

Policy Committee Meeting
Monday, September 18, 2023 4:30 PM

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

Agenda

1. Introductions
2. Staff Updates
3. Policies for Revision - Discussion and Potential Action
 - Affirmative Action / Equitable-Employment Policy
 - Naming School District Property 2.20.010-P
 - School Initiation and Closure 6.10.030-P
4. Policies for Revision - Discussion Only
 - Equitable Private Funding of School Staff (informational)
 - Committee Chair statement on equitable funding (informational)
 - Community engagement on private fundraising for school staff (informational)
 - Religious and Cultural Holidays Policy
5. Policies in the Public Comment Period
 - Student Educational Records 2.50.020-P (revision)
 - Instructional Materials Selection Policy 6.40.010-P (revision)
 - Class Size Guidelines and School Staffing Allocations Policy 3.10.031-P (revision)
 - Nutrition Services, Meal Pricing, and Purchasing Policy 3.60.040-P (rescission)
6. Public Comment - 5 Two-Minute slots **To sign-up for public comment email PublicComment@pps.net or call 503-916-3741*
7. Other Business and Announcements
8. Adjourn



Board Policy

5.10.025-P

Equitable Employment Policy

Draft 8/25/23, 9/5/23

Workforce Diversity to Serve Students

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression. In pursuit of this goal, PPS must develop a workforce that reflects the diversity of students it serves. Students must see their diverse racial, cultural, and linguistic characteristics reflected in the school staff who are guiding them toward academic and other success. In conjunction with the Racial Educational Equity Policy, 2.10.010-P, the District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel and achieve the goals established by Oregon's Educators Equity Act. The Superintendent's budget shall incorporate funding for the diverse workforce goals provided in this policy. The Board expects to see measurable progress every year in the strategies employed and progress made toward reaching the goal established by the Oregon Educators Equity Act.

All District employees are responsible for providing equal employment opportunities and complying with this policy.

Equal Employment Opportunity

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

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

Reporting and Oversight

Commented [1]: ADD: "as evidenced by a workforce that more closely reflects our student population (after Oregon Educator's Equity Act).

Commented [2]: How will District employees be held accountable for this standard? How many of our departments do not reflect Portland's cultural and racial diversity? And how do we compel a hiring decision based on this statement?

Commented [3]: Does the district have a civil rights compliance officer?



Board Policy

5.10.025-P

Equitable Employment Policy

The Superintendent shall designate the person(s) to oversee and track compliance with the District's equitable and non-discrimination employment practices. The District shall provide an annual report to the Board that provides employee demographic data on hiring and retention and progress towards the goals articulated in this policy.

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

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



BOARD POLICY

Affirmative Action Policy

5.10.025-P

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

Equal Employment Opportunity

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

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

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



BOARD POLICY
Affirmative Action Policy

5.10.025-P

Affirmative Action – Employment

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

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

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

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



BOARD POLICY
Affirmative Action Policy

5.10.025-P

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

Adopted 6/17/13.

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

6.10.030-P School Initiation and Closure

School Initiation and Closure Policy

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

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

I. School Initiation Report

- (1) The Board shall determine whether schools will be initiated.
- (2)** Board determination on school initiation shall be made only upon

a recommendation by the Superintendent accompanied by a School Initiation Report which shall contain a full and adequate analysis of the following:

- (a) How the proposed school enhances the district's overall educational program and student achievement policy, by addressing an unmet need or expanding a proven educational approach
- (b) Financial impact
 - (A) Projected cost per student.
 - (B) Projected overall cost or savings to the district including impact on other schools
- (c) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community and/or the district.
- (d) Facility in which the school will exist, including building capacity, current and potential use of available space, cost of operations, ADA accessibility, physical condition, environmental concerns, and capital needs.
- (e) Community/cluster analysis:

6.10.030-P School Initiation and Closure

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(A) how the proposed school location will provide students with greater equity of access to schools offering high quality educational choices

(B) how the initiation will affect other schools within the

cluster, and, if applicable, schools outside the cluster, both in the quality of their educational programs and in the number of students attending them.

(C) support for the initiation, as indicated by demonstrated interest in attending the school and/or involvement in

its development and commitment to its maintenance.

(D) proposed community partnerships.

(e) Operational plan for implementing the

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recommendation.

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

II. School Closure Report

(1) The Board shall determine whether schools will be closed.

(2) Board determination on school closure shall be made only upon a recommendation by the Superintendent accompanied by a School Closure Report which shall contain a full and adequate analysis of the following:

(a) Financial impact

(A) Actual cost per student.

(B) Projected overall cost or savings to the district

including impact on other schools and potential transportation costs.

- (b) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community.
- (c) Facility in which the school exists, including building capacity, current and potential use of the facility, cost of operations, ADA accessibility, physical condition, environmental concerns, and capital needs.
- (d) Community/cluster analysis:

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(A) how the proposed closure will maintain or improve equity of access to schools offering high quality educational choices

(B) how the school closure and redistribution of students

will affect other schools within the cluster and, if applicable, schools outside the cluster, both in the quality of the cluster's educational programs and in the number of students attending each school. Analysis of the location of the school in relation to other schools, community resources, and transportation options and barriers.

(C) history of requested and actual transfers into the school or out of the school's attendance area to other schools.

(D) current community partnerships and possible community impact.

