

Agenda

1. 4:00 pm - Introductions
2. 4:05 pm - Staff Update: 4.50.032-P Formal Public Complaints
3. 4:10 pm - Discussion: 2.xx.xxx-P Climate Crisis Response- Community Engagement
4. 4:55 pm - Discussion: 4.10.045-P Student Assignment Policy- Introduction of proposed policy changes
5. 5:25 pm - Discussion: 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property- Review requested revisions
6. 5:55 pm - Discussion: 6.40.013-P Comprehensive Sexuality Education- Approach to proposed policy changes
7. 6:10 pm - Discussion: 1.20.012-P Student Representative Duties- Introduction to proposed changes
8. 6:40 pm - Policies in Public Comment Period
 - 8.(a) 4.xx.xxx-P Anti-Racist & Anti-Oppression Learning Communities
 - 8.(b) 5.10.064-P Professional Conduct Policy
9. 6:50 pm - Public Comment - 10 min.
 - 5 Two-Minute slots*
 - *To sign-up for public comment email*
 - PublicComment@pps.net or call*
 - Kara Bradshaw at 503-916-3906.*
10. 7:00 pm - Adjourn

Operations, Maintenance, and Facilities							
Target: Maximize reductions in GHG emissions from district operations, maintenance, and facilities management.							
		Current Status	Carbon Reduction Impact	Budget Impact	Check-In Comments	Comments/Notes	What is Needed?
1	Maximize efficiency in fuel, electricity, and water use. Projects must advance current energy efficiency goals.	In progress/not yet implemented	High	Medium	As a part of the 2020 bond effort and Aaron's EUI targets. Update language that 'projects must work toward current energy efficiency goals' to keep numbers and potential revisions to a minimum.		
2	Establish standardized systems for waste prevention, reuse, recycling, and food waste in all campuses	can be implemented/needs leadership support	Medium	Medium	Composting/food waste would need staff support to help monitor. District-wide standardization may be a capital size project.		Funding.
3	Minimize disposable materials and fully utilize all materials before disposal.	In place/implemented	Medium	Medium		Implemented in OSM projects. A little unclear on this suggestion as it specifically relates to operations and maintenance.	
4	Acknowledge climate change impacts as a risk in district asset management and assess district properties at risk of flooding, landslides, and wildfire-related problems.	can be implemented/needs leadership support	No Direct Carbon Reduction	Low			
5	In consultation with labor organizations, implement health and safety standards to ensure climate-safe work environment (protected from heat, smoke, and pollution).	can be implemented/needs leadership support	No Direct Carbon Reduction	Low	Unsure on who's responsibility this would be. Need feedback from Risk Management		

New Construction and Renovations							
Target: Design, construct, and operate new schools and renovations that are energy efficient and high-performance -- conserving energy while reducing GHG emissions.							
		Current Status	Carbon Reduction Impact	Budget Impact	Check-in Comments	Comments/Notes	What is Needed?
1	Avoid adding fossil fuel infrastructure/equipment to new buildings.	can be implemented/needs leadership support	High	High	Update language for just new buildings. Life Cycle Carbon Analysis, operational and embodied carbon. This will be a recommendation and guideline for decision makers.	Seems like it could be combined with #1. We are already looking into this for new construction/complete rebuilds.	
2	Achieve average district source Energy Use Intensity (EUI) goal of 30.	In progress/not yet implemented	High	Medium		Plan is to be implemented for 2020 bond projects and beyond.	
3	Meet at least LEED Gold and Net-Zero ready standards for all new construction and major renovations.	can be implemented/needs leadership support	Medium	High	Path to Net Zero program with Energy Trust. Bond budget constraints to complete net zero system requirements (solar).	LEED Silver is already our baseline target for modernizations (Gold for rebuilds/new construction). Net-zero READY is doable, but just needs leadership commitment.	Leadership commitment. Changed from Silver to Gold
4	The district will limit the amount of refrigerants used.	can easily be implemented with current resources	High	Medium	Update language to exclude VRF systems in future projects.	Currently no commitment to limit refrigerants (Madison is installing VRF system). However, if we have carbon reduction goals and do carbon life cycle analysis for all bond projects, we could easily advocate for this.	Leadership support for carbon reduction goals and/or low carbon construction and operations
5	Design buildings to recover quickly from climate impacts (fires, floods, landslides, heat).	can be implemented/needs leadership support	No Direct Carbon Reduction	High		This work is being done due to new seismic requirements and other resiliency efforts (and adding cooling to all modernizations).	Better building envelope standards (in progress).
6	Include infrastructure for reusable trays, utensils, and milk dispensers at new schools and add infrastructure for reusable trays and utensils in K-8 schools with space.	not likely to be implemented	Medium	High	Think further up the chain, buying/sourcing different products. This could be done as we modernize schools, but not likely to be district-wide all at once. Employee safety concern with bulk milk dispensers due to weight of lifting.	Upgraded electrical capacity in kitchens (for dishwashers and milk dispensers).	
7	Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.	can be implemented/needs leadership support	No Direct Carbon Reduction	High		This work is being done due to new seismic requirements and other resiliency efforts (and adding cooling to all modernizations).	Funding

Grounds and Gardens							
Target: Maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes.							
		Current Status	Carbon Reduction Impact	Budget Impact		Comments/Notes	What is Needed?
1	Increase shade trees, pollinator habitats, and depave projects, with highest priority in low-canopy neighborhoods.	can be implemented/needs dedicated staff	Medium	Low		Approved species list (not fruiting, low maintenance, evergreens). Maybe use language about pollinator planting vs native to avoid overgrowth.	Focus on lower canopy school neighborhoods.
2	Maximize onsite stormwater infiltration capacity by installing bioswales, rain gardens, depaving projects, eco-roofs and other stormwater management measures, in preparation for intense rain and potential flooding. Ensure accessibility is considered.	In place/implemented	Medium	Medium			PPS does not have staff that would oversee these projects. Currently, handled on a grant availability basis and partnership availability between Depave and planting organizations. PPS pays to haul away asphalt from projects. To increase depaves on a wide scale at the same tie would be a huge cost.
3	Phase out gas powered equipment for grounds maintenance.	can be implemented/needs leadership support	Medium	Low		Phase out situation of old, gas powered equipment. Leaf blowers may be purchased/replaced, but mowers are likely to be phased out.	
4	Decrease water consumption and minimize the use of pesticides and herbicides.	can be implemented/needs dedicated staff	Low	Low		Irrigation is currently minimal except for newer schools and turf fields. Steward 'Adopt a Spot' idea to have more community care of green spaces and lessen need for herbicides/pesticides. Model: West Lynn/Wilsonville district has school-specific family sign-up days.	Grounds teams use EPA approved list of products, but are unlikely to fully eliminate due to high work load and small team. Irrigation is a small use and cost.
5	Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements	In place/implemented	No Direct Carbon Reduction	Low			Could be expanded if integrated into curriculum, however, water sources are unlikely to be changed.
6	Study risk maps of district-owned sites and populations most vulnerable to climate impacts, and plan ADA accessible grounds improvements accordingly.	In progress/not yet implemented	No Direct Carbon Reduction	Medium		Using survey data to analyze which school grounds are most in need of improvements. Also building more ADA accessible playgrounds.	

Transportation						
Target: Minimize greenhouse gas emissions from student and PPS transportation.						
		Current Status	Carbon Reduction Impact	Budget Impact	Comments/Notes	What is Needed?
1	Evaluate routes annually to improve route efficiencies and capacities.	In place/implemented	Medium	Low		
2	Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels.	In progress/not yet implemented	High	High	Student Transportation is already beginning the early stages of transition to EV buses (it will be a slow phase out deisel/propane). There are not good EV alternatives for many maintenance vehicles, but we are looking into alternatives for any passengaer sedans in our fleet as well as charging infrastructure.	Funding for incremental cost of EVs.
3	Establish incentives for staff to walk, bike, bus or telecommute, achieving a 35% reduction in single-occupant car commuting.	can be implemented/needs leadership support	Medium	Medium	Transit incentives already in the works, but not for bike/walk/carpool to work. Compressed work week might be impossible for some since we have a lot of site work, but could be possible for some staff (will need leadership suport and I'm not optimistic that will happen). Reduction in single-car trips will be difficult given everyone has different meetings and schedules, etc.	
4	Refine "no idle" policy for fleet vehicles, buses, and family cars at schools.	can easily be implemented with current resources	Medium	Low	Not sure what would need to be "revisited and refined." Student bus drivers have policy in place to not idle more than 5 minutes (need Teri/Brandon to confirm). Signs exist at some sites. We would encourage this to be a student engagement activity to make signs.	
5	Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.	can be implemented/needs leadership support	Medium	Medium	I believe this has and is already being done through the district partnering with PBOT Safe Routes to School measures. There is probably room for improvement.	Funding.

Contracting/Purchasing						
Target: Reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.						
		Current Status	Carbon Reduction Impact	Budget Impact	Comments/Notes	What is Needed?
1	Divest banking investments from fossil fuel industries.	not likely to be implemented	High	High	Not sure what this entails exactly. Change who we use for banking? P&C is not involved in investment choices. This requires CFO input. Also, changing our utility providers is not possible.	
2	Purchase products based on long-term environmental and operating costs and include ecological and resulting social costs in purchasing decisions.	not likely to be implemented	Medium	High	Currently not likely since each department controls their own budget and will look for cheaper options. Will need to be a district-wide mandate. Might not make sense for smaller items, such as bins, furniture, and school supplies. See above re: decentralized purchasing decisions. Not sure that P&C would/could have any role in operationalizing other than possibly including environmental impacts and costs as a scoring category in RFPs for certain goods or services.	District-wide requirement
3	Implement a life-cycle analysis tool or criteria to evaluate and prioritize products based on durability, reusability, locally made, sustainably produced, biodegradable, responsibly packaged, recycled content, and non-toxic.	can be implemented/needs dedicated staff	Medium	High	Might be possible to include in formal solicitations (RFPs) for certain goods - e.g., nutritional products. Outside of the formal solicitation scenario, most purchases are determined by each budget-holder/department/school, so this would be extremely hard to implement and enforce across all schools and departments - most of which would be unsophisticated in this type of analysis. Might be more successful if limited to a few specific departments or product categories.	Also needs leadership support (and funding since this will likely result in departments/schools spending more money that they currently don't have)
4	Incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods.	can be implemented/needs leadership support	Low	Medium	"green standards" is vague and this will not be applicable to all contracts. EC: Agree that this is vague and not sure what it entails. Would need very detailed specifications to include and score in solicitations, and well as clarity re what kinds of goods and services to which it applies. Construction? Personal services? Maintenance? Is this meant to apply to RFPs only? (ITBs - low bids - are typically used in construction and maintenance services. Also, RFPs and ITBs only apply above 150k. What about lower value solicitations (quotes) or direct appointments?)	District-wide mandate/policy (similar to Equity in Public Purchasing & Contracting policy and administrative directives)
5	Transition from virgin paper to maximum post-consumer recycled content paper goods.	can be implemented/needs leadership support	Low	Medium	Paper expenditures are a large part of schools' consolidated budgets. Increasing price would negatively impact schools - especially low SES schools - unless more money was allocated to schools for paper. May be a hard sell in challenging budget times and with paper prices on the rise across the board. Note also that some schools ask parents to bring in paper reams. Easier to implement for central departments/BESC. Another option would be requiring schools and departments to come up with plans for reducing paper use. Given that we have all gone paperless recently, this might be a good time to start that process.	Funding (incremental cost of recycled content paper products). District-wide mandate/policy would be required. Currently, each school gets to choose which paper to order off of one of our approved nationwide cooperative contracts. They tend to choose one of the cheapest varieties, which is nonrecycled. Removing choice would require a Board mandate.
6	Transition to electronic communication for the District, (e.g., internal memos, pay stubs, HR paperwork, contracts, and agendas).	can be implemented/needs leadership support	Medium	Low	This is currently on an individual basis as some employees/teachers prefer hard copies and other prefer electronic copies. We would need leadership support to push everyone towards 100% digital.	

