

Policy Committee Meeting  
Monday, May 20, 2024 4:30 PM

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

## **Agenda**

1. Introductions
2. Policies for Revision or Rescission - Discussion and Potential Action
  - 2.(a) 4.20.010-P Promotion and Retention of Students
3. Policies for Revision - Discussion Only
  - 3.(a) 6.10.110-P High School Credit Earned Prior to Ninth Grade
  - 3.(b) 6.50.010-P Field Trips, Foreign Travel, and Other Off-Campus Activities
4. Policy considerations for discussion
  - 4.(a) Cell Phones in Schools
  - 4.(b) The Use of Artificial Intelligence Technologies
5. Public Comment - *5 Two-Minute slots \*To sign-up for public comment email [PublicComment@pps.net](mailto:PublicComment@pps.net) or call 503-916-3741*
6. Adjourn



## BOARD POLICY

**4.20.010-P**

# **PROMOTION AND RETENTION OF STUDENTS**

The curriculum and instruction program of the district is arranged in a manner designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the district recognizes that all students do not learn at exactly the same rate or level. Some students may benefit from additional instruction at a certain level, while others may benefit from accelerated placement beyond the normal grade level assignment.

**Scope of Policy:** This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans. Early entry may be granted for the intellectually advanced child who would not otherwise be allowed to enter school for another year due to date of birth. (See 6.10.015-P, Talented and Gifted Education, for early entry into Kindergarten)

**Policy:**

- (1) The decision to promote, retain or accelerate (e.g., double promote) a student:
  - (a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.
    - (A) The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year.
    - (B) The decision to separate a student from his/her age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth.
    - (C) If a student is recommended for acceleration or retention, the appropriate administrative directive shall be followed.
  - (b) Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.

# **PROMOTION AND RETENTION OF STUDENTS**

**4.20.010-P**

- (c) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.
  - (A) Intervention strategies and available programs, such as, summer school, tutoring, the Talented and Gifted program, remediation, etc., shall be considered in plans to assist the student.
  - (B) In the event that the plan is unsuccessful, the procedures and timeline set forth in the appropriate administrative directive shall be followed to best meet the future education needs of the student.
- (2) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.
- (3) Should a student be recommended for accelerated placement, the process set forth in the accompanying administrative directive will be followed.
- (4) The superintendent shall develop administrative directives to implement this policy.

## Legal References:

History: Adpt. as AD 6/71; Amd. 2/78; made into policy and Amd. 9/09/02, BA 2425

## 6.10.100-P High School Credit Earned Prior to Ninth Grade

The purpose of this policy is to give equal credit for equal performance, based on the level and quality of academic achievement rather than the status of the student.

- (1) Any Portland Public School student who is not enrolled as a high school student who completes a high school level course with a grade of "C" or better or "pass" shall be granted high school credit for that course.
- (2) Such credit will not cause a student to be compelled to graduate before the year in which he or she attains 18 years of age, but could enable a student to do so.
- (3) Student admission to high school level courses shall be based on student interest, capability, past performance and needs, subject to procedures and limitations that apply to regularly enrolled high school students.
- (4) A high school level course means a course with content and goals that match or exceed those of a non-remedial high school course. Eligible courses include:
  - (a) Non-remedial high school courses taken at a Portland high school with a high school teacher;
  - (b) Middle or elementary school courses equivalent to high school courses, as determined by the superintendent or the superintendent's designee, according to the following criteria:
    - (A) Course content, statements, goals or syllabi equivalent to and compatible with a high school program;
    - (B) Textbooks and instructional materials equivalent to and compatible with a high school program;
    - (C) Time allotment equivalent to a high school program;
    - (D) Facilities, supplies and equipment appropriate for meeting course goals and statements;
    - (E) Staff qualifications equivalent to a high school program.
  - (c) High school level courses taken outside of Portland Public Schools, through approved accredited institutions, as approved by the superintendent or the superintendent's designee.
- (5) Procedures for recording credits earned on the student's permanent school record and transferring those credits to the student's permanent high school record and transcript will be established through administrative regulation.

## 6.10.100-P High School Credit Earned Prior to Ninth Grade

- (6) This entire policy shall take effect beginning with school year 1999-2000. For courses qualified under section 4(a) of this policy, it will take effect immediately and be retroactive for currently enrolled students.

Legal References:

History: Adpt 5/24/99, BA 0114, Rpl Admin Reg 6.10.100 [Iss 4/77, Amd 5/81]





# Field Trips, Foreign Travel, and Other Off-Campus Activities

The District believes in the value of experiences outside the classroom and endeavors to make these opportunities available to all. As in all other aspects of school life, PPS is committed to both the access to and the inclusivity of off-campus activities. In planning and authorizing off-campus activities, primary consideration shall be given to the educational outcomes derived, the safety and welfare of students involved, District expectations of conduct and behavior on the part of all participants, and the selection of appropriate adult supervision in accordance with Board Policy [5.10.064-P Professional Conduct between Adults and Students](#).

## I. District-Sponsored Activities

Special activities outside the classroom are an important part of an educational experience. Students shall be allowed to participate in carefully planned learning experiences or co-curricular activities, which fall outside the normal school program, school day, and/or are off-campus when they serve a legitimate educational purpose. Off-campus activities should promote and not compromise the integrity and purpose of the District's educational programs. Plans for continuity of curriculum must be made for the off-campus activity and likewise for students remaining on campus. This policy applies to all off-campus activities, unless otherwise noted.

- 1) As authorized through this policy and Administrative Directives, the Superintendent's designees may authorize field trips and other extra-curricular activities involving travel off-campus when such activities contribute to educational goals.
- 2) District staff responsible for overseeing extended travel must notify building administrators in advance of the trip so that plans for continuity of curriculum and instruction can be assured for students remaining on campus. Those plans will be communicated to the school community and observed so that no disruption in curriculum or programming will occur for students remaining on campus.



### Field Trips, Foreign Travel, and Other Off-Campus Activities

- 3) Schools and staff to submit field trip requests for review, and approval or denial, prior to any planned activities.
  - a. Principals shall have the authority to approve regular off-campus field trips, subject to Risk Management approval, occurring during the course of one school day.
  - b. All off-campus trips comprising more than one school day will be reviewed by Risk Management and approved by the supervising Area Assistant Superintendent.
  - c. Specific timelines, procedures, and requirements of this field trip approval process will be outlined in a related Administrative Directive.
- 4) All out-of-state and foreign travel shall require prior Board approval with the exception of travel up to 150 miles from the PPS headquarters.
- 5) In planning for off-campus activities, staff members must avoid factors that might prohibit student participation, including financial burden, as well as any hazards or barriers for students arising from discriminatory policies or practices in the destination or during transit based on race, religion, culture, gender orientation, sexual identity, or immigration status. Trips should be designed to promote healthy, safe, and inclusive experiences for all students, and consider the identified special needs and required accommodations of students with an Individualized Education Plan (IEP) and/or plans under Section 504 of the Rehabilitation Act of 1973. .
- 7) Both students and adult supervisors should be acquainted with and comply with relevant District policies, administrative directives, and other guidance, including the *PPS Student Responsibilities, Rights, and Discipline Handbook*, while representing the District. These expectations should be reviewed again by all students and staff prior to any extended off-campus activity.



### Field Trips, Foreign Travel, and Other Off-Campus Activities

## II. Non-School Sponsored Off-Campus Activities Must Clearly Indicate They Are Not Affiliated with the District

The unique professional status of District staff members may at times make it difficult for students and families to distinguish between school-sponsored off-campus activities from non-school privately sponsored off-campus activities. While working as PPS staff and/or representing PPS, District staff may not develop, plan, and/or supervise off-campus activities represented as "school, class, club, etc." other than what has been approved under this policy and the implementing administrative directives. In addition, District staff or other persons may not use District email, social media, hardcopy distribution to students, or other methods of District-controlled distribution that are not open to the general public to communicate to District students or families about private, non-school sponsored off-campus activities, without the pre-approval of the school building administrator and in adherence with PPS Disclaimer Requirement (11.1.a)

#### 1) Travel Study Programs

Travel Study Programs are activities involving student travel that are planned, marketed, and conducted by organizations other than Portland Public Schools. Portland Public Schools does not fund, sponsor, or endorse any such programs.

- a) Disclaimer Requirements: Any information about travel study programs must include the following disclaimer: "Portland Public Schools does not fund, sponsor, or endorse this travel study program. The District is not responsible for conducting or supervising this trip. Portland Public School employees who participate in travel study programs are not acting in their capacity as District employees and do so at their own risk. Students participating in travel study programs do so at their own risk."
- b) Any information distributed about travel study programs cannot contain the name of the District or any Portland Public school.
- c) Distribution of information by travel study organizations must follow distribution guidelines in Board Policy 3.30.035-P Distribution of Materials and Information to Students and Administrative Directive 3.30.038-AD. Information distributed about



## Board Policy

**6.50.010-P**

### **Field Trips, Foreign Travel, and Other Off-Campus Activities**

travel study programs shall not be made through PPS email, without the pre-approval of the school-building administrator and in adherence with PPS Disclaimer Requirement (see 11.1.a).

- d) Travel study organizations must use the Civic Use of Buildings (CUB) procedures for informational/planning meetings after the school day. See Policy 3.30.010-P Community Use of School Buildings and Facilities and 3.30.011-AD Community Use of School Buildings and Facilities: Short-Term Use.

Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019

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### **Version A**

- 3) Additional flexibility in requirements and extended time may be granted when the distance travel requires additional time, such as overseas travel, and when the trip involves an exceptional academic experience, such as attending school in a foreign country, as long as the following conditions are met:
  - a) Reasonable accommodations have been made to minimize the impact on students remaining on campus
  - b) The plans and/or accommodations made to minimize impacts have been approved by the school principal

### **Version B**

- 3) If the travel involves attending school in a foreign country, then the trip shall be classified as Short Term Travel Study, which grants the travel exceptional status. Short Term Travel Study trips shall be granted additional flexibility in time of travel as long as the following conditions are met:
  - a) Reasonable accommodations have been made to minimize the impact on students remaining on campus
  - b) The plans and/or accommodations made to minimize impacts have been approved by the school principal

## Oregon Law

# ORS 336.840

## Policies for personal electronic devices

- policies for curricula that use technology
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- (1)** As used in this section, “independent communication” means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.
- (2)** Each district school board shall adopt policies for the use of personal electronic devices in the schools of the school district as provided by this section.
- (3)** A district school board shall adopt a policy for the use of personal electronic devices that support academic activities and independent communications. The policy must provide that:
  - (a)** Students may be allowed to use personal electronic devices that support academic activities and independent communications.
  - (b)** Unless otherwise specifically prohibited by the policy, students may not be denied the opportunity to use a personal electronic device that supports academic activities and independent communications.
- (4)** If a school district implements a curriculum that uses technology, the district school board shall adopt a policy that provides that:
  - (a)** Students may be allowed, but are not required, to use their own personal electronic devices for the curriculum.
  - (b)** Students who use their own personal electronic devices for the curriculum must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices for the curriculum.
  - (c)** Students who use their own personal electronic devices for the curriculum must be granted access to applications and electronic materials free of charge if the applications and electronic materials are provided free of charge to students who do not use their own personal electronic devices for the curriculum.
- (5)** A policy adopted under subsection (3) or (4) of this section must include a process and timeline for responding to a student’s request related to the use of a personal

electronic device, including an appeals process.

- (6) School districts must ensure that the policies adopted under subsection (3) or (4) of this section are made available to:
  - (a) School district personnel whose duties may require them to assist students with personal electronic devices; **and**
  - (b) Students and parents or guardians of students.
- (7) Nothing in the requirements of this section prevents a district school board from prohibiting:
  - (a) Telephonic or electronic communications during regular school hours or during school events if the communications are not related to academic activities or independent communications;
  - (b) Communications using access to social media or to nonacademic sites during regular school hours or during school events;
  - (c) The use of personal electronic devices for any purpose that does not support academic activities or independent communications; **or**
  - (d) The use of personal electronic devices for entertainment purposes.
- (8) Nothing in this section authorizes a district school board, or any employees of or volunteers for the school district or a school of the school district, to request, require or compel access to a student’s electronic mail or personal online accounts. [2013 c.98 §1]

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*Location:*

[https://oregon.public.law/statutes/ors\\_336.840](https://oregon.public.law/statutes/ors_336.840)

*Original Source: Section 336.840 – Policies for personal electronic devices; policies for curricula that use technology*, [https://www.oregonlegislature.gov/bills\\_laws/ors/ors336.html](https://www.oregonlegislature.gov/bills_laws/ors/ors336.html) (last accessed Jun. 16, 2023).

