

Policy Committee Meeting
Thursday, April 27, 2023 4:00 PM

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

Agenda

1. Introductions
2. Update: April 12th Foundation Policy Work Session
3. Complaint Policy 4.50.030-P
4. Policies in Public Comment Period
 - Community Use of Buildings (CUB) Policy 3.30.010-P
5. Public Comment - 5 Two-Minute slots
 - *To sign-up for public comment email PublicComment@pps.net or call Kara Bradshaw at 503-916-3906.*
 - *Comments on agenda topics will occur during the topic discussion.*
6. Adjourn

Vice Chair Holland's Proposal - Add money to the Tax levy to raise an additional 8.1 million or more.

1. Each K-12 School will be eligible to receive up to 100K for additional FTE, based on what is raised. (Example School A raises \$0 dollars School A receives \$100K, School B raises \$60K School B receives \$40K)
2. Schools who raise more than \$100K their allotment get distributed among the rest of the schools equally.
3. Schools that raise more than \$100K get to keep all they raise up to \$300K at \$301K remainder goes into the 50% split. We will have a 5 year sunset from the time the levy passes. Reevaluate in 4

Goal

1. To use this time to focus on district wide funding solutions/fundraising
2. Advocacy to the state for the full Quality Education Model (QEM)
3. Advocacy to the state on eliminating the restrictions on Portland Leveys

Benefits

1. Gives each school the ability to purchase additional FTE to better support their kids
2. Possibly lower class sizes
3. Keep donor involvement at schools who have great donor engagement.
4. Allow all of us to focus on the district wide foundation fundraising initiatives
5. Our kids get and see the support of everyone coming together for their needs.
6. Help fund underrepresented group

We can do this together, How:

- We will need each and every one of you to support our efforts to raise or eliminate our Levy limits. The state restricts PPS too.
- We need everyone advocating the passage of the Tax levy
- We need all of you to engage our President of the Fund for PPS and pull everyone's resources to work on the Districtwide fundraising efforts
- We will need your support in pushing for the state to fully fund our kids education (QEM) Quality Education Model

**Foundations Community and Board Work Session
April 12, 2023**

What is the problem we are trying to solve?
The current policy overwhelmingly benefits are white and wealthy community members.
Large class sizes, no EA or tier 2-3 supports.
The current policy gives power and privilege (to supplement PPS's Equity funding model for FTE) to only some communities, exacerbating resource and equities that PPS is working hard to balance.
Ensuring that all funding sources align with PPS's RESJ lens.
Inequitable funding of FTE.
Foundations do not support all the kids, just kids in wealthy communities.
Inequitable FTE funding District wide.
How to increase state school funding and abandon the "every man for himself" culture of hoarding resources
We are fighting over crumbs
Need more \$ coming into PPS schools (to lower class sizes)
Systemic and chronic underfunding of bad policy that enables and encourages inequity
Schools with Title 1 funds are still losing FTE and dont have capacity or resources for foundation fundraising
Align board policy with district stated goals for equitable funding
Support for every one of our students at all our schools. Struggling student at all "successful" schools receive very little to no extra support.
We've got to stop thinking about educational excellence as something that gets rationed to those with the most clout and power. -Dr. Linda Darling-Hammond
"Fend for yourself" system that feeds a scarcity mindset instead of collective impact of valuing schools coming together,
The current system results in highly resourced communities being able to bypass the PPS staffing formula and exacerbate the gaps between schools. Parent energy is directed inward.
A system that passes the responsibility of filling the gaps in funding to parents/communities, and not the state.
A policy that does not align with PPS's stated equity goals.
A system that works to contradict a funding model that was created win the name of equity.
All students have access to equitable support.
Changing a system that undermines the district's effort to equitably fund and support schools.