(E) Operational plan for implementing the

recommendation, including a map showing the new boundaries.

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

(4) The Superintendent has the authority to close a school for up to one year in response to emergencies, including major facility or environmentally related problems. The Superintendent will keep the Board informed of the rationale for and expected length of any emergency closure.

(5) The Superintendent shall develop administrative directives for implementing this policy, including the operation of a cluster based planning process, timelines that provide adequate notice

to enable impacted parents and students to exercise choice,
and management protocols for closing a school.

6.10.030-P School Initiation and Closure

Legal References:

History: Adopted 6/16/2003

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



2.20.010-P Naming School District Property

I. Responsibility and Authority

- (1) The naming of all School District properties including, but not limited to, School District schools, school facilities, programs, non-school facilities, as well as school mascots, symbols and other images considered for representation of a school or District is the responsibility of the Board of Education.
- (2) In considering appropriate names for any school, facility, programs, or representative images, it is the responsibility of the Board to ensure that the name properly reflects the type and mission of the school, facility, and focus option so as to not cause public confusion. In respect for the diversity of our community, names shall have broad acceptance in a multicultural society as determined by the Board of Education.
- (3) In the naming process, the Board recognizes the importance of soliciting student, staff, parent and community input, as appropriate, in the selection of names. Names may be presented by individuals, by petition, by chosen committees, or by other representative groups. While ~~every~~ efforts will be made to respect student, staff, parent, and community preferences, the Board of Education retains the final authority over selection of names for schools, facilities, programs and representative images.
- (4) Requests for renaming of District properties may be presented by individuals, by petition, by chosen committees, or by other representative groups to the School Board. The petition needs to demonstrate diverse school community support or indicate the name change is being requested in accordance with section II 1 vi in this policy.
- (5) The School Board will take one of these actions:
 - Direct the Superintendent to conduct a renaming process
 - Decline the request
 - Defer action on the request to a later date
- (6) If the School Board directs the Superintendent to conduct a renaming process, the Superintendent may indicate a need for staff or financial resources needed to conduct the process.

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2.20.010-P Naming School District Property

II. General Criteria for Names

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

2.20.010-P Naming School District Property

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

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III. Special Recognition of Specific Persons

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

IV. Gifts

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

2.20.010-P Naming School District Property

as determined by the Board, in consultation with the

2.20.010-P Naming School District Property

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

V. Charter Schools

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

VI. School Conversions, Mergers, or Reconfigurations

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

VII. Renaming or Amending of Current Names

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

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2.20.010-P Naming School District Property

school-based administrators during a renaming process.

2.20.010-P Naming School District Property

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

VIII. Implementation

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

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

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6.10.030-P School Initiation and Closure;

eCommunity eEngagement for sSchool eClosures

School Initiation and Closure Policy

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

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

expanded choice.

I. School Initiation Report

- (1) The Board shall determine whether schools will be initiated.
- (2) Board determination on school initiation shall be made only upon

a recommendation by the Superintendent accompanied by a School Initiation Report which shall contain a full and adequate analysis of the following:

- (a) How the proposed school enhances the district's overall educational program and student achievement policy, by addressing an unmet need or expanding a proven educational approach
- (b) Financial impact
 - (A) Projected cost per student.
 - (B) Projected overall cost or savings to the district including impact on other schools
- (c) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community and/or the district.
- (d) Facility in which the school will exist, including building

capacity, current and potential use of available space, cost of operations, ADA accessibility, physical condition, environmental concerns, and capital needs.

(e) Community/cluster analysis:

6.10.030-P School Initiation and Closure

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

recommendation.

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

II. School Closure Report and Community Engagement

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

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

6.10.030-P School Initiation and Closure

- (A) how the proposed closure will maintain or improve equity of access to schools offering high quality educational choices
- (B) how the school closure and redistribution of students

will affect other schools within the cluster and, if applicable, schools outside the cluster, both in the quality of the cluster's educational programs and in the number of students attending each school. Analysis of the location of the school in relation to other schools, community resources, and transportation options and barriers.

- (C) history of requested and actual transfers into the school or out of the school's attendance area to other schools.
- (D) current community partnerships and possible community impact.
- (E) Operational plan for implementing the

recommendation, including a map showing the new boundaries.

~~(3) The Superintendent shall create a public process for the Board and Superintendent to review school closure recommendations with the community.~~

~~(3) The Board vote on a school or school program (in cases of colocation) closure will be in a single, freestanding resolution relating solely to the closure and not part of a vote on other matters.~~

- (4) The Superintendent has the authority to close a school for up to one year in response to emergencies, including major facility or environmentally related problems. The Superintendent will keep the Board informed of the rationale for and expected length of

any emergency closure.

- (5) The Superintendent shall develop administrative directives for implementing this policy, including the operation of a cluster based planning process, timelines that provide adequate notice to enable impacted parents and students to exercise choice, and management protocols for closing a school.

III. Neighborhood School Closure due to Boundary Changes: Community Engagement Process

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

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

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

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

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

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

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

translation for documents and presentations.

4. Provide adequate notice.

5. Be recorded so that those unable to attend can access the meeting content.

6. Incorporate the opportunity for public comment with both oral or written testimony.

E. A least one notice including details of the proposed boundary change which would close a neighborhood school program and the impact of the proposed shall be sent to all families whose students would be directly impacted within two years of the change. The notice shall include information about how a family can provide input, including any scheduled public meetings.