Individual PPS school policies for cell phones

## **CELL PHONE/ELECTRONIC DEVICE POLICY**

### **Grades 7x12 Guidelines and Signed Agreement**

The MLC community supports and provides access to chromebooks and computers to meet the learning needs of our students. Here is the updated version of that policy to meet the needs of today's classes, students and **MLC vision of relationship building and engagement.**

#### **Cell phones/ Games/ Electronic Equipment - OFF and AWAY**

Personal electronic devices are disruptive and are not allowed during class; therefore, all students will give their cell phones to the teacher at the beginning of the period, and the teacher will return the phone at the end of class. Cell phones are allowed during lunch time. If inappropriate use of phones occurs during lunch times students may be asked to turn their phone in for the remainder of the day. If cell phone or electronic device use is discovered in class, teachers will hold onto the phone and on the first offense the student can pick it up from the teacher at the end of class. On the second offense, a parent or guardian will be contacted and the student will need to pick up the phone in the office. On the third offense, a parent or guardian will need to pick up the phone from the office. If there are more than three offenses, the student will need to turn in their phone to the office at the beginning of the day and get it back at the end of the day for a determined amount of time. It is highly recommended that students do not loan these items to a friend, as they are easily lost or stolen or misused. Lost or stolen items are not the responsibility of the school, so exercise caution if you choose to bring these devices to school.

Individual classroom teachers may choose to allow students to use personal technology devices during quiet work time in their classrooms. These teachers will communicate with parents regarding the policy of tech use in their specific classrooms to you if it differs from this policy.

**Cell phone cameras are never to be used in the building or on the MLC campus.** Camera phones should never be used in private areas such as locker rooms or bathrooms. Students that violate the consent rights of others are subject to discipline including suspension or expulsion. Under extreme cases, prosecution or police action may be necessary.

If parents need to reach students during the school day, please call the main office at (503) 916-5737. Our office will relay a private message or bring the student down to the office to speak with the parent/guardian or return the call. Please help us and your student to follow these important expectations to keep the classroom an optimal learning environment with minimal disruption. Please read the revised policy below, sign it, and have your student return it to their Metro or Retro teacher.

**A.** Students may not use personal electronic devices during class unless that classroom teacher specifically allows the use of personal technology and sends information about classroom tech policies separately. Electronic devices include watches, cell phones, smart watches, headphones and earbuds in the ears, AirPods, iPod, handheld games, and any other electronic distractions.



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# Grant High School

2245 NE 36th Avenue • Portland, OR 97212 • Ph (503) 916-5160 • Fx (503) 916-2695

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Dear GHS Community,

At Grant High School, we recognize that cell phones are an important part of our students' lives and can be used for various purposes such as communication, education, entertainment, and safety. However, we also believe that cell phone use in the classroom can be a source of distraction, disruption, and disrespect; and cell phones can sometimes interfere with our students' learning process and our school climate. Therefore, we have established the following cell phone policy to balance the benefits and drawbacks of cell phone use at school.

1. Students are not allowed to use cell phones during class time, including in the hallways. This includes texting, calling, browsing, gaming, social media, or any other activity that involves the use of a cell phone.
2. During class time, cell phones must be stored away in the caddies provided by the teacher.
3. Cell phones must be turned off or silenced and must not be visible or accessible to the students.
4. Students may use their cell phones before school, at lunchtime, and during passing time. However, students must follow the school rules and expectations regarding appropriate interactions and respectful behavior when using their cell phones.
5. We ask that parents call the school office at (503) 916-5160 if there is an emergency and they need to reach their child. The office staff will relay the message to the student or the teacher as soon as possible. Please do not call or text your child directly during class time as this may disrupt the learning environment.

If a student violates the cell phone policy:

1. A first violation will result in their cell phone being held in the school office until lunch or after school.
2. A second violation will result in the cell phone being held for the entire day. The student will also receive a warning and a call home to inform their parent or guardian of their violation.
3. A third violation will result in the cell phone being held until the parent or guardian comes to pick it up.

Please note, due to extenuating circumstances, there will be a few exceptions to this new policy. We appreciate your cooperation and support in enforcing this cell phone policy. We believe that this policy will help us create a positive and productive learning environment for all our students and staff.

Sincerely,

James McGee, Principal

## Cell phone policies from other districts

# Cell Phone Policy

## Cell Phone Policy

### **Cascades High School Cell Phone Policy (September 2023)**

*Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21<sup>st</sup> century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, this document is to clarify the cell phone/electronic devices policy for Cascades High School. The policy is:*

**Student use of cell phones, PDA's or other electronic devices during the school day is a privilege.** Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the classroom. **Abuse of this privilege will result in consequences beginning with** confiscation of device, parent conference, suspension or loss of other privileges such as participation in school trips, internships, proms and potentially graduation exercises.

**Cell phones and all functions within the cell phone (i.e. cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms, Science Labs, Restrooms, all Physical Education Areas and all School Office Areas.**

Students must comply with staff directives, including but not limited to, ending phone conversations for student-staff interaction and using appropriate voice volume and device volume. **When in use, cell phones must be on silent mode so that no audible ring tone is heard.**

Students using cell phones/PDA's or other functions on electronic devices in any manner that disrupts the educational environment, from within or from outside the classroom, or

violates the rights of others, including, but not limited to, using the device in violation of our academic honesty policy, violating school conduct rules, harassing or bullying staff or students, photographing or video recording or using their device for unlawful purposes will be subject to more severe disciplinary action, up to and including suspension and/or expulsion and may, if applicable be reported to the New York City Police Department.

**Cell Phone Rule:** *The respectful, non-disruptive use of cell phones is permitted in the school cafeteria during lunch period and any other school area except those listed above. As soon as the threshold of the classroom or any prohibited area is crossed, during the school day, cell phones need to be put away and made undetectable (i.e., silenced without vibration). Ear buds/headphones must be removed. Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:*

- **First Offense** ~ the device will be held in the Administration office until the end of the period. Students may pick up their phone following a behavioral contract review of this policy at the end of the period in the main office, room 310.
- **Second Offense** ~ the device will remain in the main office until the end of the day. The Administrator will issue a receipt for the phone and establish contact with a parent or guardian.

- **Third Offense** ~ An Administrator will establish parent contact and the confiscated device will remain in the main office until it is picked up by a parent or guardian.

***\*It should be noted that refusal to surrender a cell phone or other electronic device when directed to do so by an administrator is a violation of the Chancellor's Regulations and our school's Code of Conduct. Insubordinate behavior is punishable by suspension, exclusion from school events, inclusive of graduation and or involuntary transfer proceedings.***

### **Policy Bullet Points**

- **Cell phones are prohibited from use in classrooms and any other area in which academic work is being done unless otherwise instructed by the teacher.**
- **Ear buds/headphones must be removed during class time and hallway passing.**
- **Cell phones and other devices are not permitted to be charged in the school.**
- **Once inside the school, students must store their cell phones/electronic device in a location that is not visible to the teacher or other students, even though they are on SILENT. It is YOUR responsibility to keep your things secure.**

- **If a cell phone/ electronic device rings, vibrates, or is used for any reason without teacher permission, or is visible anytime during class time or if you are caught using it on campus during class time, a staff member may confiscate the device.**
- **Under no circumstance is photographing or video recording allowed anywhere on the school premise.**
- **Texting and cell phone use is permitted in halls during passing and during the lunch period in the cafeteria**
- **All cell phone use must be respectful and non-disruptive to students and staff.**
- **Phones must remain on silent at all times throughout the school day.** Parents / Guardians, please note you can contact your child via their cell phone during the lunch period (1:19 to 2:00 PM). In the event of an immediate emergency, please call the school's main office at (646) 654-1261.
- **The staff of Cascades High School requests your FULL co-operation with our policy.**
- **It should be noted that, the school nor any of its employees are responsible for the loss or damage to any student's phone or electronic device whether that device is in the student's possession or confiscated by the staff.** It is the responsibility of the student to adhere to this policy and to secure his or

her belongings at all times. Classes and or instruction will not be stopped to deal with or search for lost phones/devices.

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## CELL PHONE POLICY AT WILKES

As a general rule, students are not allowed to bring cell phones to school.

Special arrangements can be made with the teacher and the principal, to allow the student to bring a cell phone to school.

If special arrangements have been made with the principal and teacher, the cell phone must stay in the student's backpack at all times while the child is in school.

The cell phone will only be allowed for use in an emergency situation. The student will not be allowed to take incoming calls during school hours. If there is an urgent family situation, you may reach the child by calling the school.

If the cell phone is brought to school, and the student has not made arrangements with the teacher and principal, it will be confiscated and the student will be able to pick it up at the office before getting on the bus to go home.

Another issue with bringing cell phones to school is theft. If you allow your child to bring a cell phone to school, there is a risk of it being stolen, or lost.

If your child brings a cell phone to school and it is stolen or lost, you will need to contact the school office at 503-255-6133.

## Política de la Escuela Wilkes sobre Teléfonos Celulares

Como regla general, no se permite a los estudiantes traer celulares a la escuela.

Puede hacerse un acuerdo especial con la maestra y la directora para permitir que algún estudiante traiga un celular a la escuela.

Si se hubiera hecho un acuerdo especial con la maestra y la directora, el teléfono celular debe permanecer en la mochila del estudiante durante todo el tiempo que el estudiante esté en la escuela.

Solo se permitirá el uso del celular en un caso de emergencia. No se permitirá que el estudiante conteste llamadas durante horas escolares. Si hubiera una situación familiar de emergencia, usted puede contactar a su hijo/a llamando a la escuela.

Si un estudiante trae un teléfono a la escuela sin haber un acuerdo previo entre la maestra y la directora, el teléfono será confiscado y el estudiante podrá pedirlo en la oficina antes de subir al autobús de regreso a casa.

Otro problema que se presenta con los celulares en la escuela es el robo. Si usted permite que su hijo/a traiga un celular a la escuela, existe el riesgo de que pueda perderse o ser robado.

Si su hijo/a trae un celular a la escuela y es robado o perdido, usted necesitara contactar la oficina al 503-255-6133.

# STUDENT PERSONAL CELL PHONE POLICY

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## Updated Cell Phone and Electronic Use Policy

All personal cell phones and electronic devices must be off and away from the time students enter the school until they leave for the day. Also, no videos or photos of any kind shall be taken at school unless under the direction of an adult for education purposes.

\*Inappropriate use of cell phones or electronic devices will result in a behavior consequence.

\*A first offense of this policy will result in a restorative conversation between student and adult.

\*A second offense will result in checking the device into the office for the remainder of the school day. The student will be given the device back at the end of the day.

\*A third offense will result in the device being checked into the main office for the duration of the day. The parent or guardian will need to pick up the device in the main office.

\*Subsequent violations will be managed following the Technology Misuse guidelines outlined in the Beaverton School District Student & Family Handbook.

\*Parents and Guardians assume all risk for lost, stolen or damaged electronic devices.

## Pólizas Actualizada de Teléfonos Celulares y Uso Electrónico

Todos los teléfonos celulares y dispositivos electrónicos personales deben estar apagados y alejados del tiempo en que los estudiantes ingresen a la escuela hasta que salgan por el día. Además, no habrá cámaras, no se tomarán videos o fotos de ningún tipo en la escuela a menos que estén bajo la dirección de un adulto con fines educativos.

\*El uso inapropiado de teléfonos celulares o dispositivos electrónicos resultará en una consecuencia de comportamiento.

\*Una primera ofensa de esta política resultará en una conversación restaurativa entre el estudiante y el adulto.

\*Una segunda ofensa resultará en registrar el dispositivo en la oficina por el resto del día escolar. Al alumno se le devolverá el dispositivo al final del día.

\*Una tercera ofensa resultará en que el dispositivo sea registrado en la oficina principal por la duración del día. El padre o tutor deberá recoger el dispositivo en la oficina principal.

\*Las infracciones posteriores se manejarán siguiendo las Pautas de Uso Indebido de la Tecnología descritas en el Manual para Estudiantes y familias del Distrito Escolar de Beaverton.

\*Los padres y tutores asumen todos los riesgos de dispositivos electrónicos perdidos, robados o dañados.

Articles about the impact of cell phones and social  
media on students



# Cellphone Ban Transforms Mt. Scott School Days

**Published: January 18, 2024**



*Nicholas Dillon, a senior at Mt. Scott Learning Center, prepares to put his phone in a Yondr pouch after using the device on the wall behind him to unlock it. Students can keep their phones with them but can't access them during the school day. (Photo by Jake Arnold, OSBA)*

Students waiting for the Mt. Scott Learning Center school day to start gathered in the cafeteria on a recent morning. They played table tennis and pool, chatted at tables or gathered around a student playing a piano in the corner.

Not a cellphone was in sight.

The Portland alternative high school has completely banned cellphones in the building, and many students say they prefer it.

Junior Jonah Duncan said he initially rebelled when told he would have to stay off his phone. But it has helped him focus on his classes and raise his failing grades to all A's, he said. Now he is a fan of the school's cellphone ban.



Mt. Scott has found a technological solution that helps them. More than two years of implementation has shown administrators and teachers it's well worth it for schools to find a way to remove phones from the school day, they say.

Social media threatens young people's mental health, the [U.S. surgeon general warned](#) last year. Teachers say the media accessed on phones often take students' focus off learning and lead to bullying, fights and tears.

Students around the world report cellphones distract them from classes, according to the [Program for International Student Assessment 2022 results](#). The report concludes that cellphone bans appear useful but are difficult to enforce.

In the U.S., 77% of U.S. schools had some sort of cellphone ban in 2019-20, according to [The National Center for Education Statistics](#). But nearly all U.S. students report using their cellphones during the school day, according to a [2023 report](#) from Common Sense Media and the University of Michigan Medical School, showing the bans are often ineffective.