Food						
Target: Create and implement a low-waste, low-carbon food and cafeteria system.						
		Current Status	Carbon Reduction Impact	Budget Impact	Comments/Notes	What is Needed?
1	Prioritize foods that are local, organic, seasonal, plant-based, and/or minimally packaged, and lower embodied carbon while meeting requirements of the National School Lunch Program	In place/implemented	Medium	High	Already being done in large part, but District still has to meet federal USDA National School Lunch requirements for servings and maintain breakeven operation; cost may prohibit. USDA Foods (commodities) must also be utilized which will take precedence or be the priority for use in the program over this initiative.	
2	Use bulk serving over single-use plastic packaging when possible.	In progress/not yet implemented	Medium	Low	I would need to check with Whitney, but there are stats around breakfast offerings that are NS's most single-use packaged items. Already reducing at lunch, FFVP, supper. Breakfast where we have most single use items; but due to service style and time required to serve hundreds of kids in less than 10 minutes. Also need to utilize USDA Foods which may come in individual packages and do not allow for control over packaging.	Need to see what COVID-19 impact will be on service style and foods offered in large group setting moving forward.
3	Provide student opportunities to learn about food waste and carbon impacts of foods.	not likely to be implemented	No Direct Carbon Reduction	Low	Huge implications for food bullying and shaming. All foods offered should be seen as healthy and not compared to one another.	Education on food systems.
4	Donate excess food that would otherwise be collected as food waste.	In place/implemented	Medium	Low	NS internal system is in place to reuse 'share table' items after rinsing or using items that were not sold later in the week. For the past 10 years, NS has regularly donated unused, perishable foods before long breaks in service (i.e. Thanksgiving, Winter, Spring, Summer) to nonprofits.	
5	Incorporate management of durable trays, utensils, collecting food scraps, and recycling into staff responsibilities.	In place/implemented	No Direct Carbon Reduction	Low	NS provides annual and ongoing training for staff to cover all areas of the job but also as required by USDA. Each new hire/employee is provided with orientation within the first 30 days of hire per law.	

Frontline Community Support			
Target: Empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events.			
	Current Status	Comments/Notes	What is Needed?
1	Support and advance climate justice, climate action, and climate resiliency initiatives led by the community, especially Black, Indigenous and other communities of color (BIPOC) and youth.	can easily be implemented with current resources	Additional student feedback on district efforts to support frontlines students, especially feedback from students of BIPOC
2	Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality.	not likely to be implemented	Not sure if this is in the District's purview to identify and monitor climate impacts and trends. We could perhaps provide external resources and refer families to local partners and experts.
3	Develop and distribute accessible and culturally appropriate communications to help families understand, prepare for and respond to climate impacts such as heatwaves, smoke, heavy rain and flooding. For families in areas susceptible to flooding or heat-island effect, provide targeted information and resources.	can be implemented/needs dedicated staff	Not sure if this is in the District's purview to develop these resources, but we should be able to distribute these resources to families.
4	Host climate related emergency preparedness event(s) for students, staff, and teachers.	can easily be implemented with current resources	Youth Disaster Academy is hosted each October at Benson. Could expand to other schools and to include climate related emergency preparedness

Climate Justice & Climate Science Curriculum			
Target: With the help of BIPOC students and communities, develop curricular learning opportunities so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions.			
	Current Status	Comments/Notes	What is Needed?
1	In progress/not yet implemented		Create a systemic approach to reviewing curriculum and instructional materials that is universal across all content areas and includes clearly defined metrics. Need to decide team members need to be involved in this conversation for it to reach across the system.
2	In progress/not yet implemented	High school Climate Justice elective aims to teach climate justice and help students design hands-on projects that connect to real community needs.	
3	In progress/not yet implemented	Intersections with CTE - this is outside the parameters of the CJ Programs Manager role as currently defined. CTE is working on a Sustainability related pathway to emphasize green jobs.	
4	In progress/not yet implemented		

Campus Action				
Target: Create opportunities for students to engage in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.				
		Current Status	Comments/Notes	What is Needed?
1	Support development of youth engagement opportunities around climate solutions.	In progress/not yet implemented	Create an advisory that is embedded into the system and figure out how to support; credit-bearing? Supported with District resources?	
2	Create meaningful opportunities for BIPOC and low-income communities to shape the development and implementation of climate related programs.	In progress/not yet implemented		Discuss the current understanding of the relationships that need to be build. Discuss, study, and share how current practices and historical relationships have contributed to weakened relationships between PPS and frontline, marginalized communities.
3	Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for common sense climate policies.	In place/implemented		
4	Update school emergency response plans to address climate-related hazards, including flood, extreme heat, landslides, and wildfire. Plans should emphasize protecting and serving low-income populations, communities of color, and people with disabilities.	can be implemented/needs lead		

Professional Development				
Target: Empower all PPS teachers and staff as allies for a healthy climate.				
		Current Status	Comments/Notes	What is Needed?
1	Identify climate considerations of various roles and add climate justice responsibilities to job descriptions.	not likely to be implemented		However, with leadership support we could include sustainability in job descriptions.
2	Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.	can be implemented/needs leadership support	Would need to hire HR staff to manage this program	
3	Provide training so custodians, kitchen staff, teachers, and principals to understand climate impacts and solutions relevant to their job and establish accountability.	can be implemented/needs leadership support	Custodial and cafeteria staff have annual trainings in the summer. HR would need to help. Would need buy-in and time from orientations for new staff, etc. May be more successful as a 'lens' and framework, like RESJ, than a training.	Also needs dedicated staff.
4	Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.	not likely to be implemented	Unsure. At this time, it would likely need to be on a voluntary basis.	
5	Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment..	can be implemented/needs leadership support	This could be accomplished under #2; could possibly be added to staff job descriptions. Would require additional training.	

Reporting & Communications			
Target: Establish metrics to evaluate and communicate progress to stakeholders.			
	Current Status	Comments/Notes	What is Needed?
1	Develop and implement a monitoring and evaluation plan for each of the above areas. Frontline communities will be involved in overseeing/conducting the evaluations.	can be implemented/needs dedicated staff	District would also need to hire a consulting firm to help benchmark and track carbon emissions data
2	Share climate justice awareness materials (i.e., video, website) with staff and families.	In progress/not yet implemented	Nichole Berg is working towards this as part of her climate justice/curriculum effort. PPS Climate Justice blog with program updates and curriculum development.
3	Continually revise the effectiveness of the district's Climate Crisis Response Plan as needed to reflect changing realities and innovations.	can be implemented/needs dedicated staff	Need staff or consultant to help manage this
4	Transmit official copies of this policy and progress reports via the District Clerk to: The Superintendent, the State Superintendent of Education, the Oregon State Board of Education, the Congressional Climate Solutions Caucus, the Oregon School Board Association, our state and national representatives, and all district staff.	can be implemented/needs leadership support	

5	Purchase greener concrete for new construction.	can be implemented/needs leadership supp	Update lanuage to: limit amount of concrete, use greener concrete when it makes sense, reduce embodied carbon.	Low-carbon concrete is not used often for OSM projects, but it is starting to become more popular in the industry.	OSM and leadership support for lower-carbon building materials beyond LEED requirements. Unsure if funding is needed or could help.
7	Reduce and reuse demolition materials.	In place/implemented		All bond projects do a cost and impact analysis to decide whether we rebuild or modernize a school. Either way, all building materials are reused and/or recycled close to 100%.	
9	Train teachers and staff to properly use energy-saving systems like passive heating, etc.	can be implemented/needs dedicated staff	Kellogg will be a type of pilot for this. All new schools have a teacher training day. Barrier is staff turnover and site-specific training.	We currently do not have the staff or the leadership support for this. Kellogg team is working on a building occupant training manual so that could get us halfway there.	Leadership support and dedicated staff.
1	When existing mechanical systems reach end-of-life, replace them with all-electric or renewable systems.	can be implemented/needs leadership supp	Is happening when we do rebuilds (i.e. Kellogg). Money allocated for repairs, not replacements outside of bond projects. Planned for MPG building. SB 1149 incentive for energy projects vs. capital funds for system replacements.	Not sure what a "renewable" mechanical system is. We are looking into this as part of the life-cycle cost and carbon anlysis in OSM projects. Not sure it is feasible for FAM projects.	Funding (OSM) and leadership committment
7	Involve students in meaningful ways when emissions-reducing activities take place on school grounds (such as tree plantings, etc.).	In place/implemented		Could be expanded, but can't add work for Grounds crew. Limited space on school grounds that can be approved for additional plantings.	Leadership support. Expand partnerships and recruit help to maintain grounds.
3	Include convenient bike parking at all schools.	can be implemented/needs leadership supp	Minimum requirement. // Implemented at a good amount of schools, but survey of schools in needs would be great. Within this document, ask for a funds for schools to enhance grounds in how they choose.	Currently, PDRs would need to be submitted for each bike parking installation. Schools that do not have safe routes for to schools are not likely to participate or would rather have a grounds enhancement their students would want/use.	More carpooling, or 'TriMet Trekkers' who meet together before taking transit.
10	Collaborate with the City of Portland and Safe Routes to Schools for safe route improvements beyond school property, and invest in safe walk and bike infrastructure on school property (bike parking, crosswalks, signage, preferred parking spots for carpools), etc.	can be implemented/needs leadership supp	This can be combined with #9. Schools for the most part already have bike parking for participating schools and crosswalks	Staff time.	
2	Hire additional cafeteria staff to dish out foods (rather than serving items in disposable serving boats), and to wash durable trays and utensils.	not likely to be implemented	Already hiring for washing trays and utensils; not logical to hire specifically for service due to minimal hours unless paired with another part time FTE district staff. AD already exists for student volunteers and helpers which also can assist with service and less need for single use if supported across the district.	Funding/dedicated staff.	This got taken out, probably because it was too detailed. But that doesn't mean it wouldn't still be necessary to accomplish related goals