F. The District will identify and share with impacted communities how their input was used, including rationale for any input that was not incorporated into final proposals.

G. The District will use the PPS Racial Educational Equity Policy in crafting the outreach process to ensure that outreach to traditionally underserved communities is effective.

Additional Public Processes for School Closures

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

(5) _____

6.10.030-P School Initiation and Closure

Legal References:

History: Adopted 6/16/2003; [Amended](#) /2023

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



DRAFT: Foundation Reform Policy

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

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

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

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

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

4. Local school foundations

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

Policy Committee Report – verbally delivered at the September 5, 2023 Board meeting and the video cut out in the recording. This is not verbatim but from my notes that I referenced when I gave my Committee report.

We are starting to build our Policy Committee Agenda and policies will be brought to the Committee for consideration. We will be bringing forward policy changes requested by law, proposed by community members, revisions of policies to update or align with current practice, and rescissions of policies that are no longer needed (we have one of these tonight with the Nutrition Services Policy), and finishing ones from previous years, such as private fundraising to purchase school staff.

As part of the last meeting, I had posted a draft policy proposed by a community group referring to foundation funding of PPS Staff...the discussion about this policy issue has been occurring for six years. It was not scheduled for discussion or action, rather it was posted for transparency.

All policies, and especially the one related to private fundraising for staff, will have committee discussion and an opportunity for public comment.

I welcome the group that met earlier last spring to bring forward a draft policy for consideration if they can agree on a draft. I would ask for it to be brought forward by Oct 13 so that the Committee can add it for discussion to the Committee agenda.

Date: June 17, 2022

To: PPS Board of Education

Subject: **School-Based Fundraising in Portland Public Schools
Report from Targeted Community Engagement & Administrator Survey**

Community members proposed changes to the district's fundraising policies and practices, and the Board of Education Policy Committee has undertaken a review of school-based fundraising. The Strategic Partnerships Department, with support from Community Engagement, and a Policy Committee representative, hosted targeted community engagement sessions to hear from communities who, up to this point, have had less of a voice on this issue.

- **Student Engagement, District Student Council, 5/31/2022**
- **Targeted Parent Leader Engagement: Roundtable Discussions of School-Based Fundraising with primarily Roosevelt (6/13/2022) and McDaniel (6/16/2022) Feeder Schools**
 - School administrators and a board member selected 1-2 parent leaders from their school communities. We invited approximately 20 people to each meeting and 10-12 planned to attend. Four parents attended the meeting at Roosevelt and 13 attended the meeting at McDaniel.
 - Staff developed the following website to help provide background information to participants: sites.google.com/pps.net/ppsschool-basedfundraisinginfo, along with the slide presentation shared with the Policy Committee.
- **Administrator Survey** School administrators were encouraged to complete a survey. Providing their name was optional (questions and response highlights on pages 3-4).

Introduction

Nonprofit organizations, parent groups, and individuals make important contributions to support PPS students and school communities. Parent groups include local school foundations, independent nonprofit organizations, PTAs, PTSAs and PTOs. One element of that support is fundraising to contribute to a school or program budget.

Direct Quotes

"This isn't working. It's inequitable. It's never going to feel good." (Parent)

"My kid is your kid and your kid is my kid. These are all our kids." (Parent)

"We are all PPS, do we need to think about it as our school, or as a district?" (Parent)

"It is so incredibly confusing. Transparency from district, this is a shared value." (Parent)

"Thankful for the 1/3 Parent Grant, but still not equitable"

Theme: Collective Impact Model

There is a strong interest in shifting to a district-wide fundraising effort through The Fund for PPS and decreasing school-based fundraising, particularly for staffing and other essential services that should be provided through publicly-funded education. As long as we continue to encourage or allow Parent Groups to fundraise large sums to solely benefit their own school we will continue to see the divisive nature of fundraising in PPS. Instead of school-based

fundraising the district should foster and facilitate a spirit of community and shared purpose through which the generosity of all involved in fundraising activities (e.g. citywide pizza night fundraisers, etc.) create a collective impact to better serve PPS students and schools regardless of any one community's ability to raise private resources. Most agreed that the District has a responsibility to advance equity and help maintain stable funding.

- The majority of parent participants expressed a desire to end the practice of allowing school foundations to pay for staff positions.
- A handful of participants expressed that if the district continues to allow school foundations to pay for staffing then the percentage shared with other schools should increase to 50%.
 - After the first \$10,000, a minimum of 50% of the Staffing Funds shall be deposited into a fund that is redistributed to schools that enroll a higher number of underserved students.
 - Consider changing the formula for the distribution of the shared funds to benefit more schools, such as an amount per student eligible for free or reduced meals.
- Concerns were expressed that even though PPS might provide additional staff to school communities with greater needs they couldn't fill the positions, perhaps because schools with fewer students with need had positions that were better supported and less challenging.
- There was more of a mixed perspective about requiring a district contribution from parent groups with less fundraising capacity for capital projects, such as replacing playground equipment, as these were long-term, benefit-the-whole-school projects.
- There was also discussion that it wasn't just the total amount of money raised that created inequities but having the people and the infrastructure to fundraise and hold events. Some parent groups have access to large dollar donors, grantwriters, event planners, etc. in their individual school communities. Also, the wealth within a school community means some parent groups can have parents write big checks and others are collecting cans for recycling, staffing concession stands, etc. to earn much smaller amounts.

