

Policy Committee Meeting  
Thursday, April 3, 2025 4:15 PM

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

## **Agenda**

1. Call to Order / Introductions
2. Public Comment - 5 Two-Minute slots \*To sign-up for public comment email *PublicComment@pps.net* or call 503-916-3741
3. Draft Proposed New Policy x.xx.xxx-P: Solicitation Registration and Reporting - Discussion only, Potential Action
4. 4.10.020-P Compulsory Enrollment: Age and Grade Level at Entrance - Discussion, Potential Action
5. Policies in the Public Comment Period Policy Revisions:
  - 1.20.010-P Board of Education
  - 5.10.066-P Ethics and Conflict of Interest Policy
6. Adjourn

## Registration and Reporting

Portland Public Schools is a public entity with significant contracts and expenditures, and the District has a comprehensive public contracting and purchasing policies and practices. District staff and members of the Board of Education regularly approve contracts and expenditures. It is important for the District to inform the public about individuals or entities that engage with the District with the purpose of obtaining certain District contracts and expenditures.

This policy is in addition to any other District requirement or legal obligation related to contracting, conflicts of interests, or ethical implementation of District policies and programs.

**Contracts and expenditures subject to solicitation disclosure (Eligible Contracts and Expenditures):** Eligible Contracts and Expenditures are those expense contracts or other District expenditures that are expected to exceed **\$100,000** in a fiscal year, but Eligible Contracts & Expenditures do not include:

- Contracts subject to a Request for Proposal (RFP) under the PPS Purchasing & Contracting rules
- Collective bargaining agreements

**Economic interests to be disclosed:** When an individual or entity engages with District staff or Board members for the purpose of obtaining an Eligible Contract, Expenditure or other qualifying economic interest in a District decision that exceeds **\$100,000** in a fiscal year, the individual and the entity they represent, if applicable, must register with the District if such actions or communications with District staff or Board total more than **[five] hours per calendar quarter**.

**District Registration and Reporting:** The District shall establish a public registration and reporting system on its website for those required to register under this policy.

- Registrations are required to be maintained for at least 90 days after the individual or entity has engaged with staff or board member for the purpose of obtaining an Eligible Contract, Expenditure, or other qualifying economic interest.

This policy does not apply to individuals or entities that are advocating for District funding, policies, or other decisions in which there is no direct financial impact to them.

### Compliance with Other State Requirements

In addition to complying with this policy, individuals and entities engaging with District staff or board members for the purpose of obtaining an Eligible Contract or Expenditure are expected to comply with ORS chapter 244 and applicable District policies as are District staff and members of the Board of Education.





# PORTLAND PUBLIC SCHOOLS

## OFFICE OF PK-5 CORE ACADEMICS

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3684

**Date:** November 28, 2022  
**To:** Board Policy Committee  
**From:** Emily Glasgow, Senior Director PK-5 Core Academics  
**Subject:** Staff Analysis Report to the Board- Compulsory Education Policy Revision  
**Policy # and Name:** 4.10.020-P Compulsory Enrollment: Age and Grade Level at Entrance

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### **BACKGROUND**

For many years, per [Board Policy 4.10.020](#) and [Admin Directive 4.10.033](#), our Talented and Gifted (TAG) Office has been tasked with administering our Early Entry into Kindergarten process. In 2021, we shifted management of this process from TAG to our Early Learners Department to better align it with other Kindergarten supports. This process allows for families of students who turn 5 between September 2 and October 1 to apply for an exception to our September 1 birthdate requirement for Kindergarten entry. Families must file an independent application, pay for private intelligence testing, and procure a recommendation letter from a preschool provider to complete the process. We are concerned that continued support of this process is in conflict with our district vision, strategic plan, equity lens, and Early Learner Core Values.

### **RELATED POLICIES/BEST PRACTICES**

As a district, we have spent the past several years realigning our approach to Kindergarten orientation to focus not on whether students are “ready for Kindergarten,” but on whether our Kindergarten programs are ready for kids. We have worked to align limited resources with work that ensures that families and students from our historically underserved communities have supported access to high-quality PreK experiences and supported transitions to Kindergarten. And, we have worked to reimagine an approach to Kindergarten that meets the needs of all early learners who, by definition, enter school with a wide range of entrance capacities, assets, and needs.

### **ANALYSIS OF SITUATION**

Over four years, we have reached this recommendation through the analysis of historic and recent racialized demographic trends of applicants and acceptance rates for the Early Entrance to Kindergarten exception. We have also analyzed the internal resources needed to support the current policy, the concerns that families have raised about cultural and linguistic bias inherent in the assessment process, and the evolving and expanding availability of high-quality PreK programs in and around PPS. Please find the results of this analysis below:

#### **Historic Demographic and Recent Trend Data:**

- Since 2009, an average of approximately 39 early entry to kindergarten applications were submitted to the Talented and Gifted education department each year. About 50% of those applications were approved. The number of applications ranged from 11 in

2010-2011 to 55 in 2015-16 and the percent approved ranged from 27% in 2010-2011 to 92% in 2020-21.

- In the 2021-22 school year, we had 27 Early Entry to K applicants. Of these, 24 were approved (some with formal testing requirements waived or adjusted). 23 of the 24 matriculated from private tuition-funded PK programs. The table below illustrates the racial demographics of the 24 approved:

2021-22	
Racial Demographic Group	Number Students Approved
White	15
Asian	3
White/Asian (multiracial)	3
Black/African American	2
Black/Hispanic (multiracial)	1

- The table below illustrates the percent of early entry to kindergarten applications that were approved varied across racial and ethnic demographic groups between 2009 and 2014. For example, on average 65% of applications from White students were approved, while only 30% of applications from Black students were approved.

2009-2014		
<i>Demographic group</i>	<i>Percent of applications</i>	<i>Percent approved</i>
Asian	3.40%	54.25%
Black	7.60%	30.00%
Latinx	4.60%	43.25%
Pacific Islander	1.80%	50.00%
Two or more (HU)	11.60%	40.00%
Two or more (not HU)	4.60%	60.00%
White	43.20%	65.00%
Unknown	23.20%	34.80%

**Resources required to support the process:**

History of in-district v out-of-district testing: PPS School Psychs used to administer testing. Approximately 8 years ago, we could not find any PPS psychs who were available to conduct testing during the school day, as they were all working full time. We hired a retired PPS psych, but when she was no longer available, we started telling families they would need to seek their own testing. This creates an inequity, even with sliding scale options.