Move away from funding silos that primarily benefit high SES communities.
There's not an understanding of how foundations work and how they benefit schools, unless a school has a foundation.
A few schools get \$100,000's from the foundation system, 50+ schools get peanuts
Maximum class sizes are too large, students need reading/academic support, not enough support staff.
The ability to continue supporting all PPS Students.
Is allowing school specific foundations to pay for FTE equitable?
Underfunding of schools, and an old system of foundations that was created to push the funding back into individual school communities. Parents feel that it is essential to the education of their children. Change is hard.
Keep as much money in our community schools as possible.
Classrooms with 30 kids with less funding from PPS.
Increased funding accountability plus transparency.
Centrally assigned fundraiser for each school, common funding across grades, funds are centralized.
Do away with foundations. Funds should be distributed equitably.
schools are underfunded, and parents with power to advocate for changes at the state are focused on raising \$ for their school. Other schools left behind.
Parents buying staff at a public school.
This is a created problem. There was no inequity for title I schools. Reducing individual school foundation fundraising further creates inequity. Title I schools already have close to 25 to 30% more funding per student than non-Title I schools.
Critics of Foundations may not know that the district uses a Racial
school funding. LARGE class sizes. lack of support for kids who need it. lack of support for teachers.

What new solutions do you have to solve the problem?
Instead of "Raise \$ for our school and give 30% to other schools" change to initially to "raise the \$ for all the schools and we get to keep 35%" as an initial step.
Policy decisions should come from the professional staff and presented to the board and public for input. The practice allows for the bias of the loudest.
I want PPS to think bigger than this. Put pressure on the state to properly fund schools.
Long-term: Create sales tax with .5% rate collected for PPS
Empower fund for PPS with staff funding + tools to do district wide fundraising

Develop a transition plan to support schools who currently rely on private fundraising for staff
Provide accessible information to building leaders and parent orgs to accurately and productively communicate with families
Schools above a certain equity threshold keep 1st 20k? 30k?
There needs to be more education on why there's a need for a differentiated funding model.
Long-term: lift the cap on the mult. col. property tax for PPS
Opportunities to collaborate across schools & clusters to collectively fundraise/advocate
Both foundations and PTAs give 30% to PPS for distribution with low funding
Come experience what schools are going through. Top 5 concerns.
District-wide fundraising split equally between all schools
Shift focus and mindset of District families to a united effort that includes a well-lead advocacy component.
Title funds follow the students not just the school.
Fundraising for staff occur at the district level, centrally. With clear rationale and transparent mechanisms for allocation.
No fundraising for FTE
A fdth-501c fiscal/fundraising "sponsor" model with LSFs as chapters not at or managed by PPS. A public private partnership.
Increased percent to equity fund- gradual until 100% in 10 years
There needs to be a facilitated way for families to work together for all schools.
Move to a district wide foundation with PPS oversight.
Use F4PPS to hire resource fiscal or fundraising help (not PPS Staff)
Engage the philanthropy or non-profit fundraising c9mmunity or consultant - tradeorges>WVDO AFP, CASE - Academic programs (MA PhD Mda in NPs) - Major PDX or Ed Founders - OCF Trusts Fdtns
Pool school (& local) community fundraising to distribute using the current format used for equity funding.
Minimum levels of support district-wide so parent don't need to donate for intervention or reading support.
Return to equity FTE at every school to serve HU student in each school.
PTS's Boosters and other funds analyzed too!
33% to fund for PPS to create Teacher & Staff hiring fund.
Review what works for other districts
PPS funds personnel-staff budgets plus withholds or re-assigns other budget that private support can fund additional, IE bldgs, env., arts
Build district wide fundraising powerhouse using the 33% funds from LSF's. Use it to hire professional fundraisers who can focus on bringing in \$ for schools without foundations and or in need.
Leave it alone. in some ways it is an ideal solutions- optional tax!

Stable state wide school funding
Have active foundations mentor schools without foundations.
Allow for growth of district-wide fundraising without compromising local donors' motivation to contribute.
Administer the fund for PPS effectively.
Fundraising at the district level. Advocate at the state level. Support for PTA.
Transparency in budgets and funding. Understanding of the need to fundraise for FTE.
Foundation should be required to (pay for) undergo education and training about why equity policies exist.
Education all stakeholders about fundraising across PPS
LSF fundraise in clusters vs. indiv. school feeders, neighborhood engaged w/o competitive or cannibalizing.
Repeal and replace measure 5.
Review what works for other districts.
Transition (stepped) to a 501c3 separate of PPS or LSFs that has demonstrated experience, performance in NonProfit fundraising & District.
Provide equity funds for every school based on % of HU Students
1 district, 1 foundation.
no private \$f for school staffing.
I don't know what suggestions have been made already.
Banning private fundraising for staff and teachers.
Concrete levels of support for all students at all schools. -district wide min class sizes - district wide intervention support
Shift to district wide fundraising over 3-5 years. Use extra 17% parent funds to create staff positions to develop this.
Music Fest PPS!!!
I'd love to see elementary schools funded to with educational assistants to support teachers.
New suggestions: Unless a district wide foundation policy is adopted, establish as sunset clause of 2 years any reform so that intended effects can be assessed against outcomes.
Enrollment balancing.
Schools propose their needs to PPS and get funded properly.
Increase funing at the state level.
Underserved schools should get more guidance/encouragement in their own fundraising.
Keep 100% of money in local foundations, PPS has to match average per student in unfunded schools
I don't think we can answer that until we answer the ' what is the problem to be solved?'
really poor and uneven special Ed services among schools
Central foundation system or eliminate entirely

