or off school property, including extra-curricular activities and athletic events. Searches should be done in a manner that preserves the dignity and privacy of students whenever possible. All searches, including those in which no illegal or unauthorized items were found, will be documented and reported to the District through the Prohibited Item Google Log Form.

(1) Possession of Prohibited Items. The following items are prohibited on school grounds and at school functions:

- (a) Dangerous or deadly weapons including, but not limited to, firearms, knives, metal knuckles, straight razors, weapons of the nunchaku type, stun guns, mace, and other instruments capable of inflicting injury to persons or property;
- (b) Explosives;
- (c) Noxious, irritating, or poisonous gases;
- (d) Poisons;
- (e) Intoxicants and drugs (except medicines prescribed for the student, which shall be in the labeled container, and non-prescription medications);
- (f) Paraphernalia used in the transporting, sale, or use of illegal drugs, including but not limited to vaping devices, syringes, and flasks;
- (g) Stolen property;
- (h) Materials or devices which endanger the physical safety of persons or property;



Administrative Directive 4.30.041-AD

Searches of Students and Their Property; Handling of Prohibited Items

- (i) Gang member property with identifying markings or paraphernalia;
- (j) Materials, devices, property with identifying markings or paraphernalia which are patently racially, religiously or sexually offensive, including those associated with clubs, sects, or groups avowing or practicing discrimination against persons on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation; and
- (k) Other items or materials prohibited by Board policies, Administrative Directives, or other District or school rules.

(2) Requirements for searches

- A. Reasonable suspicion: School officials can search students or their property when the following criteria are met:
 - (1) the official has a reasonable suspicion that there has been a violation of a law, district policy, school rule or policy, or a school official's legitimate direction, and
 - (2) the official has a reasonable suspicion that the search will produce evidence of the wrongdoing of that violation. The reasonable suspicion should be supported by specific facts for suspecting the search will produce evidence of a violation of law, district policies, or school rules. The basis for reasonable suspicion may include, but is not limited to, observations of school personnel; information from a source deemed reliable; suspicious behavior; recognizable smell of alcohol, tobacco, or marijuana; or unusual behavior.
- B. Limiting bias: Administrators should attempt to limit bias when determining if they have reasonable suspicion. One of the most effective ways to eliminate bias is through consistently making decisions with the PPS Racial Equity and Social Justice Lens.
(<https://www.pps.net/Page/95>) Prior to any search, it is recommended that administrators ask the following in determining whether reasonable suspicion exists:



Searches of Students and Their Property; Handling of Prohibited Items

- (1) Is the observable basis of your reasonable suspicion displayed by other students, including white students?
- (2) Is the observable basis of your reasonable suspicion a stereotype that affirms a culturally racist narrative?
- (3) Is the observable basis of your reasonable suspicion independent of normative behaviors that reinforce disparate treatment based on race, such as assuming a student wearing a hoodie is engaged in prohibited behavior?

- C. Scope of permissible searches: The initial search should include only the location in which there is reasonable suspicion that the search will produce evidence of the suspected wrongdoing. If, during the initial search, evidence is found that leads to a reasonable suspicion that additional items or evidence may also exist in another place, the scope of the initial search may be broadened based on the new information.
- D. School officials authorized to conduct searches: Whenever possible, searches will be conducted by a building administrator or by a person designated by the administrator. Two staff members should be present during a search. If an administrator is not present, and the situation is urgent, a non-administrative staff member can conduct a limited search, but must notify the building administrator as soon as possible and document why it was urgent. If the search is of a student themselves, at least one of the two staff members should be the same gender as the student being searched.
- E. Cooperation of student: The school official conducting a search of a student's person and/or property or locker shall encourage the student to freely participate in the inspection; however, provided there is reasonable suspicion, the official may conduct the search without such cooperation.
- F. Preservation of student privacy: Whenever possible, the student should be escorted to the main office prior to the search so the search can take place in a more private location.
- G. Notification of parent/guardian: Parents shall be notified afterwards of the actions taken by the school officials.



Administrative Directive 4.30.041-AD

Searches of Students and Their Property; Handling of Prohibited Items

H. Document the search: All searches must be documented to include the persons conducting the search, the student(s) searched, the basis for search, and whether and what illegal or unauthorized items were discovered.

(3)Types of searches

A. Searches of students: If an administrator or designee has a reasonable suspicion that there is evidence of wrongdoing on a student's person or clothing, the administrator may search the student. An administrator shall not "pat down" a student or conduct a "strip search." Student searches may consist of the following:

1. The administrator or designee may direct the student to remove outer layers of clothing, such as coats or jackets, and give those items of clothing to the administrator or place them on a table so the administrator can search the item. The student should remain fully clothed after removal of these items of clothing.
2. The administrator or designee may direct the student to remove hats, shoes, and socks and either turn those out or give those items to the administrator so the administrator can search them.
3. The administrator or designee can direct the student to turn out their pockets, sweatshirt hoods, or other similar areas where evidence may exist but which do not require the student to reveal skin or private parts of the body.

If the student refuses to follow the directions of the administrator during the search, the student should be directed to remain in the office while the student's parents and/or law enforcement are notified.

B. Searches of a student's personal property: Backpacks, purses, and similar items can be searched only if there is a reasonable suspicion of wrongdoing, and a reasonable suspicion that there has been a violation of law, district policy, or school rules evidence of the wrongdoing will be found in the student's personal property. Whenever possible, the student will be escorted to the main office, along with the personal property to be searched, and the



Administrative Directive 4.30.041-AD

Searches of Students and Their Property; Handling of Prohibited Items

search will be conducted in the presence of the student and a staff member in addition to the administrator conducting the search.

C. Student technology: Student cell phones, smart phones, personally owned tablets and computers, and other similar devices are considered personal property. These items can be searched only if there is a reasonable suspicion that there has been a violation of law, district policy, or school rules and a reasonable suspicion that evidence of the wrongdoing is contained on the device. Administrators may search only those areas of the device where there is a suspicion that evidence exists. For instance, if an administrator has a reasonable suspicion that a student has text messages on a phone that would be evidence of wrongdoing, the administrator can search only the text message application on the phone. The administrator may not also search the student's pictures, other applications, or social media sites without reasonable suspicion.

D. Student vehicles on school property: Students are permitted to park on school premises as a matter of privilege, not of right. The school may conduct routine patrols of student parking lots and inspections of the exteriors of student vehicles on school property. A building administrator can conduct a visual inspection from the outside of the vehicle and should immediately notify the parents and/or law enforcement if illegal or prohibited items are in view.

E. Inspection of school property- Lockers, computers, student storage and use areas:

1. All lockers, desks, and other school storage areas are the property of the school and may be used only for the storage of permitted student belongings. Lockers and storage areas are subject to inspection by school officials at any time and without reasonable suspicion. Students do not have an expectation of privacy in these storage areas. If a backpack, purse, or other personal item is stored in a locker, the student retains the right of privacy in that item; however, if there is reasonable suspicion for a search of such an item as described in this AD, a school official may conduct such a search. The fact that a school may permit students to use



Administrative Directive 4.30.041-AD

Searches of Students and Their Property; Handling of Prohibited Items

a lock on their school locker to protect their property does not create an expectation of privacy in the contents of the locker.

2. School computers, software, and internet access are school property. Students are authorized only to use school technology equipment consistent with the educational goals of the school and the Computer Use Policy and Administrative Directive (<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/8.60.040-P.pdf>. and <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/8.60.041-AD.pdf>). A school official may search any educational technology equipment software owned by the District and internet records at any time for any reason and without student or parent consent or notification.

(4) Handling of Prohibited Items

A. Seizure of prohibited materials

1. If a properly conducted search yields prohibited materials or other evidence of wrongdoing, such materials shall be turned over to the proper legal authorities or building administrator, if applicable, for appropriate disposition. Anything found in the course of a search which is evidence of a violation of law or school rules may be evidence in any disciplinary proceeding.

2. Materials confiscated by a school official that are not deemed illegal or contraband (e.g., pocket knives, lighters) will be held for parent pick-up as designated by the school. Building administrators will notify a parent/guardian that confiscated items will be disposed of within 14 days or after any discipline hearing, if the parent/guardian or student has not retrieved the item(s).

B. Handling of Prohibited Items. Prohibited items held after a search shall be held by the school if needed as evidence, but otherwise shall be released to the



Administrative Directive 4.30.041-AD

Searches of Students and Their Property; Handling of Prohibited Items

student's parent/guardian, except that stolen property shall be returned to its owner or police, and contraband will be destroyed or held for law enforcement.

If the prohibited item is evidence of a crime (e.g., weapons possession or distribution of illegal drugs), it shall be turned over to law enforcement. Law enforcement will be contacted via the non-emergency phone number to collect the evidence.

(1) Documentation of prohibited items:

- (a) The seizure of the prohibited items should be documented using the Prohibited Item Google Log form.
- (b) A photograph shall be taken and stored with the form.
- (c) Information about the incident and the prohibited item shall be included in the student's Synergy record.
- (d) The prohibited item shall be stored in a secure locker accessible only by administrators.