Administrative support: For the past several years, one of our TAG TOSAs has designated 5-10 hours between winter and spring to respond to family requests, collect and review application

materials, and respond to families' applications. Our Early Learners Department often receives and responds to inquiries about this process as well.

### **Concerns that the assessment is cost-prohibitive and culturally/linguistically-biased:**

The Wechsler Preschool and Primary Scale of Intelligence, Revised (WPPSI-R) must be administered by a trained practitioner, typically an Educational Psychologist. The assessment can take up to two hours and is financially prohibitive for many families. Estimated costs are as low as \$400 for families with documented need to \$1100 or more. Especially during the pandemic appointments can be difficult to obtain and require access to transportation and time. Additionally, there is no oversight of private assessment providers, the quality of assessment administration and interpretation varies, and results can be impacted by the implicit racial and linguistic bias of providers.

Furthermore, the WPPSI-R is not a valid index of cognitive ability for bilingual children. In researching the validity of this assessment to measure readiness for kindergarten our team learned, "the WPPSI-R is not measuring the same verbal or general factors in bilingual children as in monolinguals. Consequently, these scores cannot be interpreted as valid indicators of either verbal intelligence or general intellectual ability in bilingual children."

(Using the WPPSI-R with Bilingual Children: Implications for Practice, Mary diSibio and Thomas Whalen, CSU, Hayward 2000.)

### **Evolving logic of the need for an early entrance process:**

PreK availability: In the past, there were few free PreK slots available to families who did not qualify for Head Start. As a result, families living just over the poverty line whose child missed the K age cut-off might have paid an average of \$600- 1,200 per month for an additional year of Pre-K. Therefore, it was financially supportive of families to offer an early entry option. However, with the ongoing expansion of free PreK through Preschool Promise and Preschool for All, more and more of our families of 4 year olds have access to free public PreK.

Later registration trends: Another consideration is the growing trend of families enrolling their Kindergarten- age students a year later. In 2016, 4.22% of K students were actually eligible for 1st grade. This year, 5.62% of K students are eligible for 1st grade. The impact is a widening range (4 year olds - 6 year olds) in ages, ability, etc in a K classroom. This widening range further problematizes the entry of very young children into the program.

### **FISCAL IMPACT**

These changes will incur no financial impact to the district.

### **COMMUNITY ENGAGEMENT**

As part of our review and analysis process, we sent a feedback survey to Kindergarten educators and also made a feedback survey available to families on our Kindergarten website. We received very few responses from either stakeholder group. Our Early Learners team also conducted follow-up interviews with families who engaged in the Early Entry to K process over the past year. While a small number of families expressed the importance of this exception for their children, most also articulated the inequities and challenges for families embedded in the current process. Lastly, in response to a TAGAC letter of concern, we wrote this [detailed response](#) to the TAGAC leadership. We have not yet heard back since our response was sent on November 2, 2022.

### **RACIAL EQUITY AND SOCIAL JUSTICE LENS**

Through this study of historic demographic data and the EE to K policy in practice, we have found the policy to be deeply inequitable in that it requires the allocation of limited staff resources to support a small and arbitrary set of students to access a "work-around" to our

Kindergarten enrollment policy. Because this policy pertains only to students who turn 5 between September 2 and October 1, it places an arbitrary and unfounded emphasis on birthdates as a measure of “Kindergarten readiness.” Furthermore, it places the burden on families to learn about the process, gather recommendation forms from caretakers, and solicit and fund external evaluations. As the data in our historical analysis demonstrates, this policy has generally served to allow a small subset of middle-upper class white families to apply for and be granted early entrance to our Kindergarten classrooms. Despite increased outreach and notification efforts over the past two years, we continue to see that this policy primarily supports the interests of a small number of white, middle or upper class families matriculating from private, tuition-funded PK programs.

### **TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN**

If the Board Policy Committee decides to move this forward to a Board vote, we suggest a January vote. This would allow us to communicate the change in policy out to prospective Kindergarten families by early February, in alignment with our 2023 Connect to Kindergarten district-wide launch.

### **STAFF RECOMMENDATION**

Having taken historical data and current trends into consideration, the Enrollment & Transfer Center, Early Learners Department, and TAG Department are in agreement that the most equitable and logical decision would be to *abandon our early entry to K policy and practice*, beginning in January 2023. This would require us to rescind [Admin Directive 4.10.033](#) and make a small modification to [Board Policy 4.10.020](#). And, moving forward, all students who are not 5 by September 1 would need to enroll in a PreK program.

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### **ATTACHMENTS**

- A. [Redline copy](#) of Compulsory Education Policy



## Board Policy

4.10.020-P

### Compulsory Enrollment; Age and Grade Level at Entrance

All children between the ages of 6 and 18 years who have not completed the 12<sup>th</sup> grade are required to regularly attend public school full-time, unless exempted by ORS 339.030 and PPS 4.10.010-P.

- 1) Preschool through First grade: Admission is allowed for children whose birthdays occur on or before September 1, as follows:
  - a) Preschool: A child is eligible to apply for Preschool if their third birthday occurs on or before September 1.
  - b) Pre-Kindergarten: A child is eligible to apply for Pre-Kindergarten if their fourth birthday occurs on or before September 1.
    - i) A child whose fifth birthday occurs on or before September 1 is not eligible for Pre-Kindergarten.
  - c) Kindergarten: A child will be admitted to Kindergarten if their fifth birthday occurs on or before September 1. **A child may petition into kindergarten if their birthday occurs before September 30. The petition request will be on the enrollment form, and no testing or reference letters are required. As part of the enrollment process, PPS staff will provide information to parents about District-provided pre-kindergarten programs they may be eligible for.**
    - i) A student whose sixth birthday occurs on or before September 1 may enroll in Kindergarten if they have not successfully completed a kindergarten program. ii) If the parent/guardian wishes, a student who has been enrolled in Kindergarten outside of PPS may be placed in Kindergarten when entering the District during the school year, even if their birth date occurs after September 1.
  - d) First Grade: A child will be admitted to the first grade if their sixth birthday occurs on or before September 1, or with evidence of successful completion of a kindergarten program.
    - i) A child whose sixth birthday occurs after September 1 who has been enrolled in first grade outside of PPS will be placed in first grade when entering the District during the school year.