Tom DeJardin, executive director of the nonprofit school that serves Portland Public Schools students, said the Yondr pouch is their answer. Students can keep their phones with them, but they can't access them. Teachers don't have to do a thing.

Every student has their own pouch. Not much bigger than a cellphone, the pouch has a magnetic lock that is opened with a device mounted by the school entrance.

On a recent morning, several staff greeted students as they entered the school. Some students handed over their phones to be charged during the day or just to be stored. The rest pulled the Yondr pouch out of bags or coats and sealed up their phones before heading to class. At the end of the day, they will open their pouch with a swipe on the way out.

In between ... no phone use.

"We believe learning happens best when it's in relationship to the school community and to those around you," DeJardin said. "Removing easy access to personal devices allows students to engage more deeply in the social and academic experiences of school."

Mt. Scott staff say the ban has transformed the school's culture, increasing attention during classes, reducing student conflict and generally improving relationships. Teacher Phil



pretty well. Students have cut noles in the pouches, broken the locks and tried to pass off dead phones as their cellphones. They have claimed they don't have a phone or left it at home.

"Are you pouching today?" Aaron Balogh, director of student life, asked a student who breezed past the doors. The young man stopped and dropped his phone in his pouch without complaint.

Another student was texting as he headed down the hall. Balogh didn't say anything because he knows this particular student is a rigid rule follower and will put it away before he reaches the cafeteria.

"We have the luxury of knowing each student," Balogh said.

The school's small size also makes the pouching process more manageable and kept the contract to \$11,500 for three years, including launch support, he said.

Administrators know students can still tap into digital life with tablets, laptops and watches, but the interactions are not as consuming as a phone. The school isn't trying to blot out electronics but instead help students learn how to manage them.

Balogh said it generally hasn't been a power struggle with students, especially after the first few weeks.

"Yondr is a tool," Balogh said. "It's not a failsafe. It's almost a symbolic gesture."

Reedsport Community Charter School, a junior/senior high school on the coast, typifies the more common approach in Oregon. Reedsport forbids cellphone use in classrooms but allows it during passing periods and lunches. Any student spotted with a cellphone in class must go to the office, with steadily mounting repercussions for repeat violations.

Principal Jerry Uhling said it is like any other policy, with some teachers enforcing it more stringently than others. Uhling said the school is trying to teach students how to use cellphones — and the attendant social media and internet access — responsibly.

During a recent lunch period, groups of Reedsport students were scattered about the library. Nearly every hand held a computer or phone. Some were laughing and sharing their screens



*Reedsport Community Charter School students take advantage of the lunch period to spend time on their phones. They are not allowed to use their phones in the classrooms. (Photo by Jake Arnold, OSBA)*

Uhling said he would love to be able to block all cellphone use in the building but that wouldn't be preparing them for today's world.


Nearly every Mt. Scott student questioned said they initially hated the policy, but now their feelings about it range from a shrug to enthusiastically in favor.

Sophomore Melina Lineberry-Wilson is the rare teenage student who doesn't have a cellphone. She said this school year has been much better socially than last school year when she was at Portland's Ida B. Wells High School. Portland Public allows schools to set their own policies. Ida B. Wells requires cellphones to be off during class time, but they can be used at other times.

Lineberry-Wilson said her fellow Mt. Scott students are much more willing to talk between classes and during lunch.

"It's like you exist," she said.

– Jake Arnold, OSBA  
jarnold@osba.org

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**FOR IMMEDIATE RELEASE**

**May 23, 2023**

**Contact: ASH Media**

**202-205-0143**

**ashmedia@hhs.gov**

# Surgeon General Issues New Advisory About Effects Social Media Use Has on Youth Mental Health

*Surgeon General Dr. Vivek Murthy Urges Action to Ensure Social Media Environments are Healthy and Safe, as Previously-Advised National Youth Mental Health Crisis Continues*

Today, United States Surgeon General Dr. Vivek Murthy released a new *Surgeon General's Advisory on Social Media and Youth Mental Health* - PDF [PDF](#). While social media may offer some benefits, there are ample indicators that social media can also pose a risk of harm to the mental health and well-

being of children and adolescents. Social media use by young people is nearly universal, with up to 95% of young people ages 13-17 reporting using a social media platform and more than a third saying they use social media “almost constantly.”

With adolescence and childhood representing a critical stage in brain development that can make young people more vulnerable to harms from social media, the Surgeon General is issuing a call for urgent action by policymakers, technology companies, researchers, families, and young people alike to gain a better understanding of the full impact of social media use, maximize the benefits and minimize the harms of social media platforms, and create safer, healthier online environments to protect children. The Surgeon General’s Advisory is a part of the Department of Health and Human Services’ (HHS) ongoing efforts to support President Joe Biden’s whole-of-government strategy to transform mental health care for all Americans.

*“The most common question parents ask me is, ‘is social media safe for my kids?’ The answer is that we don’t have enough evidence to say it’s safe, and in fact, there is growing evidence that social media use is associated with harm to young people’s mental health,”* said **U.S. Surgeon General Dr. Vivek Murthy**. *“Children are exposed to harmful content on social media, ranging from violent and sexual content, to bullying and harassment. And for too many children, social media use is compromising their sleep and valuable in-person time with family and friends. We are in the middle of a national youth mental health crisis, and I am concerned that social media is an important driver of that crisis – one that we must urgently address.”*

Usage of social media can become harmful depending on the amount of time children spend on the platforms, the type of content they consume or are otherwise exposed to, and the degree to which it disrupts activities that are essential for health like sleep and physical activity. Importantly, different children are affected by social media in different ways, including based on cultural, historical, and socio-economic factors. Among the benefits, adolescents report that social media helps them feel more accepted (58%), like they have people who can support them through tough times (67%), like they have a place to show their creative side (71%), and more connected to what’s going on in their friends’ lives (80%).

However, social media use can be excessive and problematic for some children. Recent research shows that adolescents who spend more than three hours per day on social media face double the risk of experiencing poor mental health outcomes, such as symptoms of depression and anxiety; yet one 2021 survey of teenagers found that, on average, they spend 3.5 hours a day on social media. Social media may also perpetuate body dissatisfaction, disordered eating behaviors, social comparison, and low self-esteem, especially among adolescent girls. One-third or more of girls aged 11-15 say they feel “addicted” to certain social media platforms and over half of teenagers report that it would be hard to give up social media. When asked about the impact of social media on their body image, 46% of adolescents aged 13-17 said social media makes them feel worse, 40% said it makes them feel neither better nor worse, and only 14% said it makes them feel better. Additionally, 64% of adolescents are “often” or “sometimes” exposed to hate-based content through social media. Studies have also shown a relationship between social media use and poor sleep quality, reduced sleep duration, sleep difficulties, and depression among youth.

While more research is needed to determine the full impact social media use has on nearly every teenager across the country, children and adolescents don’t have the luxury of waiting years until we know the full extent of social media’s effects. The Surgeon General’s Advisory offers recommendations stakeholders can take to help ensure children and their families have the information and tools necessary to make social media safer for children:

- **Policymakers can** take steps to strengthen safety standards and limit access in ways that make social media safer for children of all ages, better protect children’s privacy, support digital and media literacy, and fund additional research.
- **Technology companies can** better and more transparently assess the impact of their products on children, share data with independent researchers to increase our collective understanding of the impacts, make design and development decisions that prioritize safety and health – including protecting children’s privacy and better adhering to age minimums – and improve systems to provide effective and timely responses to complaints.
- **Parents and caregivers can** make plans in their households such as establishing tech-free zones that better foster in-person relationships, teach kids about responsible online behavior and model that behavior, and report problematic content and activity.

- **Children and adolescents can** adopt healthy practices like limiting time on platforms, blocking unwanted content, being careful about sharing personal information, and reaching out if they or a friend need help or see harassment or abuse on the platforms.
- **Researchers can** further prioritize social media and youth mental health research that can support the establishment of standards and evaluation of best practices to support children's health.

In concert with the Surgeon General's Advisory, leaders at six of the nation's medical organizations have expressed their concern on social media's effects on youth mental health:

*"Social media can be a powerful tool for connection, but it can also lead to increased feelings of depression and anxiety – particularly among adolescents. Family physicians are often the first stop for parents and families concerned about the physical and emotional health of young people in their lives, and we confront the mental health crisis among youth every day. The American Academy of Family Physicians commends the Surgeon General for identifying this risk for America's youth and joins our colleagues across the health care community in equipping young people and their families with the resources necessary to live healthy, balanced lives."* – **Tochi Iroku-Malize, M.D., MPH, MBA, FAAFP, President, American Academy of Family Physicians**

*"Today's children and teens do not know a world without digital technology, but the digital world wasn't built with children's healthy mental development in mind. We need an approach to help children both on and offline that meets each child where they are while also working to make the digital spaces they inhabit safer and healthier. The Surgeon General's Advisory calls for just that approach. The American Academy of Pediatrics looks forward to working with the Surgeon General and other federal leaders on Youth Mental Health and Social Media on this important work."* – **Sandy Chung, M.D., FAAP, President, American Academy of Pediatrics**

*"With near universal social media use by America's young people, these apps and sites introduce profound risk and mental health harms in ways we are only now beginning to fully understand. As physicians, we see firsthand the impact of social media, particularly during adolescence – a critical period of brain development. As we grapple with the growing, but still insufficient, research and evidence in this area, we applaud the Surgeon General for issuing this important Advisory to highlight this issue and enumerate concrete*

*steps stakeholders can take to address concerns and protect the mental health and wellbeing of children and adolescents. We continue to believe in the positive benefits of social media, but we also urge safeguards and additional study of the positive and negative biological, psychological, and social effects of social media.”*— **Jack Resneck Jr., M.D., President, American Medical Association**

*“The first principle of health care is to do no harm – that’s the same standard we need to start holding social media platforms to. As the Surgeon General has pointed out throughout his tenure, we all have a role to play in addressing the youth mental health crisis that we now face as a nation. We have the responsibility to ensure social media keeps young people safe. And as this Surgeon General’s Advisory makes clear, we as physicians and healers have a responsibility to be part of the effort to do so.”* – **Saul Levin, M.D., M.P.A., CEO and Medical Director, American Psychiatric Association**

*“The American Psychological Association applauds the Surgeon General’s Advisory on Social Media and Youth Mental Health, affirming the use of psychological science to reach clear-eyed recommendations that will help keep our youth safe online. Psychological research shows that young people mature at different rates, with some more vulnerable than others to the content and features on many social media platforms. We support the advisory’s recommendations and pledge to work with the Surgeon General’s Office to help build the healthy digital environment that our kids need and deserve.”* – **Arthur Evans, Jr., Ph.D., Chief Executive Officer and Executive Vice President, American Psychological Association.**

*“Social media use by young people is pervasive. It can help them, and all of us, live more connected lives – if, and only if, the appropriate oversight, regulation and guardrails are applied. Now is the moment for policymakers, companies and experts to come together and ensure social media is set up safety-first, to help young users grow and thrive. The Surgeon General’s Advisory about the effects of social media on youth mental health issued today lays out a roadmap for us to do so, and it’s critical that we undertake this collective effort with care and urgency to help today’s youth.”* – **Susan L. Polan, Ph.D., Associate Executive Director, Public Affairs and Advocacy, American Public Health Association**

The National Parent Teacher Association shared the following:

*“Every parent’s top priority for their child is for them to be happy, healthy and safe. We have heard from families who say they need and want information about using social media and devices. This Advisory from the Surgeon General confirms that family engagement on this topic is vital and continues to be one of the core solutions to keeping children safe online and supporting their mental health and well-being.”* – **Anna King, President of the National Parent Teacher Association.**

In December 2021, Dr. Murthy issued a *Surgeon General’s Advisory on Protecting Youth Mental Health* - PDF </sites/default/files/surgeon-general-youth-mental-health-advisory.pdf> calling attention to our national crisis of youth mental health and well-being. Earlier this month, he released a *Surgeon General’s Advisory on Our Epidemic of Loneliness and Isolation* - PDF </sites/default/files/surgeon-general-social-connection-advisory.pdf>, where he outlined the profound health consequences of social disconnection and laid out six pillars to increase connection across the country, one of which being the need to reform our digital environments. The new *Surgeon General’s Advisory on Social Media and Youth Mental Health* - PDF </sites/default/files/sg-youth-mental-health-social-media-advisory.pdf> is a continuation of his work to enhance the mental health and well-being of young people across the country.

**The full Surgeon General’s Advisory can be read here - PDF** </sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>.

For more information about the Office of the Surgeon General, visit [www.surgeongeneral.gov/priorities](http://www.surgeongeneral.gov/priorities) <http://www.surgeongeneral.gov/priorities>.

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Last revised: May 23, 2023

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# Mt. Scott Learning Center's way to fight phones in class: lock them up (but don't take them away from students)

Over the years teachers throughout the country have consistently reported that cell phones in their classrooms are the single most distracting and disruptive element in the learning environment. Students themselves report that the addictive quality is real and can be frustratingly difficult to resist.

Enter the Yondr pouch, which has provided one small, local Portland high school with a successful way to fight phones in class: lock them up – but don't really take them away from students.