Theme: Community Building

Many participants expressed gratitude for the opportunity to provide input and speak with their peers about these issues, and expressed a desire for additional opportunities for community building between schools. Parents hope there will be more opportunities to come together to learn from each other, build community, and collaborate either within their cohort, district-wide or both. The current system is perceived to create "silos" and "hoarding" at a school-level and a desire to be more "one district community". Many of the schools represented have a small number of parents actively involved with their parent group or school-based organization, which makes the work challenging. Oftentimes, they do not want to be fundraising because they do not want to ask their parents to give from their limited incomes, and often what they do fundraise goes to basic needs. The disconnect between fundraising to provide families with food, coats or other basic needs, versus other schools fundraising for staff and "fun things" such as field trips, travel and other extras creates animosity. Some wondered whether people truly were not aware of the differences, but they also did not feel comfortable with "poverty parades" or being viewed as or treated as a "charity case" to schools with more financial resources. There was a suggestion that schools with significant fundraising participate in a listening session with PTOs, PTAs that fundraise small, but important funds, for essential items so that they can better understand the difference in resources, parent time available (e.g. PTAs with two active members, \$10 annual PTA dues are too much in some communities) and how that impacts the student experience.

Some parents shared that the cost of their parent group events held to raise money were intentionally set so that they would be accessible to all in their community versus to maximize the amount of money raised.

Support for providing teachers with funds to purchase classroom supplies was fairly universal, although the differences in amounts available was of concern and questions about PPS guidance on this.

Theme: Increased transparency

Increase transparency regarding all parent groups that fundraise including how much money they raise and how they spend the dollars to benefit their schools. Information is difficult to find on pps.net. Collect and make information available to the public because public education should not have hidden dollars flowing to schools without transparency. The lack of an easily accessible, centralized source of information on all fundraising groups leads to confusion, misinformation, and rumors. Some parents suggested:

- Nonprofit and other groups that fundraise for PPS schools/programs should provide information about the amount of money they raise and how it is spent.
- PPS should track and make publicly available the amount of money invested by Parent Groups for:
 - Staff positions
 - Contracted services
 - Playground and facility improvements
 - Plus, to the extent possible: Field Trips, academic and co-curricular travel, Materials and Supplies, and Other Purchases

Parents had questions about the discretionary funds that school administrators had available to them from the school district and how those are utilized to support students and how it intersects with parent group fundraising.

Administrator Survey

1. What challenges and successes have you observed in the current structure of school-based fundraising (e.g., foundations, PTAs, other independent parent groups)?

Challenges

- I have seen many inequities in the amount of money raised by schools in different neighborhoods and the ways they are able to spend that money. Allowing foundations to raise money for staff is the greatest inequity.
- Very inconsistent and schools that are not Title/CSI/TSI have a bare bones crew of staff. It would be nice to have enough staff to run the building safely and we should not have to fundraise to get basic staffing.
- PPS needs to staff ALL buildings - not with necessarily the same level of support, but at appropriately proportional levels.
- It is a challenge that schools are relying on families to maintain current/adequate staff - it is a burden on the community.
- Fundraising capabilities are very school specific. The fundraising activities take up a significant amount of family volunteering time and effort, which limits family participation in other social activities or engagement in other sociopolitical change movements. Site specific fundraising activities promote a “me” (my school, my class, my student) vs. a “we” (our district, our city) mentality.
- Schools “in the middle” (socioeconomically mixed) don’t receive support from PPS through SUN programming, Parent Fund grants, and other key supplemental funding

and activities sources, but their parent communities are also not wealthy enough to provide significant funding for after-school activities and supplemental student supports. This is inequitable to students at these schools.

Successes

- Our PTA has been able to raise funds to help with our SUN programming and Equity work. The school program has been improved by this fundraising.
- Our PTA helps to fundraise for student activities such as field trips and school supplies for all students, yearbooks for all students, etc. We do not fundraise for staff positions.
- We partner very well with our PTA, Foundation, and Booster Club. Also, I feel that our clubs and athletic teams do a great job communicating with staff on their fundraising efforts.
- Foundation fundraising enables us to provide more support to our students than what we receive from PPS general funds. We do not receive any additional FTE beyond classroom teachers for instructional interventionists; however, we have students who need additional support in reading and math. Without Foundation fundraising, we would not have the opportunity to hire Educational Assistants in our K-1 classrooms, or academic interventionists.

2. How can PPS progress toward greater connection and innovative collective impact in school-based fundraising?

- Maybe fundraising should be regional, or more sharing for equity. Maybe there should be district-wide fundraising events that share funds on an equity-based formula.
- It could all be done as PPS community fundraising - speaking of Foundations, where it all goes into a Community Fund and distributed equally. I also think we should not allow schools to create their own "Foundation" where they don't need to give any to others. And, currently I am in a school with a Foundation and still strongly believe this.
- All children are "ours" and we must stop having schools act like charities in order to serve them equitably. When public schools become mini private schools because the families are paying for staff, computers, security systems, playground equipment, etc., it undermines the very idea of public schooling.
- Limit school-based fundraising, to smaller immediate use activities, under \$10,000 for equipment, school based activities, t-shirts etc. Have larger fundraising initiatives be district wide to support big ticket items - all schools get playground updates, all schools should have an intervention teacher, mental health provider, etc.
- Provide avenues for families and schools to have more insight into independent parent groups' use/spending of donated funds.

