

Policy Committee Meeting  
Wednesday, December 15, 2021 4:00 PM

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

## Agenda

1. Introductions
2. Staff Updates
  - None
3. Items / Policies for Discussion
  - 3.(a) District Student Council Policy
    - Discussion / Possible Committee Action
  - 3.(b) Climate Crisis Response Policy
  - 3.(c) Foundation Policy: Update from Committee Chair
4. Legislative or Regulatory Required Policy Changes: New Ongoing Agenda Item
5. Policies Proposed for Rescission
  - Class Size Policy 3.10.031-P
  - Public Contracting and Purchasing Rules Policy 8.50.100-P
6. Policies in Public Comment Period
  - Revised Workplace Harassment 5.10.060-P
  - Rescission of Definitions Policy 1.10.020-P
  - Rescission of Teacher Membership on Committees 2.40.010-P
7. Public Comment - 10 min.
  - 5 Two-Minute slots*
  - \*To sign-up for public comment email [PublicComment@pps.net](mailto:PublicComment@pps.net) or call Kara Bradshaw at 503-916-3906.*
8. Adjourn

# Board Policy 1.20.012-P

## Student Representative and District Student Council Policy

11/1930/21 Draft

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 non-confidential **public meeting** materials provided to Board members.

**1) District Student Council (DSC).** The Student Representative shall ~~have lead~~ an advisory council composed of one representative and an alternative from each ~~d~~District high school, including ~~each~~ Alliance ~~building at Benson, Alliance at Meek~~, Pioneer, and Metropolitan Learning Center ("District High Schools"). The District Student Council representatives shall ~~either~~ be elected- by the student body of the high school ~~or as an alternative may be selected by the school administration.~~ In either case, each high school administration shall provide adequate notice ~~make clear~~ to the student body, in advance of the election or selection process, how the District Student Council representative will be is selected. The election or selection process shall be accessible to all students who meet the school-established criteria for appointment. ~~on a timely basis.~~

~~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 d~~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. The school administration shall notify the b~~Board Office and the DSC Staff Liaison of its representative to the DSC.

- B. Every effort should be made to promote and support equitable representation of ~~each the d~~District's high school student body in voting and ~~/or~~ representation on the DSC.
- C. ~~The~~Each school's Student Body President shall serve as the alternate representative from each school to the DSC.

~~This Council~~Members of the DSC 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 ~~d~~District Board committees and task forces on issues of interest to the DSC and students.

The DSC shall adopt and maintain bylaws that are consistent with the DSC purpose and operational expectations set out in ~~this Board policies and Administrative Directives.~~DSC bylaws and Aamendments of them shall be approved by the Board of Education.

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 ~~d~~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.

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.

The Superintendent shall appoint an individual to serve as the ~~lead~~ staff liaison with the DSC ~~((DSC Staff Liaison)~~ and the Student Representative. The

Superintendent's designee shall assist the DSC and the Student Representative by providing information on school ~~d~~District policies, practices, and business; assisting the DSC in maintaining school representation on the DSC; provide tactical assistance to the DSC for meeting planning; and providing, as needed and requested by DSC, school and ~~D~~istrict-wide communication between the DSC and students, staff, and the Board.

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

## **2) Student Representative Election.**

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

- a. The Student Representative position shall be a student regularly attending a District high school in grade ten (10) or higher. ~~in the last year of high school.~~
- b. The District Student Council shall be convened to elect the Student Representative to the Board from the DSC 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 petition the Board ~~to~~ remove the Student Representative from office for cause with ~~,-~~ Two-thirds (2/3) majority votes of members of the DSC.
- 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 the 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 or other PPS policy.
- 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.
- e.** To the extent this policy conflicts with any other policy related to the Student Representative's responsibility or authority, this policy shall govern.

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

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

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

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

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

Our two overarching objectives are:

**Emissions Reduction:** PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040<sup>1</sup>~~50~~.

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

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

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

---

<sup>1</sup> These goals, and the 2040 target, are based on the following assumptions: the District will continue to pass voter-approved bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals; the local construction industry and contractor pool will have the capacity to support PPS' building decarbonization projects.

## Pillar 1: Reduce Environmental Impact and Costs

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

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

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

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

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

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

**Goal 1.4[4]: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles. The District will:**

1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Offer free TriMet Youth Passes to all high school students.[5]
3. Transition PPS and contracted vehicle fleet to electric or low emissions by 2050<sup>2</sup>, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact. Work with the state and federal government to defray costs of shifting towards electric vehicles.
4. Evaluate bus routes annually to improve route efficiencies and capacities.

---

<sup>2</sup> These goals, and the 2050 target, are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals.

5. Enforce the “no idling” policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.

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

1. Using best practices related to Environmentally Preferable Purchasing, incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non-post-consumer 100% recycled paper.[6][7][8]
- ~~1.2.~~ Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions.[9]
- ~~2.3.~~ Reduce paper copying by transitioning to increased electronic communication.
- ~~3.4.~~ Where feasible, divest banking investments from fossil fuel industries.