In the fall of 2021, Mt. Scott Learning Center, a contracted options high school for Portland Public Schools, became the first high school serving public school students in Oregon to introduce the cell phone-free Yondr program. The program requires students to place their cell phone in a Yondr pouch upon arrival at school each morning. The pouch (*see attached photo*) then locks the phone in place. Students are allowed to keep possession of their phone in the locked pouch throughout the school day. At the end of the school day, students can unlock their phones from circular, magnetic unlocking bases near the school's main exit (*see attached photo*).

"The Yondr system is a fairly simple process, but we did a lot of research first, knowing that piloting it would require sound rationale, buy-in from stakeholders, and the will to implement it" said Aaron Balogh, Director of Student Life at Mt. Scott.

After consulting with staff, students, and families, it was decided that Mt. Scott Learning Center would commit to a cell phone-free school day and adopt the use of Yondr pouches.



"We were, let's say, cautiously optimistic when we launched Yondr in 2021," said Balogh. "And not all of our staff were confident it was going to work."

Amanda Morris, a veteran math teacher at the school, was admittedly one of the biggest skeptics of the new cell phone-free program. "I was vehemently opposed to using the pouches, but I was so wrong and I am glad I was wrong," said Morris. "Yondr has worked great, it totally changed the stress levels in my classroom, and students are more engaged than ever."

"Yondr took the phone battle out of the classroom," said Emily

Class, a social studies teacher at Mt. Scott. "Students became more engaged in course content and teachers didn't have to constantly monitor students using phones in classes. Plus, school 'drama' couldn't spread like wildfire because students weren't on social media during the school day."

Adds Class: "Yondr brought students together. It connected previous socially isolated students with peers who may have had trouble making friends. Students couldn't hide behind their phones at lunch anymore!"

Despite the anticipated initial resistance to Yondr (yes, it's a verb) their phones, most Mt. Scott students have readily accepted the cell phone-free policy, and many have become vocal proponents.

"Honestly, I really appreciate it," said Max, a junior at Mt. Scott. "My phone was such a distraction, and I really want to get good grades."

Skyler, a sophomore at Mt. Scott, agrees saying "Without the distraction of my phone I'm able to socialize more and generate meaningful conversations with other students."

Donelda Weiss, whose son attends Mt. Scott, says: "The 'phone rule' is a big reason why my son is now more social and engaged in school. Mt. Scott is the first school where he feels safe and doesn't skip. This school has brought hope and life back into my son's life."

After two full years of piloting Yondr, school leaders at Mt. Scott agree there is no turning back.

“The environment at our school has profoundly changed for the better with staff and students reporting a tremendous increase in both academic and social engagement,” said Dara Christy, Mt. Scott’s Director of Academics. “Students are more present, less distracted, and there has even been a reduction in interpersonal conflicts. Classrooms are lively with engaged students and the lunchroom is buzzing with the hum of students laughing and talking. Yondr is directly contributing to the positive academic and social climate of our school community.”



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## PORTLAND PUBLIC SCHOOLS

OFFICE OF TECHNOLOGY AND INFORMATION SERVICES (OTIS)

Business and Operations

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3380 / Fax: (503) 916-3050

**Date:** September 12, 2023

**To:** All PPS Staff

**From:** Don Wolff, Chief Technology Officer

**Subject:** Preliminary Guidance on Use of AI in PPS

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Dear PPS Employees and Partners,

Across the country, we are seeing an increased interest in using artificial intelligence (AI) tools, and we appreciate the value of learning about AI capabilities, risks, and implications for our work in the K12 education space. Currently, PPS is not actively blocking AI tools from access for students or staff.

Generative Artificial Intelligence (AI) tools have become extremely popular and prevalent in a very short time. These tools can collect and analyze vast amounts of information and can generate content, such as text, images, video, or audio, based on a set of input data rather than simply analyzing or acting on existing data. Generative AI technology is commonly used in online tools, such as search engines. These preliminary guidelines should be followed when using or evaluating services and applications that include generative AI language tools, such as ChatGPT, BingAI, and Google Bard, or image generators like Midjourney or Dall-E, along with any other AI tools that are being created on seemingly a daily basis.

The use of generative AI tools needs to comply with PPS Technology Standards and policies. The district's policies and standards on legal, ethical, social, privacy, equity, and professional conduct apply to these tools, including public records and disclosure compliance. The following precautions can help minimize unexpected impacts:

**Consider Security:** If you use your PPS email to create accounts on generative AI tools, do not use your PPS password. Be aware that generative AI tools have also made phishing messages and impersonation (email, phone, and text) more sophisticated. If you receive a message with an unusual request, which may include a request to disclose your password, an offer of money, or gift cards you should confirm that request by calling the person directly or contacting the PPS Service Desk ([support@pps.net](mailto:support@pps.net) or 503.916.3375) for help or validation. Use caution as generative AI tools can allow counterfeit voicemails, emails, and text messages and even 'deep fake' videos and pictures to appear very real.

**Protect Sensitive Information:** Do not enter sensitive, confidential, regulated data, or personally identifiable information into a generative AI system or service. Be aware of the information or documents you feed into AI tools. If you aren't sure whether the data is sensitive, do not use it with AI tools.

**Watch for Bias and Harm:** Be aware that generative AI tools are still maturing, and bias can easily seep into their responses depending on the source materials used and algorithms employed. Please carefully review any content generated by an AI tool for unintended bias or undesirable instances of bias and remove potentially offensive or harmful material. You may want to provide feedback to the AI tool to help improve the models. Embrace responsible experimentation, but do not overlook the racial equity and social justice implications of using this emerging technology.

**Inspect for Accuracy:** Double-check responses as AI tools have been known to include inaccurate information. Some AI platforms have only indexed the internet up to 2021, so more recent events may not be in their knowledge base. There have also been many instances where a given AI tool will make up information, facts, historical references, etc.

**Observe Copyright:** Content produced by generative AI systems may include copyrighted material. It may be convenient to use AI outputs for first drafts or for research, but unedited AI content should not be included in final documents. At this time generative AI should not be used for PPS policy, services, financial or predictive decision-making. Please check with your supervisor or manager to make sure AI-produced content is appropriately used and attributed. Any AI-generated content used in an official PPS capacity should be clearly labeled as having been produced using generative AI tools. If there's any doubt about whether the content is copyrighted, then it's best to leave it out.

**Transparency:** Whenever possible, disclose the use of any generative AI tool used in PPS businesses, communications, instruction, or training. Add a description of the used application, how it was used, and when.

**Use with Students:** Students are very interested in AI use. If you are planning to introduce your students to AI tools to develop responsible life-long learners and practitioners of technical tools, please adhere to the guidelines presented here. Additionally, please consider focusing on demonstrating the tool for them rather than having students create their own accounts. Many of the AI tools require users to be 18 years of age. Guiding students to responsible use will help to protect them and their personal information.

Staff from the Office of Technology and Information Services (OTIS) and the Office of Teaching and Learning (OTL) are having discussions around developing comprehensive organizational guiding principles on the responsible use of AI. PPS is part of a nationwide working group to help develop guidance, use-case scenarios, and considerations for making AI tools broadly available in our classrooms and the workplace.

For more information or support contact your Site Technology Support (STS) representative, the Service Desk, or any member of the OTIS Leadership Team ([pps.net/otis](https://pps.net/otis)).

Thank you for your vigilance in supporting security, following best practices, and continuing to drive innovation.

Don Wolff  
Chief Technology Officer  
Portland Public Schools

# PPS POLICY COMMITTEE - May 20, 2024

## Preliminary Discussion of Artificial Intelligence in Schools and Policy Implications

**Objective: To assess AI uses in and risks in school setting along with existing policies to be able provide guidance to PPS students, families, and staff to maximize educationally enhancing uses and minimize risks of harmful and inappropriate uses. Education of students and staff of rapidly evolving opportunities and risks will be critical regardless of formal policy changes.**

- Academic Uses
  - Teaching and Learning
  - Skill Development
  - Assessment/Evaluation/Scoring/Feedback
  - Content development
    - Lesson plans
    - Student work
    - Efficiency
  - Predictive data analysis for targeted teaching/interventions
- Risks and Considerations
  - Safety & Respect (risk of bullying, harassment)
  - Privacy
  - Intellectual Property
  - Bias/discrimination embedded in AI
  - Fairness/Academic Honesty/Rigorous Learning
  - Compliance (FERPA and other legal privacy protections)
  - Vendor Contracts
- Existing Policies/Administrative Directives/Procedures that address relevant AI risks (and may need updating/refining)
  - [Responsible Technology Use Policy 8.60.040-P](#)
  - [Acceptable Use of District Technology Policy 8.60.041-P](#)
  - [Student Conduct & Discipline Policy 4.30.010-P](#)
  - [Student Anti-harassment and Teen Dating Policy 4.30.060-P](#)
  - [Reproduction of Materials 6.40.040-AD](#)
  - [Instructional Materials Selection 6.40.010-P](#)
  - [PPS Student Rights and Responsibilities Handbook 2023-2024](#);  
see, *e.g.*, [RE academic integrity](#)
- Other Sample Guidance about AI in Educational Setting:
  - [Oregon Department of Education–Developing Policies and Protocols for Use of Generative AI in the Classroom](#)
  - [Teach AI–AI Guidance for Schools Toolkit](#)



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**Inspect for Accuracy:** Double-check responses as AI tools have been known to include inaccurate information. Some AI platforms have only indexed the internet up to 2021, so more recent events may not be in their knowledge base. There have also been many instances where a given AI tool will make up information, facts, historical references, etc.

**Observe Copyright:** Content produced by generative AI systems may include copyrighted material. It may be convenient to use AI outputs for first drafts or for research, but unedited AI content should not be included in final documents. At this time generative AI should not be used for PPS policy, services, financial or predictive decision-making. Please check with your supervisor or manager to make sure AI-produced content is appropriately used and attributed. Any AI-generated content used in an official PPS capacity should be clearly labeled as having been produced using generative AI tools. If there's any doubt about whether the content is copyrighted, then it's best to leave it out.

**Transparency:** Whenever possible, disclose the use of any generative AI tool used in PPS businesses, communications, instruction, or training. Add a description of the used application, how it was used, and when.

**Use with Students:** Students are very interested in AI use. If you are planning to introduce your students to AI tools to develop responsible life-long learners and practitioners of technical tools, please adhere to the guidelines presented here. Additionally, please consider focusing on demonstrating the tool for them rather than having students create their own accounts. Many of the AI tools require users to be 18 years of age. Guiding students to responsible use will help to protect them and their personal information.

Staff from the Office of Technology and Information Services (OTIS) and the Office of Teaching and Learning (OTL) are having discussions around developing comprehensive organizational guiding principles on the responsible use of AI. PPS is part of a nationwide working group to help develop guidance, use-case scenarios, and considerations for making AI tools broadly available in our classrooms and the workplace.

For more information or support contact your Site Technology Support (STS) representative, the Service Desk, or any member of the OTIS Leadership Team ([pps.net/otis](https://pps.net/otis)).

Thank you for your vigilance in supporting security, following best practices, and continuing to drive innovation.

Don Wolff  
Chief Technology Officer  
Portland Public Schools

# Links in Preliminary Discussion Document Artificial Intelligence in Schools

*PPS Policy Committee Meeting 5/20/24*

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## Responsible Technology Use

### I. Scope

The District provides access to District approved technology devices, networks, accounts, software, and internet-based resources (“Technology Resources”) in order to enhance the education of students. Technology Resources improve student communication and extend learning beyond the classroom walls while building digital citizenship skills. Students and staff accessing technology are expected to conduct themselves in a responsible, courteous, efficient, and legal manner as further outlined in this Policy.

The District must honor its commitments for student safety, and compliance with the law at the local, state, and federal levels which require investigation and monitoring of PPS physical and digital assets. Because these laws set forth the District’s responsibilities for providing for student safety, maintaining the integrity of its digital systems, and protecting District records, students and staff should have no expectation of privacy while using PPS systems.

### II. Purpose

#### A. Enhancement of Learning and Productivity

District Technology Resources will be deployed and used for teaching and learning in District classrooms, comprehensive distance learning, professional and career development, and research and district-related administrative activities.

#### B. Equity and Inclusive Learning

Equity considerations will drive District decisions about the development, distribution, and use of Technology Resources in order to ensure equitable access for every user.

#### C. Student Safety

Technology Resources will be deployed and used in a way that fosters a culture of safety and respect for everyone. Social, emotional, and physical well-being are crucial to academic and professional success.

### III. Responsible Deployment and Use of Technology Resources

A. Technology Resources will be deployed and used in compliance with applicable laws and other District policies.

B. Technology Resources will be deployed and used in a manner that supports the



### Responsible Technology Use

District purposes of learning and productivity, equity and inclusive learning, and a safe and respectful environment.

- C. The District will develop an Administrative Directive and acceptable use guidelines for users regarding the deployment and use of District Technology Resources, including access to Internet and social media, and regulation of use of District and personal electronic resources on District assets.

#### IV. Fostering Safety and Security of Users

##### A. No Expectation of Privacy

The safety and security of District Technology Resources is the shared responsibility of the District. The District may monitor, intercept, and review, without further notice, activities occurring on the District's Technology Resources. Users should have no expectation of privacy while using District Technology Resources.