Tearing something down instead of working to build it up.
Abolish SSF or outlaw the practice of paying for staff.
How do schools whose funding has been shifted away through the Racial Equity and Social Justice Lens (which transfers 40% more staff to schools with high historically-underserved populations) make up the losses to staff without Foundations?

What are you concerned about?
That 33% is not enough to show our commitment to all students in Portland.
Solutions without thinking of systematic issues perpetuate the same inequities.
Philanthropic donations fundraising is not mandated, a choice or motivation for time, expertise, \$
That we will lose teachers if class sizes don't come down.
I notice a Rep from NWEA is on the Board. Is that a conflict of Interest?
need to hear what problem the Board Members think we are trying to solve- that has not been publicly articulated.
that parents won't get out of the mind frame of "my" kid is most important.
How PTAs use their \$ is for much different things. Wants vs. needs. How that is defined is complex.
It doesn't seem responsible to under-fund or fundraise for people (staff, personnel) vs. stuff (programs, bldgs)
That we will lose even more \$ from our chronically underfunded schools.
Lack of communication, transparency, and accountability from the district
Board deferring to loudest voices.
A sudden shutdown of the foundation system leaves school communities in the lurch- losing staff.
Throwing spaghetti at the wall - i.e. suggesting what sounds good without evaluating impacts or how it achieves goals.
People aren't genuinely willing to see past their own family/school/community.
Lack of understanding of current system: fdn\$, equity formula, impact on non-fdn schools
I'm concerned about parents wanting the same outcomes for kids feel like they're at odds.
All the families that don't have resources to participate.
The district is failing to communicate to parents and is not doing a thorough outreach. I'm concerned for the students without financial/community resources, as they continue to fall further behind those with \$.
The Board isn't listening to a diverse set of voices.
Is there a conflict of interest?
Misalignment of PPS stated equity goals & role of fundraising for staff.

outside voices from communities with means = \$ time and influence
Equitable funding.
Erasure of need that HU students have at each school plus the ability to support
Loss of \$\$ in already broke school system
Knee jerk reactions- not having foresight into possible harm.
Short sighted decision about fundraising that has been tremendous for PPS for 25+ years.
Parents with power will advocate for their kids.
I'm concerned that it's clear that the current policy is inequitable and yet nothing is being done to fix it.
Haven't seen how feedback, data and information that have already been provided are being used in discussion .
That people don't understand schools with foundations are funded and inaccurately assume they have so much more than other schools (when it's the opposite).
Lack of trust for PPS will increase. Trust of schools leaders will decrease.
PPS already losing so many dollars- reducing fund raising doesn't help.
Next year is a new group of parents, PLEASE give context to the conversation.
Status quo bias in policy reform.
The schools with foundations aren't actually interested in the needs and what it's like at Title / Lower SES schools.
Support for our students... Foundation funds have bridged staffing gaps and provided support.
Greater flight from PPS Students.
Dis-engagement of community in or beyond current school school families.
Are F4PPS awards (after % of donations) being equitably DISTRIBUTED? How do we measure?
Private funding undermines equity policies and initiatives.
Losing LSF supports \$ when my school does not receive any Title or Equity funds for 27% HU.
I'm concerned that even if we come up with a reform solution, there are folks who still just want to disband LSF's and will continue to push negative or inaccurate narratives. I'm scared that those folks aren't actually willing to listen and understand why LSF's are so critical to our students.
The schools with the power(money) get what they want and things stay the way they have always been.
Worried that the Board will prioritize higher resourced communities out of fear of losing \$ and/or will delay so long they won't have to act.
Friends are leaving PPS to get services for their SPED kids.
Los \$ support for schools plus decreased enrollment.
I'm concerned about losing \$2.76million in voluntary donations to PPS.
Lack of talent coming into PPS due to the low funding and burn out.