(2) Disposal of Prohibited Items or Stolen Property:

- (a) Building administrators shall give to law enforcement the following items: guns, explosives, illegal narcotics (e.g., fentanyl, heroin, ecstasy, methamphetamines) and all drugs that appear to be for distribution rather than personal use.
- (b) Items that are not turned over to law enforcement shall be handled in the following ways:
 - 1) Stolen property shall be returned to the owner. If the owner cannot be identified and is not claimed within 60 days, it will be considered abandoned and may be donated to a local charity. Building administrators must retain a receipt for the item .
 - 2) Weapons such as knives, stun guns, and other personal defense items shall be returned to the student's parent/guardian.
 - 3) Marijuana, tobacco, and alcohol shall be destroyed by flushing the substances down the drain.
 - 4) Pharmacological items shall be placed in the secure locker



Administrative Directive 4.30.041-AD

Searches of Students and Their Property; Handling of Prohibited Items

until the District's Program Manager for HazMat Safety picks it up to destroy it safely.

- 5) Paraphernalia associated with substance use shall be returned to the student's parent/guardian.

(c) The disposal of all prohibited items should be completed by two District employees and entered into the Prohibited Item Goolge Log Form.

(d) Items that are not retrieved by parents/guardians (and not otherwise given to law enforcement or charity as described above) shall be destroyed and disposed of through recycling or garbage.

(e) Administrators should consult with the Risk Department for the disposal of hazardous materials.

(5) Involvement of Law Enforcement Some actions may be violations of law requiring the school to bring in law enforcement.

- 1) Schools need to make sure that a parent/guardian is notified if law enforcement appears at the school to make an arrest. Additionally, a parent/guardian must be notified and give consent prior to interviews of students by law enforcement.
 - a. There are two exceptions to parental/guardian consent being needed for an interview of a student by law enforcement: 1) where the investigation is focused on possible child abuse of a student and 2) for imminent threats to safety or security. Imminent threats to safety or security are rare, and threats should be neutralized through other means when possible (e.g., by removing the student to a safe place or confiscation of a backpack).
- 2) "Interview" means the questioning of a student by a law enforcement official on school property when the student is a suspect in the commission of a crime. This is also known as a custodial interview.
 - a. Any interview of a student who is a suspect in the commission of a crime on school property will be presumed to be custodial and require prior parental/guardian notification and consent.



Administrative Directive 4.30.041-AD

Searches of Students and Their Property; Handling of Prohibited Items

- b. Law enforcement conducting a custodial interview as defined in this paragraph will audio record the interview. This recording will be handled according to Portland Police Bureau Directives.
- 3) Law enforcement officers having probable cause or a warrant to arrest a student shall make that information known to an administrator. In these instances, the administrator shall not interfere with the arrest of the student but shall notify the parent/guardian if an arrest is made.

(7) Data Collection The District will track and analyze student searches. This analysis will be presented to the Superintendent and the Board on an annual basis to, among other things, monitor frequency and nature of searches and to eliminate disparities in District searches of students or their property based on race or other protected status. Information gathered will include student demographic information, including race and gender, and what was recovered in the search.

Students' Rights Regarding Searches of Person and Property Policy:

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.30.040-P.pdf>

History: Approved 8/2021



Students' Rights Regarding Searches of Person and Property

1. Purpose

The Board of Education is committed to maintaining a safe school environment while respecting the privacy rights of students. The purpose of this policy is to preserve and foster a safe, non-disruptive educational environment for effective teaching and learning, to maintain a safe school climate, and to achieve these objectives consistent with the law.

The Board recognizes that each student shall have the right to privacy at school with respect to each individual person, which is also accorded to public school students by law. To protect the educational climate and the health and safety of students and staff, school officials are empowered to conduct searches of students and student property when the school official has a reasonable suspicion that there has been a violation of a law, District policy, or school rule or policy, and the official has a reasonable suspicion that the search will produce evidence of that wrongdoing. Parents/guardians shall be notified after a search of a student's person or property and shall be informed of the results of the search.

2. Racial Equity & Social Justice Framework

In alignment with the PPS Racial Education Equity Policy and resulting PPS RESJ Framework and Plan, PPS acknowledges the practices that lead to overrepresentation of students of color in discipline. We understand systemic and cultural racism in both the education and criminal justice system and resulting presence of bias in the interpretation of reasonable suspicion. In alignment with PPS vision and values, the District will adopt practices that confront and eliminate bias in the interpretation of reasonable suspicion.

3. Searches

A school official may conduct a search during the school day and during all school-sponsored activities such as athletic events or concerts, whether on or off school property. In conducting a search of a student or student property, a school official shall take reasonable steps to preserve student privacy and dignity whenever possible and encourage student cooperation in any search.

The School District provides students with storage areas, such as lockers, desks, and



Students' Rights Regarding Searches of Person and Property

similar areas and also provides students certain technology, software, and internet access (collectively, "District Property"). Students do not have an expectation of privacy in District Property. School officials are permitted to search District Property or other non-student property as needed and without reasonable suspicion, student/parent/guardian consent, or notification. They are also permitted to inspect unidentified items found on PPS property without reasonable suspicion.

Students and parents/guardians shall be notified of the District's policy regarding search and seizure in readily-available materials, such as the Student Handbook [insert link]. Students and parents/guardians will also be notified of complaint procedures available to them.

4. Parent/Guardian Notice

Parents/guardians shall also be notified and must provide consent before any law enforcement conducts an interview of a student who is the subject of an investigation taking place on District premises. Parents/guardians of potential witnesses or victims shall also be notified before law enforcement officers conduct an interview on District premises, although administrators may make exceptions in instances where this notice may deter a student who is the victim of a crime from reporting. Pursuant to Oregon law, parents/guardians may not be notified when the child is interviewed as a suspected victim of child abuse. In situations where there is an imminent threat to safety or security, there may not be an opportunity to notify parents prior to law enforcement intervention. By law, school administrators may not interfere with the arrest of students.

5. Tracking system

The District will develop a tracking system and report its findings to the Board on an annual basis. In order to comply with PPS Racial Educational Equity Policy to eliminate racial disproportionality in discipline, the tracking system should include demographic information on the searches conducted by each school, the object of the search, and other indicators which will help to identify, analyze, and monitor disparities.

6. Process

For more information about the process by which school officials may conduct a search or seizure of students or their property, the nature and types of prohibited property, and



Students' Rights Regarding Searches of Person and Property

other details on the implementation of this policy, please see the related [Administrative Directive](#).

7. Definitions

- a. **Reasonable suspicion** is a standard of proof that is based on specific facts that can be described, as well as the rational conclusions that can be drawn from those facts. Examples of reasonable suspicion may include, but are not limited to, eyewitness observations by school personnel; information from a source deemed reliable; recognizable smell of alcohol, tobacco, or marijuana; or other unusual behavior.
- b. **Interview by law enforcement** means the intentional questioning of a student when the student feels they do not feel free to leave a room or disengage from the conversation. Students seeking out and engaging in conversations with law enforcement during the course of the school day is not an interview.
- c. **Parent/Guardian** is the person who has been identified in school records as having a custodial relationship with the student.
- d. **Imminent threat** is an immediate threat of serious bodily injury to self or others or death.
- e. **Subject of an Investigation** is a person whose conduct gives rise to a suspicion that the person may have engaged in illegal activity.

Legal References: ORS 332.075; ORS 419B.010 - 419B.045; OAR 581-021-0050 to – 0075; ORS 332.107

History: Adopted 8/27/73; Amended 5/84; 10/25/84; 10/13/88; 10/25/90; 9/9/02; 7/14/2020

7.10.030-P District Foundation

The Board authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the district for special and general purposes. The purposes of funds administered by the foundation may include pay for instructional staff (FTE), educational enhancements such as equipment, supplies, extended day activities and contracts and other activities of benefit to the district and its students. It is the intent of the Board that the foundation be guided by priorities of equity, educational excellence, preservation of a strong public school system and support district wide implementation of the Oregon Educational Act for the 21st Century, district mission and goals. Both the Board and the foundation board of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be operated in conformance with established district wide foundation principles and governed by a board of directors whose selection, membership and functions will be set forth in the foundation's by-laws.

Legal References: ORS 294.305 - 294.565; ORS 332.107

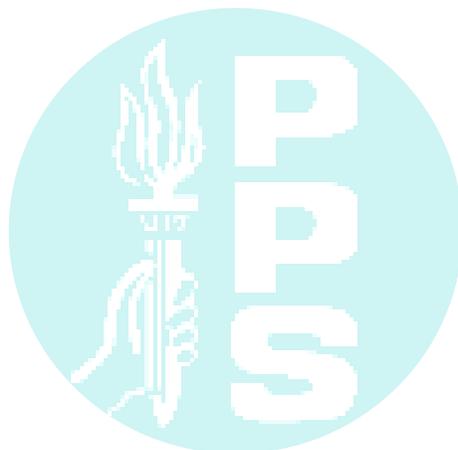
History: Amd 9/9/02; BA 2422

7.10.020-P Parent Groups And The Schools

Parent groups functioning in various support and communications capacities have made important contributions to Portland schools. The Board recognizes that the assistance of parent organizations in cooperation with the schools is necessary and desirable to achieve the goals established for the schools. The school principals, supervising administrators and the office of the superintendent shall regard as an important aspect of their work cooperation with parent organizations in order to assure the most effective liaison between such organizations and the schools in behalf of good education for Portland children.