## Pillar 2: Improve Health and Wellness

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

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district asset assessment and management.
2. In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e. protected from heat, smoke, and pollution).
3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.
4. Where possible, prioritize foods that are less carbon intensive[10], local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.

**Goal 2.2: PPS will empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events. The District will:[11]**

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
2. Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, landslides, wildfires, and flooding.
3. Work with students, especially students in frontline communities, and communities to develop plans for, and prepare for the adverse effects of climate change in their own communities. Including individual plans for how they and their family will stay safe during worsening climate disasters (or impacts).[12][13]
- ~~2.4.~~ Develop district-wide plans for how to communicate available local resources and support to students and families during address natural disasters such as: wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events, and others.[14]
- ~~3.5.~~ Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities, communities of color, and vulnerable populations.
- ~~4.6.~~ Host climate related emergency preparedness events for students, staff, teachers, and families.

**Goal 2.3: PPS will promote healthy and sustainable opportunities for its students, such as local foods, safe and active routes to school, and increased use of outdoor space for learning and gathering.**[15]

## Pillar 3: Provide Effective Environmental and Sustainability Education

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

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

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

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

1. Develop and deliver content to help students understand, prepare for and respond to climate change impacts, with priority special support and resources available to schools serving the most vulnerable populations.
- 1.2. Integrate climate justice into curriculum so all students have access and opportunities to engage in understanding climate change and climate solutions.[16]
- 2.3. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
- 3.4. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
5. Increase workforce training in living-wage green jobs, prioritizing opportunities for students from frontline communities.
6. Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.[17]
- 4.7. Offer opportunities for students to recognize the vital importance of a healthy climate upon which our lives depend, and to understand how their own vision, imagination and intention, and actions can create a desired future.[18]
- 5.8. Support partner organizations that provide hands-on, place-based, experiential climate education for students.

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

1. Support development of youth leadership and engagement opportunities around climate solutions.
2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate related programs.
3. Support student-led climate justice, climate action, and climate resiliency initiatives.
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space.[19]
5. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.
6. Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.

Climate Crisis Response Committee: To monitor effective implementation, transparency, and tracking of progress, PPS will establish a ~~nine-person~~ committee of no more than nine persons that is made up of ~~at least five~~ a majority of members who identify as people of color and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board, but does not have decision-making authority.

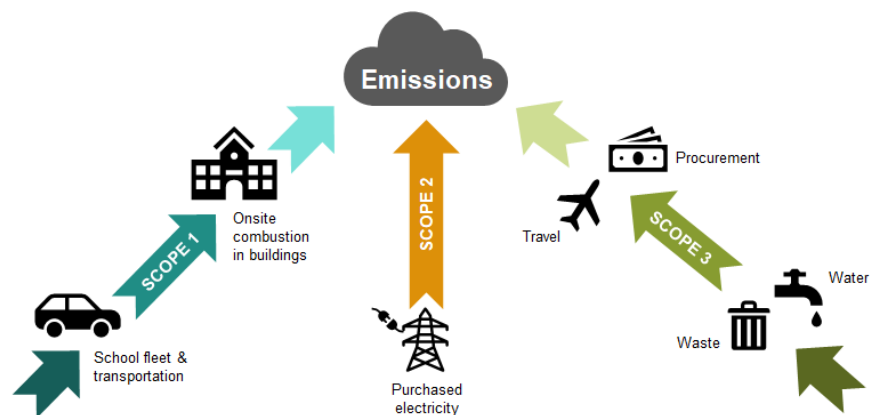
## Glossary of Definitions [To be incorporated into policy]

**Scope 1 Emissions:** direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, water heaters, vehicles).

**Scope 2 Emissions:** indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling. Although scope 2 emissions physically occur at the facility where they are generated, they are accounted for in an organization's GHG inventory because they are a result of the organization's energy use.

**Scope 3 Emissions:** the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization's scope 1 and 2 boundary. The scope 3 emissions for one organization are the scope 1 and 2 emissions of another organization. Scope 3 emission sources include emissions both upstream and downstream of the organization's activities.

### Scopes of Emissions in Schools



(Scope emissions defined by [EPA Center for Corporate Climate Leadership Home](#))

Address (2.2.4): ~~communicate available local resources and support during emergencies to students and families.~~

**Feasible:** capable of being done or carried out. Feasibility will include the following factors: economics/available funding, appropriate trade-offs (i.e. the district will not spend general funds on energy efficiency if it is in lieu of incremental staffing in schools).

**Frontline Communities:** Communities that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas[20], and indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities[21].