No funding for dyslexic students = leaving PPS.
Public employees paid for with public dollars, and what that teaches my kids about democracy.
That we won't find a solution and the status quo will remain.
That special needs students will not get the supports they need in large classes.
The widening opportunity gaps post pandemic.
No educational assistants at Rieke Elementary.
That relying on parents for a consensus solution means that no solution will be found. The board might need to make unpopular decisions to ensure that the right action is taken.
The Board will focus on and be responsive to fears of foundation schools rather than the hopes of all community members.
Middle class flight. Becoming Seattle and San Fran.
Time and energy spent in PPS Staff resources in private 501c work vs PPS Mission?
like many of my kids classes (not sure which other comment this was pointing to)
That my daughter will get lost in a class of over 30 students next year.
I am a lifelong supporter of public schools. I am afraid I will have to pull my children out if class sizes keep going up.
PTAs and LSFs will raise and keep dollars at their schools. No equity mechanism.
That we continue to have the same discussions year after year.
Large class sizes are not enough staffing, not enough support, low funding, low enrollment.
That many families will leave PPS if class sizes continue to grow.
Growing privatization of public education.
Inequitable distribution of funds, risks (and reality) of corruption with foundation fundraising.
The connect staffing model sends \$\$\$ and FTE to schools. It does not follow the students (HU).
Is fund for PPS accountable to a 501c3 charter or taxpayers, donors who give the funds that are allocated?
Scarcity mindset "zero sum" approach to solutions and fund allocation.
Continued inadequate/unstable funding.
That the loudest voices to eliminate foundations are not from communities of color.
Kids leaving PPS for private school. Losing the importance of public schools being part of our children's life, with their neighbors/community.
The injustice of low income children with limited access to good teachers who can help them bring their light into our world.
Collaborative response from everyone and move forward.... Long term 'wish list' repeal measure 5
Alternatives to the foundation model that will permit single-school financial support
Parents of Means removing their children from PPS furthering enrollment decline
That communities most impacted by this debate will never be heard in it
If the equity share is raised, the entire pot of money is at great risk at a time when funding is

already reduced.
some schools have the ability to fill in staffing gaps by parent fundraising. Others do not and the PPS school fund is not offering the same opportunity.
The loudest voices who want to preserve the system for "their kids".
Parents won't stop fundraising without policy change.
Strengthening of foundation model. Reduction or freezing of money distributed to schools outside of where the funds are raised.
I am concerned about schools that will always find a way to fundraise more, no matter the policy, and perpetuate inequities.
I am concerned that increasing equity percentages does little to alleviate inequity
Schools that raise most, get the least from PPS already. Eliminating foundations would make this imbalance even worse.
I am concerned about the FTE of beloved staff being cut
extremely small number of vocal parents that want to eliminate foundations having outsized say
The State is not prioritizing public education.
I'm concerned about class sizes and teacher burnout.

What are you hopeful for?
A mentoring system where we can help raise local Foundation dollars for more schools. 25 years ago I helped Laurelhurst have their first auction ever. I'd like to do the same for Beverly Cleary, Jefferson, Roosevelt! Collaborate!
A better staffing situation for all schools.
An end to namecalling
I'm hopeful that someday, teachers will be adequately paid.
Working TOGETHER to find more ways to fund public schools, rather than eliminating supplemental funds.
The conversation leading to all the satisfied parents banding together to find non-parent-led funding streams.
Glad this discussion is happening.
To move away from equal = equitable and using equity as a divider instead of uniter,
A formed collective of all PPS parents.
All schools have class sizes in the 20s.
PPS, PTAs and Foundations prioritize educating students, parents and community on matters on how we got here, Underfunding, not enough advocacy, etc.
A clear case for private support for PPS