Legal Reference: ORS 332.107

History: Adpt 6/71; Amd 9/9/02; BA 2422



7.10.030-P District Foundation

The Board authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the district for special and general purposes. The purposes of funds administered by the foundation may include pay for ~~instructional staff (FTE)~~, educational enhancements such as equipment, supplies, extended day activities and contracts and other activities of benefit to the district and its students. It is the intent of the Board that the foundation be guided by priorities of equity, educational excellence, preservation of a strong public school system and support district wide implementation of the Oregon Educational Act for the 21st Century, district mission and goals. Both the Board and the foundation board of directors will receive annual evaluations for all funded projects. **In addition, the foundation (The Fund for Portland Public Schools) will provide an annual report detailing expenditures to benefit individual schools.**

No funds can be donated to PPS to be used to directly or indirectly purchase any portion of a staff position (FTE). This includes but is not limited to donations raised or given by The Fund for Portland Public Schools, school foundations, PTAs, individuals, corporations, and other entities.

All exceptions, waivers, carryover funds, etc. that allow for direct or indirect fundraising to buy District FTE or equivalent will no longer apply, including but not limited to those referenced in the following Board policies, resolutions and directives:

- Districtwide Foundation Principles (5/12/94)
- Guidelines for Fundraising/Gifts (7/1/98)
- Resolution 9577, adopting Guidelines (10/12/98)
- Resolution 3820 (12/10/07)

The foundation will be incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be operated in conformance with established district wide foundation principles and governed by a board of directors whose selection, membership and functions will be set forth in the foundation's by-laws.

The district shall create an annual report, by school, listing any non-FTE supports or contract positions paid for in individual schools with donated funds.

School Achievement, Students-per-FTE and Dollars-per-student, with Foundation

Sorted by School Type and Free by DC%

Schools sorted by Type and Socio Economic Status as measured by Free Meals by Direct Certification (DC)			Achievement - % Earning Level 3 or Level 4		Students per FTE School General Fund, Title-I, Foundation,Grants, including Special Education, ESL, Nutrition Services, etc.				Dollars per Student School General Fund, Title-I, Foundation,Grants, excluding Special Education, ESL, Nutrition Services, etc.				2019-20 Foundation Funds			2019-20 PPS Parent Fund Grant			Total	(Programs), ODE status, and Title-I
SchoolName	Type	2019-20 Free Meals by DC%	2018-19 Math	2018-19 English LA	2018-19 Students per FTE	2019-20 Students per FTE	2020-21 Students per FTE	2021-22 Students per FTE	2018-19 \$ per Student	2019-20 \$ per Student	2020-21 \$ per Student	2021-22 \$ per Student	Licensed	Classified	Non-Rep	Licensed	Classified	Non-Rep.		
Forest Park	K-5	1%	79%	86%	11.0:1	11.9:1	12.4:1	14.8:1	\$7,210:1	\$6,674:1	\$5,486:1	\$6,935:1	0.50	0.90					1.40	
Alameda	K-5	3%	74%	79%	12.3:1	12.9:1	11.8:1	13.1:1	\$5,847:1	\$6,013:1	\$6,495:1	\$6,441:1	0.50	0.99					1.49	
Richmond	K-5	3%	75%	75%	15.4:1	15.3:1	14.8:1	16.1:1	\$5,898:1	\$6,026:1	\$6,248:1	\$6,347:1	1.50	0.50					2.00	(Japanese Immersion)
Ainsworth	K-5	4%	76%	82%	12.3:1	12.4:1	11.4:1	12.6:1	\$6,184:1	\$6,076:1	\$6,676:1	\$6,696:1	2.00	0.38					2.38	(Spanish Immersion)
Stephenson	K-5	5%	72%	81%	11.1:1	11.3:1	10.6:1	11.7:1	\$6,929:1	\$6,399:1	\$7,158:1	\$7,459:1		0.88					0.88	
Abernethy	K-5	5%	64%	77%	14.0:1	12.0:1	12.3:1	13.7:1	\$6,594:1	\$6,508:1	\$6,825:1	\$7,040:1	2.25						2.25	
Duneway	K-5	6%	60%	73%	13.8:1	14.0:1	13.1:1	14.3:1	\$6,271:1	\$6,310:1	\$5,900:1	\$6,855:1	1.15	1.47					2.62	
Llewellyn	K-5	7%	71%	80%	11.4:1	11.6:1	11.0:1	11.7:1	\$6,036:1	\$5,679:1	\$6,157:1	\$6,566:1		0.98					0.98	
Glencoe	K-5	7%	64%	75%	14.0:1	13.6:1	12.3:1	12.6:1	\$6,704:1	\$6,926:1	\$7,361:1	\$8,021:1	0.50	0.13					0.63	
Bridlemile	K-5	7%	75%	74%	11.1:1	11.4:1	11.0:1	12.1:1	\$6,616:1	\$6,279:1	\$6,436:1	\$6,937:1	0.50	1.20					1.70	
Rieke	K-5	7%	64%	72%	12.4:1	12.6:1	12.0:1	14.3:1	\$6,948:1	\$6,659:1	\$6,937:1	\$7,118:1	0.25	0.69					0.94	
Capitol Hill	K-5	10%	63%	74%	13.3:1	12.4:1	12.6:1	12.9:1	\$6,542:1	\$6,946:1	\$6,646:1	\$7,274:1	0.20	0.50					0.70	
Maplewood	K-5	10%	44%	54%	12.8:1	13.1:1	13.0:1	12.6:1	\$6,369:1	\$6,857:1	\$6,082:1	\$7,684:1	0.25	0.50					0.75	TSI
Woodstock	K-5	12%	64%	74%	12.4:1	12.1:1	13.2:1	13.1:1	\$6,536:1	\$6,888:1	\$6,710:1	\$7,333:1				0.13			0.13	(Mandarin Immersion)
Sabin	K-5	14%	58%	73%	9.6:1	9.4:1	8.2:1	8.2:1	\$6,252:1	\$7,062:1	\$7,041:1	\$8,427:1	0.55	0.25					0.80	TSI
Irvington	K-5	14%	45%	61%	9.9:1	9.9:1	10.2:1	9.8:1	\$7,872:1	\$7,283:1	\$6,605:1	\$8,586:1		0.25					0.25	TSI
Atkinson	K-5	14%	45%	57%	9.7:1	9.0:1	9.4:1	9.2:1	\$6,283:1	\$7,194:1	\$6,328:1	\$7,833:1	0.25						0.25	(Spanish Immersion)
Lewis	K-5	15%	48%	63%	11.7:1	10.8:1	10.1:1	12.4:1	\$6,471:1	\$6,209:1	\$7,406:1	\$6,781:1		0.25					0.25	
Hayhurst	K-5	16%	65%	73%	11.5:1	11.4:1	9.5:1	10.2:1	\$6,023:1	\$5,995:1	\$6,379:1	\$7,091:1								
Rose City Park	K-5	17%	51%	62%	11.4:1	12.0:1	12.1:1	12.6:1	\$7,144:1	\$6,882:1	\$6,502:1	\$7,282:1		0.47					0.47	(Vietnamese Immersion)
Buckman	K-5	19%	49%	66%	10.4:1	9.9:1	9.7:1	10.0:1	\$6,457:1	\$6,656:1	\$6,890:1	\$7,380:1		0.77					0.77	(Arts Focus)
Creston	K-5	21%	52%	62%	9.3:1	9.1:1	9.2:1	9.4:1	\$7,940:1	\$7,683:1	\$7,695:1	\$9,352:1								
Beach	K-5	21%	50%	51%	9.9:1	11.3:1	10.0:1	11.1:1	\$6,779:1	\$6,738:1	\$7,379:1	\$7,775:1	0.30	0.10					0.40	(Spanish Immersion)
Chief Joseph	K-5	23%	49%	55%	11.9:1	12.4:1	9.6:1	10.7:1	\$6,606:1	\$6,909:1	\$8,470:1	\$8,786:1								TSI
Chapman	K-5	25%	56%	71%	11.3:1	12.1:1	9.7:1	11.9:1	\$6,878:1	\$6,633:1	\$7,506:1	\$8,031:1	1.00	0.40					1.40	TSI
Bridger	K-5	25%	37%	43%	9.6:1	9.3:1	9.6:1	9.4:1	\$8,061:1	\$9,000:1	\$8,982:1	\$9,586:1				0.35			0.35	(Spanish Immersion) TSI
Markham	K-5	26%	49%	60%	9.0:1	9.3:1	10.7:1	10.1:1	\$6,620:1	\$6,721:1	\$6,369:1	\$7,177:1								
Peninsula	K-5	26%	17%	33%	7.0:1	7.0:1	6.1:1	7.0:1	\$7,963:1	\$8,494:1	\$10,337:1	\$10,078:1								TSI
Arleta	K-5	27%	39%	52%	10.2:1	10.1:1	9.0:1	9.3:1	\$6,424:1	\$6,476:1	\$7,712:1	\$7,729:1				0.25			0.25	
Vestal	K-5	34%	27%	41%	6.2:1	6.4:1	5.7:1	5.9:1	\$8,897:1	\$9,279:1	\$11,580:1	\$12,073:1								TSI Title I
Grout	K-5	35%	38%	46%	8.0:1	7.6:1	7.5:1	7.9:1	\$7,640:1	\$8,484:1	\$8,533:1	\$8,976:1				0.44			0.44	Title I
James John	K-5	35%	27%	37%	7.4:1	7.1:1	5.8:1	6.5:1	\$8,392:1	\$8,571:1	\$10,633:1	\$10,579:1								(Spanish Immersion) TSI Title I
Lee	K-5	37%	33%	45%	6.3:1	6.7:1	6.2:1	6.5:1	\$9,737:1	\$9,760:1	\$10,482:1	\$10,431:1				0.08			0.08	TSI Title I
Woodmere	K-5	38%	18%	27%	7.3:1	6.6:1	6.4:1	6.0:1	\$8,558:1	\$9,864:1	\$10,377:1	\$11,332:1								TSI Title I
Kelly	K-5	39%	23%	30%	8.8:1	8.7:1	7.8:1	8.6:1	\$8,469:1	\$8,341:1	\$9,594:1	\$10,092:1								(Russian Immersion) TSI Title I
Lent	K-5	41%	15%	25%	7.9:1	7.8:1	8.2:1	6.4:1	\$8,668:1	\$9,449:1	\$8,238:1	\$12,191:1				0.40			0.40	(Spanish Immersion) CSI Title I
Rigler	K-5	44%	8%	18%	7.3:1	7.5:1	6.5:1	7.2:1	\$9,388:1	\$9,040:1	\$11,799:1	\$10,420:1				0.10	0.03		0.13	(Spanish Immersion) CSI Title I
Scott	K-5	45%	19%	24%	7.6:1	8.0:1	7.6:1	8.0:1	\$7,585:1	\$8,182:1	\$9,322:1	\$9,675:1								(Spanish Immersion) CSI Title I
Sitton	K-5	49%	13%	20%	6.8:1	6.9:1	6.3:1	6.5:1	\$8,695:1	\$8,649:1	\$10,822:1	\$11,082:1				0.08			0.08	(Spanish Immersion) CSI Title I
Rosa Parks	K-5	68%	10%	24%	7.8:1	8.0:1	7.4:1	7.6:1	\$8,960:1	\$10,322:1	\$10,920:1	\$11,421:1								CSI Title I
Marysville	PK-5	38%	31%	47%	7.5:1	7.0:1	7.7:1	6.4:1	\$8,319:1	\$8,802:1	\$8,676:1	\$10,708:1								Title I
Woodlawn	PK-5	39%	34%	45%	6.9:1	6.5:1	7.0:1	7.3:1	\$8,849:1	\$9,616:1	\$8,709:1	\$9,808:1				0.23			0.23	Title I
MLK Jr	PK-5	43%	7%	21%	6.9:1	7.4:1	7.3:1	7.8:1	\$10,947:1	\$10,471:1	\$11,269:1	\$11,489:1								(Mandarin Immersion) TSI Title I
Whitman	PK-5	48%	39%	40%	7.1:1	6.6:1	6.4:1	7.5:1	\$9,944:1	\$11,378:1	\$11,724:1	\$11,471:1				0.37			0.37	Title I
Boise-Eliot/Humboldt	PK-5	52%	13%	17%	6.3:1	6.8:1	6.3:1	6.6:1	\$10,160:1	\$9,839:1	\$11,922:1	\$12,141:1								CSI Title I