- 2) Second through Twelfth Grade: A student newly enrolling in PPS will be assigned to a grade based on their prior school experience:
  - a) A student who has successfully completed a grade level will be enrolled in the next grade level when entering the District at the start of a school year.
  - b) A student who has been enrolled in a grade level outside of PPS will be placed in that same grade level when entering the District during the school year.



## Board Policy

**4.10.020-P**

### **Compulsory Enrollment; Age and Grade Level at Entrance**

- c) A student who is newly enrolling without educational records from a previous school will be placed in the appropriate grade level based on their age. Course selection for a middle or high-school student will occur in collaboration with the student, family, counselor and other school staff, and take into consideration student skill level and necessary high school graduation requirements.
- 3) Students 19 years of age: Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
- 4) Students 21 years of age: The District shall admit otherwise eligible students who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma or are receiving special education services and have not yet received a regular high school diploma. These students may attend school without paying tuition for the remainder of the school year.
- 5) Nothing in this policy prevents a family from seeking grade acceleration or retention, as allowed in [Policy 4.20.010-P](#).

Legal References: ORS 327.006; ORS 336.092; ORS 336.095; ORS 339.115

History:

Adpt 9/71; Amd 9/73; Amd8/81; Amd 10/27/83; Amd 8/95; Amd 9/9/02; BA 2420: Amd 4/19; 1/2023.

o: Director Brim-Edwards, Director DePass, Director Sullivan

Re: Kindergarten Start Date

March 17, 2025

TAGAC believes, as you do, that to provide the best support possible for students' growth and well being, every student's needs must be met where they are. Sometimes that means waiting to start kindergarten, sometimes that means starting a bit early. We are cognizant of the problems surrounding this issue, from the potentially wide age range in a classroom to the deep financial cuts that are happening, not to mention that early academic readiness can often be shaped by privilege.

Although historically a relatively small population of families request early entry to kindergarten, it is an important issue - it is highly impactful to those families and those children. These children's needs should not be forfeited because the birthday cut-off is arbitrary, or because there could be a spread of just over a year between students in a classroom, or because some families might enter their child early to save money.

While we defer to your expertise as to the specific date that is best for entry cutoff, we know that delaying the annual cutoff date is key to allowing flexibility for children who are best supported by early entry. Therefore, we support Director Brim-Edward's suggestion of Sept 30th as the new cutoff date. In addition, regardless of what date is chosen, families need help determining if their child is ready for kindergarten, which would benefit PPS as well. To that end we suggest:

- Provide information on what PPS expects of entering kinders socially/emotionally and for classroom skills readiness.
- Literature for parents on how to support and assess a younger kindergartener during the school year.
- Accredited culturally competent checklists of readiness.
- A suggestion to discuss readiness with the child's pediatrician.
- Support in finding alternative placements.
- Sending all of this directly to all families with September and late summer birthday children.

Thank you,

Jessica Colby, TAGAC co-chair

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## Early Entry to Kindergarten

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jcolby11@hevanet.com <jcolby11@hevanet.com>

Thu, Oct 27, 2022 at 9:22 PM

To: karmstrong@pps.net, acruz@pps.net, eglasgow@pps.net, Dana Nerenberg <dnerenberg@pps.net>

Cc: ascott@pps.net, ghollands@pps.net, mdepass@pps.net, jbrim-edwards@pps.net, akohnstamm@pps.net, elowery@pps.net, hermangreene@pps.net, bmcMahon@pps.net, cproctor@pps.net, Emailtagac <emailtagac@gmail.com>

To: PPS Board of Directors, Deputy Superintendent of Instruction & School Communities Dr. Cheryl Proctor, Chief Academic Officer Dr. Kimberlee Armstrong, Director of Early Learners Angelica Cruz, Senior Director Pk-5 Core Academics Emily Glasgow, Senior Director of Academic Programs Dana Nerenberg

Re: Early Entry to Kindergarten (EE to K)

The EE to K application process and its challenges and inequities have been a topic of ongoing discussion between TAGAC and PPS' 3 recent TAG directors. The impression we (and they) have had is that a policy change was either impossible or outside the TAG director's purview. Because of this, we are excited to have an opportunity to weigh in on this process. It absolutely needs to change.

During the policy meeting, Senior Director Emily Glasgow noted that the EE to K process had been transferred from the TAG department to Early Learners because it is not a TAG service. We strongly disagree. It is, in fact, one of only a handful of consistent services available within PPS that meets both the rate and level of Highly Capable and Accelerated Learners (HC/AL). EE to K is a service for HC/AL students for whom another year of Pre-K or no school at all would be counterproductive. We recognize that this is a pathway suitable only for a subset of PPS students. However, it is still vital; every student matters, and every student deserves an education that meets their needs.

Further, eliminating EE to K will not impact the inequities of access. Parents with the time, knowledge, and privilege will do what any number already do - enroll their child early in a private kindergarten and enter PPS at 1st grade.

Our goal for changing this policy is to remove barriers and introduce culturally competent assessments, so as to best center students, most importantly Historically Underserved students. BIPOC students are most likely to be under supported in their learning due to early educational inequity. Denial of the opportunity to enter kindergarten early further disadvantages the very students we seek to lift up; identifying and supporting these students is crucial to ensure they are not identified as "problems" because they're frustrated and acting out (or ignoring a teacher, or not doing the work, or any of the myriad ways HC/AL kids express their frustration). It is well known that BIPOC students, particularly Black students, because of institutional racism and white supremacist structures, are far more likely to be seen as "making trouble" and experience disproportionate discipline.