**Systems Thinking:** a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time.

## 3.30.082-P Environmentally Sustainable Business Practices

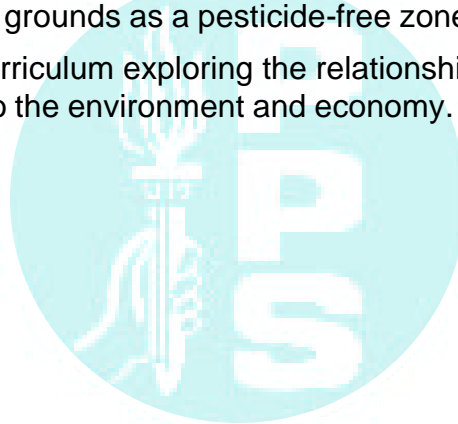
- (1) To contribute to a clean environment and thriving economy for present and future generations, the district will establish business procedures that give a premium to environmentally sustainable practices. The district will attain this goal by:
  - (a) Minimizing its impact on the use of finite natural resources and the environment as a whole;
  - (b) Promoting an understanding of the importance of environmentally appropriate practices; and
  - (c) Using best practices in the purchase, use and disposal of materials.
- (2) District staff will implement the following strategies where feasible:
  - (a) Reduce the waste of energy, water, paper, food and other resources by maintaining a resource conservation management program;
  - (b) Use resources efficiently, recycle and work to reduce the demand for materials and resources like paper, energy and water;
  - (c) Consider environmental impact and societal costs in decision-making;
  - (d) Purchase products based on long-term environmental and operating costs and include environmental and social costs in short term prices;
  - (e) Purchase products that are durable, reusable, made of recycled materials and non-toxic;
  - (f) Plan preventive measures to avoid detrimental impacts on the environment;
  - (g) Enlist schools, the community and business partners to develop preventive strategies and measures;
  - (h) Encourage activities that will reduce air pollution such as public transportation, carpooling, bike riding, compressed workweek and telecommuting;
  - (i) Implement an integrated pest management program that includes the following practices:
    - (A) Reduce and eliminate where feasible, the use of chemical pesticides. Pesticides classified as Group A (known) or Group B (likely) carcinogens are prohibited. Any pesticide used by the district must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;

## 3.30.082-P Environmentally Sustainable Business Practices

- (B) Seek practical alternatives to the use of pesticides;
- (C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff, so that the principal shall notify the school community by notice and posting both before and for a reasonable period after application;
- (D) Report annually on practices.
- (E) It is not district policy to apply herbicides for aesthetic purposes but to prevent damage to grounds and buildings. Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, the district will honor a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.
- (j) Promote curriculum exploring the relationship of sustainable principles to the environment and economy.

Legal References:

History: Adpt 5/21/01, BA 1874



## Amendment #1 – Draft Preamble

In 2019, Portland Public Schools adopted PPS reimagined, our community curated vision. PPS reimagined serves as the single most comprehensive source of inspiration and direction for PPS. This vision clearly articulates a school system that prepares students to be global stewards, stating unequivocally that “now is the time to bring environmental stewardship, foresight, and an objective, informed view of the world to create a bright, sustainable future for our young people.”

**As human-caused climate change impacts our daily lives, we--individuals, institutions and governments--have the responsibility to dismantle flawed environmental policies, practices and norms that have long harmed low-income and communities of color and instead create a sustainable and equitable future that reverses the change in climate. PPS recognizes climate change is a direct result of capitalism, racism, white supremacy and colonialism. We also recognize how this disproportionately affects Black, and Indigenous communities."**

Here in Portland, a city known for its spirit of environmental stewardship, progressivism, and activism--frontline communities, activist and community leaders have long demanded that government institutions do their part to address the impacts of climate change. In 2018, the city of Portland passed a historic tax on large retailers, generating money that will be put towards clean energy job training, weatherizing homes and supporting other climate change mitigation efforts; all reserved for communities more likely to suffer the effects of climate change. Since 2016, our students, parents, and partners have called on Portland Public Schools to respond to the climate crisis with urgency while honoring the expertise and lived experiences of those most impacted.

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action.

As a school district, we will be guided by the voices and perspectives of our students, who have long called for us to take action because if we do not act now, there will be unstoppable climate effects that will alter whether this District can continue to serve students. The Graduate Portrait is a clear and ambitious description of what the community wants its students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers, and , outlines a future where students:

- Are optimistic about their future;
- Understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it.
- Are responsible stewards of the environment and knowledgeable about climate justice issues.

We will also be guided by a recognition that climate justice must deeply examine the ways in which race, class, and access to power and privilege shape the way we experience the impacts of the climate crisis, and our understanding of the problem and solutions. The climate crisis disproportionately impacts low-income communities, frontline communities, Black and Indigenous communities, and other communities of color. Therefore, in order to be true proponents of a climate justice movement, we must center the voices of our students and those who are most impacted in the development of climate justice curricular materials, programs, and operational shifts.