2019-20 was the last complete regular (non-COVID19) year of Foundation FTE, which is why it is shown. 2018-19 was the last complete year for Assessments.

School Achievement, Students-per-FTE and Dollars-per-student, with Foundation

Sorted by School Type and Free by DC%

Schools sorted by Type and Socio Economic Status as measured by Free Meals by Direct Certification (DC)		Achievement - % Earning Level 3 or Level 4		Students per FTE School General Fund, Title-I, Foundation,Grants, including Special Education, ESL, Nutrition Services, etc.				Dollars per Student School General Fund, Title-I, Foundation,Grants, excluding Special Education, ESL, Nutrition Services, etc.				2019-20 Foundation Funds			2019-20 PPS Parent Fund Grant			Total	(Programs), ODE status, and Title-I	
SchoolName	Type	2019-20 Free Meals by DC%	2018-19 Math	2018-19 English LA	2018-19 Students per FTE	2019-20 Students per FTE	2020-21 Students per FTE	2021-22 Students per FTE	2018-19 \$ per Student	2019-20 \$ per Student	2020-21 \$ per Student	2021-22 \$ per Student	Licensed	Classified	Non-Rep	Licensed	Classified			Non-Rep.
Access	1-8	5%	95%	94%	9.8:1	9.5:1	11.1:1	11.1:1	\$9,536:1	\$9,607:1	\$8,843:1	\$9,746:1	0.45	0.25					0.70	
Odyssey	K-8	2%					12.6:1	12.6:1			\$7,253:1	\$7,875:1								
Laurelhurst	K-8	4%	70%	82%	13.8:1	14.1:1	13.9:1	14.1:1	\$6,391:1	\$6,489:1	\$6,775:1	\$7,172:1	0.60	1.05					1.65	
Beverly Cleary	K-8	4%	69%	81%	12.9:1	12.8:1	12.4:1	12.9:1	\$6,198:1	\$6,445:1	\$6,353:1	\$6,791:1	0.75	0.15					0.90	
Skyline	K-8	6%	61%	70%	10.9:1	9.9:1	7.7:1	9.1:1	\$7,381:1	\$8,962:1	\$11,846:1	\$9,797:1	0.64	0.23					0.86	
Winterhaven	K-8	6%	82%	80%	14.2:1	12.8:1	11.7:1	11.6:1	\$6,805:1	\$7,180:1	\$7,630:1	\$8,159:1		0.05					0.05	(STEM Focus)
Sunnyside Environmental	K-8	11%	44%	65%	13.3:1	12.5:1	12.4:1	12.6:1	\$6,326:1	\$6,769:1	\$7,037:1	\$7,389:1	0.13	0.45					0.58	(Environmental Curriculum)
Creative Science	K-8	12%	53%	66%	13.9:1	14.1:1	12.4:1	12.1:1	\$6,536:1	\$6,583:1	\$7,046:1	\$7,736:1								(Science Focus)
Astor	K-8	20%	36%	49%	11.5:1	10.6:1	9.6:1	9.9:1	\$7,052:1	\$7,925:1	\$8,518:1	\$9,357:1								TSI
Vernon	K-8	27%	44%	53%	12.1:1	12.4:1	11.1:1	12.4:1	\$7,216:1	\$6,653:1	\$7,844:1	\$7,902:1	0.25						0.25	
Harrison Park	K-8	44%	25%	36%	9.6:1	8.6:1	8.2:1	8.5:1	\$7,193:1	\$8,051:1	\$8,526:1	\$9,125:1				0.55	0.08		0.63	Title I
César Chávez	K-8	44%	15%	24%	8.3:1	8.2:1	8.2:1	8.3:1	\$8,326:1	\$8,666:1	\$9,331:1	\$10,275:1								(Spanish Immersion) CSI Title I
Faubion	PK-8	42%	10%	25%	8.0:1	8.3:1	7.7:1	7.9:1	\$7,617:1	\$8,129:1	\$7,313:1	\$10,331:1								TSI Title I
Kellogg	6-8							11.0:1				\$8,278:1								(Spanish Immersion) Title I
West Sylvan	6-8	5%	75%	84%	15.8:1	14.9:1	13.8:1	14.4:1	\$5,771:1	\$5,794:1	\$5,786:1	\$6,608:1	0.75						0.75	(Spanish Immersion)
Mt Tabor	6-8	7%	49%	61%	14.7:1	14.2:1	13.6:1	13.4:1	\$5,896:1	\$6,144:1	\$6,467:1	\$7,150:1								(Japanese & Spanish Immersion) TSI
Sellwood	6-8	8%	66%	77%	15.8:1	15.6:1	13.8:1	14.3:1	\$5,447:1	\$5,826:1	\$6,266:1	\$6,806:1		0.50					0.50	
Gray	6-8	9%	71%	75%	13.2:1	13.5:1	11.3:1	12.5:1	\$5,934:1	\$5,843:1	\$6,735:1	\$7,011:1		0.02					0.02	
Jackson	6-8	12%	60%	75%	12.5:1	12.8:1	11.8:1	12.0:1	\$5,622:1	\$5,645:1	\$6,014:1	\$6,378:1								(Bernstein Artful Learning)
da Vinci	6-8	13%	35%	61%	13.3:1	12.4:1	12.0:1	11.7:1	\$6,302:1	\$6,350:1	\$6,747:1	\$7,140:1	0.50		0.20				0.70	(Arts Focus)
Hosford	6-8	14%	53%	65%	12.0:1	12.2:1	12.3:1	12.1:1	\$5,847:1	\$5,609:1	\$5,343:1	\$6,983:1				0.25			0.25	(Mandarin Immersion)
Beaumont	6-8	21%	43%	54%	10.6:1	9.8:1	8.4:1	9.2:1	\$6,846:1	\$7,196:1	\$8,319:1	\$9,011:1	0.50	0.23					0.73	(Spanish Immersion) TSI
Ockley Green	6-8	30%	18%	31%	10.3:1	9.6:1	9.4:1	10.0:1	\$7,333:1	\$7,428:1	\$7,113:1	\$8,169:1								(Spanish Immersion) TSI
Roseway Heights	6-8	33%	25%	33%	11.2:1	10.7:1	10.9:1	10.4:1	\$6,517:1	\$7,418:1	\$7,254:1	\$8,525:1								(Spanish Immersion) TSI Title I
Harriet Tubman	6-8	34%	23%	35%	9.4:1	8.3:1	8.3:1	8.2:1	\$6,779:1	\$8,433:1	\$9,104:1	\$10,312:1				0.10			0.10	(Mandarin Immersion) Title I
Lane	6-8	41%	24%	39%	8.4:1	8.5:1	7.8:1	7.7:1	\$7,988:1	\$7,568:1	\$8,621:1	\$9,983:1					0.25		0.25	(Russian Immersion) TSI Title I
George	6-8	50%	12%	26%	7.9:1	8.0:1	7.2:1	6.9:1	\$8,071:1	\$7,777:1	\$9,580:1	\$10,860:1					0.13		0.13	(Spanish Immersion) TSI Title I
Lincoln	9-12	3%	43%	81%	13.8:1	13.3:1	13.0:1	13.6:1	\$6,671:1	\$7,129:1	\$7,232:1	\$7,835:1	3.56						3.56	(International Baccalaureate)
Grant	9-12	6%	58%	85%	13.1:1	12.7:1	12.6:1	12.8:1	\$6,707:1	\$6,489:1	\$6,264:1	\$6,813:1	0.32	0.25					0.57	(Advanced Placement, Dual-Credit Courses)
Cleveland	9-12	9%	39%	64%	12.2:1	12.4:1	12.2:1	11.9:1	\$6,635:1	\$6,966:1	\$6,724:1	\$7,500:1	1.00						1.00	(International Baccalaureate)
Ida B. Wells-Barnett	9-12	10%	22%	64%	11.7:1	12.6:1	11.9:1	12.3:1	\$6,980:1	\$6,949:1	\$7,118:1	\$7,408:1	1.10	0.19					1.29	(Advanced Placement, Computer Sciences)
Franklin	9-12	18%	33%	64%	12.0:1	12.4:1	11.9:1	11.8:1	\$6,807:1	\$6,933:1	\$6,901:1	\$7,776:1				0.12			0.12	(Advanced Placement, Dual-Credit Courses)
Benson	9-12	19%	30%	68%	10.0:1	10.8:1	9.4:1	9.1:1	\$7,888:1	\$7,483:1	\$9,495:1	\$10,128:1								(Professional, Technical, Health Occupations)
Alliance	9-12	26%		21%	5.1:1	4.8:1	4.4:1	4.3:1	\$16,655:1	\$17,375:1	\$20,460:1	\$25,154:1								CSI
Jefferson	9-12	28%	23%	43%	7.8:1	8.1:1	7.4:1	7.5:1	\$9,539:1	\$9,347:1	\$10,142:1	\$11,169:1					0.24	0.17	0.40	(Middle College Program) TSI
McDaniel	9-12	32%	29%	52%	9.7:1	8.9:1	9.0:1	9.2:1	\$7,461:1	\$8,492:1	\$8,035:1	\$9,124:1				0.25			0.25	(Advanced Placement, AVID, STEM Programs)
Roosevelt	9-12	35%	9%	36%	9.0:1	9.2:1	8.9:1	9.2:1	\$7,535:1	\$7,066:1	\$8,203:1	\$9,104:1								(Advanced Placement, PSU Inquiry Partnership) TSI