4	Vendors will be required to provide an environmental impact statement.	In progress/not yet implemented	What District staff would be responsible for verifying these and rating their performance? Maybe we could provide a template, but unsure if this would hinder minority owned or small businesses to win contracts. Already included in some RFPs (most recent supply RFP); how company will support districts initiatives; in some RFPs when possible, conduct onsite inspections and discuss sustainability practices.		I don't see this explicitly	
6	Establish and implement a plan to begin collecting all back of kitchen and cafeteria organic material.	In place/implemented	BOH District-wide. FOH on school-by-school basis, currently monitored by volunteers. Standardized bins/waste stations in cafeterias may make this easier to roll out district-wide.	Dedicated staff, Custodial support. Monitoring FOH could be adopted by teachers on a rotating basis or built into curriculum and have students 'trained' to facilitate program. Need more education on how to sort before starting more programs.		
7	Include reuse, recycling, and composting procedures in custodial job descriptions, and provide training annually and for new hires.	In place/implemented	Engage staff at annual custodial training in the summer for all custodians. Develop new hire engagement strategy.	Leadership support to include in all job descriptions.		
8	Provide infrastructure, maintenance, and support for cafeteria food scrap collection and recycling at each school; durable, standardized recycling and composting receptacles, and standardized lunch waste sorting lines in each cafeteria.	can be implemented/needs leadership supp	Would be a huge cost in bins and sorting stations. An average of about \$1,000/station.	Funding, leadership support & dedicated staff (for monitoring FOH), unless we can involve students on a regular basis (could be spun as a learning opportunity)		
9	Develop and implement annual student, staff, and teacher training on proper composting, recycling, and waste prevention and handling. Involve students in monitoring waste systems.	can be implemented/needs dedicated staff		Leadership support to embed changes in cultural shift.		
10	Switch more menu items from poultry, fish, and meat to plant-based foods, while meeting requirements of the National School Lunch Program.	In progress/not yet implemented	To meet the same protein requirements as a meat product, plant-based options have to increase their serving size and thus increase their purchasing cost. If students are unfamiliar with a food offering, they are much less likely to choose it resulting in additional food waste.	Science-based nutrition education need to happen first. Even then, there are high concerns about who is vetting the education and making sure students are receiving information that is evidence and science-based that does not lead to food bullying or food shaming.		
4	Motivate all students and staff to change their behavior in ways that reduce carbon emissions.	In progress/not yet implemented		Apply RESJ lens and take steps to prevent bullying related to a student's ability to contribute.		

5	PPS commits itself to provide teachers, administrators, and other school personnel with professional development, curricular materials, and outdoor field studies that explore the breadth of cause and consequences of the climate crisis as well as potential solutions that address the root causes of the crisis; and do so in ways that are participatory, imaginative, and respectful of students' and teachers' creativity and eagerness to be part of addressing global problems, and that build a sense of personal efficacy and empowerment.	can be implemented/needs leadership support	Field studies not likely to be implemented. Professional Development, new employee orientation, employee training modules, etc. may be achievable as a collaboration between departments.	Need to define parameters for 'participatory, imaginative, and respectful.'	This got toned down a bit, but is essentially still in there.
6	PPS commits itself to draw on local resources to build the climate justice curriculum—especially inviting the participation of people from "frontline" communities, which have been first and hardest hit by climate change—and people who are here, in part, as climate refugees.	In progress/not yet implemented		Need to identify who has relationships with these community resources and how we might work together to support bridging those relationships.	
8	On a regular basis PPS will sponsor activities that bring together teachers, students and members of the community who are working for a future free of fossil fuels and just solutions to the climate crisis, sharing knowledge, resources, curriculum, and opportunities for students to become active in responding positively to the climate crisis.	In progress/not yet implemented	Repeating efforts of the Climate Justice Committee? CJ Programs Manager is working towards the Student Advisory Board for Climate Justice. School Sustainability Coordinators (SSC) are staff members interested in engaging students at their schools in sustainability and climate justice. SSC will meet quarterly to start in fall 2020.		
9	PPS recognizes the Climate Justice Committee is an equal partner in the above decision making.	not likely to be implemented		The Racial Equity & Social Justice (RESJ) lens needs to be applied in every situation/consideration. Students, particularly students of color, bilingual students, and students with special education needs, will be at the center of all discussions. Group facilitation by an external party or by a member of Central Office. Decision-making protocols/processes need to be defined, agendas need to be co-created between Central Office staff and CJC, norms need to be adhered to, and there needs to be a demonstrated commitment to engage in cognitive conflict/productive struggle around issues of equity in PPS.	

	<p>Ensure that school grounds and gardens at each school provide opportunities for student learning, nature restoration, and where possible, caring for a garden, habitat, or nature play area. Ensure that school gardens are productive and thriving, with adequate support for garden education and paid garden educators.</p>	<p>can be implemented/needs leadership supp</p>	<p>All maintenance of gardens and greenspaces, beyond lawns, is the responsibility of school groups or volunteers.</p>	<p>Needs leadership support to fund nonprofit garden educators/organizations that provide robust service. Needs engagement of school staff to utilize these spaces and integrate into curriculum to fully establish and recognize significance.</p>		
	<p>Establish durable party supplies for each school that classrooms can borrow (plates, cups, bowls, utensils).</p>	<p>can be implemented/needs leadership supp</p>		<p>Funding and buy-in from school leadership and system accountability. Need to identify who would be responsible for management and washing. For example, if the group using the party supplies is responsible, how do we hold them accountable for thorough sanitizing? If kitchen staff is responsible, do they have capacity or equipment to do so?</p>		
	<p>For student transportation, support the organization of bike trains, walking school busses, parent-chaperoned Trimet groups, carpools, and rideshare programs. Safe Routes maps to be provided to every school and family electronically.</p>	<p>can be implemented/needs dedicated staff</p>			<p>Watered down some</p>	
	<p>Hire district sustainability coordinators to support school-based initiatives.</p>	<p>can be implemented/needs leadership supp</p>	<p>Incentivize current staff taking on this role instead of hiring new staff.</p>	<p>Funding/dedicated staff</p>	<p>Not in there, but might be necessary</p>	
	<p>Principals will receive specific training, with the expectation that they will help elevate climate learning and lead action in their schools.</p>	<p>can be implemented/needs leadership supp</p>		<p>Interdepartment collaboration is needed to define the training and who creates it. Align training to District improvement efforts. Also needs dedicated staff.</p>		
	<p>Support widespread education for all staff on key aspects and developments in climate science, and the emergency mobilization needed in response to climate change and climate resiliency. Including making resources that will enhance the teaching of climate change and climate justice available to teachers.</p>	<p>can be implemented/needs leadership supp</p>	<p>Nichole's work addresses resources.</p>	<p>Also needs dedicated staff.</p>		
	<p>Increase workforce training and advancement opportunities in green jobs for students from frontline communities.</p>	<p>In progress/not yet implemented</p>	<p>CTE Sustainability Pathway in first stages of development. Student Engagement and Strategic Partnerships are involved.</p>			

<p>Implement incentives for climate-friendly choices for staff and teachers through financial and social rewards and recognition. Work with third parties to create incentives, discounts, and friendly competition for active transportation, public transportation, energy conservation, continuing education, and participation in efforts like the Drawdown Eco-Challenge.</p>	<p>can be implemented/needs dedicated staff</p>	<p>Oregon Green Schools certifications are an option. Having a point person in each school would help connect these dots and generate a sustainability culture.</p>		<p>Commute incentives still there, but the rest got taken out</p>
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PPS Climate Crisis Response Policy 3.30.080-P V.19

In response to the human-caused climate crisis currently underway and the direct harm being done to our district, society, and planet, [Portland Public Schools \(the district\)](#) is committed to immediately mobilizing resources and taking action to restore a safe climate. To this end, the district commits to reducing greenhouse gas (GHG) emissions and building a culture of learning, responsibility, and resilience around ~~climate~~-[racial equity and environmental](#) justice. Our two overarching goals are:

Emissions Reduction and Resilience: PPS will reduce its carbon emissions by 50 percent from 2010 levels by 2030 and reach net zero [emissions](#) by 2050 while making PPS systems more resilient to ~~the~~ [environmental](#) impacts that are now unavoidable.

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

Emissions Reduction and Resilience Goals Operations, Maintenance, and Facilities

Target: Maximize reductions in GHG emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use. Projects must advance current energy efficiency goals.
2. Establish standardized systems for waste prevention, reuse, recycling, and food waste in all campuses.
3. Minimize disposable materials and fully utilize all materials before disposal.
4. Acknowledge climate change impacts as a risk in district asset management and assess district properties at risk of flooding, landslides, and wildfire-related problems.
5. In consultation with labor organizations, implement health and safety standards to ensure climate-safe work environment (protected from heat, smoke, and pollution).

New Construction and Renovations

Target: Design, construct and operate new schools and renovations that are energy-efficient and high-performance – conserving energy while reducing GHG emissions.

1. Avoid adding fossil fuel infrastructure/equipment to new buildings.
2. Achieve average district [source](#) Energy Use Intensity (EUI) goal of 30.
3. Meet at least LEED Gold and achieve Net-Zero ready standards for all new construction and major modernizations.
- ~~4. The district will limit the amount of refrigerants used. Exclude Variable Refrigerant Volume systems in all new construction.~~
4. Design buildings to recover quickly from climate impacts (fires, floods, landslides, heat).
- ~~6. Include infrastructure for reusable trays, utensils, and milk dispensers at new schools and add infrastructure for reusable trays and utensils in K-8 schools with space.~~
6. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets and provide community respite during climate related emergencies.

Grounds and Gardens

Target: Maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes.

1. Increase shade trees, pollinator habitats, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater infiltration capacity by installing bioswales, rain gardens, depaving projects, eco-roofs and other stormwater management measures, in preparation for intense rain and potential flooding. Ensure accessibility is considered.
3. Phase out gas powered equipment for grounds maintenance.

4. Decrease water consumption and minimize the use of pesticides and herbicides.
5. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements.
6. Study risk maps of district-owned sites and populations most vulnerable to climate impacts, and plan ADA accessible grounds improvements accordingly.

Transportation

Target: Minimize greenhouse gas emissions from student and PPS transportation.

1. Evaluate bus routes annually to improve route efficiencies and capacities.
2. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels.
3. Establish incentives for staff to walk, bike, bus or telecommute, achieving a 35% reduction in single-occupant car commuting.
4. Refine “no idle” policy for fleet vehicles, buses, and family cars at schools.
5. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.

Contracting/Purchasing

Target: Reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

1. Divest banking investments from fossil fuel industries.
2. Purchase products based on long-term environmental and operating costs and include ecological and resulting social costs in purchasing decisions.
3. Implement a life-cycle analysis tool or criteria to evaluate and prioritize products based on durability, reusability, locally made, sustainably produced, biodegradable, responsibly packaged, recycled content, and non-toxic.
4. Incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods.
5. Transition from virgin paper to maximum post-consumer recycled content paper goods.
6. Transition to electronic communication for the District, (e.g., internal memos, pay stubs, HR paperwork, contracts, and agendas).

Food

Target: Create and implement a low-waste, low-carbon food and cafeteria system.

1. Prioritize foods that are local, organic, seasonal, plant-based, and/or minimally packaged, and lower embodied carbon while meeting requirements of the National School Lunch Program.
2. Use bulk serving over single-use plastic packaging when possible.
3. Provide student opportunities to learn about food waste and carbon impacts of foods.
4. Donate excess food that would otherwise be collected as food waste.
5. Incorporate management of durable trays, utensils, collecting food scraps, and recycling into staff responsibilities.

Engagement and Preparedness Goals

Frontline Community Support

Target: ~~Protect~~ Empower frontline communities to build resiliency from climate change induced stresses and ~~help them support prepare~~ preparation for and recover from these events.