The District shall establish protocols for review of activity.

##### B. Cyberbullying and Anti-harassment

District policies prohibiting harassment and bullying apply to the use of District Technology Resources. Technology Resources will not be used in a manner that may be construed by others as bullying, harassing or offensive. [Non-Discrimination/Anti-Harassment Policy](#).

##### C. Filtering Software

As a component of District Internet safety measures, all District-owned technology resources, including computer networks in all District facilities capable of accessing the Internet will use filtering software to restrict access to obscene, racist, hateful or violent material. However, the District cannot ensure that a student will never be able to access objectionable material.

##### D. Community-based Approach

While District staff will make reasonable efforts to supervise student access and use of Technology Resources, fostering the safety and security of students and staff requires a community-based approach. [Digital citizenship guidelines](#)

#### V. Violations

- A. If a user violates District Policies, Administrative Directives, or guidelines for Technology Resources or Responsible Use, District staff will notify the Office of



**Responsible Technology Use**

Technology and Information Services.

- B. Violations may include discipline or other sanctions consistent with District Policies, Administrative Directives, guidelines, or Student's Rights and Responsibilities Handbook, up to and including expulsion or termination of employment.

**VI. Administrative Directive**

Legal references: Children's Internet Protection Act, (CIPA); Children's Online Privacy Protection Act (COPPA); Family Educational Rights and Privacy Act (FERPA); ORS 336.184 Oregon Student Information Protection Act; ORS 646A.600 Oregon Consumer Information Protection Act.

OSBA: IIBGA

History: Amd 6/15/21



**Student and Staff Acceptable Use of District Technology Policy (AUP)**

**Introduction**

The District’s Acceptable Use Policy (“AUP”) is intended to prevent online users from unauthorized access and other unlawful or improper activities, prevent unauthorized disclosure of or access to sensitive information, to comply with the Children’s Internet Protection Act (“CIPA”) and other applicable laws, and establish expectations for use of District systems.

**I. Definitions**

- A. As used in this policy, “user” includes anyone using the computers, Internet (including social media, e-mail, and chat rooms), web-based PPS software systems and other forms of direct electronic communications or equipment provided by the District (the “network.”)
- B. The Network- The district has established PPSNet, an electronic communications network (network) for electronic communication and access to, and use of, the World Wide Web.
- C. Mobile Devices -\_A mobile device is any portable, electronic device used for communications including telephone, text messaging or data transmissions (eg. email, web-browsing, streaming media, photographs, file transfer, etc.) over any network.

**II. Terms of Permitted Use**

- A. Only current students, PPS employees, approved volunteers, school board members and District contractors are authorized to use the network.
- B. The District sponsors and owns the network. The network is intended for District-related educational and administrative purposes as defined in [Board Policy 8.60.040](#).



**Student and Staff Acceptable Use of District Technology Policy (AUP)**

- C. By accessing the network, the user acknowledges that they have read and understood the PPS Acceptable Use Policy; the conditions for use remain in effect until:
  - 1. In case of students, revoked by the parent, or the student loses the privilege of using the District's network or is no longer a PPS student.
  - 2. In case of employees or volunteers, the employee or volunteer loses the privilege of using the District's network or is no longer a PPS employee.
  
- D. All network users are expected to follow this policy and report any misuse of the network to a teacher, or other appropriate District personnel. Access to the network has been established for educational use only, including support of administrative and student services, student and staff research, lesson planning, collaboration and sharing of ideas, contact with teachers and support staff, and the downloading of materials to be used as educational resources.
  
- E. District employees may use the network for incidental personal use, but this use should be limited and must be in accordance with this AUP, all District policies, administrative directives, and other guidelines regarding computers, networks and Web pages.
  
- F. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.
  
- G. All users authorized to access student information are required to abide by the policies governing review and release of student education records. The Family Educational Rights and Privacy Act (FERPA) of 1974 mandates that information contained in a student's education record must be kept confidential and outlines the procedures for review, release and



**Student and Staff Acceptable Use of District Technology Policy (AUP)**

access of such information. Access to student information systems will be granted only to those individuals who have been determined to have a legitimate educational interest in the data. Individuals who have been granted access must understand and accept all responsibilities of working with confidential student records. In the event of loss of data and/or device, it is the individual's responsibility to immediately notify Risk Management and follow appropriate established District policy as defined in [Board Policy 8.90.030](#).

- H. In order to protect student data and Personally Identifiable Information (PII) the IT Department may implement end point protection including encryption on District mobile devices. Individuals who have student data on a mobile device are responsible for the security of that data at all times. It is the responsibility of the primary user of the device to immediately inform the Information Technology Department (IT) in the event of the device being lost, stolen, missing, infected with a virus/malware, hacked, or otherwise compromised. Any mobile device connected to the network or configured to access District email is subject to IT oversight, which may include remotely erasing data on the device at any time.
- I. Network users shall have no expectation of personal privacy in the use of the District's network. Passwords are used to protect the security of District data and technologies and are not intended to convey an expectation of personal privacy or exclusion from monitoring.
- J. Under the direction of the Superintendent, Human Resources Director or the General Counsel's office, the IT Department reserves the right to access and disclose, as appropriate, all information and data stored on District technology, transmitted over the District network and technology. In addition, information and data relevant to any users' work in their District capacity may become discoverable evidence if a public records request is made or for any legal proceedings in which the District may be involved.



**Student and Staff Acceptable Use of District Technology Policy (AUP)**

- K. Authorized District personnel may temporarily suspend or permanently end any user's access.
- L. Documents, emails, and other electronic records created, sent or received using the Network are public records and may be subject to disclosure by law. They must be preserved in compliance with District and State record retention and preservation policies. Access the District's Network from employee owned computing devices such as employee owned home computers, or any portable computing device (such as a laptop, smartphone, or other electronic device used to access electronic data) may subject the employee's personal devices to disclosure.
- M. Employees who participate in an approved PPS Social Media Presence must abide by the rules as defined in Administrative Directive Social Media Use and Expectations.
- N. PPS uses Google Apps for Education for online collaboration with staff and students. Employees using Google Apps for Education must abide by the terms and conditions signed upon initial log-in to Google Apps for Education, as well as all terms of this policy.
- O. PPS employees are required to use district email to conduct all district business, and may not use personal email for any district business.

**III. Prohibited Use**

- A. District employees shall not use the network to access obscene material, including pornography, or any other material that is harmful to the district's educational purpose and mission or inconsistent with a professional work environment. If such material is inadvertently accessed, a district employee should notify his or her supervisor as soon as reasonably possible.
- B. Violating any state or federal law or municipal ordinance, accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential



**Student and Staff Acceptable Use of District Technology Policy (AUP)**

information, or copyrighted materials.

C. Selling or purchasing illegal items or substances.

D. Causing harm to others or damage to their property, such as:

1. Using profane, abusive, or impolite language; threatening, harassing, bullying or making damaging or false statements about others;
2. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs; or disrupting any computer system performance; causing physical damage to a technology resource; or
4. Using any device to pursue “hacking,” internal or external to the District, or attempting to access or store information protected by privacy laws.

E. Engaging in uses that jeopardize access or lead to unauthorized access into others’ accounts or other computer networks, such as:

1. Attempting to gain unauthorized access to the network or to any other computer system through the network or go beyond your authorized access.
2. Using another’s account password(s) or identifier(s);
3. Interfering with other users’ ability to access their account(s);



## Administrative Directive 8.60.041-AD

### Student and Staff Acceptable Use of District Technology Policy (AUP)

4. Disclosing anyone's password or allowing a person to use another user's account(s);
5. Providing your account information, including passwords, to others, or making your account readily accessible;
6. Deleting, copying, modifying, or forging other users' names, e-mails, files, or data; disguising one's identity, impersonating other users, or sending anonymous e-mail; or
7. Posting or distributing personal information about other District personnel on the District Web site or public Internet without the employee's permission or making any reference to confidential student information on the District Web site or public Internet.

#### F. Using the network for:

1. Personal financial gain;
2. Personal advertising, promotion, or financial gain;
3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes; or
4. Using software or hardware designed to interfere with or circumvent security mechanisms.
5. Using the network in any manner that violates any District or school rule or policy, including, but not limited to any rule or policy in the "Student Responsibilities, Rights and Discipline Handbook" located on the PPS website.



**Student and Staff Acceptable Use of District Technology Policy (AUP)**

**G. Plagiarism & Copyright Infringement**

1. Users are prohibited from plagiarizing works they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.
2. Users must respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, users should follow the expressed requirements. If users are unsure whether or not they can use a work, they should request permission from the copyright owner. Copyright law is complex. If you have questions, ask a teacher, supervisor or the General Counsel.
3. Any software that is protected under the copyright laws may not be loaded onto or transmitted via the network or other on-line servers without the written consent of the copyright holder.

**H. Google Apps for Education**

PPS uses Google Apps for Education for online collaboration with staff and students. Users agree to not use Google Apps for Education services:

1. to generate or facilitate unsolicited bulk commercial email;
2. to violate, or encourage the violation of, the legal rights of others;
3. for any unlawful, invasive, infringing, defamatory, or fraudulent purpose;
4. to intentionally distribute viruses, worms, Trojan horses, corrupted files, hoaxes, or other items of a destructive nature;
5. to interfere with the use of the Services, or the equipment used to provide the Services, by customers, authorized resellers, or other authorized users;



## Administrative Directive 8.60.041-AD

### Student and Staff Acceptable Use of District Technology Policy (AUP)

6. to alter, disable, interfere with or circumvent any aspect of the Services;
  7. to test or reverse-engineer the Services in order to find limitations, vulnerabilities or evade filtering capabilities.
- 
- I. No user shall establish a peer-to-peer network or wireless ad-hoc using their personal device, or any other wireless device while on district property. This includes, but is not limited to using a privately owned electronic device such as a cabled or wireless hotspot.
  - J. The use of a District account is a privilege, not a right. Misuse could result in the restriction or cancellation of the account. Misuse may also lead to other disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or, in the case of a student from school, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to meet the specific concerns related to each violation. When applicable, sanctions on employees will be in accordance with the appropriate labor agreement.

#### IV. Internet Safety

- A. In accordance with the Children's Internet Protection Act (CIPA), the District will use technology protection measures on the network to block or filter, to the extent practicable, access to visual depictions that are obscene, pornographic and/or harmful to minors.
- B. Use of the District network constitutes consent to be monitored. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access, files, and other District systems including e-mail. Monitoring technologies may be used to identify and mitigate issues with access of inappropriate materials.
- C. It is the intention of Portland Public Schools to educate our students to be good Cybercitizens. With input from building administrators, teachers,



**Student and Staff Acceptable Use of District Technology Policy (AUP)**

instructional leaders and parents, Information Technology will provide resources and curriculum around topics such as:

1. Safety and security of minors when using technology such as social networking websites, email, video games, chat rooms, instant messaging, and other forms of direct electronic communications;
2. Respectful and appropriate online behaviors;
3. Cyberbullying awareness and response;
4. Cyber-ethics awareness including plagiarism, cheating and information literacy.

D. Instructional materials will be presented through a variety of age-appropriate methods. Tracking of student education efforts will be required. For more detailed information, please see the District's *Internet Safety Guidelines*.

**V. Archiving and Retention**

A. The District email retention policy is as follows:

1. All email and calendar items sent and received on the PPS email system will be archived.
2. Active employees' email will be archived for 3 years based on date of receipt or origination.
3. Inactive employees' email will be kept in its state on the date of account disable for 13 months past their inactive date. At that time, email and email account will be fully purged from the system.
4. Under request or guidance from the Human Resources Director or the General Counsel's Office, email data from inactive employees may be kept longer than 13 months.



## **Administrative Directive 8.60.041-AD**

### **Student and Staff Acceptable Use of District Technology Policy (AUP)**

#### **B. Files saved on the District network are retained as follows:**

1. Active employees' files will be retained for the duration of their employment.
2. Inactive employees' files will be kept in its state on the date of account disable for 13 months past their inactive date. At that time, files will be fully purged from the system.
3. Under request or guidance from District HR or Legal personnel, files from inactive employees may be kept longer than 13 months.

#### **C. User accounts are maintained as follows:**

1. Active employees' accounts are maintained for the duration of their employment.
2. Inactive employees' accounts are disabled 14 days after the date of inactive status with HR.
3. Inactive employees' accounts are fully purged from the system 13 months past their inactive date, coinciding with the full email purge.
4. Under request or guidance from District HR or Legal personnel, accounts from inactive employees may be kept longer than 13 months.