3. In an ideal state, what would responsible fundraising look like?

- Fundraising that is focused on all students.
- Either having a district foundation that is managed centrally or do not allow foundations to exist or fund staff.
- I understand the concern about foundations, but they should not be broken up as many schools benefit from the contributions that these foundations provide. Instead, increase the amount they contribute... maybe 50%?
- I believe increasing the percentage of Foundation funding allocated to the Parent Fund to 50% is more equitable. However, I do not believe we should be limited in the amount of FTE we can fundraise for. If we are limited in our Foundation FTE we will not raise as much for the Parent Fund, which will decrease the money for our students in need.

- In an ideal state, there would be no need for private fundraising and all schools would be funded for amazing student learning experiences, including overnight travel, robust arts experiences and properly equipped classrooms, labs, auditoriums, and other spaces.
- Well, we would have ideal funding from the federal and state governments for an abundance of certified educators, so fundraising would be totally supplementary and be distributed between all schools evenly.
- Working with the legislature to adequately fund schools, then fundraising could be for innovative endeavors that enhance student’s experience.

4. What policies or structures could be put in place to bring us closer to the ideal state?

- Funding and staffing schools so that parents do not feel the need to supplement school staffing allocations.
- Limits on what can and can’t be purchased with fundraising. Explicit connections between activities paid for with private funds and the graduate portrait or learning outcomes. Higher baseline of services and programming across all schools. Programs like Oregon Trail Overnight included in all school budgets and required like Outdoor School (or abandoned entirely).
- Streamlining/aligning purchasing of regular and more desirable school supplies.
- Work with PAT/OEA to advocate with the state legislature and make parents aware of funding structures so that they can become partners in advocacy.
- More action taken at the state level to require minimum funding levels that match student needs.
- Talk with principals and examine unintended consequences before moving on any fundraising decisions. White supremacy will always find a way to use the system to maintain power.

Addendum: Below is a list of schools represented at the Roundtable Discussions. Many of the parent leaders serve on their schools PTA, PTO, Booster, Site Council and other volunteer positions.

Cesar Chavez K-8
Dr. MLK Jr ES
James John ES
Jason Lee ES
Jefferson HS
McDaniel HS
Rigler ES
Roosevelt HS
Rose City Park ES
Scott K-8
Vernon K-8

IGACA - Recognition and Accommodation of Religious and Cultural Beliefs, Customs, and Observances

▼ Policy IGACA

Code: IGACA

Revised/Readopted: 2/26/18, 6/21/22

Adopted: 3/14/05

Orig. Code(s): IGACA

It is accepted that no religious belief or non-belief should be promoted by the district or its employees and none should be disparaged. Instead, the district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs without penalty. The district recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization.

The district recognizes each student's individual right to free exercise of religion. The district also recognizes its responsibilities to make reasonable accommodation for students' religious observance, while neither promoting one religion over another nor preferring religion over non-religion. Requests for religious accommodation should be directed to the student's teacher or principal. Accommodations may include, but are not limited to, release time for religious instruction, holidays, and religious or cultural observances. Students who have missed an assignment or assessment due to religious or cultural release time or observances shall be given a meaningful opportunity and reasonable time to make up missed work/assessment. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious/cultural holiday. Teachers will avoid scheduling assessments on major religious holidays whenever possible.

Final exams are scheduled based on the district-adopted calendar. The district should consider possible conflicts with major religious holidays as they consider calendar options.

In addition to accommodating individual students' religious or cultural observances, the district will avoid scheduling school and grade wide events, field trips, co-curricular or extra-curricular events on major religious holidays. Such events can be scheduled on major religious holidays if such scheduling is reasonably necessary to carry out the proper functioning of a school program, course of study, or to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees. Staff will inform students and parents of plans as far in advance as possible so that conflicts with religious or cultural observances can be avoided if possible and otherwise accommodated if not.

The superintendent will develop procedures for implementing this policy, including the development of a list of major religious or cultural holidays or observances with community input, which will be communicated with staff, students and families. The list of holidays or observances developed as a result of this policy is not intended to be exhaustive or exclusive. For the purposes of this policy, a major religious or cultural holiday or observance means a holiday or observance that precludes school attendance or participation in an important school event for adherents of the religious/cultural tradition.

END OF POLICY

Legal Reference(s):

ORS 336 (<http://policy.osba.org/orsredir.asp?ors=ors-336>).067

ORS 339 (<http://policy.osba.org/orsredir.asp?ors=ors-339>).420

ORS 659 (https://www.oregonlegislature.gov/bills_laws/ors/ors659.html).850

OAR 581-021-0046(5)

U.S. Const., Amend I

OR Const., Art I

[Skip To Main Content](#)

OSBA Model Sample Policy

Code: ICB

Adopted:

Religious and Cultural Holidays**

{Optional policy. The district could adopt portions of the policy or make changes to better meet the district's needs. If the district adopts this policy, OSBA encourages the district to engage the community to determine what the major holidays are in your community.}

Accommodation for Religious Instruction and Cultural Observance

The district recognizes each student's individual right to free exercise of religion. The district may accommodate students' religious or cultural¹ observance, while neither promoting one religion or culture over another nor preferring religion over non-religion. Specific requests for religious or cultural accommodation should be directed to the student's teacher or principal [in accordance with Board policy IGBHD, Program Exemptions].