1. Support and advance climate justice, climate action, and climate resiliency initiatives led by the community, especially Black, Indigenous and other communities of color (BIPOC) and youth.
- ~~1~~.2. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality.
- ~~2~~.3. Develop and distribute accessible and culturally appropriate communications to help families understand, prepare for and respond to climate impacts such as heatwaves, smoke, heavy rain

and flooding. For families in areas susceptible to flooding or heat-island effect, provide targeted information and resources.

- ~~3.4. Host climate related emergency preparedness event(s) for students, staff, and teachers.~~
- ~~4. Build capacity within frontline communities by supporting community-specific student-led projects, initiatives, and events.~~
- ~~5. Support and advance climate justice and climate action initiatives led by the community, especially Black, Indigenous and other communities of color and youth.~~

Climate Justice and Climate Science Curriculum

Target: ~~Develop~~ **With the help of BIPOC students and communities, develop** curricular learning opportunities so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions.

1. Consider climate science and anti-racist climate justice content (that includes representation of people with disabilities) before approving new curricula and/or teaching materials.
2. Offer climate justice learning opportunities that are culturally relevant, solutions focused, designed to build a sense of personal efficacy, focusing on individual behaviors and understanding ways to make changes in bigger systems.
3. Increase workforce training in living-wage green jobs, with special opportunities for students from frontline communities.
4. Develop and deliver content to help students understand, prepare for and respond to likely climate change impacts, with special support and resources available to schools serving the most vulnerable populations.

Campus Action

Target: Create opportunities for students to engage in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth engagement opportunities around climate solutions.
2. Create meaningful opportunities for BIPOC and low-income communities to shape the development and implementation of climate related programs.
3. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for common sense climate policies.
4. Update school emergency response plans to address climate-related hazards, including flood, extreme heat, landslides, and wildfire. Plans should emphasize protecting and serving low-income populations, communities of color, and people with disabilities.

Professional Development

Target: Empower all PPS teachers and staff as allies for a healthy climate.

1. Identify climate considerations of various roles and add climate justice responsibilities to job descriptions.
2. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
3. Provide training so custodians, kitchen staff, teachers, and principals understand climate impacts and solutions relevant to their job and establish accountability.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Reporting and Communications

Target: Establish metrics to evaluate and communicate progress to stakeholders.

1. Develop and implement a monitoring and evaluation plan for each of the above areas. Frontline communities will be involved in overseeing/conducting the evaluations.
2. Share climate justice awareness materials (i.e., video, website) with staff and families.
3. Continually revise the effectiveness of the district's Climate Crisis Response Policy Administrative Directive as needed to reflect changing realities and innovations.

4. Transmit official copies of this policy and progress reports via the District Clerk to: The Superintendent, the State Superintendent of Education, the Oregon State Board of Education, the Congressional Climate Solutions Caucus, the Oregon School Board Association, our state and national representatives, and all district staff.

Climate Crisis Response Committee

To carry out this work, a Climate Crisis Response Committee (CCRC) will develop recommendations to meet the goals in the form of an Administrative Directive (AD). The AD will include strategies to achieve each goal, with targets. CCRC will include representatives from frontline communities, students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. CCRC will provide regular progress reports to the School Board. A PPS administrative position will be created to help with implementation, monitoring and reporting.

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Board Policy

Student Assignment to Neighborhood Schools

4.10.045-P

I. Introduction

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

II. Definitions

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

~~F. "Historically underserved students" includes an English language learners, a students of color, an economically disadvantaged students or and a student with disabilities.~~

III. Guidelines for Student Assignment to Neighborhood School

- A. All students in grades K-12 are assigned to a neighborhood school based

on the address:

1. Where the student resides with a parent or supervising adult
2. Where an emancipated minor resides

Student Assignment to Neighborhood Schools

4.10.045-P

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

IV. Student Assignment Review and Boundary Change Process

- A. The Superintendent or designee shall regularly monitor enrollment, program demand and demographic trends to anticipate the need for school boundary changes and consider other viable options.
- B. If the Superintendent or designee determines that conditions exist to warrant a school boundary change, the Superintendent shall develop recommendations to the Board that:
 - 1. Incorporate input from families, students, staff and community members.
 - 2. Consider factors that contribute to optimal school boundaries, to the extent reasonable. The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:
 - a) A feeder pattern that allows as many students as possible to continue together from one school level to the next
 - b) ~~Student body demographics~~ [Service of](#) ¹¹ [historically underserved students](#)
 - c) Compact boundaries that promote safer routes to schools, ~~and a sense of community as well as recognize and address natural and human-made barriers~~
 - d) Optimal use of existing facilities
 - e) Program and enrollment stability in the surrounding schools
 - f) ~~Limiting the impact of boundary changes to the smallest number~~

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of students possible

Student Assignment to Neighborhood Schools

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

V. [Exception to Student Assignment Following Boundary Change](#)

~~A. To promote equitable access to high quality learning environments and programs, there will be minimal exceptions to student assignment following a boundary change. An exception will be made for students entering their highest grade in a school to remain at their current school through their final year. High school students may remain at their current school through graduation. continuity and stability for students and their families and except as provided in Section V.B.:~~

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

VI. Exceptions and Implementation

This policy does not apply to:

1. The temporary closure of any school for renovation or remodeling when students are temporarily relocated to another facility.
2. The closure or change of use of any building or other facility owned by the District not currently used for instructional purposes.
3. The closure of any school for up to one year in response to emergencies, including major facility or environmentally related problems.

Student Assignment to Neighborhood Schools	4.10.045-P
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~~3.4. [Urgent circumstances impacting the health and safety of students, such as unanticipated enrollment, which would allow the Superintendent to invoke temporary relocation plans.](#)~~

~~The Superintendent shall develop administrative directives and procedures for implementing this policy as needed.~~

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

History: Adopted 6/23/08



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

JAN 2014, 2021 DRAFT—CLEAN, WORKING COPY

A. Land Acknowledgment

The Portland Public Schools Board of Education acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, and Molalla tribes. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We also recognize the robust present-day federally recognized tribes of this area: the Grande Ronde, Siletz and Cowlitz, and the Native American community, representing more than 380 tribes that have made the City of Portland one of the top 25 cities with the largest American Indian/Alaska Native populations. We honor their history and acknowledge the sacrifices they made.

We also acknowledge that federal, state, and local governments supported the invasion and dispossession of Native People's lands and the institutionalized practices of the removal and displacement of Native people from their lands. Additionally, PPS acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning, and planning that restricted or prevented Black, Indigenous, and communities of color from land ownership, and led to their disproportionate displacement through "urban renewal" or gentrification.

B. Duty to Maintain and Preserve Real Property

With the recognition of our role, we know that as current caretakers of this ancestral land, the District recognizes its fiduciary responsibility to preserve and maintain its real property assets in a manner that will serve current students and future generations, including keeping land in the public domain.

Only on rare occasions will the District sell a property without replacing that property with an equivalent or better property.

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

C. Objectives in Real Property Transactions



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

- Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District also recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

D. Sale or Long-Term Lease of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support and is not expected to support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property ~~lease or~~ sale on fulfillment of the District's educational mission over the long term.

Whenever possible, any long-term disposition of District property should take the form of a long-term lease rather than a sale. A "long-term lease" is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use.

Sale of a District property without replacing it with an equivalent or better property is usually disfavored and shall be considered only after assessing alternatives and determining that the District's best long-term interests are served by a sale. Whenever possible, any District property sale should be to a public entity that intends to actively use the property for public purposes, provided that any transaction is structured to allow PPS to regain ownership of the real property if it is no longer going to be used for public purposes.



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

~~The Board of Education directs the following:~~

~~Superintendent's Real Property Long-Term Lease or Sale Recommendation:-~~

1. Recommendation and Sale Process

~~a. Sale of District Property Recommendation:~~ The Superintendent shall make recommendations to the Board on the ~~long term lease or~~ sale of any District property, including an analysis of implications for the District's ability to fulfill its responsibilities in the short-, medium-, and long-term; and a market analysis.

~~4. b. Sale of District Property Recommendation~~ Public Hearing: Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof prudent and necessary for sale. In the unlikely event the Board determines that it is prudent or necessary to sell a District property, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold. -

~~2. c. Sale process:~~ Once the Board declares that it is prudent or necessary to sell a District property, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

E. Presumption of Market Terms PPS Leases

1. Presumption of Market Terms:

When entering into ~~transactions-leases~~ involving real property, the District shall pursue maximum market value and other then-current market terms, unless the Board adopts a resolution that makes an express finding that the transaction involving District property for less than market terms confers significant benefit to the District and the communities it serves. Any express finding justifying less than market terms shall be under ~~exceptional-~~ extraordinary circumstances, defined as extraordinary or other unusual circumstances beyond the control of the parties ("Extraordinary

Commented [LL1]: No threshold for needing Board resolution.



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

~~Circumstances~~"); consider the ~~following~~ factors below or combination of factors; and be assessed through the PPS Racial Equity & Social Justice lens;

~~a. Extraordinary economic or other unusual circumstances beyond the control of all parties ("Extraordinary Circumstances"). In this case, the~~ other party must provide evidence of the impact of ~~these Extraordinary Circumstances~~ on its financial status, prior prudent efforts to manage risks and impacts, and ~~of~~ efforts made to explore options other than financial or other relief from the District.

~~b. a. The costs and/or benefits to the District of offering below-market terms confers significant benefit to the District or its students, and those benefits substantially outweigh the costs of below-market terms;~~

~~b.~~ The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs, emerging bilingual students, or LGBTQ students;

c. Official connection of the other party to the District or its enrolled students or students expected to enroll in PPS (e.g., PPS charter school, an organization providing direct services to PPS students, or a prekindergarten or head start program); and

~~d. The party on the other side of the transaction is a public entity that intends to actively use the property for public purposes.~~

To the extent any below-market terms under a lease are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which market terms shall be restored for any remainder of the lease. ~~These factors shall apply in the case of sale or other permanent disposition of any real property other than granting rights of way or easements that are a condition of development imposed by the authorizing governmental agency or utility.~~ The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.

F. Compliance with Grant Agreements.

Notwithstanding any other part of this policy, if District property in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in the grant or by state or



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

federal regulations.

G. Delegation of Authority for Certain Transactions

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts);⁵ in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects;⁵ or in which the transaction can be terminated by the District within 90 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; Amd. _____.

6.40.013-P Comprehensive Sexuality Education Policy

Portland Public School District (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. Health literacy, *the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others*, is a critical component of education in PPS; one that is necessary to build skills and provide functional knowledge for students to be healthy throughout their lives. PPS also recognizes the role of inclusive and comprehensive sexuality education in promoting health equity, supporting healthy development, and preventing violence.

Oregon's Human Sexuality Law (ORS 336.455, 2009), the Healthy Teen Relationship Act (ORS 339.366, 2013), and Child Sexual Abuse Prevention Law (ORS 336.059, 2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality Administrative Rule (OAR-581-022-2050) and health education content standards and performance indicators. Under these laws, school districts are required to provide "a comprehensive plan of instruction focusing on human sexuality education" which is "complete, balanced, and medically accurate". Aligned to national standards, Oregon's performance indicators are additionally aimed at preventing sexual violence and promoting student safety. For example, the law requires that instruction recognize a diversity of sexual orientations, gender identities, and gender expressions, as well as focus on affirmative consent. The Oregon health education content standards ensure that comprehensive sexuality education teaches students positive attitudes and behaviors related to healthy relationships and sexuality, by using age-appropriate, and culturally inclusive materials, language, and methods.