To this end, we propose a new EE to K process that works towards full inclusivity and ensures social and emotional readiness:

- Post the application process on both the Pre-K and TAG department web pages
- Begin the process with a parent questionnaire
  - Allow input from pediatricians, who assess their patient's capabilities regularly
- Institute culturally competent assessments with multiple metrics - see examples below
- Fund students whose families cannot afford assessment fees
- Assess social emotional readiness with appropriate, culturally relevant metrics - see examples below
- Develop an in-school support plan to monitor and aid the child's success.

We have included articles regarding the Black and Brown Gifted experience for your reference:

WaPo: On Parenting - What I've Learned About Raising Children Who Are Young, Gifted, and Black

<https://www.washingtonpost.com/lifestyle/2021/07/08/gifted-black-child/>

Global#Gchat Powered by TAGT: Supporting Gifted ELLs in the Latinx Community

<https://globalgchatpoweredbytagt.word>

[press.com/2022/03/01/supporting-gifted-ells-in-the-latinx-community/](https://www.npr.com/2022/03/01/supporting-gifted-ells-in-the-latinx-community/)

NPR: The Rare District That Recognizes the Gifted Latino Students

<https://www.npr.org/sections/ed/2016/03/31/472528190/the-rare-district-that-recognizes-gifted-latino-students>

AmericanProgress.org: Top 5 Ways for Public Schools to Better Support Talented Students of Color

<https://www.americanprogress.org/article/top-5-ways-for-public-schools-to-better-support-talented-students-of-color/>

NAGC: Nurturing Gifted African American Children

<https://docs.google.com/document/d/1l66e3TQIGs6CO8dNdgBMFuvrHgNhbd9LMpA29aL-ii8/edit?usp=sharing>

Standing in the Gaps: Examining the Effects of Early Gifted Education on Black Girl Achievement in STEM

<https://docs.google.com/document/d/1UyLYNRR8SR6N57m4SMgZX527erfPv0cssri7FSFAMg/edit?usp=sharing>

A Culturally Responsive Equity Based Bill of Rights for Students Of Color

[https://docs.google.com/document/d/1SRmgbSfP\\_BwA-DzAxMOr3bnsGqXjZJRiVcegpOfcf0s/edit?usp=sharing](https://docs.google.com/document/d/1SRmgbSfP_BwA-DzAxMOr3bnsGqXjZJRiVcegpOfcf0s/edit?usp=sharing)

Thank you,

Jessica Colby, TAGAC chair

Below are assessment resources and further literature supporting early access, found in the Colorado Dept. of Education's [Early Access for Highly Advanced Gifted Children under Age Six](#) handbook.

<https://www.cde.state.co.us/gt/earlyaccess2016rev>

## Commonly Used Assessments for Early Access

**Note:** The Office of Gifted Education does not select or approve gifted identification assessments. This is a list of commonly used assessments for Early Access. For data to be valid and reliable, it is important to use the most current assessment edition.

<b>Aptitude</b>			
<b>Name</b>	<b>Age</b>	<b>Administration</b>	<b>Contact</b>
Cognitive Abilities (CogAT)	K-12	Group	Riverside Publishing, <a href="http://riversidepublishing.com">riversidepublishing.com</a> , 800.323.9540
Naglieri Nonverbal Ability Test (NNAT)	K-12	Group	Pearson, <a href="http://pearsonassessments.com">pearsonassessments.com</a> , 800.627.7271
Batería Woodcock Muñoz (Cognitive)	2:0 – 90+	Individual – In Spanish	Riverside Publishing, <a href="http://riversidepublishing.com">riversidepublishing.com</a> , 800.323.9540
Battelle Developmental Inventory (BDI)	Birth to 7:11	Individual	Riverside Publishing, <a href="http://riversidepublishing.com">riversidepublishing.com</a> , 800.323.9540
Bilingual Verbal Abilities Test (BVAT)	5:0 – Adult	Individual	Riverside Publishing, <a href="http://riversidepublishing.com">riversidepublishing.com</a> , 800.323.9540
Differential Ability Scales (DAS)	2:6-17:11	Individual	Pearson, <a href="http://pearsonassessments.com">pearsonassessments.com</a> , 800.627.7271
Kaufman Assessment Battery for Children (KABC)	3:0-18	Individual	Pearson, <a href="http://pearsonassessments.com">pearsonassessments.com</a> , 800.627.7271
Kaufman Brief Intelligence Test (K-BIT)	4:0 -90:0		Pearson, <a href="http://pearsonassessments.com">pearsonassessments.com</a> , 800.627.7271
Stanford Binet Intelligence Scales (SB)	2 to 85 + years	Individual	Riverside Publishing, <a href="http://riversidepublishing.com">riversidepublishing.com</a> , 800.323.9540
Universal Nonverbal Intelligence Test (UNIT)	5:0 – 17:11	Individual	Riverside Publishing, <a href="http://riversidepublishing.com">riversidepublishing.com</a> , 800.323.9540
Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	2:6 – 7:3	Individual	Pearson, <a href="http://pearsonassessments.com">pearsonassessments.com</a> , 800.627.7271
Woodcock Johnson Tests of Cognitive Abilities, Brief Intellectual Ability	2:0 – 90+	Individual	Riverside Publishing, <a href="http://riversidepublishing.com">riversidepublishing.com</a> , 800.323.9540

## Commonly Used Assessments for Early Access, continued

Achievement			
Name	Age	Administration	Contact
Test of Early Mathematics Ability (TEMA)	Ages 3-0 through 8-11	Individual	PRO-ED, Inc., <a href="http://proedinc.com">proedinc.com</a> 800-897-3202
Test of Early Reading Ability (TERA)	Ages 3-6 through 8-6	Individual	PRO-ED, Inc., <a href="http://proedinc.com">proedinc.com</a> 800-897-3202
Test of Early Written Language (TEWL)	Ages 4-0 through 11-11	Individual	PRO-ED, Inc., <a href="http://proedinc.com">proedinc.com</a> 800-897-3202
Wechsler Individual Achievement Test	4:0–50:11	Individual	Pearson, <a href="http://pearsonassessments.com">pearsonassessments.com</a> , 800.627.7271
Woodcock-Johnson Normative Update (NU) Tests of Achievement, Forms A and B	2 to 90+	Individual	Houghton Mifflin Harcourt - Riverside, 800.323.9540; <a href="http://riversidepublishing.com">riversidepublishing.com</a>