That people are interested in continued collaboration. Meet regularly.
Board's power to align foundation policy with district equity goals.
An equitable mechanism for parents to help PPS students and their schools be successful.
I'm hopeful that communities can come together to support each other (work together)
Honest answers and proposals w/out being labeled unfairly.
Shifting a siloed approach to school fundraising into a collective effort among all schools
Hopeful to see how parents can support school needs and staffing challenges
Acknowledgement that we need fundraising in PPS and that local schools do that best.
Opportunities for collaborative connections between schools.
Development of distinct side channels for advocacy.
Laying groundwork for equitable practices in other fundraising.
Excellent parents will redirect their advocacy to help our school
I'm hopeful that PPS can be a leader in creating something new and equitable
A solution that is not performative in Portland
I am hopeful for a solution that increases voluntary donations to PPS system
MAEP! Keep strategic plans like that coming and focus family advocacy and fundraising on that-in one united effort!
More advocacy guidance from the PPS Legislative Liaison!
My child's future!
Our kids will be better than us at seeing the big picture. Using their privilege for good.
Greater engagement in Public Ed/PPS quality from constituents-community BEYOND current staff or families
I hope that everyone can understand that we all want better funding for our students, and that embracing an "abundance" or positive mindset can get us all there.
Consistent funding and staffing to meet student's needs.
Clear and stable funding for ALL schools that can withstand economic downturns
Fund for PPS that can raise millions to help all PPS kids.
More money for tutoring, arts, music, PE, enrichment
Our state and local government fulling funding schools
That change can happen and all kids win
Fully funded schools!

We can leverage local relationships AND district-wide to raise for money for ALL schools
The board will meaningfully reform policies to prioritize the highest-needs communities
More broad community support and esteem for all of PPS through robust district fundraising
The Foundation Policy would be evaluated by its effects and aligned with PPS's core values
Conversations about our individual kids struggles, needs and solutions. WHY foundations are needed not just wanted.
Some assured level of support for every school...minimum class sizes and intervention for all PPS students
More money for programs to lift student scores and experiences
An end to this-a final solution
PPS will embrace a new policy that advances community building to set their inclusion agenda as a priority over competing resources
Increased understanding of how PPS funds schools. Not like any other Oregon district.
Reform the policy to create a district wide foundation to unite on advocacy 1st for public funding.
An outcome that creatively solves as many of our identified problems as possible (optimal solutions)
More support for building something up instead of burning something down.
I'm hopeful that reasonable class caps will be put into place at PPS.
Hoping we can learn to see ALL children as our own and make decisions that aren't benefiting just our own students
I'm hopeful that we can have more communitybuilding events and not just fundraising events that not all families feel welcome at.
parents coming together for students in their own communities and at all schools across the district
The questionable legal basis for PPS to eliminate the ability of parents to financially support their school
maintain family, parent, community engagement in their *neighborhood* school
A better understanding of situations in schools other than our own



Board Policy

4.50.030-P

Complaint Policy

Definitions

Complainant- person filing a complaint against the District.

Division 22- the educational standards that the State of Oregon has determined must be met in order to be a standard school district.

Final Decision- the written decision from the District that settles a matter at the District level. Some Final Decisions have additional appeal rights to other agencies.

Affirmed- the decision made after a review of the evidence that there is reason to believe that a violation of state or federal law or District policy has occurred.

Not Affirmed- the decision made after a review of the evidence that a violation of state or federal law or District policy has not occurred.

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee



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specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have several complaint processes for PPS students, families, and all who reside within the PPS District community. All parties to a District complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. District Complaints

The District has a common complaint form ([hyperlink here](#)) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

2. Division 22 Formal Complaints



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- (a) Formal complaints under the Oregon Department of Education's Division 22 regulations [insert link to ODE website] include those about instructional standards and practices (class size, curriculum, etc.), special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias. If a complainant is not satisfied after exhausting the District's complaint procedures, the District fails to provide a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants may appeal the District's final decision to the Oregon Department of Education.
- b) Because ~~Division 22~~ complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on (1) **Division 22** trends, emerging issues, and District responses, as well as an assessment of the formal complaint process; and (2) **a summary of complaints that are not governed by a process that is required by statute or regulation (e.g., Title 9) that have been filed using the District's complaint process concerning matters that may affect more than an individual student or school.**
- c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

II. TIMELINES FOR ALL COMPLAINTS

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:



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1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR
2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

III. FILING A DIVISION 22 FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for



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resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All Division 22 Formal Complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline, and the decision will include information about next steps in the complaint process.