The Portland Public Schools Comprehensive Sexuality Education Policy and the Portland Public Schools Comprehensive Sexuality Education Plan were developed by teachers, school administrators, local and state health departments, staff and other professionals from the medical community knowledgeable of the latest scientific information and effective education strategies and in accordance with federal, state, and district laws, policies, health education standards, local and district data sources, and current best practices.

Relevant State and District Laws, Mandates, and Policies

- Title IX: Title IX of the Education Amendments Act
- OAR 581-022-2000: Diploma Requirements
- OAR 581-022-2030: District Curriculum
- OAR 581-022-2045: Prevention Education in Drugs and Alcohol
- OAR 581-022-2050: Human Sexuality Education
- OAR 581-022-2060: Comprehensive Guidance and Counseling
- OAR 581-022-2310: Equal Educational Opportunities
- OAR 581-022-2312: All Students Belong
- OAR 581-022-2510 (Adi's Act, SB 52): Suicide Prevention
- OAR 581-029-0001: School Safety and Prevention System
- ORS 174.1: Oregon Equality Act
- ORS 336.035: Required Courses of Study
- ORS 336.059 (Erin's Law, SB 856): Child Sexual Abuse Prevention
- ORS 336.222: Alcohol Tobacco and Other Drugs
- ORS 336.241: Cannabis Abuse Prevention
- ORS 336.455: Human Sexuality Education, K-12
- ORS 336.465: Examination of Instructional Materials
- ORS 339.351-364: Harassment, Bullying, Cyber-bullying, Intimidation
- ORS 339.366 (Healthy Teens Relationship Act, HB 4077, SB 790): Teen Dating Violence and Domestic Violence
- 1.80.020-P: Non-discrimination/Anti-Harassment
- 2.10.010-P: Racial Educational Equity Policy

DRAFT: Comprehensive Sex Ed Policy Revised

- 3.30.021-PS: Tobacco Possession & Use
- 4.30.050-P: Student Suicide Prevention
- 4.30.060-P: Anti-Harassment
- 4.30.061-AD: Transgender, Nonbinary and Gender Diverse Students
- 4.30.071-AD: Harassment, Sexual Violence, and Teen Dating Violence
- 4.30.072-AD: Title IX Student to Student Sex-Based Discrimination and Harrassment

Health education can contribute to significant improvements in students' lives. Specifically, research shows that effective comprehensive sexuality education leads to a delay in the initiation and frequency of sex, reduces the number of new partners, and increases the correct use of barrier and contraception methods. Highly effective sex education and STI prevention education programs:

- Recognize the harm caused to sexual health by racism, homophobia, transphobia and other forms of oppression;
- Offer developmentally- and culturally appropriate sexual health information in a safe and inclusive environment;
- Are developed in cooperation with members of the community, especially a diverse representation of young people;
- Use language and activities that are inclusive of LGBTQ+ students;
- Respect community values and assist youth to clarify their individual, family, and community values;
- Assist youth in developing skills in identifying healthy boundaries and communicating boundaries, refusal, and negotiation;
- Provide medically accurate information about abstinence and available contraception options including barrier methods (i.e. dental dams, external and internal condoms);
- Include clear goals for preventing STIs and/or unplanned pregnancy;
- Focus on specific health behaviors related to the goals, with clear messages about these behaviors;
- Develop social-emotional learning skills: self awareness, social awareness, self-management, healthy relationships and decision making;
- Engage families and promote family communication around sexual health;
- Rely on participatory teaching methods, are implemented by trained educators and teaches the State and District approved scope and sequence for health education to fidelity.

Beginning the 2018-19 academic year, each school shall provide comprehensive K-12, age and developmentally appropriate, culturally inclusive, medically accurate and evidence-informed comprehensive sexuality education. This curriculum shall be implemented in safe and supportive learning environments where **ALL** students feel valued. All Portland Public Schools shall take a skills-based approach to teach comprehensive sexuality education that addresses a variety of topics, such as healthy and unhealthy relationships, consent, abstinence **and** protection methods, and HIV/STI prevention. Health education curricula will align with the PPS Comprehensive Sexuality Education Plan (CSEP) which integrates the Oregon Health Education Content Standards and all Federal, State, and District laws and policies. It will be implemented by qualified and trained teachers as outlined in the CSEP.

All schools will follow relevant promotion and graduation requirements that include: comprehensive sexuality education (CSE) annually in grades K-5, inclusive of HIV education starting in grade 4; a minimum of three quarters of health education (inclusive of CSE) in total in grades 6 to 8 taught by a qualified health educator; two semesters of health education (inclusive of CSE) in total in grades 9 to 12 taught by a certified health teacher. Additionally, all students in grades K-12 **must** receive at least **4** lessons in child sexual abuse prevention (ORS 336.059/SB 856) **each** year. These are the minimum requirements for health education programming, which **must** include comprehensive sexuality education. In addition, health education (inclusive of CSE) will be integrated into the Common Core curricula where possible.

The District recognizes the critical role families play in education and will encourage family

communication and involvement. Parents shall be notified in advance of any human sexuality or AIDS/HIV instruction. When practicable, any curriculum and/or materials will be made available for parent preview. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035 (2).

Review of Policy and CSEP

District will utilize relevant district staff, local, state and national data, emerging best practices, new scientific information, and effective education strategies to review and update the comprehensive sexuality education plan (CSEP) of instruction and this policy every two years as prescribed by OAR 581-022-2050.

6.40.013-P Comprehensive Health Education Policy

Portland Public School District (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. The development of health literacy, *the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others*, is necessary for students to be healthy throughout their lives.

PPS requires students in grades K through 12 be taught Comprehensive Health Education that is medically-accurate, age and developmentally appropriate, culturally and linguistically sustaining, and implemented in safe and supportive learning environments where all students feel valued. All Portland Public Schools shall take a skills-based approach to teach comprehensive health education that addresses a variety of topics, such as tobacco, alcohol, and drug abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, violence prevention, and comprehensive sexual health education that is LGBTQ inclusive.

Comprehensive health education curriculum shall be modified as needed for students with disabilities and students who are English Language Learners. It shall promote healthy lifestyle habits, healthy relationships and health literacy for all students. Health education curricula will align with the PPS Guaranteed and Viable Curriculum (GVC), which integrates Oregon Laws and Health Education Standards. Qualified and trained teachers will implement curricula.

Relevant State and District Laws, Mandates, and Policies

Section 0: Comprehensive Health Education (General)

- OAR 581-022-2000: Diploma Requirements
- OAR 581-022-2030: District Curriculum
- OAR 581-022-2310: Equal Educational Opportunities
- OAR 581-022-2312: All Students Belong
- OAR 581-029-0001: School Safety and Prevention System
- 1.80.020-P: Non-discrimination/Anti-Harassment
- 2.10.010-P: Racial Educational Equity Policy

Section 1: Wellness

- ORS 336.472 (SB 79): Cardiopulmonary Resuscitation
- 3.30.062-AD: Student Wellness through Nutrition and Physical Activity

Section 2: Mental and Emotional Health

- OAR 581-022-2060: Comprehensive Guidance and Counseling
- OAR 581-022-2510 (Adi's Act, SB 52): Suicide Prevention
- ORS 339.351-364: Harassment, Bullying, Cyber-bullying, and Intimidation
- 4.30.050-P: Student Suicide Prevention
- 4.30.060-P: Anti-Harassment

Section 3: Alcohol, Tobacco and Other Drugs

- OAR 581-022-2045: Prevention Education in Drugs and Alcohol
- ORS 336.222: Alcohol Tobacco and Other Drugs
- ORS 336.241: Cannabis Abuse Prevention
- 3.30.021-PS: Tobacco Possession & Use, PPS Board Policy

Section 4: Growth and Development/Violence Prevention

- Title IX: Title IX of the Education Amendments Act
- OAR 581-022-2050: Human Sexuality Education
- ORS 174.1: Oregon Equality Act
- ORS 336.035: REquired Courses of Study
- ORS 336.059 (Erin's Law, SB 856): Child Sexual Abuse Prevention Instruction

DRAFT: Comprehensive Health Education Policy - **SHORT**

- ORS 336.455: Human Sexuality Education, K-12
- ORS 336.465: Examination of Instructional Materials
- ORS 339.366 (Healthy Teens Relationship Act, HB 4077, SB 790): Teen Dating Violence and Domestic Violence
- 4.30.061-AD: Transgender, Nonbinary and Gender Diverse Students
- 4.30.071-AD: Harassment, Sexual Violence, and Teen Dating Violence
- 4.30.072-AD: Title IX Student to Student Sex-Based Discrimination and Harrassment

Review of Policy and Comprehensive Sexuality Education Plan (CSEP)

District will utilize relevant district staff, local, state and national data, emerging best practices, new scientific information, and effective education strategies to review and update the comprehensive sexuality education plan of instruction (6.40.013-AD) and this policy every two years as prescribed by OAR 581-022-2050.

Portland Public Schools Comprehensive Sexuality Education Plan of Instruction

Process Evaluation

Executive summary

This report analyzes and evaluates Portland Public Schools' (PPS) response to Oregon Department of Education's (ODE) Human Sexuality Education Administrative Rule (OAR-581-022-2050). The OAR requires school districts to develop a comprehensive plan of instruction for human sexuality education and update it biannually. School districts are to develop the plan of instruction in collaboration with community partners including parents, teachers, youth, school administrators, community-based organizations and local health department staff. The plan should align with the Oregon Health Education Standards and Performance Indicators.

PPS began developing its Comprehensive Sexuality Education Plan in 2017; the school board approved it in July 2018. State, county and community-based organizations focused on youth sexual health and healthy relationships provided guidance and feedback on the development of the PPS Comprehensive Sexuality Education Plan in two facilitated meetings. Meeting results guided development of the PPS Comprehensive Sexuality Education Plan. Concurrently, a separate committee comprised of K–12 teachers developed the scope and sequence for all K–12 health standards; the sexuality education sections of the scope and sequence were attached to the plan of instruction.

Key recommendations

- District-level administrators would benefit from having in place a well-defined process for developing a plan of instruction and scope and sequence prior to the first meeting. This should include a timeline with specific deadlines, meeting agendas with clear objectives, a facilitation plan, and a communication plan for engaging community partners, teachers, school administrators and parents.
- District-level administrators should provide regular updates to community partners via email (perhaps through a listserv) during the development process. They should continue giving updates after the process ends to maintain collaborative relationships.
- The district should build authentic, collaborative relationships with community-based organizations long before developing the plan of instruction and maintain relationships after the plan's completion.

- Teachers, principals, community partners, parents and youth should participate in all development meetings and collaborate on all components of the plan of instruction, including the scope and sequence.
- Before the process begins, the district should provide teachers with professional development and training on curricula implementation and best practices for developing a scope and sequence.
- The district should secure a consistent facilitator for every plan development and scope and sequence meeting. It would be very helpful for a facilitator to provide guidance throughout the process, re-direct conversations when necessary to increase efficiency, resolve disagreements between stakeholders, and ensure the process is aligned with the overall goals.
- It is important to ensure sufficient time to pair curricula, supplemental resources and examples of lesson plans to the scope and sequence.
- It would be best to develop the scope and sequence over the summer while providing teachers with a stipend for their time.