To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Our two overarching objectives are:

**Emissions Reduction:** The District shall prioritize investment efforts that achieve the greatest emissions reduction and the largest environmental return on investment for immediate action, while integrating climate action into our

curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040. These goals, and the 2040 target, are based on the following assumptions: voter will continue to pass bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals; and the local construction industry and contractor pool will have the capacity to support PPS' building decarbonization projects.

**Engagement, Resilience, and Wellness:**

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

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

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

# PPS Climate<sup>[1]</sup> Crisis Response Policy – Potential sample draft format Draft

## 3.30.080-<sup>[2]</sup>P amendments proposed

Potentially further divide this into additional amendments if topics substantially different

### Amendment 2 – proposed deletion and modification

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

- ~~1. Increase energy efficiency and minimize the indirect use of fossil fuels, where feasible.~~
- ~~2. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.<sup>1</sup>~~
- ~~3. Transition to building materials produced with less carbon and are more sustainable (e.g. green concrete).<sup>2</sup>~~
- ~~4. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets<sup>3</sup>. and provide community respite during climate related emergencies.~~
- ~~5. Include infrastructure to support sustainable practices in school nutrition programs.<sup>4</sup>~~

### **Amendment 3 - proposed deletions, modifications**

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

- ~~1. Maximize efficiency in fuel, electricity, and water use.<sup>5</sup>~~
- ~~2. Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses. [3]~~
- ~~3. Minimize disposable materials and fully utilize all materials before disposal[4]<sup>6</sup>.~~

### **Amendment 4 - proposed deletions, modifications**

**Goal 1.3: PPS will maximize the carbon sequestration-absorbing potential and other environmental benefits of grounds and increase the ability of grounds to adapt to climate extremes. ~~The District will:~~**

- ~~1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.<sup>7</sup>~~
- ~~2. Maximize onsite stormwater management, to the extent feasible and in compliance with City code techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.~~
- ~~3. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.<sup>8</sup>~~
- ~~4. Utilize risk maps of district-owned sites and populations most vulnerable to climate impacts and plan accessible grounds improvements accordingly.<sup>9</sup>~~
- ~~5.~~
- ~~6. Phase out the use of pesticides and herbicides where feasible.<sup>10</sup>~~

<sup>1</sup> This is an implementation tactic.

<sup>2</sup> Encompassed by higher-level statement in #1.

<sup>3</sup> Encompassed by higher-level statement in #1.

<sup>4</sup> This is an implementation tactic and addressed in [1.2.2]

<sup>5</sup> Redundant.

<sup>6</sup> Not capable of implementation as drafted; covered in #2, above.

<sup>7</sup> This is an implementation tactic.

<sup>8</sup> This is an implementation tactic.

<sup>9</sup> Not in PPS wheelhouse.

<sup>10</sup> Content should be in modified 3.30.082-P; see comment at front of document.

## Amendment #5 – Proposed deletions and modifications

Goal 1.4[5]: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles. ~~The District will:~~

1. ~~Establish incentives for staff to walk, bike, bus, or telecommute, in order to reduce single-occupant car commuting<sup>11, 12</sup>.~~
2. ~~Offer free TriMet Youth Passes to all high school students.~~
3. ~~Transition PPS and contracted vehicle fleet to electric or low emissions by 2050, renewable fuels, based on a vehicle life cycle evaluation of carbon impact<sup>13</sup>. Work with the state and federal government to defray costs of shifting towards electric vehicles. These goals, and the 2050 target, are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a four-year cycle; the District will allocate general fund budget to help reach these goals~~
4. ~~Evaluate bus routes annually to improve route efficiencies and capacities.<sup>14</sup>~~
5. ~~Enforce the “no idling” policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.<sup>15</sup>~~

## Amendment #6 – Proposed deletions and modifications

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

1. Use best practices related to Environmentally Preferable Purchasing to make product recommendations to staff and make centralized purchasing decisions, incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non post-consumer 100% recycled paper.~~[6][7][8]<sup>16</sup>~~
- ~~2. Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions.<sup>17</sup>~~
- ~~3. Reduce paper copying by transitioning to Encourage increased electronic communication.~~
- ~~4. Where feasible, divest banking investments from fossil fuel industries.<sup>18</sup>~~

## Amendment #7 – Proposed deletions and modifications

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees. ~~The District will:~~

1. ~~Include climate change impacts, such as flooding, landslides, and wildfires, as risks in ~~a~~District real property asset assessment and management.~~
2. ~~In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e. protected from heat, smoke, and pollution).<sup>19</sup>~~

<sup>11</sup> This is an implementation tactic.

<sup>12</sup> M. DePass comment: “This option assumes good public transportation infrastructure around District facilities.”

<sup>13</sup> Deleting this text makes implementation easier.

<sup>14</sup> This is an implementation tactic.

<sup>15</sup> This is an implementation tactic.

<sup>16</sup> Subject to further work between staff and Director DePass, staff does not think this can be implemented as proposed by community advocates and has offered alternate language.