Release Time for Religious and Instruction and Cultural Holidays

The district will permit elementary and secondary school students to be released from school each week consistently for religious instruction in accordance with Oregon law [and Board policy JEF - Release Time for Religious Instruction].

Accommodation of Absences for Religious [and Cultural Reasons]

Any student unable to attend classes on a particular day due to religious beliefs [or cultural observance] shall be excused from attendance requirements for that day. No such absence shall be counted against a student in determining eligibility for educational benefits, exclusion from programs, reduction of grades or failure.

Scheduling Around Major Religious and Cultural Holidays

For purposes of this policy, "major religious or cultural holidays"² are holidays, observance of which: (1) is common among adherents of a student's religion or culture; (2) include ritual or worship obligations or

¹ An example of a major non-religious cultural holiday would be the Chinese New Year.

² Districts are encouraged to engage with the community to identify holidays that are observed by students, staff and community members that would be considered major religious or cultural holidays.

practices that cannot reasonably be fulfilled during school activities;³ and (3) fulfillment of such obligations or practices would necessarily conflict with scheduled school activities.⁴

1. **Schoolwide and Gradewide Events.** Schools should avoid scheduling important events that by their nature cannot be made up (such as picture day, open house, prom, graduation, and Outdoor School) on days that conflict with major religious or cultural holidays that may impact student attendance or participation. Such events shall be scheduled on major religious or cultural holidays only if such scheduling is reasonably necessary to carry out the proper functioning of a school program or course of study, to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees.

The district will make a good faith effort to identify major religious or cultural holidays observed in the local community by consulting generally accepted sources of information. Students and families may request that one or more holidays from their religious or cultural tradition be included on the district's list of major religious or cultural holidays under this policy.

2. **Field Trips, Co-Curricular and Extra-Curricular Activities.** When scheduling other special events such as field trips, try-outs, plays, concerts and major co-curricular and extra-curricular activities, staff must consider the potential for students to experience conflicts on major religious or cultural holidays. Staff will inform students and parents of plans as far in advance as possible, so that conflicts with major religious or cultural holidays can be avoided, if it is possible to do so without making burdensome demands on programs or other students, and otherwise accommodated if not. Parents and students are encouraged to communicate their need for accommodation to the school, for major religious or cultural holidays not already recognized by the district.

The field trip approval process will include a question about scheduling and major religious or cultural holidays. For a field trip to be scheduled on a major religious or cultural holiday, an administrator must review and approve the request. Administrator approval is also required to schedule a major co-curricular or extra-curricular activity on a major religious or cultural holiday when scheduling is within the control of the school or district.

3. **Tests and Assignments.** Any tests and assignments a student misses because of religious instruction or religious or cultural observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests, quizzes, and final exam reviews, and to complete homework due on that day or the following school day. When scheduling tests, staff must consider the potential for students to experience conflicts on major religious or cultural holidays. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a major religious or cultural holiday.

³ For example, holiday-related dietary restrictions may still be observed while at school, but group prayer or ritual hymns may not.

⁴ If such obligations occur in the evening, then there would be no constraints on scheduling such activities during the school day, so long as the students will be timely released to engage in such evening activities.

4. Final Exams. Final exams are scheduled based on the district-adopted calendar. The Board should consider the likely resulting exam schedule and possible conflicts with major religious or cultural holidays as they consider calendar options.

Communication

The superintendent will prepare guidelines implementing this policy, including a list of major religious holidays and cultural holidays, which will be communicated to staff. School staff will be informed at least twice per year of dates of major religious or cultural holidays. Parents will be informed at least annually about this policy and their student's right to request accommodation. Information including a list of major religious or cultural holidays will be made available on the district website. Parents are encouraged to communicate their student's need for accommodation to the school.

The superintendent shall reconsider the scope of this policy and recommend changes to the Board as needed if the total number of school days identified as major religious or cultural holidays is likely to impose an unreasonable burden on the district's ability to schedule important school events.

END OF POLICY

Legal Reference(s):

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)
[ORS 336.635](#)

[OAR 581-002-0035](#)
[OAR 581-021-0009](#)
[OAR 581-021-0071](#)
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

Portland Public School District 1st Reading

DATE OF FIRST READING: September 05, 2023

PUBLIC COMMENT FOR

Policy Rescission **3.60.040-P: Nutrition Services, Meal Pricing and Purchasing**

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

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

Open for Comment until at least:
September 26, 2023

Summary: **Rescission of Policy 3.60.040-P Nutrition Services, Meal Pricing and Purchasing**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

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

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

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

Included in Packet**Page**

Staff Report

03

Original Policy

05



STAFF REPORT

Date: August 31, 2023
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Proposed rescission of Nutrition Services, Meal Pricing and Purchasing 3.60.040-P

BACKGROUND

A proposal to rescind this policy was heard by the Policy Committee at its August 7, 2023 meeting. The recommendation for rescission was made as the actions outlined in the policy govern department procedure and more properly belong within the Nutrition Services procedural manual. The requirements for providing reimbursable meals to students will continue as this is required under the United States Department of Agriculture's National School Lunch Program or School Breakfast Program.