Metro. Learning Center	K-12	8%	46%	67%	11.0:1	10.4:1	9.6:1	10.0:1	\$7,797:1	\$8,665:1	\$9,409:1	\$10,374:1	0.25						0.25	(Alternative Program)
													22.50	14.95	0.20	1.73	2.67	0.17	42.21	

2019-20 was the last complete regular (non-COVID19) year of Foundation FTE, which is why it is shown. 2018-19 was the last complete year for Assessments.

Portland Public School District 1st Reading

DATE OF FIRST READING: October 12, 2021

PUBLIC COMMENT FOR Policy 1.70.020-P: Policies and Administrative Directives

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

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

Last Date for Comment: November 02, 2021

Summary: Policies and Administrative Directives 1.70.020-P

1st Reading by: Julia Brim-Edwards
Portland Public School Board

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

Draft Policy Web Site: <https://www.pps.net/Page/11911>

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

Included in Packet	Page
Redlined Policy with Proposed Changes	03
Original Policy	08
Staff Memo	09

1.70.020-P Policies and Administrative Directives

Staff proposed amendments 9/22 (and recommendation to delete existing AD)

I. Roles and Responsibilities

- (1) It is the responsibility of the Portland Public School Board of Education (Board) to develop, evaluate, and adopt policies for the governance of the District.
- (2) It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.
- ~~(3) The superintendent shall develop and maintain administrative directives that ensure an open, participatory and consistent process for the adoption and use of policies and administrative directives.~~
- ~~(4)~~(3) Policies and administrative directives are intended both as tools for District management and as sources of information for students, parents/guardians, staff, and other community members about how the District operates and the District's values.
- ~~(5)~~(4) The superintendent shall ensure that policies and administrative directives are available on the Portland Public School website Web site and in manuals kept in each school, as soon as practicable following their adoption and share them with staff and community as they are relevant.
- ~~(6)~~(5) The superintendent shall use the district's public Web site to ensure draft and proposed policies are made available to the public for review and comment.

II. Purpose of Board Policies

A Board policy represents a formal, written statement that creates a framework for:

- (1) Regulating Board or District business;
- (2) Establishing educational, operational, and other expectations for the District's staff and students;
- (3) Guiding the actions of those to whom the Board delegates authority and responsibility; and
- (4) Ensuring compliance with state and federal law.

III. Definitions

As used in the District policies and administrative directives:

- (1) Administrative Directive or Directive means a statement of actions adopted by the superintendent that implements Board policy.
- (2) Policy means a statement of general governing principles adopted by the Board.

IV. Policy Development

- (1) A proposal for a new policy or a change in existing policy may be made by:
 - (a) A Board member;
 - (b) Superintendent;
 - (c) A District employee;
 - (d) A parent or guardian of a student;
 - (e) A student;
 - (f) A District volunteer;
 - (g) A committee appointed by the Board or Superintendent; or
 - (h) A community member who is also a resident of the District.
- (2) When a proposal for a new policy or change in existing policy is received by the Board or Board committee(s) responsible for policy development, the Board committee may take the following action(s) or may request that the superintendent:
 - (a) Collect additional information concerning the policy proposal, including a staff evaluation of options and recommended action;
 - (b) Appoint an advisory committee soliciting the views of persons representing the interests of those likely to be affected by the proposed policy or use other appropriate methods to obtain public views, especially from families and community members who have been and are underrepresented in district policymaking, to assist the Board in this policy development process;
 - (c) Seek appropriate legal and other advice as necessary to ensure that the policy proposal, if adopted, will be in compliance with applicable law; and/or,
 - (d) Take no further action on the policy proposal.

V. Policy Adoption

(1) When a Board committee recommends a policy for adoption by the Board, the Board may elect to schedule the policy for a first and second reading at a regularly scheduled Board meeting, except as otherwise provided in this policy.

(a) The first reading of a proposed policy shall include:

- (A) A summary of the content of the proposed policy or amendments;
- (B) Posting on the PPS website of the proposed language if new, or redlined version if a revision; and
- (C) A stated opportunity for the public to submit comments on the proposed policy, with a deadline date for submission of such comments.

(b) The second reading of a proposed policy shall not occur until there has been at least 21 (twenty-one) days allowed for public comment, following the first reading. ~~The second reading shall include discussion of the comments of staff and the public and any substantive changes made to the policy since the first reading.~~

~~(c)~~

~~(d)~~(c) If the language of the proposed policy has changed substantially, as determined by the Board, since the first reading, the revised proposed policy shall be set for an additional first reading to allow for public input on the changes.