<sup>17</sup> Deleted because redundant of #1 above.

<sup>18</sup> Staff concerned that District doesn’t have resources to determine fossil fuel subinvestments across banks or other investment vehicles; effect on returns unknown. CFO is researching..

<sup>19</sup> Redundant; implementation tactics; already required by OSHA; health and safety measures dictated by risk not source so should not be parsed out in this policy; need to not have conflict between laws and policy as law may change..

3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.<sup>20,21</sup>
4. Where possible, prioritize foods that are less carbon intensive<sup>[9]<sup>22</sup></sup>, local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.<sup>23</sup>

### **Amendment #8 – proposed deletion and modifications**

**Goal 2.2:** ~~PPS will empower support frontline student communities to build resiliency from climate change induced stresses and support preparation for and recovery from these events. The District will:~~<sup>[10]</sup>

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
  - Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, landslides, wildfires, and flooding.<sup>24</sup>
1. Work with students, especially students in frontline communities, and communities to develop plans for, and prepare for the adverse effects of climate change in their own communities. Including individual plans for how they and their family will stay safe during worsening climate disasters (or impacts).
2. Develop district-wide plans for how to communicate available local resources and help to support to students and families during address natural disasters such as: wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events, and others.<sup>25</sup>
3. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities, and frontline communities of color, and vulnerable populations.
4. Host climate-related emergency preparedness events for students, staff, teachers, and families.<sup>26</sup>

~~Goal 2.3: PPS will promote healthy and sustainable opportunities for its students, such as local foods, safe and active routes to school, and increased use of outdoor space for learning and gathering.~~<sup>[11]<sup>27</sup></sup>

### **Amendment #9 – proposed deletion and modification**

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

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.<sup>28</sup>
3. Establish a program to have a sustainability liaison in every school.<sup>29</sup>

<sup>20</sup> Implementation tactic.

<sup>21</sup> M. DePass: "We could also consider a policy that encourages all kids go to their neighborhood schools reducing the impacts of driving students to school."

<sup>22</sup> Significant concerns about measuring carbon intensity of food purchasing; implementation tactic.

<sup>23</sup> This section 2.1.4 is implementation tactic, and staff recommends deleting from policy.

<sup>24</sup> Staff continues to have significant concern about scope of PPS influence and actions here. Also see 3.40.010-P re Emergency Plans and Procedures policy.

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/3.40.010-P.pdf>

<sup>25</sup> Also see 3.40.010-P re Emergency Plans and Procedures policy.

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/3.40.010-P.pdf>

<sup>26</sup> Implementation tactic, not capable of measurement.

<sup>27</sup> Redundant of other sections.

<sup>28</sup> Implementation tactic; to implement other parts of the policy, applicable staff will need job training. That bridge is not required in policy language.

<sup>29</sup> Implementation tactic; budget and operational impact associated with prescriptive approach. Need flexibility to implement policy with other options. M. DePass comment: "This will be unnecessary when the practices are in place. "Sustainability" practices will be the responsibility of all; stakeholders, much like racial equity work."

4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.<sup>30</sup>
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.<sup>31</sup>

### Amendment # 10 – proposed deletions and modifications

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

1. Develop and deliver ~~content curriculum and resources~~ to help students understand, prepare for, and respond to climate change impacts and climate justice, with priority special support and resources available to prioritizing schools serving the most vulnerable populations ~~frontline communities~~.<sup>32</sup>
- ~~1.2. Integrate climate justice into curriculum so all students have access and opportunities to engage in understanding climate change and climate solutions~~.<sup>33</sup> [12]
- ~~2.3. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.~~<sup>34</sup>
- ~~3.4. Offer climate justice learning opportunities that are culturally relevant and solutions focused.~~<sup>35</sup>
- ~~5.~~
- ~~4.6. Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.~~ [13]<sup>36</sup>
- ~~5.7.~~
- ~~6.8. Support partner organizations that provide hands-on, place-based, experiential climate education for students.~~<sup>37</sup>

### Amendment #11 – proposed deletions and modifications

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

1. Support development of youth leadership and engagement opportunities around climate solutions, ~~prioritizing opportunities~~ ~~opportunities~~ for students from frontline communities.
2. ~~Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate-related programs.~~<sup>38</sup>
3. ~~Support student-led climate justice, climate action, and climate resiliency initiatives.~~<sup>39</sup>
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. ~~Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space.~~ [14]
5. ~~Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.~~<sup>40</sup>
6. ~~Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.~~<sup>41</sup>

<sup>30</sup> Creates CBA challenges; assumes facts not necessarily true re current compensation; implementation tactic.

<sup>31</sup> Too vague to be implemented and monitored.

<sup>32</sup> Can leave in, but is redundant of the goal.

<sup>33</sup> Redundant with modified text.

<sup>34</sup> Implementation/pedagogy tactic.

<sup>35</sup> Redundant of #1 with modified text.