You can get this document in other languages, large print, braille or a format you prefer. Contact the Injury & Violence Prevention Program at 971-673-0987 or email laura.f.chisholm@dhsola.state.or.us. We accept all relay calls or you can dial 711.

Board Policy 1.20.012-P

Student Representative and District Student Council Policy

The Student Representative to the Board of Education has a variety of important roles and responsibilities, including representing the views of students on matters of concern to students; encouraging the involvement of students in educational affairs; convening student meetings to provide information and receive input about proposed actions by the Board or the District; as time allows, participating in other events attended by Board members; and being an articulate voice to the public on matters of concern to students.

The Student Representative will be provided a complete orientation on Board governance in order to contribute to the Board's and School District's work. The Student Representative will then be responsible for attending public meetings, work sessions, and events of the Board and receiving and reviewing **all** non-confidential **public meeting** materials, **in a timely manner**, provided to Board members.

1) District Student Council (DSC). ~~The Student Representative shall have an advisory council composed of one representative and an alternate from each district high school, including Alliance at Benson, Alliance at Meek, Pioneer, and Metropolitan Learning Center ("District High Schools"). The District Student Council representatives shall be elected by the student body of high school.~~

~~In addition to the Student Representative, there shall be a parliamentary council composed of representatives and an alternate from each district high school, including Alliance at Benson, Alliance at Meek, Pioneer, and Metropolitan Learning Center ("District High Schools"). Each District High School with an enrollment of between 1 and 650 shall elect one representative, with an additional representative being elected for each additional 650 students enrolled. These elections shall take place on an annual basis. "Enrollment" in this case shall be each school's final enrollment for the prior school year. There are no term limits for DSC representatives. Each elected representative is entitled to one vote each.~~

a. It shall be the responsibility of each District High School student government to provide for the election of a district representative that will also be a position on each high school's Associated Student Body (ASB) or equivalent governing body. In the event that the District High School student government fails to promptly conduct such an election, the school administration and leadership advisor(s) shall ensure that the District High School student body has representation on the DSC,

and thereafter ensure that elections do take place. ~~Any such student chosen by administration is not eligible to be a candidate for Student Representative.~~

b. Every effort should be made to promote and support equitable representation of the district's high school student body in voting and representation on the DSC.

c. ~~The school Student Body President shall serve as the alternate representative from each school to the DSC.~~

d. The DSC shall expediently fill any vacancy ~~that should arise mid-term~~ with a temporary appointment ~~who would serve until the next DSC election. to complete the remainder of the term.~~ This ~~will~~ could be the Student Body President ~~or another member of student leadership deemed fit by the student body government or administration~~ of such a school where the vacancy exists.

This Council shall be encouraged to attend all public Board meetings and work sessions, and shall assist the Student Representative in their respective schools. The Student Representative shall present opportunities to members of the DSC to advise Board and district committees and task forces on issues of interest to the DSC and students.

The DSC shall ~~annually review and amend as needed~~ ~~adopt and maintain~~ bylaws that are consistent with the DSC purpose and operational expectations set out in this policy.

The DSC shall receive sufficient funds from the Superintendent's office to carry out operations and events, and that will be set by the Superintendent and Board in the regular district budgetary process.

Each representative ~~elected~~ to the DSC shall receive 1 elective credit for holding a position on the council for a year. To meet the requirements for elective credit, each representative must attend 90% of the meetings throughout the year, maintain regular communication between the DSC and the ASB or school governing body, and participate in the yearly DSC summit.

It is the expectation that each representative will consistently attend meetings and participate fully through regular communications with fellow representatives and with their school's governing body. In the event a representative is not able to fulfill the duties required under this policy or consistently and egregiously acts against the interests of either this policy or the DSC bylaws, the DSC may, with a two-thirds (2/3) majority vote, call a snap election for that representative's seat alone, effective within two weeks of authorization. If a DSC representative fails to win said snap election, they will no longer receive elective credit.

The DSC shall hold at least one PPS Student Summit per school year to promote student voice, foster connections, and promote the work of the council.

In the event of the formation of student committees or advisory councils separate from the DSC, the DSC is to have a liaison which shall give regular reports to the DSC.

- A. The DSC will serve as oversight to all student committees at a District level.
- B. The DSC reserves the power to veto any proposition or other such motion originating from such committees.

The Superintendent shall appoint an individual to serve as the ~~lead~~ staff liaison with the DSC and the Student Representative. ~~The specific roles and responsibilities of the staff liaison, beyond those required by law or policy, shall be determined by the DSC bylaws. The Superintendent's designee shall assist the DSC and the Student Representative by providing information on school district policies, practices, and business; maintaining school representation on the DSC; meeting planning; and school and district wide communication between the DSC and students, staff, and the Board.~~

There should be a minimum of one, but preferably more, DSC representatives on all board designated committees and task forces.

- A. A DSC student rep. to a committee must be an actively serving member of the DSC.
- B. A student rep. to a committee is appointed by a majority vote from the DSC.
- C. The DSC can by a vote of two thirds ($\frac{2}{3}$) remove a committee Rep.

~~The Superintendent's staff liaison shall assist the DSC in connecting with the PPS Superintendent, Board Members, district staff, and the Board office for support and information.~~

It shall be the responsibility of the DSC to record all regularly-scheduled DSC meetings, and make these recordings publicly available. The DSC is also encouraged to publish any non-sensitive documents relating to DSC business, as determined by the DSC.

The DSC will keep a list of current and past DSC members and student representatives to the Board on file.

2) Student Representative Election.

The Student Representative to the Board of Education, as the representative of all the district's students, shall be elected by the student body of the district in the following manner:

- a. The Student Representative position shall be a student ~~in the last year of high school~~ who has at least one year of experience on the DSC.
- b. The District Student Council shall be convened to elect the Student Representative to the Board, from the high school representatives.
- c. The power to elect the Student Representative shall be solely vested in the District Student Council; a plurality of votes cast is required to declare a Student Representative-elect. The DSC shall also have the authority to remove the Student Representative from office ~~for cause, as defined in the bylaws~~. Two-thirds (2/3) majority votes of members of the DSC shall be required for removal.
- d. The election of a Student Representative-elect shall occur at least three months prior to June 30. This will allow the incumbent Student Representative to provide opportunities for the successor to become familiar with the responsibilities of the position.
- e. The Student Representative shall select a high school representative on the DSC

as a deputy to aid and advise the Student Representative and attend meetings and events if the Student Representative cannot be present. Representation at Board of Education meetings shall be the sole responsibility of the elected Student Representative.

3) Limitations of Role of Student Representative on Board Matters.

a. Nothing in this policy shall be construed to conflict with legally given rights, responsibilities, duties, or privileges reserved for the publicly elected Board directors by state law.

b. The Student Representative does not have an official vote in Board matters, but may participate as appropriate in deliberations.

c. The Student Representative may not participate (whether in executive session or otherwise), receive materials, or render an unofficial vote in any personnel or legal matter or other matters that involve records that are exempt from disclosure under the Oregon public records or other law or that involve matters that may be the subject of an executive session.

d. The Student Representative shall serve for a period of no more than one fiscal year.

Policy Implemented: History: Adopted 6/71; Amended 8/74; 6/80; 9/9/02;
BA 2417; 5/19; 1/21

Board Policy 1.20.012-P

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← clean version of revised Policy 1.20.012-P

b. Every effort should be made to promote and support equitable representation of the district's high school student body in voting and representation on the DSC.

d. The DSC shall expediently fill any vacancy that should arise mid-term with a temporary appointment who would serve until the next DSC election. This could be the Student Body President or another member of student leadership deemed fit by the student body government or administration of such a school where the vacancy exists.

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← clean version of revised Policy 1.20.012-P

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d. The election of a Student Representative-elect shall occur at least three months prior to June 30. This will allow the incumbent Student Representative to provide opportunities for the successor to become familiar with the responsibilities of the position.

e. The Student Representative shall select a high school representative on the DSC as a deputy to aid and advise the Student Representative and attend meetings and events if the Student Representative cannot be present. Representation at Board of Education meetings shall be the sole responsibility of the elected Student Representative.

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c. The Student Representative may not participate (whether in executive session or otherwise), receive materials, or render an unofficial vote in any personnel or legal matter or other matters that involve records that are exempt from disclosure under the Oregon public records or other law or that involve matters that may be the subject of an executive session.

d. The Student Representative shall serve for a period of no more than one fiscal year.

Policy Implemented: History: Adopted 6/71; Amended 8/74; 6/80; 9/9/02; BA 2417; 5/19; 1/21



How to use this worksheet:

This worksheet will assist you in thinking about your process, purpose, primary audience, potential barriers, impacts and strategies to inform and involve your intended audience before you begin. Below are some key questions with prompts to guide and direct you before beginning and during your engagement process.

What is the purpose of your engagement?

1. State purpose and goals of student engagement, and community engagement:

What do you hope to achieve? What specific subject matter is expected to be revised in the policy? Please describe the reason for this revision, and contributing factors that lead to the need to revise.

What is your main purpose for involving students? Community members? Is there enough time to carry out the engagement properly?

The purpose of our engagement is to engage students.

Stakeholders and audiences

2. Who are the key stakeholders or partners? Who is affected by, involved in, or has a specific interest in the issue? Who are the stakeholders that may have ideas or input and/or be affected by the policy change?

- A. Create planning steps you will take to ensure the initial decision-making involves impacted student and greater communities who have not historically been involved.
- B. Identify staff who carry out and make decisions about the work, and understand their key perspectives when creating community engagement spaces.
- C. Identify stakeholder groups who are impacted by decisions related to this policy to be involved (e.g., advisory councils, student leadership groups, funded programs, SUN programs, topic area parent groups, ethnic or racial, language, gender, tribal, etc.)?
- D. Describe how staff within your department, and/or other departments who carry out similar functions, have appropriate contacts in place to initiate adequate district level engagement.
- E. Involve a selection of different stakeholders below, along with the key stakeholders in your program.
 - a. Student Leaders
 - b. District-wide Advisory Councils
 - c. School or Community-based Parent Equity Groups PTAs
 - d. Culturally-specific community partners
 - e. Community/national experts
 - f. For the following stakeholders to engage, meet with Director of Community Engagement to coordinate:
 - i. Unions- PAPSA, SEIU, PAT, PAPSA
 - ii. Staff who make decisions about the work, and carry out the work (i.e., principals, central-office based department)



TABLE 1. STAKEHOLDER ANALYSIS FOR ENGAGEMENT

<u>Unit or Group</u>	<u>Contact Name or Department</u>	<u>Type of Stakeholder</u>	<u>Level of Engagement</u>	<u>Method of Engagement</u>	<u>Accountability Loop</u>
<i>(i.e.) Migrant Parent Advisory Council</i>	<i>Elena, Migrant Education</i>	<i>Migrant multilingual parents</i>	<i>Collaborate, inform</i>	<i>Morning listening session</i>	<i>Follow up mailer</i>
<i>(i.e.) Unite Oregon BUILD Parent Leaders Program</i>	<i>Inger McDowell</i>	<i>Community Partner</i>	<i>Partner</i>	<i>Several meetings and sessions</i>	<i>Decision-making in policy creation</i>
DSC	Nathaniel Shue		Partner	Drafting of the policy	Decision-making in policy creation
High school ASB or equivalent	Leadership teachers	Student partner	Inform, suggestions	Listening sessions	Suggestions and follow up emails
Student body and student leaders	Engagement department	Student partners	Inform and suggestions	High level survey, possible listening session depending on the input	Follow up when applicable

What strategies will you use to ensure you have information from and research about the relevant groups and communities?