~~(e)~~(d) At the time of the second reading the Board may take the following actions:

- (A) Approve the policy proposal as presented;
- (B) Modify the policy proposal and approve it as modified;
- (C) Schedule the policy proposal for an additional first reading;
- (D) Defer the policy proposal for further discussion or action; or
- (E) Reject the policy proposal.

(2) Exceptions

(f) (a) Corrections or revisions that do not substantially change a policy may be adopted without a recommendation of a board committee; but such changes shall have a First and Second Reading.

(g) (b) In the event of an emergency necessitating urgent action on a policy proposal, the Board may adopt the same at a lawfully called meeting of the Board. If the Board takes such action, the Board shall state and enter into the record the nature of the emergency and the basis for its determination that urgent action was necessary.

VI. Date Policies Become Effective

A new or revised policy shall become effective upon adoption of the Board, unless the Board otherwise specifies a different effective date in the policy.

~~VI.~~ VII. Review of Policies

- (1) The superintendent or designee shall advise the Board when they believe an any existing policy needs to be reviewed for potential repealed, revision ed, or replacement. Such necessity may occur when:
 - (a) Practice is not in compliance with the pPolicy and the practice differs to such an extent that a review of existing policy is warranted;
 - (b) A policy proposal revision is received by the superintendent;
 - (c) State or federal law has changed in such a manner as to require review or modification of existing policy; or
 - (d) A policy is not aligned with professional practices, district values or is becomes-outdated or ineffective.
- (2) The Board or Board committee shall strive to review all policies at least once every four (4) years, with at least one to two sections reviewed annually, in order to ensure policies are current, relevant, in compliance with the law and are consistent with each other and the District-approved mission, vision, and goals. If needed, appropriate policy proposal revisions shall be submitted for consideration.

VIII. Administrative Directives

- (1) Administrative Directives are issued or modified by the Superintendent and do not need to be approved by the Board prior to their issuance.
- (2) Administrative Directives shall be consistent with Board policies.
- (3) The superintendent or designee shall notify Board members that a new or revised Administrative Directive has been issued. New Administrative Directives that impact staff or community should be shared with impacted parties when they are issued.

IX. Administration in Absence of Policy or Administrative Directive

The Superintendent and other District staff members to whom administrative or supervisory authority has been delegated are authorized to use their professional judgment in the absence of a specific policy or administrative directive governing proper action to take, provided that such action shall not be in conflict with well recognized professional, educational, and ethical practices; the spirit and intent of existing District policy; the general values and objectives of the District; or any local, state, or national law.

Legal References: ORS 332.107 History:

ad 6/71; am 12/83; amended _____

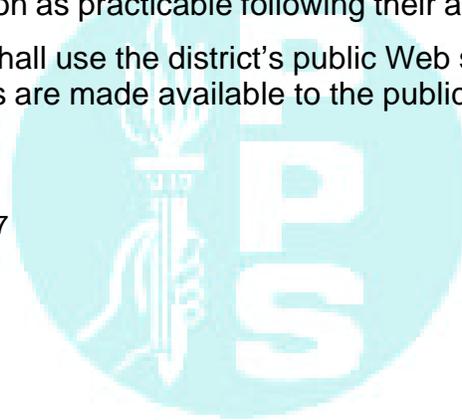
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1.70.020-P Policies and Administrative Directives

- (1) It is the responsibility of the Portland Public School Board (Board) to develop, evaluate and adopt policies for the governance of the district.
- (2) It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.
- (3) The superintendent shall develop and maintain administrative directives that ensure an open, participatory and consistent process for the adoption and use of policies and administrative directives.
- (4) Policies and administrative directives are intended both as tools for district management and as sources of information for students, parents, staff and other community members about how the district operates.
- (5) The superintendent shall ensure that policies and administrative directives are available on the Portland Public School Web site and in manuals kept in each school, as soon as practicable following their adoption.
- (6) The superintendent shall use the district's public Web site to ensure draft and proposed policies are made available to the public for review and comment.

Legal References: ORS 332.107

History: ad 6/71; am 12/83;





PORTLAND PUBLIC SCHOOLS
Office of General Counsel

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

Date: October 6, 2021
To: School Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Policy Revision
Policy # and Name: 5.60.031-P Vacation Eligibility and Scheduling

BACKGROUND

The Board Policy Committee has begun a review of District policies to determine whether they continue to align with current law and practice. The Policies and Administrative Directives policy was written in 1971 and last updated in 1983. The policy as written, provided little information about the purpose of policies nor did it include advances in our policy development guidance that have become standard practice in the development of policies in the District. The Policy Committee reviewed proposed amendments to the policy at its September 29, 2021, meeting and recommended that it be put before the entire Board for approval.

RELATED POLICIES/BEST PRACTICES

It is best practice for policies to be reviewed regularly to ensure that they continue to reflect and support the administrative responsibilities and actions of the District.

ANALYSIS OF SITUATION

The primary changes were to move much of the information that is currently contained in the companion Administrative Directive into the policy because the policy process is defined by the Board. Additionally, language was added to update the procedures for policy development to better reflect current practice. Once the revisions have been approved by the Board, staff recommends rescission of the Administrative Directive as duplicative.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

There was no community engagement as the recommended changes are primarily a result of moving information from the administrative directive into the policy.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The policy does not create any new practices that need to be implemented.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

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

_____ *(Initials)*

ATTACHMENTS

- A. XXXX
- B. XXXX

Portland Public School District 1st Reading

DATE OF FIRST READING: October 12, 2021

PUBLIC COMMENT FOR **Policy 5.50.020-P:** **Liability of Employees of the District Policy**

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

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

Last Date for Comment: November 02, 2021

Summary: **Liability of Employees of the District Policy 5.5.020-P**

1st Reading by: **Julia Brim-Edwards**
Portland Public School Board

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

Draft Policy Web Site: <https://www.pps.net/Page/11911>

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

Included in Packet	Page
Redlined Policy with Proposed Changes	03
Original Policy	06
Staff Memo	07



Liability of Employees of the District

DRAFT DATED 9/24/2021

- (1) Defense in Civil Actions. Because the nature of the services required of employees of the dDistrict may expose them to claims ~~based upon negligence or carelessness arising from~~ in the performance of their duties, the Ddistrict ~~shall~~ may provide liability insurance in amounts as may be determined from time to time for actions brought against its employees and/or the dDistrict, as described below.
- (2) ~~Conditions and Extent of Defense~~ Notice of Claims. Any current or former employee seeking assistance under this policy shall promptly notify the Office of the Superintendent and the General Counsel that a civil or regulatory action may be or has been brought against ~~him/her~~ them in ~~his/her~~ their official or individual capacity related to their work or any injury on or damage to District property:
 - ~~(a) Any claims related to action taken, work done, or omission in his/her/their official capacity, or in the course of his/her/their employment; or~~
 - ~~(b) Any claims related to injuries to persons or property resulting from an occurrence involving any dDistrict property.~~
- (3) The dDistrict shall provide ~~the employees~~ with the defense authorized by the Oregon Tort Claims Act.
- (4) This assistance in ~~legal~~ litigation shall apply in litigation arising out of performance of the employee's professional duties whether or not the employee has left the employment of the dDistrict at the time the action is brought.
- (5) Expenses Incurred by a District in-house attorney when Claim is by a Governmental Entity or Professional Licensing Authority.
 - (a) Expenses incurred by a District in-house attorney who is an employee of the District ("in-house attorney") in the defense of a Claim brought by a governmental entity or a professional licensing authority may be advanced or reimbursed by the dDistrict if the dDistrict, in its sole discretion, determines that the Claim arose out of the in-house attorney's



Liability of Employees of the District

performance of official duties. Any expenses advanced or reimbursed in excess of \$25,000 per ~~C~~claim must be approved by the Board of Education. Such advancement or reimbursement constitutes part of the in-house attorney's official compensation package for purposes of ORS Chapter 244. The ~~d~~District may decline to ~~payreimburse~~ an in-house attorney for any expenses incurred prior to the ~~d~~District's written commitment to provide such payment. The in-house attorney must promptly notify the Office of the Superintendent and the General Counsel that any such claims have been brought against them.give notice of any such claims against them

- (b) Expenses shall be paid by the ~~d~~District in advance of the final disposition of a Claim at the written request of the in-house attorney if:
 - (1) The ~~d~~District determines, in its sole discretion, that the conduct of such in-house attorney was in good faith and that the in-house attorney reasonably believed that such conduct was in the best interests of the District.; and
 - (2) The in-house attorney enters into a written agreement ~~furnishes the with the~~ ~~d~~District a ~~written undertaking~~ to repay such advance to the extent it is ultimately determined by the ~~d~~District, in its sole -discretion, that such in-house attorney is not entitled to be indemnified by the ~~d~~District under this section or under any other indemnification rights granted by the ~~d~~District to such in-house attorney.