<sup>36</sup> Implementation/pedagogy tactic; redundant.

<sup>37</sup> "Support" is an unclear standard; "partner ~~organization~~ ~~organization~~" is not defined either; implementation tactic.

<sup>38</sup> Redundant with #1 as ~~modified~~ ~~modified~~.

<sup>39</sup> "Support" is undefined and could lead to unanticipated consequences.

<sup>40</sup> "Support" is undefined and could have CBA, instructional, or other consequences; implementation tactic.

<sup>41</sup> Vague, implementation tactic; stretches beyond climate policy.



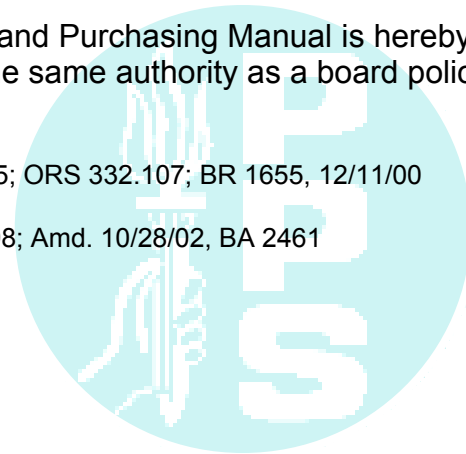
## 8.50.100-P Public Contracting and Purchasing Rules

The Portland Public School Board has designated itself as the local government contract review board pursuant to ORS 279.055(2).

- (1) The Board has the authority to:
  - (a) Adopt rules of procedure for public contracts and purchasing; and,
  - (b) Exempt certain public contracts or classes of contracts from the competitive bidding process otherwise required by the public contract rules.
- (2) The Superintendent shall develop a Contracting and Purchasing Manual containing the rules of procedure as adopted by the Board. The Manual shall be posted on the district website.
- (3) Revisions to the rules of procedure shall be approved by the Board by resolution.
- (4) The Contracting and Purchasing Manual is hereby adopted by reference and shall have the same authority as a board policy or administrative directive.

Legal References: ORS 279.055; ORS 332.107; BR 1655, 12/11/00

History: Adpt. 12/11/97; Amd 2/98; Amd. 10/28/02, BA 2461



## 3.10.031-P Class Size

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

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

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



# Portland Public School District 1<sup>st</sup> Reading

DATE OF FIRST READING: December 14, 2021

## **PUBLIC COMMENT FOR** **Policy 5.10.060-P:** **Workplace Harassment Policy**

---

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

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

**Last Date for Comment: January 03, 2021**

---

**Summary:** Workplace Harassment Policy 5.10.060-P

**1<sup>st</sup> Reading by:** Julia Brim-Edwards  
Portland Public School Board

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

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

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

<b>Included in Packet</b>	<b>Page</b>
Redlined Policy with Proposed Changes	03
Original Policy	05
Staff Report	08



## Workplace Harassment

- (1) All District work environments should be free from any form of harassment, including sexual harassment. All District employees, school board members, volunteers, and contractors, must avoid any conduct or action that could be characterized as harassment of another employee, whether that occurs in the workplace or off District premises.
- (2) Workplace harassment is unwelcome and offensive conduct that creates an intimidating, hostile or abusive work environment. Harassment includes, but is not limited to, means-conduct that constitutes discrimination based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, disability, expunged juvenile record, and any other discrimination prohibited by law and includes sexual assault.
- (3) Sexual assault means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat, or intimidation and includes any unwelcome sexual advances, requests for sexual favors, physical contact, or any other unwelcome conduct, verbal or nonverbal, of a sexual nature when:
  - (a) The employee's submission to, or rejection of, the conduct is made either an implicit or explicit term or condition of employment (including wages, evaluation, advancement, retention, assigned duties, or other employment-related matters);
  - (b) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the purpose or effect of substantially interfering with an individual's work performance; or
  - (c) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the effect of creating an intimidating, hostile, or offensive working environment.
    - (A) **Verbal conduct** includes sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, and threats.
    - (B) **Nonverbal conduct** includes sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting noises, obscene gestures, whistling, and leering.
    - (C) **Physical conduct** includes unwanted physical contact such as touching, pinching, brushing the body, coerced sexual intercourse, or assault.
- (4) No District employee, school board member, contractor, or volunteer may use the authority of their position to subject any employee to sexual harassment, as described above, or to coerce, encourage, or force another into a romantic relationship.
- (5) When it is brought to their attention, administrators and supervisors must take affirmative steps to stop workplace harassment, including sexual harassment of subordinates or non-employees, including warning, discipline, and recommending possible dismissal of the offending staff.
- (6) Any District employee who believes they have been subject to workplace harassment may file a report with