AD History: Amd. 8/2012, 8/2014, 8/2015



## Student Conduct and Discipline Policy

### Introduction

- A. The District desires the use of evidence-based, trauma-informed practices that maximize instructional time for every student and minimize the use of exclusionary discipline. The District seeks to build a system-wide understanding of trauma prevalence and impact which recognizes that traumatic experiences can negatively affect student behavior and that disciplinary practices can retraumatize students. Each school and program shall create a safe, calm, and secure environment in which all students feel included, supported, and respected. To this end, disciplinary decision making should include a trauma-informed perspective and focus on restorative practices first and foremost. When student behavior disrupts the learning or working environment, school staff, families, and students will share concerns and work collaboratively to develop and implement equitable and restorative plans for more intensive interventions and supports

The District believes the following will reduce the need for disciplinary actions that exclude students from their classroom:

1. Positive school climate
  2. Clear and consistent student behavioral expectations
  3. Trauma-informed and effective classroom management strategies
  4. Parent/family/guardian engagement
  5. Culturally relevant instruction
  6. Developmentally appropriate practices
- B. Discipline should be used to support students in learning the skills and concepts necessary to enhance a positive school climate and avoid disruptive behavior. Utilizing a trauma-informed approach to school discipline that is paired with meaningful and accessible instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community. This is more likely to result in re-engaging the student in learning. The District is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:
- Is conducive to student learning
  - Fosters self-efficacy
  - Encourages active participation in their communities

The Superintendent or designee will work with all schools and programs to carry out a variety of evidence-based, trauma-informed practices and strategies for maintaining a safe, calm, and secure school climate. The strategies shall focus on:

- Communicating clear, appropriate, and consistent behavior expectations
- Educating students on behavior expectations
- Providing students with tiered supports/interventions
- Implementing consistent and fair use of consequences
- Eliminating disproportionate uses of discipline actions
- Continuous review and improvement of discipline practices
- Fostering teachers' use of trauma-informed and effective classroom management strategies

The District recognizes that some students experience disproportionate disciplinary actions in response to their behavior, specifically Latinx students, students with African American or Black, Native American, and Pacific Islander ancestry, English Language Learners, students with disabilities, LGBTQ Continuum students, and students living in poverty. The District recognizes that unconscious biases can impact disciplinary decision-making and seeks to eliminate disparities in the use of school and program discipline. As stated in our district Racial Educational Equity Policy (2.10.010-P), Portland Public Schools is committed to the success of every student in each of our District. Schools and programs shall strive to enforce disciplinary rules fairly, equitably, and without discrimination or bias.

- C. Recognizing that student discipline practices are closely related to student achievement, the District expects school practices that:
1. Incorporate student and family perspective at all levels from policy to enforcement, and engage parents/guardians early in disciplinary processes;
  2. Are trauma-informed and evidence based, resulting in safer schools grounded in equity, improved student achievement, improved student attendance, and fosters student sense of self-efficacy;
  3. Provide consistency, fairness, and equitable interventions and consequences across all schools and programs in the district;
  4. Eliminate disparities in applying discipline by assuring equitable tiered interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes (see 1.80.020-P Non-Discrimination);
  5. Define and communicate expectations for student behavior;
  6. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
  7. Use restorative practices to balance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall school community;
  8. Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.
- D. Since we are all invested in the success of our children, it is the shared responsibility of all adults in our school district to ensure that social justice principles are imbedded in our schools and that we take the necessary steps to shift our system to meet the needs of students. These responsibilities will include personal and professional introspection, acknowledgement of unconscious biases, willingness to learn restorative and trauma-informed practices.

District leadership is expected to provide professional development to support these shifts, and to define procedures and practices that build a safe, supportive, and inclusive school climate. Everyone in a school who has direct contact with students is expected to utilize the learning opportunities provided to create and maintain an environment that inspires student learning by using principles of positive behavior support, cultural responsiveness, and trauma-informed effective discipline practices to support students' prosocial development.

### **Discipline Principles**

- A. Discipline must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250.

- B. Discipline practices should deter undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.
- C. The District and schools shall make every reasonable effort to first correct student undesired behavior through family, school, and community-based resources. These efforts involve utilizing a trauma-informed perspective to analyze individual student needs and adult responses, developing preventive, responsive, and developmentally appropriate interventions and providing disciplinary and educational alternatives.
- D. Discipline should take into consideration the understood effects of trauma to the developing brain and start at the lowest possible level reasonably determined to change the student's behavior and to minimize the loss of instructional time. It is the expectation that District representatives consider an individual student's trauma load when discussing discipline. Unless there is a behavior that poses an imminent risk to others, exclusionary discipline should be the actions of a last resort.

### **Monitoring and Accountability**

- A. The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the District.
- B. The District shall monitor progress on student conduct in a way that is data driven and responsive to the needs of schools and students.
- C. The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target tiered areas for support, thus enabling schools and the District to craft solutions.
- D. Monitoring information shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public as the law permits (OAR 581-021-0330, OAR 581-021-0340). Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.

### **Implementation**

- A. The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.
- B. The District shall publish and distribute to staff, students and parents expectations outlining student rights and responsibilities, behavior expectations, tiered interventions and potential disciplinary actions.
- C. Under this policy, resources will be allocated to support a trauma-informed approach to discipline, positive behavior and provide alternatives to exclusionary discipline.

### **Definitions**

- **Restorative Practices:** District staff shall endeavor to utilize restorative practices when applicable and agreed upon by all parties. Restorative practices include, but are not limited to:
  - Restorative Conferencing: a meeting between all parties impacted, attendees include school administrators, teachers, staff, students, parents/guardians, and appropriate community service providers to discuss impact of behavior, solving conflict peacefully, and to create a plan of action for interventions and supports.

- Restorative Responsive Circles: a gathering to give space to students directly involved in a conflict and others directly affected to discuss the impact of the behavior and develop a plan to repair the harm.
- Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.
- Tiered Supports: the main component of a data based Multi-tiered Systems of Support (MTSS) framework. Attention is focused on Tier 1 (universal practices and supports for all students), Tier 2 (targeted small group strategies and supports provided in addition to Tier 1) and Tier 3 (supports at the individual student level).
- Self-Efficacy: students' belief in their innate ability to set and achieve goals.
- Social Justice Principles: values that favor measures aimed at decreasing or eliminating inequity; promoting inclusiveness of diversity; and establishing environments that are supportive of all people.
- Trauma-Informed Approach: designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, OAR 581-021-0050 to -0075.

History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline) Adopted 6/2009; Amended 4/2022

### **Policy Review**

This policy will be reviewed every 5 years. It revises 4.30.010-P and eliminates 4.30.030-P Program for Disruptive Students, as well as the Administrative Directive 4.30.031-AD that accompanies it.



## BOARD POLICY

**4.30.060-P**

# Student Anti-Harassment and Teen Dating Violence Policy

## I. Overview and Scope

Portland Public Schools is committed to providing a safe, positive, and productive learning and working environment. Harassment, including intimidation or bullying, cyberbullying, and sexual harassment, including teen dating violence and domestic violence, are strictly prohibited and shall not be tolerated.

This policy applies to student behavior on school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, and in all instances that student discipline applies as provided in [Student Discipline Procedures 4.30.020-AD](#). Certain behavior may require the District to follow the procedures outlined in Student to Student Sex-Based Discrimination and Harassment Administrative Directive 4.30.072-AD, otherwise, the District will follow the procedures found in the [Title IX Student to Student Sex-Based Discrimination and Harassment Administrative Directive 4.30.072-AD](#).

## II. Definitions

A. "Harassment" means all forms of harassment, intimidation or bullying, cyberbullying, and sexual harassment, including but not limited to:

1. Intimidation, or bullying of students: any act that
  - a. substantially interferes with a student's educational benefits, opportunities, or performance and
  - b. has the effect of physically harming a student or damaging a student's property, knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property, or creating a hostile educational environment, including interfering with the psychological well-being of a student and
  - c. may be based on, but not limited to, the protected class status of a person.
2. Cyberbullying: the use of any electronic communication device to harass, intimidate, or bully.
3. Sexual harassment of students: includes
  - a. a demand for sexual favors in exchange for benefits;



## BOARD POLICY

**4.30.060-P**

### **Student Anti-Harassment and Teen Dating Violence Policy**

b. unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational performance or that creates an intimidating, offensive or hostile educational environment; and

c. assault when sexual contact occurs without a student's consent because the student is under the influence of drugs or alcohol, is unconscious, or is pressured through physical force, coercion, or explicit or implied threats.

4. Teen dating violence:

a. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in, or has been in, a dating relationship with the person, where one or both persons are 13 to 19 years of age; or

b. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

5. Domestic violence: abuse between family and household members as defined by ORS 107.705.

B. Protected class: a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability.

C. Retaliation: experiencing an adverse impact after making or supporting a claim of Harassment, including teen dating violence or domestic violence, if the impact would deter a reasonable person from making such a claim.

D. Sexual orientation: an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or gender identity.

E. Gender identity: a person's sense of being male or female regardless of whether the individual's appearance, expression, or behavior differs from that traditionally associated with the individual's sex at birth.



## BOARD POLICY

**4.30.060-P**

# **Student Anti-Harassment and Teen Dating Violence Policy**

**III. All schools shall use evidenced-based strategies to maintain school-wide and classroom environments that are safe, promote learning and free of harassment.**

### **IV. Notice of Policy and Resources**

A. Notice: Signs, in age appropriate language, explaining the prohibition against harassment, intimidation or bullying, acts of cyberbullying, and retaliation shall be posted in all schools below grade 6. Signs posted in all grade 6 through 12 schools shall include the prohibition against sexual harassment on a sign at least 8.5 by 11 inches in size. It shall also be included annually in the *Guide*, readily available from the district office, and posted on the district website.

B. School-Wide Student Notification: Students shall be informed of the definition of, consequences for, and obligation to report Harassment and retaliation. This can be accomplished in the form of class discussion or activity. It is also found in the Student Rights and Responsibilities Handbook.

### **V. Reporting Harassment**

1. Students who believe they have been subjected to Harassment or retaliation are encouraged to immediately inform a teacher, counselor, administrator, or other District employee. Each school has a School Compliance Officer (SCO) who is responsible to:
  - a) receive all school-based reports of bullying, harassment & discrimination;
  - b) conduct safety planning for impacted student(s);
  - c) act as main point of contact for Title IX reports, investigations & associated interventions;
  - d) ensure all incidents are cross-reported to DHS, Title IX etc. Current SCO's for each school are posted on [www.pps.net/titleix](http://www.pps.net/titleix)
2. Students who witness or have reliable knowledge of harassment or retaliation against any student should report their concerns to a teacher, counselor, administrator, or District official as soon as possible.



## BOARD POLICY

**4.30.060-P**

# **Student Anti-Harassment and Teen Dating Violence Policy**

3. Any District employee who becomes aware of Harassment against any student or who receives such a report shall immediately report the conduct to the school principal or other District administrator. Employees shall also comply with their mandatory reporting obligations.

### **VI. Consequences for Engaging in Harassment**

Students who are found in violation of this directive are subject to disciplinary action ranging from a Level One conference to a Level Four expulsion/delayed expulsion/reassignment or referral. Disciplinary action depends on the number of occurrences and the severity of the offense and as provided in the *Guide to Procedures on Student Responsibilities, Rights and Discipline (Guide)*.

### **VII. Procedures**

Reports and complaints of Harassment, including teen dating and domestic violence, will be investigated by the District following the procedures outlined in the [Harassment, Sexual Violence, and Teen Dating Violence Procedures and Prevention – Students Administrative Directive 4.30.071-AD](#). Students and their parents will be notified in writing of the investigation and will be provided information about resources and supports, including information about civil and criminal remedies, to assist them in the process.

Allegations of retaliation will also be investigated and, if substantiated, may result in discipline.

Students may report Harassment anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.

District employees who have reliable knowledge of prohibited conduct by a student or an adult against any student, shall immediately report their concerns to the appropriate designated school district official. Reports of conduct violating this directive may be made anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.



## BOARD POLICY

**4.30.060-P**

# **Student Anti-Harassment and Teen Dating Violence Policy**

### **VIII. Confidentiality**

Confidentiality: All complaints shall be handled so that the identity of the complainant and any information obtained as part of the investigation shall be kept confidential to the extent that confidentiality is compatible with a thorough investigation of the complaint and is permitted under the law. The District should strive to protect the identity of the person who files a complaint, encourage the reporting of any violations under this policy. Parents/Guardians of the impacted students will be notified by the District.

Confidentiality of student records: Any disciplinary action taken against a student shall be kept confidential to comply with federal requirements for confidentiality of student records.

Legal References: ORS 339.356; ORS 339.366; ORS 107.705; 342.704

OSBA: JFCF

History: Replaces Harassment & Bullying Policy (4.30.060-P) and Anti-Harassment (4.30.061-AD) Amended 12/10; Amended 2/15;

Adopted: 6/15/2021



### 6.40.040-AD      **Reproduction of Materials**

Copyright laws place complex limits on reproduction of materials by teachers for class use. The district publication "A summary of Copyright Procedures for Educators" should be reviewed in detail. In general, the following rules apply:

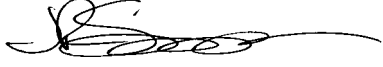
- (1) **Single Copies**. Generally, principals and teachers are advised that single copies of a page or portion of a published item may be reproduced if the source is properly identified without infringing upon the copyright law;
- (2) **Portions of Books**. Portions of printed materials cannot ordinarily be copied or reproduced in quantities for distribution to avoid the necessity for students and teachers to purchase the original work;
- (3) **Music and Plays**. Copyright laws on plays and music are stringent and no such material should ever be reproduced without written permission of the copyright owner;
- (4) **Video Recordings**. Use of video recordings, either prerecorded television or recorded non-broadcasted programs, are strictly regulated by copyright and licensing laws. Use of prerecorded television and rented or legally obtained non-broadcasted programs in classroom instruction is usually permissible; but unless license is acquired from the copyright owner, they cannot be used in any non-instructional or entertainment setting. Copying of prerecorded television programs and copying and retaining non-broadcasted video recordings without proper license agreements is illegal;
- (5) **Computer Software**. Copying computer software beyond the production of a single back-up copy and the authorized work copy/copies required to utilize the program at a single computer station is a violation of the licensing agreements and copyright law. The printed documentation and instructional material accompanying a program is likewise covered by the same laws protecting all printed materials;
- (6) **Required Signs for Copying Machines**. All unattended copy machines should carry the notice warning users of potential copyright infringement. These notices are required under Section 108 of the Copyright Law. Signs are available from the Office of Educational Media.