~~Such advances shall be made without regard to the in-house attorney's ability to repay such advances.~~

- (c) If the District pays expenses in defense of a claim, the General Counsel shall have the exclusive authority to select counsel and to defend against any Claim. The General Counsel will consult with the in-house attorney regarding any term of a settlement agreement that affects the legal rights or licensing status of the in-house attorney. Authority to settle claims against General Counsel ~~shall be is~~ delegated to the Superintendent or ~~his~~ the Superintendent's designee.
- (d) The ~~d~~District shall not pay for expenses under this section in the case of ~~malfeasance in office or willful or misconduct or wanton gross negligence neglect of duty~~ or any act or omission that may constitute criminal conduct, as determined by the District in its sole discretion.



Liability of Employees of the District

- (e) The ~~d~~District may choose to advance or reimburse expenses to an in-house attorney under a reservation of rights. An in-house attorney shall cooperate fully with the District. If the District determines, in its sole discretion, that the in-house attorney has not so cooperated or has otherwise acted to prejudice the defense of the Claim, the ~~d~~District may at any time terminate its obligation to advance or reimburse expenses or proceed under a reservation of rights.
- (f) The term "Claim" means any threatened, pending, or completed investigation, action, suit, or proceeding except one brought, made, or initiated by the ~~d~~District.
- (+) (g) This section shall not be deemed exclusive of any other rights to which an in-house attorney may be entitled under any statute, agreement, insurance policy, general or specific action of the ~~d~~District, or otherwise. Any repeal of this section shall be prospective only, and no repeal or modification shall adversely affect the rights under this section in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any Claim.

Legal Reference: ORS 30.260 - 30.300 History: Adpt 6/71; Amd. 6/14/84; Amd.

5.50.020-P Liability Of Employees of the District

- (1) **Defense in Civil Actions**. Because the nature of the services required of employees of the district may expose them to claims based upon negligence or carelessness in the performance of their duties, the district shall provide liability insurance in amounts as may be determined from time to time for actions brought against its employees and/or the district, as described below.
- (2) **Conditions and Extent of Defense**. An employee shall promptly notify the Office of the Superintendent that a civil action may be or has been brought against him/her in his/her official or individual capacity.
 - (a) Any action taken, work done, or omission in his/her official capacity, or in the course of his/her employment; or
 - (b) Any injuries to persons or property resulting from an occurrence involving any district property.
- (3) **The district shall provide the employee with the defense authorized by the Oregon Tort Claims Act.**
- (4) This assistance in legal litigation shall apply in litigation arising out of performance of the employee's professional duties whether or not the employee has left the employment of the district at the time the action is brought.

Legal Reference: ORS 30.260 - 30.300

History: Adpt 6/71; Amd. 6/14/84



PORTLAND PUBLIC SCHOOLS
OFFICE OF GENERAL COUNSEL

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3181

Date: September 24, 2021
To: Policy Committee
From: Liz Large, Contracted General Counsel
Subject: Proposed amendments to the Liability of Employees of the District Policy, 5.50.020-P

The proposed amendments to the Liability of Employees of the District Policy, 5.50.020-P, are in two general areas:

1. Nonsubstantive updates and clarifying language.
2. Adding a narrow additional District-provided representation for in-house attorneys (employees) who are facing regulatory proceedings (e.g., from the Oregon State Bar) if the in-house attorney was acting in the course of their role as an in-house attorney and did not engage in misconduct. There is an unfortunate record of filings with the Oregon State Bar or other regulatory complaints against PPS in-house attorneys for reasons perhaps related to the District's position on an issue and unrelated to actual misconduct. Those complaints are almost uniformly dismissed at the first stage, but the defense of that proceeding can cost up to \$10,000. These types of claims are not covered by the Oregon Tort Claims Act, so indemnification of employee attorneys under these circumstances is not authorized by the existing policy.

This draft policy amendment provides criteria and guardrails for the representation and it is not automatic coverage. The district has full discretion. If an in-house attorney were found to have engaged in misconduct, then PPS would not be required to pay the representation costs.

Portland Public School District 1st Reading

DATE OF FIRST READING: October 12, 2021

PUBLIC COMMENT FOR **Policy 5.60.031-P:** **Vacations and District Holidays**

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

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

Last Date for Comment: November 02, 2021

Summary: **Vacations and District Holidays 5.60.031-P**

1st Reading by: **Julia Brim-Edwards**
Portland Public School Board

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

Draft Policy Web Site: <https://www.pps.net/Page/11911>

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

Included in Packet	Page
Redlined Policy with Proposed Changes	03
Original Policy	08
Staff Memo	09

5.60.031-P ~~Vacation Eligibility and Scheduling~~ and District Holidays for Non-represented employees

The Superintendent shall develop a vacation accrual schedule applicable to non-represented employees to be approved by the Board of Education in the form of a resolution. The vacation accrual schedule will include the annual limit on accrued vacation that can be carried forward into a new fiscal year.

Once approved, the schedule will be posted on the District website. Modifications to the schedule will be approved by the Board.

The Board shall also approve by resolution the addition of any paid holidays for non-represented employees. Approved paid holidays shall be posted on the District website.

I. ~~Vacation Eligibility and Accrual Rate~~

~~(1) Administrative employees in grades 20-24, as designated by the district, shall receive an annual vacation with pay of 22 days accrued at a rate of 14.7 hours a month.~~

~~(2) Administrative employees in grades 19 and below, as designated by the district, shall receive an annual vacation with pay as specified below:~~

Completed Years of Employment	Days of vacation/rate of
accrual 1-4 years:	10 days / 6.7 hours per month
5 years:	11 days / 7.4 hours per month
6 years:	12 days / 8.0 hours per month
7 years:	13 days / 8.7 hours per month
8 years:	14 days / 9.4 hours per month
9 years:	15 days / 10.0 hours per month
10 years:	16 days / 10.7 hours per month
11 years:	17 days / 11.4 hours per month
12 years:	18 days / 12.0 hours per month
13 years:	19 days / 12.7 hours per month
14 years:	20 days / 13.4 hours per month
15 years:	21 days / 14.0 hours per month
16	years: 22 days
	(maximum) / 14.7 hours per month

¶

~~II. Vacation Scheduling ¶~~

- ~~(1) It is recommended that a vacation plan for all 12-month administrative personnel be developed cooperatively with employees and their supervisors annually. ¶~~
- ~~(2) The number of days accumulated at the end of each calendar year shall be taken by December 31 of the following calendar year. ¶~~

¶

~~III. Exceptions ¶~~

- ~~(1) Exceptions to this policy may be made in individual circumstances and shall be approved by the employee's supervisor and the superintendent or designee. ¶~~

Legal references: ORS 332.107; ORS 332.505

History: Adpt. 6/71; Amd, 5/02; Rev. 6/24/02, Amd __/21

Related policies: Superintendent contract policy; Administrative Employees' Terms of Employment policy

5.60.031-P Vacation Eligibility and Scheduling

5.60.031-P Vacation Eligibility and Scheduling

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9 years:	15 days / 10.0 hours per month
10 years:	16 days / 10.7 hours per month
11 years:	17 days / 11.4 hours per month
12 years:	18 days / 12.0 hours per month
13 years:	19 days / 12.7 hours per month
14 years:	20 days / 13.4 hours per month
15 years:	21 days / 14.0 hours per month
16 years:	22 days (maximum) / 14.7 hours per month

II. Vacation Scheduling

- (1) It is recommended that a vacation plan for all 12-month administrative personnel be developed cooperatively with employees and their supervisors annually.
- (2) The number of days accumulated at the end of each calendar year shall be taken by December 31 of the following calendar year.

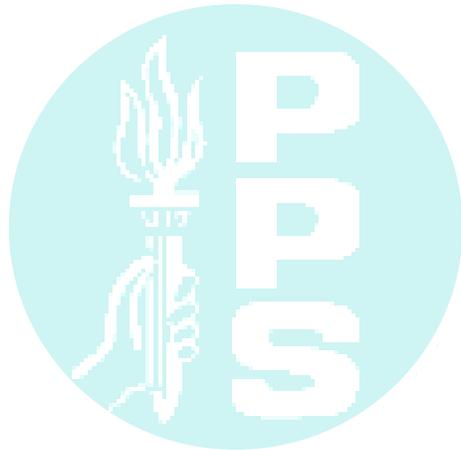
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- (1) Exceptions to this policy may be made in individual circumstances and shall be approved by the employee’s supervisor and the superintendent or designee.

Legal references: ORS 332.107; ORS 332.505

5.60.031-P Vacation Eligibility and Scheduling

History: Adpt. 6/71; Amd, 5/02; Rev. 6/24/02





PORTLAND PUBLIC SCHOOLS
Office of General Counsel

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

Date: October 6, 2021
To: School Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Policy Revision
Policy # and Name: 5.60.031-P Vacation Eligibility and Scheduling

BACKGROUND

The Board Policy Committee has begun a review of District policies to determine whether they continue to align with current law and practice, including reliance on a review conducted by the Department of Human Resources. Currently, the topic of employee vacations and holidays can be found in three separate policies: 5.50.064-P Religious Holidays-Teachers; 5.60.031-P Vacation Eligibility and Scheduling; and 5.70.052-P Work Year -Vacations. The Committee recommended that two of the policies be rescinded and that the Vacation Eligibility and Scheduling policy be amended. On September 29, 2021, the Policy Committee recommended that this policy go before the full Board for approval.