Performance			
Name	Age	Administration	Contact
Gifted Evaluation Scales (GES)	5:0-18:0	Teacher Rating Form	Hawthorne Educational Services, Inc., <a href="http://hawthorne-ed.com">hawthorne-ed.com</a> , 800.542.1673
Gifted Rating Scales - Preschool (GRS-P)	4:0 through 6:11 years	Teacher Rating Form	Pearson, <a href="http://pearsonassessments.com">pearsonassessments.com</a> 800.627.7271
Scales for Identifying Gifted Students (SIGS)	Ages 5-18	Teacher Rating Form	Prufrock Press, <a href="http://www.prufrock.com/">http://www.prufrock.com/</a> 800.998.2208
Kingore Observation Inventory, 4th Edition (KOI)	K-8	Teacher Rating Form	Professional Associates Publishing, <a href="http://kingore.com">kingore.com</a>
Work Sampling via classroom performance or student portfolio			

## Commonly Used Assessments for Early Access, continued

School Readiness – Approved for Colorado			
<i>Name</i>	<i>Age</i>	<i>Administration</i>	<i>Contact</i>
The Desired Results Developmental Profile for Kindergarten (DRDP-K)	Grade K	Teacher observation	Center for Child & Family Studies at WestEd, 800.770.6339 <a href="http://drdpk.org">drdpk.org</a>
The Riverside Early Assessment of Learning	Birth to 7:11	Teacher observation and assessment	Houghton Mifflin Harcourt - Riverside, 800.323.9540; <a href="http://riversidepublishing.com">riversidepublishing.com</a>
Teaching Strategies Gold	Birth - K	Individual	Teaching Strategies for Early Childhood, 800.637.3652 <a href="http://teachingstrategies.com">teachingstrategies.com</a>
Teaching Strategies Gold Survey – Kindergarten Entry Assessment	Grade K	Teacher questionnaire	Teaching Strategies for Early Childhood, 800.637.3652 <a href="http://teachingstrategies.com">teachingstrategies.com</a>

Acceleration Guidelines			
<i>Name</i>	<i>Age</i>	<i>Administration</i>	<i>Contact</i>
Iowa Acceleration Scale	K - 8	Team completion	Great Unlimited, LLC 520-715-6306 <a href="https://www.giftedunlimitedllc.com/">https://www.giftedunlimitedllc.com/</a>

## Literature Supporting Early Access

Assouline, S., Colangelo, N., & VanTassel-Baska, J. (2015). *A Nation Empowered*. Iowa City, IA: Belin-Blank Center.

Hertzog, N. (2008). *Early Childhood Gifted Education*. (Gifted Child Education Practical Strategies Series). Waco, TX: Prufrock Press.

Porter, L. (2005). *Gifted Young Children: A Guide for Teachers and Parents*. Maidenhead, UK: Open University Press.

Smutney, J., Walker, S. & Honeck, E. (2016). *Teaching Gifted Children in Today's Preschool and Primary Classrooms: Identifying, Nurturing and Challenging Children Ages 4 – 9*. Minneapolis, MN: Free Spirit Publishing.

Smutney, J., & von Fremd, S. E. (2010). *Differentiating for the Young Child: Teaching Strategies Across the Content Areas PreK-3, Second Edition*. Thousand Oaks, CA: Corwin Press.

<b>District</b>	<b>K Enrollment Cut-Off Date</b>
Beaverton	September 1
Hillsboro	September 1
North Clackamas	September 1
Reynolds	September 1
David Douglas	September 1
Centennial	September 1
West Linn-Wilsonville	September 1
Lake Oswego	September 1
Parkrose	September 1

Question	Answer	RAA comment
Why is the K enrollment cut-off date September 1st?	Any established cut-off date is ultimately arbitrary and will be challenging for families who just miss that date. PPS has chosen September 1st as our K enrollment cut-off date because it aligns with guidance from ODE and the majority of surrounding districts (see list on second tab). This date is also in alignment with national trends (see <a href="#">national data here</a> ).	Oregon Revised Statute <a href="#">339.115(9)</a> states that "A child entering kindergarten during the fall term shall be considered to be five years of age if the fifth birthday of the child occurs on or before September 1. However, nothing in this section prevents a district school board from admitting free of charge a child whose needs for cognitive, social and physical development would best be met in the school program, as defined by policies of the district school board, to enter school even though the child has not attained the minimum age requirement but is a resident of the district."
How has K enrollment shifted over the past three years?	K Enrollment SY 22-23: 3,127 K Enrollment SY 23-24: 3,016 K Enrollment SY 24-25: 2,885	
How many students who would have just missed the K enrollment cut-off date in Fall 2023 enrolled in 1st grade this year (e.g. students whose birthdays fall between 9/2/18 and 9/30/18)?	10 first grade students have these birth dates - we do not know if these students may have attended KG elsewhere and moved to PPS this year.	
This year, how many families have chosen to hold their students back and start them "late" in Kindergarten (e.g. current K students whose birthdays fall between 1/1/18 and 8/30/18)?	88 students match this description, however we do not know if all those students were living in PPS last year and had the opportunity to enroll in KG.	
How many PK seats were available this fall in PPS boundaries?	<a href="#">DELC 2023-24 PK availability data (by zipcode)</a>	
Please explain the rationale behind the policy language allowing students to transfer into K mid-year, even if their birth date occurs after September 1.	The rationale for allowing children to remain at the same grade level when changing schools mid-year is to provide educational continuity for students. Without this language, students who move to PPS from schools with different entry procedures--local or out-of-state--would be forced to change grade levels mid-year.	Oregon Revised Statute <a href="#">339.115(9)</a> states that "A child entering kindergarten during the fall term shall be considered to be five years of age if the fifth birthday of the child occurs on or before September 1. However, nothing in this section prevents a district school board from admitting free of charge a child whose needs for cognitive, social and physical development would best be met in the school program, as defined by policies of the district school board, to enter school even though the child has not attained the minimum age requirement but is a resident of the district."
What is the criteria for Head Start admission? How many of our 4 year olds are eligible/not eligible?	We have a <a href="#">standardized enrollment process</a> for PPS PreK that meets the process requirements for Head Start, Preschool Promise, and PFA. I've attached our Eligibility and Selection Policies. I also included Income Guidelines. All students - regardless of age - must meet the eligibility criteria to enroll in a given slot.	
What is the criteria for Preschool for All given the limited slots? How many of our 4 year olds are eligible/not eligible?	See above.	