Committee members raised concerns that rescinding section 4 of the policy was not required by state or federal law and asked staff to go back to Nutrition Services for clarification. At the August 28 meeting, the committee received confirmation that this provision was required by state law and determined that, because these were legally required, the policy was not needed, recommended that it go to the full board for review.

ANALYSIS OF SITUATION

The policy is not required by state law and is merely a recitation of state and federal legal requirements rendering the policy unnecessary. Information about pricing and meal services can be found on the Nutrition webpage and are also sent out annually to families.

FISCAL IMPACT

There is no fiscal impact.

COMMUNITY ENGAGEMENT

There was no community engagement as there is no impact to the community.

STAFF RECOMMENDATION

Staff recommends the rescission of this policy.

ATTACHMENTS

- A. Nutrition Services, Meal Pricing and Purchasing 3.60.040-P



Nutrition Services, Meal Pricing and Purchasing

I. Standard Prices

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

II. Payment of Charges

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

III. Purchase of Foods

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

IV. Student Reimbursable Meals

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

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

V. Collection Agencies

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

Portland Public School District 1st Reading

DATE OF FIRST READING: September 05, 2023

PUBLIC COMMENT FOR

Policy Revision 3.10.031-P Class Size Guidelines and School Staff Allocations

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

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

**Open for Comment until at least:
September 26, 2023**

Summary: **Revision of Policy 3.10.031-P Class Size Guidelines and School Staff Allocations**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

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

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36cqADj6n6>

Included in Packet	Page
Staff Report	03
Redlined Draft Policy	06
Original Policy	07



STAFF REPORT

Date: August 31, 2023
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Revisions to Class Size Policy 3.10.031-P

BACKGROUND

At the August 28, 2023 Board Policy Committee meeting, committee members reviewed amendments to this policy with the Superintendent and staff. The language was approved by the committee who then recommended it move to the full Board for a First Reading.

ANALYSIS OF SITUATION

In the past, class sizes at focus option schools were not consistently aligned with neighborhood school guidelines. This new language represents the changes instituted by the District to have focus-option schools follow District-wide procedures with respect to class size targets.

FISCAL IMPACT

This is unlikely to have an economic impact.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no community engagement.

TIMELINE FOR IMPLEMENTATION / EVALUATION

This would be implemented prior to the 2024-25 school year.

CONNECTION TO BOARD GOALS

These changes align with the Board's goal of creating more equitable learning environments for students.

STAFF RECOMMENDATION

Staff recommends the adoption of these revisions to the policy.

ATTACHMENTS

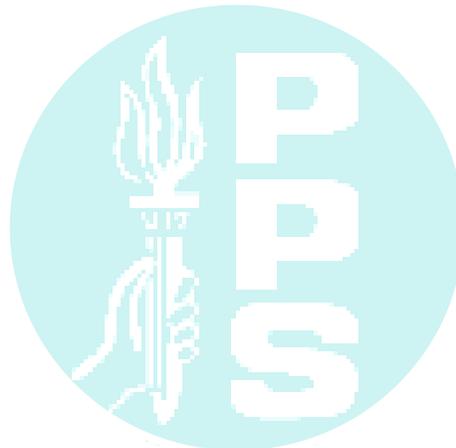
- A. Redline copy of Class Size Policy
- B. Clean copy of Class Size Policy

3.10.031-P Class Size Guidelines and School staff allocations

The Board directs the superintendent to determine school staff allocation and class size guidelines for the district and to communicate that information to all district administrators. **Class size guidelines and school staff allocations for focus programs, focus schools and dual immersion schools shall align with school staff allocations and class size guidelines for neighborhood schools.**

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

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

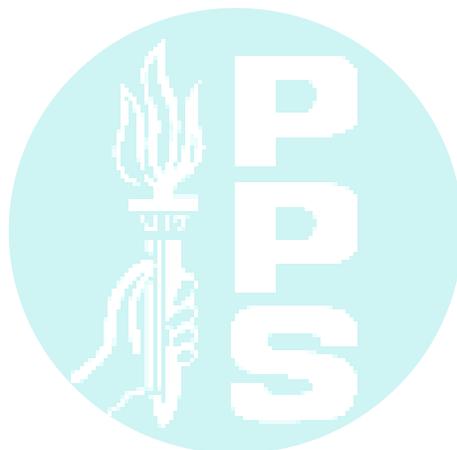


3.10.031-P Class Size

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

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

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



Portland Public School District 1st Reading

DATE OF FIRST READING: August 28, 2023

PUBLIC COMMENT FOR Policy 6.40.010-P: Instructional Materials Selection

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

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

**Open for Comment until at least:
September 18, 2023**

Summary: **Instructional Materials Selection 6.40.010-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

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

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

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

Included in Packet	Page
Staff Report	03
Redlined Policy with Proposed Changes	05
Original Policy	08



STAFF REPORT

Date: August 16, 2023
To: School Board
From: Dr. Kimberlee Armstrong
Subject: Proposed Revisions to the Instructional Materials Policy 6.40.010-P

BACKGROUND

This policy was last amended in 2002 and was in need of updates both as to language and practices for the development and adoption of instructional materials. PPS is committed to equitable access to high quality instructional materials, as further defined through the Instructional Roadmap. Educational Equity is central within this roadmap. PPS is committed to closing predictable outcomes of student achievement through the use of high quality instructional materials resulting in high quality teaching and learning outcomes. The adoption toolkit specifies community engagement, in stewardship of bond funds dedicated to curriculum. This commitment is also realized through high quality teacher professional learning and implementation of the adopted materials.