IV. FILING AN APPEAL OF A DIVISION 22 FORMAL COMPLAINT DECISION

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If a Formal Complaint about a Division 22 matter is not fully substantiated, the complainant may request a review of the unsubstantiated allegations by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the



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appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 Formal Complaint has been filed. District staff will regularly notify Board members about new Division 22 Formal Complaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Not affirmed in whole or in part and may direct the Superintendent to take alternative steps or other courses of action.



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With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Complaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest or the appearance of conflicts of interest.
3. Retaliation against any person who files or participates in a District complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should



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immediately report it to the Superintendent or PPS Board of Directors.

4. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.

5. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.

6. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.

7. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

8. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner.

9. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

10. Complaints that have been previously filed by a complainant, investigated, and responded to and for



Board Policy

4.50.030-P

Complaint Policy

which appeals have been exhausted or the time for appeal has expired, cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed.

D. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

E. Complaints submitted to members of the Board of Education

School board members who receive Division 22 Formal Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other



Board Policy

4.50.030-P

Complaint Policy

complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, __/__/2023

Legal Reference(s):

[ORS 192.610](#) to 192.690 [ORS 332.107](#); [ORS 339.285 to 339.383](#); [ORS 659.852](#); [OAR 581-022-2370](#)



PORTLAND PUBLIC SCHOOLS

AND REAL ESTATE

OFFICE OF PLANNING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-6544

MEMO

Date: March 20, 2023

To: School Board

From: Dana White, Director of Planning and Real Estate Management
Dan Jung, Chief Operating Officer

Subject: Policy Revision - 3.30.010-P Community Use of School Buildings and Facilities

UPDATE

The policy committee recommended additional changes on March 16, 2023 since it was put before the School Board on March 7, 2023. The second first reading will take place on April 25, 2023.

BACKGROUND & ANALYSIS

Portland Public Schools (District) makes its facilities available for community use before and after school and on weekends through permits issued by its Civic Use of Buildings (CUB) office. This is an important service the District provides to the community, and the facilities and grounds are extensively used.

District grounds are at times used during school and non-school hours without a permit and for prohibited activities, such as off-leash dog parks, consumption of alcohol, and other prohibited activities. In some cases, the situation has escalated to a point that fields must be closed to the public in order to protect the health and safety of our students and staff. Such intermittent closures are decided in concert with Principals, Security Services, Facility Operations Managers, and other District staff. The proposed revisions in 3.30.010-P clarify and update the policy to make clear that the Superintendent may craft rules and exercise and delegate discretion to maintain the safety of students and preserve assets.

Staff recommends incorporating the procedural language contained in these policies:

3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals

3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)

into a new Administrative Directive, 3.30.013-AD, as authorized by the revised CUB Policy 3.30.010-P Community Use of School Buildings and Facilities as proposed. The specific content of those policies is better suited for an Administrative Directive that maintains fidelity to the overarching policy. If the Board votes to rescind these two policies, staff will present the amended AD to the Superintendent for approval.

RELATED POLICIES/BEST PRACTICES

Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no public comment about the proposed changes to 3.30.010-P or the rescinding of 3.30.020-P or 3.30.030-P before the Policy Committee. There will be at least 21 days for public comment after the First Reading of these proposed changes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If the revisions to the CUB Policy receives Board support and standard protocols are followed for public comment, the revised policy would go into effect upon Board approval.

STAFF RECOMMENDATION

Staff recommends that the Board adopt the revisions of CUB Policy 3.30.010 P.

Staff further recommends that the Board rescind policies 3.30.020-P and 3.30.030-P as they outline procedural requirements better served in an Administrative Directive.



Community Use of School Buildings and Facilities

2nd First reading- changes recommended by the Board Policy Committee 3/16/2023

We believe that the primary use of our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.

The public is welcome to use the District's buildings and facilities for short-term use or rental through the Civic Use of Buildings process if such use does not conflict with District use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of District assets.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The Superintendent shall implement administrative directives that implement this policy create a custodial-fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I schools, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

The Superintendent shall provide information to the public regarding the CUB process in a manner that is equitable, accessible, and user friendly.

Legal References: ORS 332.172

History: Adopted; 9/24/73; Amd. 8/12/74; Amd 7/1/75; Amd 7/1/76; Amd, 7/1/77; Amd 6/26/78; Amd.8/28/79; Amd 4/12/82; Amd. 4/14/88; Amd 8/12/02, BA 2384; New Policy 8/2016; Amd 5/2019, Amd /2023

Portland Public School District 1st Reading

DATE OF FIRST READING: March 07, 2023

PUBLIC COMMENT FOR **Policy 3.30.010-P:** **Community Use of Buildings and** **Facilities 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.