<p>How many of the Headstart and Preschool for All slots are there for 4 year olds in each of those zip codes and how many of them have open slots after the PPS enrollment deadline?</p>	<p>We have a total of 910 PPS PreK slots at 14 sites (51 classrooms) next year. We have 351 students returning next year so will be actively enrolling for the remaining 559. The attached maps show our <a href="#">service area by zip code</a>, and the number of open seats by site for next year. We are currently conducting our community needs assessment and navigating real-time federal changes to Head Start selection criteria so we have not yet finalized the specific slot allocation for Head Start and PFA. I can confirm we will have Head Start and PFA seats at all 14 school sites next year.</p>	
<p>It appears we are losing kindergarten enrollment? Has PPS done an analysis about the growth in Portland private school options and our current capture rate trend?</p>	<p>Not at Kindergarten, but in grades K-5 comparing Census school age children with PPS enrollment (<a href="#">link here</a>)</p>	<p>The document linked needs permission to access.</p>
<p>Do we have data on the number of students who go to private kindergarten and then come back to PPS midyear, or once they are in a private kindergarten do they stay there?</p>	<p>This is not data we have.</p>	
<p>It was suggested at the last meeting that parents could homeschool a sept. child and then transfer in mid-year? What standards or criteria does PPS have for "home schooled" kindergartners and at what point does PPS allow them to transfer into PPS?</p>	<p>After the start of the school year, a PPS school will admit a student to kindergarten who turned five after September 1 if they have records from an accredited school (in-person or virtual) showing that they were enrolled in a kindergarten program prior to transitioning to PPS. Please note that, because Oregon does not require students to be enrolled in school until age six, parents are not required to register their homeschooled five year old children with MESD.</p>	
<p>The answer to the following question is not what I think we were looking for. The question was how many students have birthdays between 9/2 and 9/15 versus how many were early enrolled which is the question that was answered. (How many students who would have just missed the K enrollment cut-off date in Fall 2023 enrolled in 1st grade this year (e.g. students whose birthdays fall between 9/2/18 and 9/30/18)?</p>	<p>Clarification requested: Is the request for a count of students of any birth year currently enrolled in PPS, or is it limited to current students in grades K or 1? Thank you.</p>	

Proposed language amendment to the draft:

### **Ethics and Conflict of Interest Policy 5.10.066-P**

*In the last six months of a board member's term, exceptions can be granted with a majority approval by the Board of Education. To seek an exception, a Board member must send a communication to board members stating their intent to potentially pursue school-based employment with the District and the board leadership will place the request for an exception on the agenda of the next meeting of the Board in the normal course of agenda setting, No application for, discussion, or acceptance of District employment should occur before the Board approves the exception.*



## PORTLAND PUBLIC SCHOOLS

### BOARD OF EDUCATION

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3741

Mailing Address: P. O. Box 3107 / 97208-3107

**Date:** March 5, 2025  
**To:** Board of Education  
**CC:** Dr. Kimberlee Armstrong, Superintendent  
**From:** Rosanne Powell, Senior Board Manager  
**Subject:** Revisions to Policy 5.10.066-P Ethics and Conflict of Interest Policy

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At the November 13 Policy Committee meeting, Committee Chair Brim-Edwards proposed a revision to the 5.10.066-P Ethics and Conflict of Interest Policy, which would prohibit current board members from applying for or accepting any offers of employment from the District. The Committee discussed and considered questions submitted by Board Members on the proposed revisions. The proposed revisions were again discussed at the January 13 Policy Committee meeting. On February 26, the Policy Committee recommended that the revisions to 5.10.066-P Ethics and Conflict of Interest Policy be referred to the full Board for a first reading.



## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

#### 1. Purpose

Board of Education (Board) members and employees are expected to perform the District's business with integrity and accountability to the law and the community we serve; as responsible stewards of the District's resources; and without undue or the perception of undue influence in the performance of our jobs. Board members and employees have been entrusted with the important task of educating our community's children and should strive to live up to the highest ethical standards.

This policy establishes ethical standards of conduct for Board members and employees, whether elected or appointed, paid or unpaid, and sets forth conduct that is incompatible with such standards. Violations of this policy may subject employees to discipline, up to and including dismissal.

#### 2. Definitions

"Actual Conflict of Interest" means any action, decision, or recommendation by a person acting in a capacity as a District representative, the effect of which is to the private financial benefit or avoidance of financial detriment to the person or the person's relative(s) or any business with which the person or a relative of the person is associated unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person's official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- c) Membership on the board of directors of or service in a nonremunerative capacity for a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

“Confidential Information” means specific information, rather than generalized knowledge, that is shared only with a specific person or persons within the District, including information made confidential by law.

“District action” means (i) a decision, determination, finding, ruling, purchase order, grant, payment, award, license, contract, transaction, sanction, approval or denial, authorization, or other similar action, or (ii) any proceeding, application, submission, request for a ruling or other determination, contract, claim, case, or other such matter that the Board member or employee believes, or has reason to believe, is one to which the District is, or will be a party or is one in which the District has a direct and substantial interest.

“Gift or Gratuity” means anything with an aggregate value in excess of \$50 to a Board member or District employee from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision, authorization, or vote of that Board member or District employee.

“Member of household” means any person who resides with the District employee or Board member.

“Potential Conflict of Interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private financial benefit or detriment of the person or the person’s relative, or a business with which the person or the person’s relative is associated, unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person’s official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged.
- c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

“Participate” means to personally and substantially consider, investigate, advise, recommend, approve/disapprove, authorize, decide, or take other similar action.

“Reasonable travel expenses” are those expenses that either (1) do not exceed the District established per diem for travel or (ii) are otherwise reimbursable under District policy.