3. Consider the environments of affected student populations you intend to reach, and community populations you intend to reach (i.e., language or dialect spoken, customs, historical or geographic data, relevant data reports). What research will you need to better know and understand your public, especially Black and Native communities? How will you identify community strengths and assets?

References: [Coalition of Communities of Color](#) or [Office of Systems Planning & Performance](#)

Collect demographic information in the survey, reaching out to underrepresented communities when the survey results start to come in. May need to follow up with small group listening sessions at schools who are underrepresented in the survey. May also include setting up listening sessions for other specific demographics as well (language spoken, race, gender, etc.).

4. How will you make sure you are effectively reaching all of your audiences?

A. How do you plan to address language and literacy needs including translations, interpretations and reading levels? (See a sample [Plain Language Style Guide](#) and Guidelines for [Accessible Web-Created Materials](#))



B. Have you taken into account the alternative and non-traditional approaches to consider before proceeding? Does your intended audience have their own engagement practices that should be considered? Alternatively, does your audience or community use new and social media (e.g., web videos, texting) and could this be an effective way of reaching them?

DSC members are involved in leadership at their respective schools, so they will play a vital role in spreading information to their schools. We will also reach out to leadership teachers and administrators as another way to connect with the student body.

Barriers and risks

5. What do you perceive as barriers and risks to doing this work?

Are there trust issues among members of the public or a community that may prevent full engagement (i.e., social, political, tribal, gender specific)? How will you address them, and the diverse cultural differences among affected communities? Is there adequate justification for proceeding with your project concept (i.e. time, cost, level of interest)? Is there community and public support for your project? What are some unintended consequences of the project if not done effectively? Are there strategies in place to address unintended consequences?

A barrier could be students being too busy with their school work, and may not have the time to participate. Because of COVID-19, everything will have to be virtual, thus lack of access to technology, or the knowledge of how to use said technology. There is an overall general mistrust in the district, by the students, for a track record of not taking into account student input. It will thus be extra important that we incorporate the feedback that we receive from students.

Decision-making process and communications

6A. If there are decisions to be made, how does the student and community engagement fit into the overall decision-making process?

Are there processes in place to involve affected communities in decisions at different levels and phases? Do you have representation from affected communities in decisions, and decisions on the proposed policy revision? What decisions need to be made after the engagement and how will the community be involved in that process? How will the affected community be informed of final decisions? Do you have a standard point of contact for community members?

We will collect the email addresses of those who fill out the survey, and follow up with an email to inform them of changes. Any suggestions

6B. What is in place to inform students of benchmarks or progress about your project? Other stakeholders?



How will you recognize the contributions of community members? Will there be opportunities for formal project/program updates and feedback (i.e. meetings, website updates, phone calls, e-mail)? Is there a budget for printing and circulating a report on the outcomes? Who will inform the community on impacts of final decisions? What steps will be taken to maintain opportunities for future collaboration or engagement?

The DSC strives to always take into consideration student’s input, nothing will change.

Evaluation and monitoring of success

7. How will you evaluate the success of your project both in terms of process and outcomes?

Were you able to successfully reach the intended audience? Did people receive the necessary information they needed to make a relevant response? Did you choose the right type or level of engagement to match the purpose? Was feedback received from the community positive or negative? Describe the impact and learnings from students as well. Did the community feel like they received proper feedback on the results of the engagement? Did they indicate they want to be part of a similar process again? If not, why not? What would you do differently to make the process better, more inclusive, and more impactful?

Community Engagement Planning Matrix

Current Policy Revision and Issue for Discussion	Suggested Language and/or Approach	Recommended Engagement for Students Most Impacted by Decision	Suggested Revisions to another policy (i.e. Administrative Directive)



Portland Public Schools

Community Engagement Project Planning Worksheet

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Adapted from King County Engagement Guide, 2019



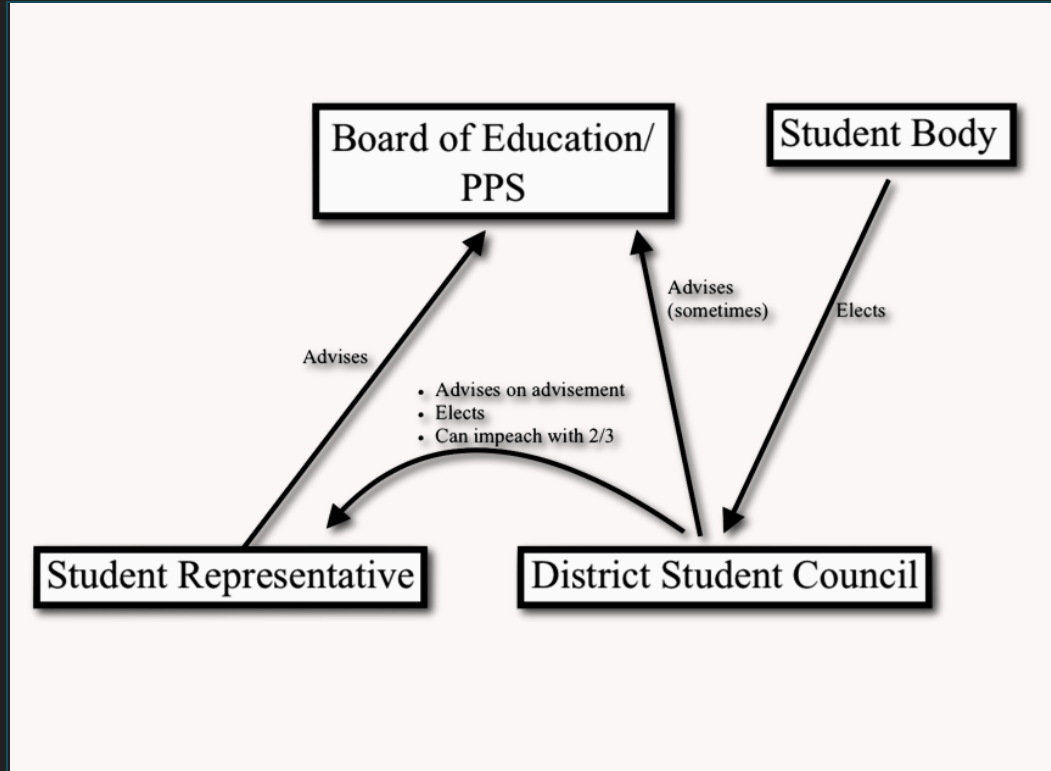
District
Student
Council

Proposed policy amendments: 1.20.012 -P

PPS District Student Council



How the DSC functions





Goals: why we are proposing the changes

- A number of ambiguities
- Problematic provisions
- We believe it could be more effective, equitable, and representative
- Easier communication from the DSC to District staff



Significant policy improvements proposed

- Expanded DSC membership via a more proportional system of representation
- Codifying and clarifying the role of DSC reps on committees
- Establishes DSC oversight over other student committees
- Addition of an avenue for the DSC to call a snap election on a rep's seat in the event of egregious misconduct or negligence
- Improved transparency of meetings and documents
- As well as a number of more minor alterations



Engagement plan

- Reach out to high schools' ASBs/student governments/leadership classes: listening sessions, meetings
- Contact the student body more generally: high -level survey, maybe also listening sessions



Timeline

- We hope to have a finalized engagement plan completed in the next few weeks
- Hopefully, this committee can continue tweaking it in the meantime, and the policy would have its first reading not too long after the engagement is completed



District
Student
Council

Questions?

Portland Public School District 1st Reading

DATE OF FIRST READING: January 12, 2021

PUBLIC COMMENT FOR Policy 4.xx.xxx-P: Anti-Racist & Anti-Oppression Learning Communities

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

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

Last Date for Comment: February 02, 2021

Summary: 4.xx.xxx-P Anti-Racist & Anti-Oppression Learning Communities

1st Reading by: Rita Moore
Portland Public School Board

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

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

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



PORTLAND PUBLIC SCHOOLS OFFICE OF THE SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3769

Date: January 5, 2021
To: School Board
From: Dani Ledezma, Sr. Advisor, RESJ
Subject: Anti-Racist Learning Communities Policy

BACKGROUND

The proposed Anti-Racist Learning Communities policy provides additional guidance, clarity and prohibitions of hate speech and the use of hate symbols in educational settings. This policy is in response to the rule passed by the State Board of Education as well as in alignment with RESJ work at PPS.

In the fall of 2020, the State Board of Education passed the All Students Belong rule which prohibits the use of hate symbols in support of creating healthy and safe learning environments free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence. The rule specifically prohibits the use of the swastika, the Confederate flag and the noose in any school-sponsored activity except where used in teaching curricula that are aligned with the Oregon State Standards.

RELATED POLICIES/BEST PRACTICES

This proposed policy is modeled after the rule passed by the State Board of Education: [581-022-2312 All Students Belong](#). After passing the rule, the Oregon Department of Education issued [guidance](#) for all school districts including comprehensive resources for districts to aid in implementation. These resources complement the work PPS has done to [respond to hate speech](#). PPS' response has been informed by the following:

- Western State Center's [Confronting White Nationalism in Schools Tool Kit](#)
- Teaching Tolerance's [Responding to Hate and Bias at School](#)
- Anti-Defamation League's [Hate on Display Hate Symbols Database](#)
- Portlander's United Against Hate [Report Hate](#)

ANALYSIS OF SITUATION

This proposed policy and accompanying Administrative Directive will strengthen prohibitions of the use of hate speech in alignment with districts across the state and with guidance from the Oregon Department of Education. These prohibitions and resulting consequences can be

aligned with the district's restorative justice approach and Student Conduct and Discipline policy.

FISCAL IMPACT

Adoption and implementation of this policy will have minimum fiscal impact. Implementation and development of the Administrative Directive will codify existing protocols and provide additional support and resources for school sites and administrators.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Staff engaged with student representatives in the drafting of the policy proposal and will continue to engage with students and culturally specific providers to refine and develop the administrative directive moving forward.

The State Board of Education received broad support from communities directly impacted by hate symbols who testified during the rule's passage that they looked forward to school district's adoption of supporting policies and implementation.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Upon approval from the Board of Education, staff will convene a cross departmental team to develop the accompanying Administrative Directive with hopes of adoption in early spring 2021.

CONNECTION TO BOARD GOALS

This proposed policy recognizes that both a sense of belonging and a positive and affirming school environment is necessary for students to reach their academic and social potential. The proposed policy also recognizes the power of hate speech and symbols to inhibit health and safety. The proposed prohibitions of hate speech and symbols reinforces the district's attainment of the board goals by creating a positive and healthy learning culture conducive to student achievement with specific understanding of the impact on students of color and other impacted student populations.