RELATED POLICIES/BEST PRACTICES

It is important to keep PPS policies in line with current and best practices.

FISCAL IMPACT

None

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no community engagement about the policy itself however, the District engages in extensive community engagement. See Instructional Resources Adoption Toolkit

TIMELINE FOR IMPLEMENTATION / EVALUATION

To be implemented upon adoption by the Board of Education.

STAFF RECOMMENDATION

To adopt the proposed amendments.

ATTACHMENTS

- A. Redline Instructional Materials 6.40.010-P
- B. Clean Copy Instructional Materials 6.40.010-P

6.40.010-P Instructional Materials Selection

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

I. Textbook and Instructional Materials Selection

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

II. State Approved and Supplementary

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

III. Textbooks and Instructional Materials Not State Approved

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

IV. Supplementary Books and Instructional Materials

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

V. Guidelines for Inclusion

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

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

VI. Use of Selected Instructional Materials

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

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

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

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

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

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

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6.40.010-P Instructional Materials Selection

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- (2) If instructional materials used by the district are not free from bias or prejudice on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, staff has an affirmative responsibility to minimize the adverse effects of such bias or prejudice in any classroom where such materials are used. It is the duty of staff to interpret the material in the light of the policies, administrative directives and educational standards of the district, which reject discrimination or prejudice against any person on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.
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History: Adpt 6/71; Amd 5/74; Amd 2/9/81; Amd 5/9/85; Amd 9/9/02; BA 2421

Portland Public School District 1st Reading

DATE OF FIRST READING: August 28, 2023

PUBLIC COMMENT FOR Policy 2.50.020-P: Student Education Records

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

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

**Open for Comment until at least:
September 18, 2023**

Summary: Student Education Records 2.50.020-P

1st Reading by: Director Julia Brim-Edwards
Portland Public School Board, Policy Committee Chair

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

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

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

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

Included in Packet	Page
Staff Report	03
Draft Policy	05
Redlined Policy with Proposed Changes	06
Original Policy	08



STAFF REPORT

Date: August 16, 2023

To: School Board

From: Ramzi Adas, Director, Records Management – Publication Services
Amanda Jones, Manager-Archivist, Records Management
Mary Kane, Senior Legal Counsel, General Counsel

Subject: Updated Student Education Records Board Policy 2.50.020-P

BACKGROUND

Portland Public Schools adheres to state and federal rules and policies regarding retention and archival of student education records. The Board has a policy that was adopted 6/1971 with a final amendment done 9/2002. In a twenty-year span of time, records types and retention schedules have changed and this updated policy reflects those changes. It is the district's responsibility to remain in compliance with these rules and laws.

RELATED POLICIES

2.50.021-AD Education Records Management
2.50.022-AD School Records Retention

ANALYSIS OF SITUATION

Student education records types have changed in the past twenty years as well as state and federal rules regarding the retention and archival requirements. Some records series have been eliminated and new ones added, automation has developed, and state and federal rules have been redefined to reflect updated student records types. The last policy update is over twenty years old.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Starting school year 2023/2024

CONNECTION TO BOARD GOALS

The proposed changes align with the Board's goal of following state and federal law.

STAFF RECOMMENDATION

Approval of updated policy.

ATTACHMENTS

- A. Redline copy 2.50.020-P
- B. Clean copy 2.50.020-P

2.50.020-P Student Education Records

- (1) Education records are those records maintained by the District that are directly related to a student.
- (2) In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the District website [insert link].
- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in their educational development by providing pertinent information for the student, their teachers and their parents/guardians. The District shall keep education records for students as required by state and federal laws and regulations.
- (4) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.
- (5) The District has an affirmative duty to provide records requested by another school district to determine a student's appropriate placement.
- (6) The District shall give full rights to education records to either parent, or legal guardian, unless the District has been provided legal evidence that specifically revokes or modifies these rights. However, once the student reaches age 18, those rights transfer to the student.
- (7) A copy of this policy and administrative regulation shall be made available upon request by parents/guardians and students 18 years or older or emancipated.

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to 0440; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424; Amd ___/23.

2.50.020-P Student Education Records

7/26/2023 DRAFT

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- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her/their educational development by providing pertinent information for the student, his/her/their teachers and his/her/their parents/guardians. ~~These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.~~
- ~~(4) It is the policy of the District to shall keep education records for students to conform as required by with state and federal laws and regulations.~~
- (5) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's/student's educational development.
- ~~(6) The district will develop administrative directives for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records.~~
- ~~(7) The district may withhold the grade reports, diploma or other records of students who owe fees, fines or damages until those fees, fines or damages are paid. Students or parents will receive written notice stating the district's intent to withhold records. The notice will include an itemization of the fees, fines or damages owed and will notify parents of their right to request a hearing. The district may waive fees, fines and charges if the student or parents cannot pay.~~
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