**Workplace Harassment**

- (a) their supervisor,
  - (b) the Human Resources Department Complaint hotline,.
  - (c) the Oregon Bureau of Labor and Industries' (BOLI) complaint resolution process
  - (d) or through other avenues available under civil or criminal law.
  - (e) Any person who believes they have been subject to workplace harassment should also make a report of sexual harassment to the Title IX Director for the District.
- (7) All incidents of behavior that may violate this policy shall be promptly investigated. The District will make every reasonable effort to safeguard employee privacy and preserve confidentiality to the extent the investigative process allows.
- (8) The District will not tolerate retaliation by any District employee, school board member, contractor, or volunteer, against any person who in good faith reports conduct believed to constitute workplace harassment. The District may discipline employees who retaliate in violation of this policy, provide false information, or make a complaint in bad faith. The District may take any other action it deems necessary in response to similar conduct from a contractor or volunteer.
- (9) The District may not require or coerce an employee who makes an allegation of workplace harassment to enter into a nondisclosure or nondisparagement agreement unless it complies with ORS 659A.
- (10) District employees who makes a report of workplace harassment shall be provided all information required by law, including, timelines for relief for administrative or judicial remedies available
- (11) All complaints of harassment directed toward non-employees should be addressed under the District's Nondiscrimination/Anti-Harassment Policy, 1.80.020-P.

Legal References: ORS 659A.001 et seq. ORS 342.700 to 342.708; ORS 342.865  
Title VI of the Civil Rights Act of 1964,  
Title VII of the Civil Rights Act of 1964,  
Title IX of the Education Amendments of 1972, 20 U.S.C.A., 1681-1683 (2018)  
Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt. 9/25/97; Amd. 2/99, 5/20

[INSERT Link to AD]

- (1) All District work environments should be free from any form of harassment, including sexual harassment. All District employees, school board members, volunteers, and contractors, must avoid any conduct or action that could be characterized as harassment of another employee, whether that occurs in the workplace or off District premises.
- (2) Workplace harassment means conduct that constitutes discrimination based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability, expunged juvenile record, and any other discrimination prohibited by law and includes sexual assault.
- (3) Sexual harassment means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat, or intimidation and includes any unwelcome sexual advances, requests for sexual favors, physical contact, or any other unwelcome conduct, verbal or nonverbal, of a sexual nature when:
  - (a) The employee's submission to, or rejection of, the conduct is made either an implicit or explicit term or condition of employment (including wages, evaluation, advancement, retention, assigned duties, or other employment-related matters);
  - (b) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the purpose or effect of substantially interfering with an individual's work performance; or
  - (c) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the effect of creating an intimidating, hostile, or offensive working environment.
    - (A) **Verbal conduct** includes sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, and threats.
    - (B) **Nonverbal conduct** includes sexually suggestive objects or pictures, graphic commentaries,

suggestive or insulting noises, obscene gestures, whistling, and leering.

(C) **Physical conduct** includes unwanted physical contact such as touching, pinching, brushing the body, coerced sexual intercourse, or assault.

- (4) Sexual harassment also includes assault which occurs when sexual contact occurs without a staff member's consent because the staff member is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.
- (5) No District employee, school board member, contractor, or volunteer may use the authority of their position to subject any employee to sexual harassment, as described above, or to coerce, encourage, or force another into a romantic relationship.
- (6) When it is brought to their attention, administrators and supervisors must take affirmative steps to stop workplace harassment, including sexual harassment of subordinates or non-employees, including warning, discipline, and recommending possible dismissal of the offending staff.
- (7) Any District employee who believes they have been subject to workplace harassment may file a report with
  - (a) their supervisor
  - (b) the Human Resources Department Complaint hotline
  - (c) the Oregon Bureau of Labor and Industries' (BOLI) complaint resolution process or
  - (d) through other avenues available under civil or criminal law.

Any person who believes they have been subject to workplace harassment should also make a report of sexual harassment to the Title IX Director for the District.

- (8) All reports of behavior that may violate this policy shall be promptly investigated. The District will make every

reasonable effort to safeguard employee privacy and preserve confidentiality to the extent the investigative process allows.

- (9) The District will not tolerate retaliation by any District employee, school board member, contractor, or volunteer, against any person who in good faith reports conduct believed to constitute workplace harassment. The District may discipline employees who retaliate in violation of this policy, provide false information, or make a complaint in bad faith. The District may take any other action it deems necessary in response to similar conduct from a contractor or volunteer.
- (10) The District may not require or coerce an employee who makes an allegation of workplace harassment to enter into a nondisclosure or nondisparagement agreement unless it complies with ORS 659A.
- (11) District employees who makes a report of workplace harassment shall be provided all information required by law, including, timelines for relief for available administrative or judicial remedies.
- (12) All complaints of harassment directed toward non-employees should be addressed under the District's Nondiscrimination/Anti-Harassment Policy, 1.80.020-P.