Policy Implemented: 6.40.010-P

History: Adpt. 6/71; Amd. 2/75; Amd. 3/78; Amd. 2/86; Amd. 9/01/02

**For official use only**

**Approved:**



\_\_\_\_\_  
Superintendent

9/01/02

Date



### Instructional Materials Selection

High-quality educational and instructional materials enhance our students' learning and educational experiences, and they shall be available in our schools. The Superintendent shall establish procedures for the selection of textbooks and instructional materials in accordance with state law, State Board of Education rules, and criteria to realize the goals of education as enunciated by the State and District. In developing such procedures and in the selection and approval of textbooks and instructional materials for use in District schools, the following guidelines shall be followed.

#### I. Textbook and Instructional Materials Selection

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

#### II. State Approved and Supplementary

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

#### III. Textbooks and Instructional Materials Not State Approved

- (1) Textbooks and instructional materials other than those approved by the State Board of Education shall require approval and adoption by the Board of Education upon the recommendation of the Superintendent.

#### IV. Supplementary Books and Instructional Materials

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

#### V. Guidelines for Inclusion

- (1) Criteria for selection of instructional materials shall include accurate portrayal of the diversity of our society, including the contributions and the roles and contributions of different racial, ethnic, and gender groups



### Instructional Materials Selection

to the development of Oregon and the United States.

- (2) Instructional materials selected by the District should be free from bias or prejudice on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation. Instructional materials (will/may) include controversial items to stimulate critical thinking and analysis of issues on the part of students.
- (3) The Superintendent shall continue to advise publishers of instructional materials of the district's policies and administrative directives for inclusion and use, and to request them to submit instructional materials to the District that are consistent therewith.

#### **VI. Use of Selected Instructional Materials**

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

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

- (1) In general, fees may not be charged for regular textbooks, other instructional materials, and school-required technology.
- (2) Fees may be charged for optional, extracurricular activities or for materials for individual projects in courses such as woodworking, metals, clothing design, etc., that are beyond the basic requirements of the class.
- (3) No student will be denied an education because of their inability to pay supplemental fees.
- (4) Students may be charged for lost or damaged books, locks, materials, supplies, and equipment. There is administrative guidance for the charging of fees for lost or damaged items and criteria for fee waivers.

Legal References: ORS 336.035; ORS 337.120; ORS 337.141; ORS 337.150; ORS 337.260; ORS 339.155; OAR 581-01-0050 to fi0119; OAR 581-022-0045; OAR 581-022-0046; OAR 581-022-1520;



## **Board Policy**

**6.40.010-P**

## **Instructional Materials Selection**

OAR 581-022-1640; Improving America's Schools Act of 1994 (IASA), [P.L. 103-382], Title I, Sections 1001-1604/

History: Adpt 6/71; Amd 5/74; Amd 2/9/81; Amd 5/9/85; Amd 9/9/02; BA 2421; Amd 10/2023.

# Portland Public Schools Student Rights and Responsibilities Handbook 2023-2024



A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

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**English** This handbook is also available at your school in the following languages: Spanish, Russian, Vietnamese, Chinese, and Somali. For more help with the interpretation or translation of languages, please call 503.916.3427

**Chinese** 您的学校还提供本手册的以下语言版本：西班牙文、俄罗斯文、越南文、中文和索马里文。如需更多语言口译或笔译方面的帮助，请致电503.916.3427。

**Vietnamese** Quyển sách hướng dẫn này có sẵn tại trường học của con em quý vị trong các ngôn ngữ sau đây: Tây Ban Nha, Nga Xô, Việt Nam, Trung Hoa, và Somali. Để được trợ giúp thêm về việc giải thích hoặc thông dịch các ngôn ngữ, xin vui lòng gọi điện thoại số 503.916.3427.

**Spanish** Este manual también está disponible en su escuela en los siguientes idiomas: español, ruso, vietnamita, chino y somalí. Para obtener más ayuda con la interpretación o traducción de idiomas, por favor llame al 503.916.3427

**Somali** Buug-yarahan waxaa sidoo kale laga heli karaa dugsiigaaga isagoo ku qoran afafka: Isbaanishka, Ruushka, Fiitnaamiiska, Shiinaha, iyo Soomaaliga. Wixii gargaar dheeraada ee la xiriira af-celinta ama turjumaanka luqadaha, fadlan wac 503.916.3427.

**Russian:** Это руководство доступно в вашей школе на следующих языках: испанском, русском, вьетнамском, китайском и сомалийском. Для получения дополнительной помощи с устным или письменным переводом, пожалуйста, звоните по телефону 503.916.3427.

## Core Values

**Students at the Center:** all students have the ability to succeed; we strive to positively impact students, and we center each decision and action on this aspiration. We believe that students' voice is essential to understanding and solving the core issues of education; therefore including student voice is a priority.

**Racial Equity and Social Justice:** in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts and builds leaders to disrupt-systems of oppression.

**Honesty and Integrity:** in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision-making in service of our students, families, staff, and community.

**Excellence:** in rigor and high standards for all students and staff, and achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

**Respect:** in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

**Relationships:** relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together towards shared aspirations.

**Creativity and Innovation:** in the power of effective problem solving supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

**Partnerships and Collaboration:** together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

**Grounded in the Spirit of Portland:** our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our innovative collective action to create a better Portland for All.

**Joyful Learning and Leadership:** learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.

At PPS, we believe every student has the right to access an equitable education. To reach this goal we believe in targeting and providing interventions for our Black and Native students, with the understanding that disrupting these predictive outcomes all of our students will have a more equitable education experience.

# STUDENT AND CAREGIVER RIGHTS AND RESPONSIBILITIES

Portland Public Schools Students are expected to be safe, respectful, and responsible. Students are expected to act in a way that allows teachers to teach and students to learn.

## **STUDENTS have a right to:**

- Quality and engaging education in an environment that is safe and comfortable.
- Talk with your teachers, counselor, and other school staff about any concerns.
- Receive fair discipline without discrimination.
- Report any incidents of bullying, harassment, abuse, and verbal or physical threats and know that something is being done about them.
- Access your own records within appropriate guidelines.
- Receive discipline information in a language you can understand.

## **You have a responsibility to:**

- Attend school regularly, arrive on time, bring appropriate materials, and be prepared to participate in class and do homework.
- Respect the rights, feelings, and property of other students, parents/caregivers, school personnel, visitors, guests, and school neighbors.
- Behave respectfully on school grounds, school buses, bus stops, any school-related activity, and the classroom to avoid interfering with the educational process.
- Follow classroom, school, and District expectations.

## **Student Rights Specific To Gender Identity & Gender Expression:**

All students in Portland Public Schools have the right to:

- Be open about their identity at school and to have educational and enrichment opportunities to affirm their cultural identity.
- Confidentiality around their sexual orientation and gender identity.
- Be treated equally and be free from bullying, harassment, and discrimination, regardless of sexual orientation, gender identity or gender expression. Report bullying or harassment without fear of consequences or retaliation and have that report acted on by administrators.
- Assert their gender identity at school and be addressed by a name and pronouns that correspond to their gender identity.
- Have access to a bathroom and locker room that corresponds to their affirmed gender identity, and make alternative arrangements to dress down for PE if they feel uncomfortable in the locker room.
- Participate in PE and sports that correspond with their gender identity. Assistance with

- determining which PE and/or sports space is best for them while in the process of transitioning.
- Wear clothing that expresses their gender identity (as long as it follows the PPS dress code, which applies to all students regardless of gender).
  - Be open about their identity at school. (And also, to keep their identity private if they choose to do so).
  - Without parental permission, students can change their preferred name in the school's information system.
  - With parent permission, students can change their gender marker to male, female, or nonbinary in the school's information system. All that is needed to make this change is a written request to do so, using the [Name & Gender Change Form](#). (If a student does not have parental permission to make this change, they still have the right to be referred to by the name and pronouns corresponding to their gender identity).

**Parents/Caregivers have a right to:**

- Receive regular official reports of your academic progress and attendance.
- Make recommendations and give input about educational planning.
- Participate in conferences with teachers and/or the principal.
- Receive explanations from teachers about your grades.
- Access all your school records within appropriate guidelines.
- Obtain further clarification on student rights, responsibilities, and discipline.
- Receive discipline information in a language they can understand.
- Receive written and oral communications from your school in a language they can understand.

**Your parent/caregiver is responsible for:**

- Assist school staff by sharing ideas for improving student learning and preventing or resolving student discipline problems.
- Provide supervision for your health, physical, and emotional well-being.
- Ensure your attendance is prompt and regular while also providing the school with explanations for your absences or tardiness.
- Attend parent/caregiver conferences.
- Provide appropriate supervision for you before and after school.
- Review and discuss student rights, responsibilities, and discipline with you.
- Support the school's self-discipline and conflict resolution programs.

**FINES AND FEES:** fines for damaged or lost books or school equipment will be charged. School records and grades may be withheld until payment is received.

**FOOD SAFETY:** Oregon State has strict rules regarding the use and preparation of food in public places such as schools. Classroom treats may only be commercially prepared. Foods must be wrapped in individual portions and cannot be shared between students. Students may not share food from their lunches that they bring from home.

**FREEDOM OF EXPRESSION AND ASSEMBLY:** within state and Federal law, District policy, and school guidelines, students have freedom of expression and assembly under the First Amendment.

**LOST, STOLEN, DAMAGED PROPERTY:** PPS does not pay for or replace student property that is

lost, stolen, or damaged at school. All items, including electronics, bicycles, and skateboards, are brought to school at the owner's risk. Lockers are not safe places to store valuable items.

**MEDICAL EMERGENCIES:** as necessary, the school will order medical assistance at parent/caregiver expense.

**MEDICINES:** if a student must take medication at school, the parent/caregiver must take it to the principal or designated staff. The person receiving the medication will explain the rules and arrange for an appropriate staff member to give the student the medicine. Any medication must be in the original labeled container. Students can take their own medication under certain limited conditions but must check with the principal first.

**STUDENT RECORDS:** the school keeps records of each student. These are records of student academic progress, student behavior, and other pertinent information relating to the student. These records are confidential. Student records provide information for people such as school personnel and parents/caregivers. Parents/caregivers have rights regarding student records, including the right to view these records and request an amendment of the records. They may always take questions to the principal.

# DISTRICT SUPPORTS

## MULTI-TIERED SYSTEM OF SUPPORT

**Multi-Tiered System of Support (MTSS):** is a framework focused on prevention and problem-solving for all students using data-based decision-making. MTSS uses evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. A strong tiered system of support begins with a focus on Tier I.

- Tier I: is essential access to essential grade-level standards, behavior instruction and practice, Core Counseling Curriculum, school-wide Social Emotional Learning (SEL) practices, and community and family engagement for all students. Tier I supports school-wide expectations, wellness, and the climate of the school community.
- Tier II: allows additional time and support to learn priority grade-level standards, essential behavior practices, and targeted SEL skills. Interventions take place in small groups with similar needs. Tier II social-emotional interventions can be delivered by a school counselor, school social worker, school psychologist, or other support staff.
- Tier III: Intensive Intervention: Intensive, individualized 1:1 (or very small core academic foundational skills group instruction) interventions to support students with lagging foundational academic skills, essential behavior practices, screening, individual counseling, community service and mental health referrals and care coordination, and safety and support planning. Core academic foundational skill interventions.

For more information on MTSS, please visit <https://www.pps.net/Page/15756>

**RESTORATIVE JUSTICE:** Restorative Justice (RJ) is a philosophy grounded in the belief that positive, healthy relationships help us thrive. RJ supports schools to maintain those healthy relationships and encourages equitable access to culturally relevant and meaningful education.

**RESTORATIVE PRACTICES:** these are the processes and skills that help us build relationships among students and all members of the school community and are used to help schools: Improve school and classroom communities by focusing on building community and raising accountability.

- Promote social student self-awareness, empathy, communication, and responsible decision-making, relationship-building, and conflict resolution.
- Increase a sense of belonging in school buildings by decreasing conflict and de-escalating issues while promoting a sense of community responsibility.
- Decrease disciplinary issues and disruptions as a possible alternative to exclusionary practices such as suspension and expulsion.
- Promote student engagement in learning.
- Provide students with the chance to acknowledge and repair the harm when possible.
- District staff use restorative practices when able and agreed upon by all parties. Some Restorative practices are:
  - COMMUNITY BUILDING CIRCLES: Used at any point within the day or week to help build trust, belonging, and a positive learning environment within the school community.