“Relative” means spouse or domestic partner, child, step-child, parent, step-parent, sibling, step-sibling, child-in-law of the employee; or the parent, step-parent, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides financial benefits to the employee, or who receives any direct benefit from the employee’s public employment.

#### 3. Code of Ethics

All Board members and District employees shall act with trust, equity, and accountability.

a. Trust. All Board members and District employees shall treat their office as a public trust. They should avoid the appearance of impropriety and conflicts of interest, and take District Actions and implement policies in good faith as equitably as possible.

b. Equity. Board members and District employees will create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population, employees, and community.

c. Accountability. Board members and employees will strive to carry out their work efficiently and transparently.

#### 4. Gifts

State law limits Gifts and Gratuities to Board members or employees, their relatives, and members of their household. Gift or gratuity does not include the following items:

- a. Anything of value that is received as District property and used for District purposes (such as textbooks and classroom supplies);
- b. Discounts available to an individual as a member of an employee group, occupation or similar broad-based group;



## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

- c. A plaque, trophy, or other honoraria;
- d. Unsolicited awards for professional achievement;
- e. Reimbursement to the District for enrollment and course fees and reasonable travel expenses incurred by the District in connection with a Board member's or employee's speech, presentation, or appearance made in an official capacity; provided that the reimbursement is memorialized in writing;
- f. Campaign contributions that are solicited or received and reported by an elected official or candidate in accordance with applicable law; and
- g. Employee or Board compensation.

#### 5. Conflicts of Interest.

All Board members and District employees must disqualify themselves from participating in District Actions in which they have an actual conflict of interest.

This means, among other things, that:

- a. Use of Position. Board members and District employees may not use their position to obtain financial gain or avoidance of financial detriment for themselves, as well as for their relatives and members of their households. Additionally, Board members are prohibited from being compensated by the District as an employee or contractor, and no Board member or employee may benefit under any District contract for which they participated in the authorization for two years following Board service or employment, respectively.
- b. Sale of instructional or training materials. Employees may not claim, promote, or sell instructional, training, or other materials and/or equipment to third parties developed on District time or District property nor may they promote or sell instructional, training, or other materials they developed on their own time to the District. Exceptions may be granted under exceptional circumstances with the written consent of the Superintendent.



## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

- c. Confidential Information. Board members and employees may not use confidential information gained in the course of or by reason of their position or activities for personal gain or advantage to them or their relatives or members of their household.
- d. Interest in Contracts. Board members and employees, along with their relatives and members of their household, may not take District Action related to any District contract for which they have a financial interest.
- e. Use of District Time. A District employee may not perform any duties related to an outside job during their regular scheduled or actual working hours unless leave is approved pursuant to District procedures; nor may an employee use any District facilities, equipment, resources or materials in performing outside work.

**Retaliation Prohibited.** Retaliation or threats of retaliation, both direct and indirect, for good-faith reporting of possible violations of this policy or ORS chapter 244 are prohibited. Any employee found to have engaged in any such conduct shall be subject to disciplinary action.

#### Notice.

- 1. Board Member. If a Board member has a potential or actual conflict of interest, they should state the conflict at the meeting when the agenda item is raised.
  - 2. Employee. If an employee has an actual conflict of interest, they must notify a supervisor in writing of the nature of the conflict. The supervisor should assume responsibility for or reassign the matter creating the conflict. If an employee has a potential conflict of interest, they should notify a supervisor in writing of the nature of the potential conflict of interest, and the supervisor will determine if any reassignment of the matter creating the potential conflict is appropriate.
6. **Avoiding the Appearance of Conflicts of Interest**

Board Members and District employees should avoid the appearance of a conflict of interest when feasible.



## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

#### 7. **Complaints Against Employees**

Concerns that an employee is engaged in a District Action for which they have an actual conflict of interest shall be reported to the employee's supervisor (who should report it to Human Resources) or Human Resources. If the employee is the Superintendent, the concern shall be raised to the Board Chair.

#### 8. **Restrictions on Board Member Employment by District**

~~Current Board members and those who have served as a Board member within the preceding 365 days may not apply for or accept any offer of employment from the District.~~



**Ethics and Conflict of Interest  
Policy**

**8. Annual Training for Board Members and Senior District Leadership**

Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024



# Ethics and Conflict of Interest Policy

### 1. Purpose

Board members and employees are expected to perform the District's business with integrity and accountability to the law and the community we serve; as responsible stewards of the District's resources; and without undue or the perception of undue influence in the performance of our jobs. Board members and employees have been entrusted with the important task of educating our community's children and should strive to live up to the highest ethical standards.

This policy establishes ethical standards of conduct for Board members and employees, whether elected or appointed, paid or unpaid, and sets forth conduct that is incompatible with such standards. Violations of this policy may subject employees to discipline, up to and including dismissal.

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"Actual Conflict of Interest" means any action, decision, or recommendation by a person acting in a capacity as a District representative, the effect of which is to the private financial benefit or avoidance of financial detriment to the person or the person's relative(s) or any business with which the person or a relative of the person is associated unless the financial benefit or detriment arises out of the following:

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## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

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### Ethics and Conflict of Interest Policy

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### Ethics and Conflict of Interest Policy

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## Board Policy

5.10.066-P

### Ethics and Conflict of Interest Policy

#### **8. Annual Training for Board Members and Senior District Leadership**

Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024



# Board Policy

## Board of Education

1.20.010-P

### I. Composition/Elections

(1) The Board of Portland public school district No. 1 Multnomah County, Oregon, shall consist of seven (7) school board members, nominated by zone and elected at large in accordance with the elections laws of the State of Oregon. Elections shall take place in each odd-numbered year on the third Tuesday in May.

### II. Eligibility

(1) To be eligible for a position on the Board of the Portland public school district No. 1 Multnomah County, a person must at the time of their election:

- (a) Be a citizen of the United States and of Oregon;
- (b) Have been a resident of the district for a period of one (1) year immediately preceding their election; and,
- (c) Be a registered voter and a resident of the respective zone to which they seek nomination or appointment.