Open for Comment until at least:
March 28, 2023

Summary: Community Use of Buildings and Facilities Policy 3.30.010-P

1st Reading by: Director Eilidh Lowery
Portland Public School Board, Policy Committee Chair

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

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

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

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

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



Date: March 7, 2023

To: School Board

From: Dana White, Director of Planning and Real Estate Management
Dan Jung, Chief Operating Officer

Subject: Policy Revision - 3.30.010-P Community Use of School Buildings and Facilities

BACKGROUND & ANALYSIS

Portland Public Schools (District) makes its facilities available for community use before and after school and on weekends through permits issued by its Civic Use of Buildings (CUB) office. This is an important service the District provides to the community, and the facilities and grounds are extensively used.

District grounds are at times used during school and non-school hours without a permit and for prohibited activities, such as off-leash dog parks, consumption of alcohol, and other prohibited activities. In some cases, the situation has escalated to a point that fields must be closed to the public in order to protect the health and safety of our students and staff. Such intermittent closures are decided in concert with Principals, Security Services, Facility Operations Managers, and other District staff. The proposed revisions in 3.30.010-P clarify and update the policy to make clear that the Superintendent may craft rules and exercise and delegate discretion to maintain the safety of students and preserve assets.

Staff recommends incorporating the procedural language contained in these policies: 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals and 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students) into a new Administrative Directive, 3.30.013-AD, as authorized by the revised CUB Policy 3.30.010-P Community Use of School Buildings and Facilities as proposed. The specific content of those policies is better suited for an Administrative Directive that maintains fidelity to the overarching policy. If the Board votes to rescind these two policies, staff will present the amended AD to the Superintendent for approval.

RELATED POLICIES/BEST PRACTICES

Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no public comment about the proposed changes to 3.30.010-P or the rescinding of 3.30.020-P or 3.30.030-P before the Policy Committee. There will be at least 21 days for public comment after the First Reading of these proposed changes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If the revisions to the CUB Policy receives Board support and standard protocols are followed for public comment, the revised policy would go into effect upon Board approval.

STAFF RECOMMENDATION

Staff recommends that the Board adopt the revisions of CUB Policy 3.30.010 P.

Staff further recommends that the Board rescind policies 3.30.020-P and 3.30.030-P as they outline procedural requirements better served in an Administrative Directive.

Community Use of School Buildings and Facilities

We believe that the primary use of our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

The public is welcome to use the District's buildings and facilities for short-term use or rental through the Civic Use of Buildings process if such use does not conflict with District use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of District assets.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The Superintendent shall implement administrative directives that implement this policy create a custodial-fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I schools, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

The Superintendent shall provide information to the public regarding the CUB process in a manner that is equitable, accessible, and user friendly.

Legal References: ORS 332.172

History: Adpt. 9/24/73; Amd. 8/12/74; Amd 7/1/75; Amd 7/1/76; Amd, 7/1/77; Amd 6/26/78; Amd.8/28/79; Amd 4/12/82; Amd. 4/14/88; Amd 8/12/02, BA 2384; New Policy 8/2016; Amd 5/2019, Amd ___/23

Community Use of School Buildings and Facilities^[1]

~~Portland Public Schools~~ We believes that the primary use of ~~its~~ our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

~~The District School Board has charge to preserve order, protect school property, and do all things necessary in its capacity to carry out the provisions of this policy, including the limitation or closure of a district property for public use. The District School Board authorizes the superintendent or their designee to make such determinations for closing or limiting access to specific District properties at its sole discretion in order to maintain the safety of our students and the preservation of our assets~~

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

The public is welcome to use the District's buildings and facilities for short-term use or rental through the Civic Use of Buildings UB process if such use does not conflict with District ~~or school~~ use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of our District assets.

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The ~~Board directs the~~ Superintendent ~~to~~ shall implement administrative directives that implement this policy ~~through the Office of the Civic Use of Buildings (CUB), including procedures for reserving space in accordance with priority among users, rental rates, supervisory requirements, insurance, nondiscrimination, safety and security and other~~

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Board Policy

3.30.010-P

Community Use of School Buildings and Facilities

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Board Policy

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