STAFF RECOMMENDATION

Given the rule adopted by the State Board of Higher Education and the resulting guidance from the Oregon Department of Education, staff recommend the adoption of this policy and resulting administrative directive to support this work.

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

_____ (Initials)

ATTACHMENTS

- A. Draft Policy



Anti-Racist & Anti-Oppression Learning Communities

1/5/2021 Draft

I. Purpose

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. 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.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, affirming and free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

II. Definitions

1. “Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. “Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols contained in the [Hate on Display Hate Symbols Database](#), and whose display:

- a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or

b. Is reasonably likely to interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or

c. Is reasonably likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.

3. "Hate Speech" means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin.

III. Expectations and Consequences

We will not tolerate in our schools, programs, activities, or on our property any symbols of hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats. These include, but are not limited to, student and adult apparel, accessories, gestures, or other symbols such as those that depict symbols of hate. Exceptions will be made where symbols are used in teaching curriculum and other learning opportunities that are aligned to the Oregon State Standards and support the goals of this policy. The District will incorporate learning opportunities to support the goals of this policy.

The District has adopted restorative justice practices in the belief that they help resolve conflicts and enable healthy, supportive, and inclusive communities. As part of this practice, the District will endeavor to address incidents of bias and hate speech using this approach.. Additionally, if this policy is violated by students, the District will assess whether disciplinary action is required under the Student Conduct and Discipline Policy [hyperlink] Adults who engage in hate speech or bias incidents may be subject to discipline and/or be prohibited from coming upon District property.

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found [here](#).

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]

Legal Reference(s):

[ORS 659.850](#); [ORS 659.852](#); [OAR 581-002-0005](#); [OAR 581-022-2312](#); [OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: ___/21

Portland Public School District 1st Reading

DATE OF FIRST READING: January 12, 2021

PUBLIC COMMENT FOR

Policy 5.10.064-P: Professional Conduct Between Adults and Students

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

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

Last Date for Comment: February 02, 2021

Summary: 5.10.064-P Professional Conduct Between Adults and Students

1st Reading by: Rita Moore
Portland Public School Board

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

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

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



PORTLAND PUBLIC SCHOOLS
OFFICE OF GENERAL COUNSEL

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

Date: January 5, 2021
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Professional Conduct Policy

BACKGROUND

The Professional Conduct policy was approved by the Board in October 2019. The policy required all contractors with the District to take Professional Conduct training. Upon approval, a committee was convened to develop training protocols for contractors. The committee, composed of staff from, among others, Human Resources, Purchasing & Contracting, Office of Technology and Information Systems, Title IX, and Security Services, determined that the policy was too broad in including contractors with little to no contact with students because there was very little risk to students and a significant administrative and logistical burden of administering and tracking the training for those contractors.

The policy also defined expectations about staff-to-student text communication. With the introduction of Comprehensive Distance Learning in response to the Coronavirus pandemic, the District incorporated new communication platforms to allow additional methods of access to communicate with students. One such platform allows District oversight of text communication between students and staff.

The policy revisions proposed allow for more targeted training of contractors and more expansive access to students and staff using District-approved platforms.

ANALYSIS OF SITUATION

This policy is centered on student safety and the modifications requested by staff will not compromise this goal.

FISCAL IMPACT

There is no fiscal impact.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

This Policy was brought before the Board Policy Committee at its January 2, 2021 meeting. The committee reviewed the recommended revisions and moved that it be put before the full board for a first reading.

A copy of the proposed changes to the policy was also provided to PAT in the fall of 2020, and at this time there has not been feedback received. Additionally, the Training Committee shared its recommendation for changes to the policy with Deputy Superintendent Clair Hertz for approval.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Once the Board approves the changes, the Training Committee will reconvene to finalize the training guidelines for contractors. This should be completed before the 2021-2022 school year. The communication platform is already in place.

BOARD OPTIONS WITH ANALYSIS

1. Approval of the changes will provide for more accurate training requirements for contractors and will allow for greater support of students during Comprehensive Distance Learning.
2. Maintaining the policy will create capacity and compliance issues for training requirements and will negatively impact student support and outreach efforts during Comprehensive Distance Learning.

CONNECTION TO BOARD GOALS

N/A

STAFF RECOMMENDATION

Staff recommends approval of these modifications.

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

_____ (Initials)

ATTACHMENTS

- A. Policy



Professional Conduct Between Adults and

PURPOSE

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

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

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

GENERAL STANDARDS & DEFINITIONS

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



Professional Conduct Between Adults and

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

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

GUIDELINES FOR INTERACTIONS BETWEEN ADULTS AND STUDENTS

A. General Guidelines and Required Training

The interactions and relationships between adults and students should be based upon respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of our schools.

Adults may not intrude or appear to intrude on a student’s physical and



Professional Conduct Between Adults and

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

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

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

B. Conduct Outside a School Setting

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

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



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Commission (TSPC) standards and District policies.

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

C. Appropriate Personal and Community Relationships

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

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

D. Appropriate Use of Email, Websites & Social Media

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



Professional Conduct Between Adults and

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

1. Email Communication

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

2. Social Media

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

3. Group Text Messages

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



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E. IN-PERSON INTERACTIONS

1. One-on-one meetings with students

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

2. Personal communication with students

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

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

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



Professional Conduct Between Adults and

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

3. Traveling with or transporting students

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

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

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

4. Physical contact with students

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



Professional Conduct Between Adults and

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

5. Respecting student privacy

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

Examples:

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

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



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6. Exceptions

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

BOUNDARY VIOLATIONS

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

A. Examples of boundary violations/prohibited conduct

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

1. Any type of conduct, that would be considered sexual harassment under the District's Non-Discrimination/Anti-Harassment Policy (1.80.020-P);
2. Having any sexual conduct, including verbal or physical conduct or contact through written or electronic communications, with a student that is a sexual advance or request for a sexual favor or is of a sexual nature and is directed toward the student or that has the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment;



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- a. Examples of this behavior include, but are not limited to, the following:
 - 1) Engaging in a romantic or sexual relationship with a student;
 - 2) Dating, flirting with, or propositioning a student;
 - 3) Showing pornography to a student;
 - 4) Discussing, writing, texting, transmitting, and/or displaying material to students about sexual topics unrelated to curriculum or a legitimate educational purpose;
 - 5) Banter, allusions, jokes, or innuendos of a sexual nature with students;
 - 6) Patting buttocks or touching other intimate parts of a student;
 - 7) Permitting students to engage in behaviors with an adult that cross appropriate physical boundaries, *e.g.*, allowing students to give shoulder massages to the adult or allowing students to sit on an adult's lap;
 - 8) Singling out a particular student or students for favoritism, special privileges, or exchanging of gifts beyond the employee-student relationship;
 - 9) Disclosing intimate or sexual matters to a student, unless necessary to serve a legitimate educational purpose.
3. Bullying or other violations of the District's Anti-Harassment Policy 4.30.060-P.
4. Favoring a student when its purpose is to meet the adult's personal needs rather than the student's needs;
5. Inviting individual students to the adult's home without parental



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notice and approval unless otherwise noted in “Exceptions” section of the policy;

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



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

DUTY TO REPORT POSSIBLE VIOLATIONS

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

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

District employees whose conduct violates this policy or who fail to



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report violations of this policy, may face discipline and/or termination, consistent with the District's policies and applicable collective bargaining agreements.

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

B. Student/Parent and Guardian Reporting

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

CONFIDENTIALITY AND NON-RETALIATION

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

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

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



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

TRAINING

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

Adopted 10/15/2019; Amended 1/___/2020

DRAFT



**Professional Conduct
Between Adults and
Students**

PURPOSE

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

- A. Children are always learning about healthy relationships, and their most significant learning about relationships comes from how adults behave.
- B. Consistent relationship boundaries help children feel safe. Boundaries help them trust adults and help them know what is healthy behavior.
- C. Children need adults to be adults. Adults' behaviors set the conditions for healthy relationships.
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The purpose of this policy is to establish common understanding and expectations for all adults in our District on setting consistent and safe boundaries with students. Those boundaries maintain the healthy relationships and safe spaces that students need to thrive.

GENERAL STANDARDS & DEFINITIONS

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- B. "Student" means any person: (1) Who is: (a) In any grade from pre-kindergarten through grade 12; or (b) Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or (2) Who was previously known to the adult covered under this policy as a



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

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

GUIDELINES FOR INTERACTIONS BETWEEN ADULTS AND STUDENTS

A. General Guidelines and Required Training

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



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

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

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

B. Conduct Outside a School Setting

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

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



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Commission (TSPC) standards and District policies.

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

C. Appropriate Personal and Community Relationships

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

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

D. Appropriate Use of Email, Websites & Social Media

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



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

1. Email Communication

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

2. Social Media

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

3. Group Text Messages

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



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E. IN-PERSON INTERACTIONS

1. One-on-one meetings with students

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

2. Personal communication with students

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

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

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



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

3. Traveling with or transporting students

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

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

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

4. Physical contact with students

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



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

5. Respecting student privacy

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

Examples:

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

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



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6. Exceptions

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

BOUNDARY VIOLATIONS

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

A. Examples of boundary violations/prohibited conduct

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

1. Any type of conduct, that would be considered sexual harassment under the District's Non-Discrimination/Anti-Harassment Policy (1.80.020-P);
2. Having any sexual conduct, including verbal or physical conduct or contact through written or electronic communications, with a student that is a sexual advance or request for a sexual favor or is of a sexual nature and is directed toward the student or that has the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment;



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- a. Examples of this behavior include, but are not limited to, the following:
- 1) Engaging in a romantic or sexual relationship with a student;
 - 2) Dating, flirting with, or propositioning a student;
 - 3) Showing pornography to a student;
 - 4) Discussing, writing, texting, transmitting, and/or displaying material to students about sexual topics unrelated to curriculum or a legitimate educational purpose;
 - 5) Banter, allusions, jokes, or innuendos of a sexual nature with students;
 - 6) Patting buttocks or touching other intimate parts of a student;
 - 7) Permitting students to engage in behaviors with an adult that cross appropriate physical boundaries, *e.g.*, allowing students to give shoulder massages to the adult or allowing students to sit on an adult's lap;
 - 8) Singling out a particular student or students for favoritism, special privileges, or exchanging of gifts beyond the employee-student relationship;
 - 9) Disclosing intimate or sexual matters to a student, unless necessary to serve a legitimate educational purpose.
3. Bullying or other violations of the District's Anti-Harassment Policy 4.30.060-P.
 4. Favoring a student when its purpose is to meet the adult's personal needs rather than the student's needs;
 5. Inviting individual students to the adult's home without parental



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notice and approval unless otherwise noted in “Exceptions” section of the policy;

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



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

DUTY TO REPORT POSSIBLE VIOLATIONS

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

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

District employees whose conduct violates this policy or who fail to



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report violations of this policy, may face discipline and/or termination, consistent with the District's policies and applicable collective bargaining agreements.

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

B. Student/Parent and Guardian Reporting

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

CONFIDENTIALITY AND NON-RETALIATION

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

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

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



Board Policy

**5.10.064
-P**

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

TRAINING

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

Adopted 10/15/2019; Amended 1/___/2020