(2) No person who is an employee of the district is eligible to serve as a board member while so employed.

### III. Term

- (1) Each Board member shall serve for a term of four (4) years; three shall be elected at one biennial election and four in the subsequent biennial election, except where additional vacancies of Board positions occur because of temporary appointments. The term of office of regularly elected board members shall begin on July 1 next following the election.
- (2) In the event of a Board vacancy, the position shall be filled by majority vote of the remaining members of the Board.
- (3) The Board member so designated shall meet the eligibility requirements of ORS 332.018 and reside in the zone in which the vacancy occurs. The Board shall advertise for a 20-day period in an attempt to find an eligible resident from the same zone to fill the vacancy. ~~If no eligible zone resident declares interest in the vacant position, the Board shall appoint an eligible resident from the district at large.~~ The Board member appointed shall serve until June 30 following the next regular district election, at which time his/her successor shall be elected to fill the



## Board Policy

1.20.010-P

### Board of Education

remainder, if any, of the unexpired term. If the term to which the Board member was appointed expires on June 30 following the election of the successor, the successor shall be elected to a full term.

(4) In the event a majority of the Board member positions are vacant, the governing body of the Multnomah Education Service District shall fill the vacancies according to law.

#### V. Student Representation

1) In addition to the seven (7) Board members, there shall be one (1) student representative on the Board to provide for the efficacious representation of students.

(2) The student representative shall be entitled to all the rights, responsibilities, duties, and privileges of a Board member with the following exceptions:

(a) The student representative shall not have an official vote in Board matters, but shall be entitled to an unofficial vote recorded in the minutes.

(b) The student representative shall not be involved in, have an unofficial vote on, or receive materials pertaining to personnel or legal matters except as designated by the Board.

(c) The student representative shall not participate in or attend executive sessions without the consent of the Board.

(d) The student representative shall not be held responsible for representing constituencies aside from the district student body.

(3) The student representative shall be a student regularly attending a district high school in grades ten (10) through twelve (12).

(4) The student representative shall serve on the Board for a period of one (1) year.

#### V. Election of Board Chair and Vice Chair

(1) The Board shall elect one of its members as Board chair and one of its members as Board vice chair. The Board shall elect by majority vote the chair and vice chair at such times and for such periods as follows:

(a) At the first regular meeting in January for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding July;

(b) At the first regular meeting in July for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding January.



# Board Policy

## Board of Education

1.20.010-P

- (2) The Board may, for any reason it deems adequate, elect any members to serve as chair and vice chair; provided however, that in no case may a Board member serve as chair for more than four consecutive years.

Legal References: ORS 255.335; ORS 332.015; ORS 332.016; ORS 332.118; ORS 332.122; ORS 332.124; ORS 332.040; Oregon Constitution, Article II, Section 2

History: Adpt 6/71; Amd 5/21/01, BA 1878; Amd. 9/9/02; BA 2417; Amd. \_\_\_\_\_

## 1.20.010-P Board of Education

### I. Composition/Elections

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### II. Eligibility

- (1) To be eligible for a position on the Board of the Portland public school district No. 1 Multnomah County, a person must at the time of their election:
  - (a) Be a citizen of the United States and of Oregon;
  - (b) Have been a resident of the district for a period of one (1) year immediately preceding their election; and,
  - (c) Be a registered voter and a resident of the respective zone to which they seek nomination or appointment.
- (2) No person who is an employee of the district is eligible to serve as a board member while so employed.

### III. Term

- (1) Each Board member shall serve for a term of four (4) years; three shall be elected at one biennial election and four in the subsequent biennial election, except where additional vacancies of Board positions occur because of temporary appointments. The term of office of regularly elected board members shall begin on July 1 next following the election.
- (2) In the event of a Board vacancy, the position shall be filled by majority vote of the remaining members of the Board.
- (3) The Board member so designated shall meet the eligibility requirements of ORS 332.018 and reside in the zone in which the vacancy occurs. The Board shall advertise for a 20-day period in an attempt to find an eligible resident from the same zone to fill the vacancy. If no eligible zone resident declares interest in the vacant position, the Board shall appoint an eligible resident from the district at large. The Board member appointed shall serve until June 30 following the next regular district election, at which time his/her successor shall be elected to fill the remainder, if any, of the unexpired term. If the term to which the Board member was appointed expires on June 30 following the election of the successor, the successor shall be elected to a full term.

## 1.20.010-P Board of Education

- (4) In the event a majority of the Board member positions are vacant, the governing body of the Multnomah Education Service District shall fill the vacancies according to law.

### IV. Student Representation

- (1) In addition to the seven (7) Board members, there shall be one (1) student representative on the Board to provide for the efficacious representation of students.
- (2) The student representative shall be entitled to all the rights, responsibilities, duties, and privileges of a Board member with the following exceptions:
- (a) The student representative shall not have an official vote in Board matters, but shall be entitled to an unofficial vote recorded in the minutes.
  - (b) The student representative shall not be involved in, have an unofficial vote on, or receive materials pertaining to personnel or legal matters except as designated by the Board.
  - (c) The student representative shall not participate in or attend executive sessions without the consent of the Board.
  - (d) The student representative shall not be held responsible for representing constituencies aside from the district student body.
- (3) The student representative shall be a student regularly attending a district high school in grades ten (10) through twelve (12).
- (4) The student representative shall serve on the Board for a period of one (1) year.

### V. Election of Board Chair and Vice Chair

- (1) The Board shall elect one of its members as Board chair and one of its members as Board vice chair. The Board shall elect by majority vote the chair and vice chair at such times and for such periods as follows:
- (a) At the first regular meeting in January for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding July;
  - (b) At the first regular meeting in July for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding January.

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- (2) The Board may, for any reason it deems adequate, elect any members to serve as chair and vice chair; provided however, that in no case may a Board member serve as chair for more than four consecutive years.

Legal References: ORS 255.335; ORS 332.015; ORS 332.016; ORS 332.118; ORS 332.122; ORS 332.124; ORS 332.040; Oregon Constitution, Article II, Section 2

History: Adpt 6/71; Amd 5/21/01, BA 1878; Amd. 9/9/02; BA 2417