Legal References: ORS 659A.001 et seq. ORS 342.700 to 342.708; ORS 342.865  
Title VI of the Civil Rights Act of 1964,  
Title VII of the Civil Rights Act of 1964,  
Title IX of the Education Amendments of 1972, 20 U.S.C.A., 1681-1683  
(2018)  
Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq.  
29 CFR Part 1630

History: Adpt. 9/25/97; Amd. 2/99, 5/20, 6/21

OSBA: GBN/JBA and GBNA

#### [5.10.061-AD Sexual Harassment Complaint Procedure](#)



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF General Counsel**

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

**Date:** December 6, 2021  
**To:** School Board  
**From:** Mary Kane, Senior Legal Counsel  
**Subject:** Workplace Harassment Policy Revisions

---

**BACKGROUND**

The 2019 Oregon Legislature made a number of revisions to statutes related to employment and required workplace policies to address unlawful conduct constituting discrimination in the workplace and to provide protections against workplace harassment of employees. In 2021, the Oregon Legislature expanded protections against discrimination of gender identity, including it as a protected class in all Oregon laws that use “sexual orientation” in the text.

As we began work to incorporate “gender identity” into the text, the Department of Human Resources also requested that we consider expanding the definition of harassment to allow for greater protections of employees at PPS.

The amendments to the Workplace Policy reflect the inclusion of “gender identity” within the list of protected classes and also expands the definition of harassment beyond harassment arising from conduct constituting discrimination.

**RELATED POLICIES/BEST PRACTICES**

It is best practice to update policies to align with legislative changes.

**FISCAL IMPACT**

There is no fiscal impact projected for these changes to the policy.

**TIMELINE FOR IMPLEMENTATION / EVALUATION**

The changes will be implemented immediately.

**CONNECTION TO BOARD GOALS**

These revisions reflect the Board’s goals to address discrimination in the workplace and to provide a safe and inclusive environment for all.

## STAFF RECOMMENDATION

Staff recommends that the Board adopt these revisions to the Workplace Harassment Policy.

---

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

\_\_\_\_\_ *(Initials)*

## ATTACHMENTS

- A. Redline version Workplace Harassment Policy
- B. Clean version Workplace Harassment Policy

# Portland Public School District 1<sup>st</sup> Reading

DATE OF FIRST READING: December 14, 2021

## PUBLIC COMMENT FOR

### Policy Rescissions:

- **Definitions Policy 1.10.020-P**
- **Teacher Membership on Committees 2.40.010-P**

---

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: January 03, 2021**

---

**Summary:**

**Policy Rescissions:**

- **Definitions Policy 1.10.020-P**
- **Teacher Membership on Committees 2.40.010-P**

**1<sup>st</sup> Reading by:**

**Julia Brim-Edwards**  
Portland Public School Board

**Recommended for a 1st Reading by:**

Portland Public Schools Board of Education  
Policy Committee

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

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

<b>Included in Packet</b>	<b>Page</b>
Staff Report	03
Definitions Policy 1.10.020-P	04
Teacher Membership on Committees 2.40.010-P	05



**PORTLAND PUBLIC SCHOOLS  
OFFICE OF LEGAL COUNSEL**

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

**Date:** December 14, 2021  
**To:** School Board  
**From:** Mary Kane, Senior Legal Counsel  
**Subject:** Recommended for policy rescissions

---

The Board Policy Committee met on December 1, 2021, and discussed continuing to review policies to determine which needed updates and which should be rescinded. Two policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following two policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **1.10.020-P Definitions**

This policy was adopted in 1971 and amended in 2002. The policy definitions are intuitive and do not add value to an already voluminous policy manual.

b. **2.40.010-P Teacher Membership on Committees**

This policy was adopted in 1971 and amended in 2002. The policy language is commentary in form and is a long-standing practice that does not constitute Board policy.

# 1.10.020-P Definitions

- (1) The terms "Portland Public Schools," "PPS," "school district" and "district" as used in this policy and administrative directive manual shall mean the school system of Multnomah County school district No. 1J.
- (2) The terms "Board member(s)" or "School Director(s)" as used in this policy and administrative directive manual shall mean those persons duly elected according to election laws of the state to serve on the chief governing body of the district.
- (3) The terms "Board," "School Board" and "Board of Education," as used in this policy and administrative directive shall mean the Board of Directors of Multnomah County school district No. 1J.

Legal Reference: ORS 332.107

History: Adpt 6/71; Amd 7/79; Amd 12/83; Amd 9/9/02; BA 2417



## 2.40.010-P Teacher Membership on Committees

- (1) The Board affirms the proposition that teacher input is important to committees dealing with decisions that directly affect the educational activities of teachers and students. Therefore, whenever appointing any committee, an administrator is directed to determine the appropriateness of seeking teacher representation. If such membership is determined appropriate, provisions for such appointment shall be made. In instances where no teachers are appointed, the administrator must have adequate rationale for not including the teacher members.

Legal References:

History: Adpt 6/71; Amd 9/83; Amd 9/9/02; BA 2418