RELATED POLICIES/BEST PRACTICES

It is best practice for policies to be reviewed regularly to ensure that they continue to reflect and support the administrative responsibilities and actions of the District. In this instance, a single policy that is updated serves the District's interests of providing clear and accessible information.

ANALYSIS OF SITUATION

The amendments to this policy update the current outdated policies, consolidate the information into a single policy, and allow the Board to approve vacation by resolution instead of through the policy-making process .

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

Because the policy is centered on internal employment decisions, there was no community engagement conducted for this policy.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Policy will be in effect upon adoption.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

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

_____ *(Initials)*

ATTACHMENTS

- A. Redline copy of Vacation Eligibility and Scheduling Policy
- B. Clean copy of Vacation Eligibility and Scheduling Policy

2.10.020-P Concept of Administration

- (1) The Board believes that all administrative offices and functions in the district must focus on facilitating and assuring quality instruction for all students. While the Board reserves for itself the responsibility for determining all policies which guide the decision-making process governing all activities of the schools, its aim is to make possible the full exercise of professional expertise, competence and judgment by the professional staff within the framework of those policies.
- (2) It is, accordingly, the intent and policy of the Board that the district shall be so organized and the number of administrators adequate to assure efficient and effective governance of the system.
- (3) All administrators shall derive their authority from and be assigned their duties by the superintendent. The authority relationships between the various administrators shall be clearly defined so that each will be accountable according to the definitions of his/her role.
- (4) It is expected that members of the administrative staff will perform all of their duties and responsibilities with highest levels of competence and dedication to quality education, to the children and to the parents and citizens of the district.

Legal References: ORS 332.505; Anderson v. Central Point School District No. 6, 554 F. Supp. 600 (D. Oregon 1982); aff'd in part, 746 F. 2d 505 (9th Cir. 1984); Connick v. Myers, 461 U.S. 138 (1983)

History: Adpt 6/71; Amd 9/9/02; BA 2418

3.10.020-P Additional Building Administration Personnel

- (1) Additional administrative assistants in elementary schools may be provided according to the size of the school and with reference to the special needs, problems or programs of the school, as authorized by the Board, upon recommendation of the superintendent. Ordinarily, only larger elementary schools will be allocated such assistants.
- (2) Middle and high schools shall assigned administrative support personnel according to the special needs or programs of the school, as authorized by the Board upon recommendation of the superintendent. Duties of administrators subordinate to the principal shall be established by the principal of the school to which the administrator is assigned, and a copy of such duties filed in the office of the designated supervisor.

Legal References: ORS 332.107; ORS 332.505; OAR 581-022-1720

History: Adpt 6/71; Amd 5/84; Amd 9/9/02; BA 2419

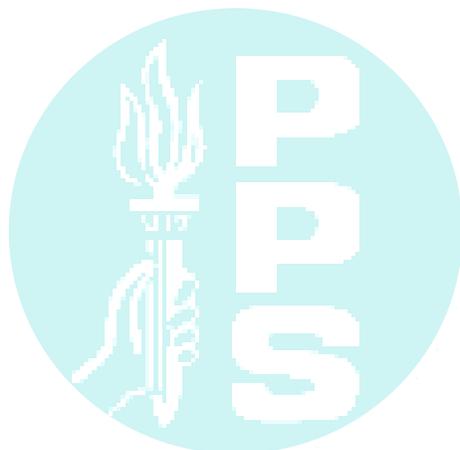


3.30.050-P Visitors To Schools

The Board believes that a better understanding of the district's educational program and improved relationships between the school and community can be developed through school and classroom visitations of parents and patrons. Such visitations should be encouraged, arranged and permitted within considerations for the requirements of the educational program, the orderly administration of the school and classroom, and the safety and welfare of students.

Legal References: ORS 164.245; ORS 164.255; ORS 166.025; ORS 166.155 - 166.165; ORS 332.107

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

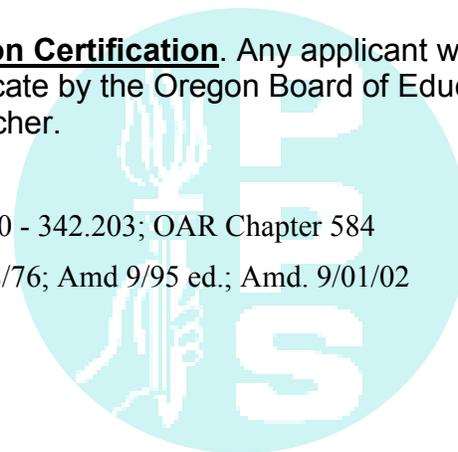


5.20.020-P Certification

- (1) **Certificate**. An applicant for a position in this school district shall be eligible for and obtain the necessary certificate of qualification required for the particular position for which he/she is applying. A teacher must have a copy of a valid certificate recorded in the Office of Personnel Services by a date specified by Oregon law.
- (2) **Eligibility**. Eligibility for positions in the district shall require compliance with all standards established for personnel in such positions by state law, state and local boards and the office of the superintendent.
- (3) **Counselor Certification**. All teachers who counsel one-half time or more will be required to hold the educational specialty certificate for counselors in addition to their regular teaching certificate, unless they have held continuous certification for teaching in the public schools under provisional and/or standard certificates obtained under regulations effective prior to 1965.
- (4) **Career Education Certification**. Any applicant who has been issued a vocational certificate by the Oregon Board of Education may be elected a probationary teacher.

Legal References: ORS 342.120 - 342.203; OAR Chapter 584

History: Adpt. 6/71; Amd. 6/28/76; Amd 9/95 ed.; Amd. 9/01/02



5.30.010-P Substitute Teachers

- (1) **Recruitment and Selection**. In order to assure productive, educational experiences for students in the absence of regularly employed teachers, the district shall maintain a systematic program for the recruitment, selection, and appointment of able substitute teachers.
- (2) **Qualifications**. Personnel employed as substitute teachers must hold a valid teachers' certificate and place on file in the office of the superintendent evidence of having passed a medical examination, as required by state law.
- (3) **Responsibilities**. Such teachers shall observe the regulations governing regular teachers and any additional guidelines, which are promulgated for them by the office of the superintendent and the respective building principals.
- (4) **Orientation**. An orientation program shall be established through which substitute teachers may be apprised of school programs, policies and practices, of the expectations related to their respective roles, and of the resources available for assistance in their work.

Legal References: ORS 332.507; ORS 342.420; ORS 342.610; ORS 342.815; OAR 581-005-0001; OAR 584-020-0000 to -0045

History: Adpt. 6/71; Amd. 9/95

5.50.064-P Religious Holidays – Teachers

Teachers who are members of a religious faith may be absent without loss of pay on days specified by that faith as religious holidays, which require participation during the school day in religious observances.

Legal References: ORS 332.107; ORS 659.020

History: Adpt. 6/71



5.70.052-P Work Year - Vacations

(1) Vacations — General.

- (a) Twelve-month employees not otherwise designated shall be entitled to receive vacations with pay on the following basis:

Monthly Accrual Factor (Hours)

1-5 years:	2 weeks vacation (6.7)
6 years:	2 weeks vacation plus 1 day (7.4)
7 years:	2 weeks vacation plus 2 days (8.0)
8 years:	2 weeks vacation plus 3 days (8.7)
9 years:	2 weeks vacation plus 4 days (9.4)
10 years:	3 weeks vacation (10.0)
11 years:	3 weeks vacation plus 1 day (10.7)
12 years:	3 weeks vacation plus 2 days (11.4)
13 years:	3 weeks vacation plus 3 days (12.0)
14 years:	3 weeks vacation plus 4 days (12.7)
15 years:	4 weeks vacation (maximum) (13.4)
Designated employees.	1 month (14.7)

- (b) Employees who begin service with the district after July 1 of any year shall receive vacation according to the following formula: 5/6 workday for each whole month between the time of employment and the end of the fiscal year.
- (c) Employees who occupy a 210 day work year position and transfer to a 12-month position may count the time employed in the 210-day position for vacation allowances. The basis for vacation credit will be the total number of days worked in the 210-day position divided by a 22-day calendar month. This will be accredited to the total accumulated vacation time, as outlined above.
- (d) Vacations must be used during the fiscal year; i.e., July 1 to the following June 30. They do not accrue.

5.70.052-P Work Year - Vacations

- (2) **No Vacations Allowed**. Unless otherwise provided in these rules and regulations or as may be specifically authorized by the Board, vacations with pay shall not be granted to employees whose employment is on less than a 12-month basis or to classified personnel (daily or hourly).

Legal References: ORS 332.107; ORS 332.505

History: Adpt. 6/71