- **RESPONSIVE CIRCLES:** Give space to students directly involved in a conflict and others directly affected to discuss the impact of the behavior and develop a plan to repair the harm.
- **CHATS:** An informal conversation using restorative questions to help students process the incident, strengthen their relationship, and come to a resolution.
- **CONFERENCE:** A meeting between all parties involved to discuss the impact of behavior, repairing harm, and the development of an action plan to support follow-up.

**SOCIAL EMOTIONAL LEARNING:** Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

## **STUDENT SUCCESS AND HEALTH**

Portland Public Schools believes that everyone in our schools deserves a safe environment that promotes respect, community, and learning. Some issues require extra expertise and sensitivity, including self-harm or suicide ideation and threatening behavior. These services provided by the Student Success and Health Department are developed to meet the needs of our community and are based on nationally recognized models.

Students, parents, school staff members, and the general community have several ways to communicate safety concerns:

- Tell a teacher, staff member, administrator, school counselor, nurse, or school social worker who will initiate District processes as necessary.
- Call or text the SafeOregon TipLine (Ph. [844-472-3367](tel:844-472-3367), or Email, [tip@safeoregon.com](mailto:tip@safeoregon.com)) to leave information that can be confidential.
- In an immediate emergency, call 911.

**EVERY STUDENT BELONGS:** Our Anti-racist & Anti-oppression Learning Communities Policy asserts that the presence of symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin, including the noose, symbols of neo-Nazi ideology, or the battle flag of the Confederacy create a material and substantial disruption in school activities and the learning environment by creating an atmosphere of fear and intimidation and interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school. These symbols are not allowed at Portland Public Schools, and displaying, drawing, or sharing them with others may result in student discipline in accordance with [2.10.015-P Anti-Racist & Anti-Oppression Learning Communities Board Policy](#).

**BEHAVIORAL SAFETY ASSESSMENT:** (BSAS) provides a way for trained school staff members to gather information, assess threatening situations, and make plans to support safety. This process is not part of the school discipline procedures and policies. The focus is not on punishing, diagnosing, or labeling students but on maintaining a safe and fair environment for everyone in the community. The school contacts the Behavioral Safety Assessment Team (BSAT) for consultation and support in more complex or serious situations.

**HEALTHY, SUBSTANCE-FREE LEARNING ENVIRONMENTS:** students must not use, possess, transfer, or distribute alcohol or drugs or anything that looks like a drug in school, on the school grounds, at school activities, or during school hours or on the way to or from school. Students whose behavior indicates they are under the influence of drugs or alcohol will receive disciplinary consequences.

The focus of the Healthy, Substance-Free Learning Environments Policy is to:

- Address substance use issues as a form of a mental health issue and respond by offering education,
- Provide interventions and support and work to minimize out of school discipline, which often puts students at higher risk for increased substance use.
- Developed an array of supports, including a class for students and their caregivers or caring adults, access to substance use counseling, case management, and support to access treatment in the community.

**GENDER DIVERSITY SUPPORT GUIDE:** Portland Public Schools has created this toolkit for school accommodations and considerations, to create a shared understanding of how the school will support transgender, nonbinary, and gender-diverse students. The Administrative Directive for Transgender, Nonbinary, and Gender Diverse Students (4.30.061-AD), PPS School Planning materials, Name and Gender Change Form, and the FAQ documents are meant to serve as resources to help ensure ALL students have the right to a safe, accepting, and healthy learning environment. The guide can be found at: <https://www.pps.net/Page/14123>

**SELF-HARM, SUICIDE, and SAFETY PLANS:** trained student service providers (counselors, school nurses, school psychologists, school social workers, qualified mental health professionals, etc.) can assess the situation, help students and parents contact support and treatment resources, and work together to develop safety plans. These plans are shared with selected school staff members and reviewed as needed. When the situation is more serious or other resources are needed, the school contacts the Student Success and Health Department. Students learn how to recognize and respond to warning signs of suicide in friends, use coping skills, use support systems, and seek help for themselves and their friends. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or their friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or needing help.

Students have access to national resources which they can contact for additional support:

<ul style="list-style-type: none"><li>● <a href="#">Multnomah County Crisis Line</a> (503) 988-4888<ul style="list-style-type: none"><li>○ Free, 24/7 mental health support</li><li>○ Interpretation services for non-English speakers</li><li>○ Referral to low-cost or sliding-scale agencies</li></ul></li><li>● <a href="#">Kaiser Crisis Line</a> (503) 331-6425 <i>For those with Kaiser insurance</i></li><li>● <a href="#">Youthline at Lines for Life</a> 877-968-8491 or Text: teen2teen to 839863<ul style="list-style-type: none"><li>○ Chat: <a href="http://www.oregonyouthline.org">www.oregonyouthline.org</a></li><li>○ A teen-to-teen crisis and helpline.</li></ul></li></ul>	<ul style="list-style-type: none"><li>● <a href="#">The National Suicide Prevention Lifeline</a> 1.800.273.8255 (TALK), <a href="http://www.suicidepreventionlifeline.org">www.suicidepreventionlifeline.org</a></li><li>● <a href="#">The Trevor Lifeline</a> 1.866.488.7386, <a href="http://www.thetrevorproject.org">www.thetrevorproject.org</a><ul style="list-style-type: none"><li>○ Trained counselors are here to support you 24/7. If you are a young person in crisis, feeling suicidal, or needing a safe and judgment-free place to talk.</li></ul></li><li>● <a href="#">Urgent Walk-in Clinic</a> (503) 963-2575<ul style="list-style-type: none"><li>○ The clinic can help anyone experiencing a mental health crisis at no cost.</li></ul></li></ul>
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<p>Contact us with anything that is bothering you; no problem is too big or too small! Teens are available to help daily from 4-10 pm Pacific Time (off-hour calls answered by Lines for Life)</p>	<ul style="list-style-type: none"> <li>○ Receive immediate care during a mental health crisis</li> <li>○ Speak to a psychiatrist or a mental health nurse practitioner</li> <li>○ Get help with medication and treatment</li> <li>○ Location: 4212 SE Division St, Portland</li> <li>○ Hours: Monday -Saturday: 7 am-10:30 pm, Sunday 9 am-9 pm</li> </ul>
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For more information, on any of these supports please see <https://www.pps.net/domain/44>

**TITLE IX**

The Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination and harassment on the basis of sex in all education programs and activities. Title IX works together with state and district policy to ensure students can safely access their education. Title IX prohibits the following:

sexual harassment, sexual assault, stalking, domestic/teen dating violence, and/or discrimination or harassment based on sexual orientation or gender identity: discrimination based on pregnancy or parenting status and/or discrimination in any PPS athletic or educational program.

Prior to the start of the school year, the principal or program director designates a [School-Based TIX Coordinator](#) who will receive specialized training and support from the PPS district office and are responsible for ensuring compliance with Title IX for their school or program. The list of Coordinators is published each August and is available on the [Title IX family website](#).

To report a Title IX concern, please visit [www.pps.net/titleix](http://www.pps.net/titleix) for a list of rights and options.

For specifics on Title IX, investigations, disciplinary options and available supportive measures, please refer to [4.30.060-P Student Anti Harassment and Teen Dating Violence Policy](#) and the following administrative directives: [4.30.061-AD Transgender, Nonbinary and Gender Diverse Students](#), [4.30.071-AD Harassment, Sexual Violence, and Teen Dating Violence Procedures and Prevention- Students](#), [4.30.072-AD Title IX Student to Student Sex-Based Discrimination and Harassment](#)

# SCHOOL CONNECTED AREAS AND ACTIVITIES

## ATTENDANCE

Students are expected to attend school and classes regularly and on time. Parents/caregivers are legally responsible for having their children in school. The parent/caregiver may notify school staff of absences and/or tardiness by sending a note, email, fax, or by leaving a voicemail or message. The following absences are excused when the parent/caregiver informs school staff of:

- student illness
- family illness requiring student's presence
- religious holidays
- death in a family
- pre-arranged doctor or dentist appointments.

Notification must occur within three (3) days of the absence and should include:

- the date
- the name of the student
- the reason for the absence and
- the signature of the parent/caregiver

Students should make up all work missed and will receive credit for make-up work for excused absences. State law requires schools to withdraw students who are absent ten (10) consecutive school days for any reason.

When parents/caregivers must pick up their child before the regular dismissal time, they should come to the school office. The office cannot release a student to anyone who is not on the child's emergency information form. If parents/caregivers send someone else to pick up a student, prior written arrangements must be made with the office.

**PARENTVUE:** is the system tracking database for Parents' attendance, name pronunciation, school attendance, grades, schedules, and other school-based information. For support with PARENTVUE, visit <https://www.pps.net/Page/2341>

## NEXUS OF DISCIPLINE

Where and when discipline applies: students can receive disciplinary referrals for incidents occurring on district property at any time and at a school event, such as a field trip or off-site dance. Students can receive consequences for behavior on the way to and from school within a reasonable period of time.

- Students may receive disciplinary action for behaviors that occur while traveling to and from school. The "Nexus of Discipline" applies as a student travels from home to school and from school back to home.
- Students can be disciplined for any off-campus and online behavior that "spills over" into the school and causes a substantial disruption to the learning environment.

**District behavior expectations apply to students whenever they are:**

- Present in any school or on the property of the school district;
- At any school-sponsored activity, regardless of its location, including traveling to and from within a reasonable period of time;
- Traveling to and from school as defined in this document in the “Before and After School” section;
- Involved in conduct (regardless of whether or not they are off campus or at a non-school sponsored program) that has a direct connection to a school’s safety and/or welfare.

**BEHAVIOR IN THE COMMUNITY:** when walking to or from school or waiting for, a bus, students are expected to respect the rights and property of other people.

**EXTRA-CURRICULAR ACTIVITIES:** Portland Public Schools believes that student Extra-Curricular Activities are an integral part of the educational program of the Portland school system.

**CLUBS:** a club is a group of students that meets at a regular time, shares a common interest, or wants to provide a service. The club must be supervised by an adult who is approved by the principal and be open to any student.

- Transportation for students participating in a club that meets before or after school is the responsibility of the parent/caregiver.
- Students are encouraged to participate in school activities and services that promote a positive atmosphere within the school. They are also invited to discuss school issues with teachers and the principal and take part in making decisions and solving problems.

**NON-PPS AFTER-SCHOOL SPORTS:** some sports club activities are not endorsed or sponsored by Portland Public Schools. Participation in any activity of a sports club that occurs outside the school day or off school premises is the sole responsibility of the student and parent/caregiver.

**PORTLAND INTERSCHOLASTIC LEAGUE(PIL):** athletics utilizes inherently educational experiences to foster lifelong lessons such as teamwork and self-discipline while facilitating the physical and emotional development of our student-athletes.

- High School Athletics 9-12: is to promote participation and sportsmanship through a competitive interscholastic athletic program. Every athlete is provided with opportunities, positive recognition, and learning experiences that support and maximize the academic goals of our High School.
- Middle School 6th - 8th: youth sports program will be directed by (PIL). The student-athletes will represent their neighborhood high school cluster. The cluster each athlete participates in is determined by address.

**SCHOOL BUSES:** school bus transportation is a privilege that students keep by being safe, respectful, and responsible:

- If a student rides a school bus to and from school, they must follow the posted bus rules. A school administrator will work with students and bus drivers around behavior on the bus and at bus stops.

- A student may lose the bus-riding privilege by chronic misbehavior or a serious violation of a bus rule.
- The State of Oregon has rules for students riding school buses. These rules are posted in all school buses.

**TECHNOLOGY:** students may access digital devices, software, and the internet while at school. There is some risk that comes with online activity.

**DIGITAL CITIZENSHIP:** Digital Citizenship and appropriate online use are important inside and outside the school day. Access is a privilege, and students must follow the rules and policies addressed in the PPS Acceptable Use Policy. Failure to follow the rules and policies Misuse can result in the loss of the privilege of using devices or internet access and can result in loss of access, disciplinary or legal action. PPS expects all students to be positive digital citizens who:

**Do not:**

- share private information about themselves or others.
- cause harm to others or damage to their property.
- Causes harm to another student or school or the community
- Damage computer equipment, data, or files.
- Pursue hacking.
- Copy or download copyrighted materials.
- Look at, send, copy, or create material threatening, rude, inappropriate, or meant to hurt someone's feelings, reputation, or opportunities.
- Plagiarize or steal information, music, videos, or other copy-protected digital artifacts.
- Buy, sell or advertise merchandise unless it's part of an approved school project.
- Install applications on computers unless approved by the teacher or District staff.

**Understand:**

- Only students who are currently enrolled can use the District network. Your privilege to use technology can be taken away by staff or parents if you are engaging in inappropriate behavior.
- The choices you make while on a computer or the internet. Tell an adult if you see something threatening or inappropriate happening.
- What you do online is not private.

**Do:**

- Acknowledge that the District provides a safe online experience as long as rules are followed.
- Access and use collaborative tools, safe sites, games, and searches.
- Be respectful, responsible, and safe while using devices.
- Communicate online in ways that are kind and respectful.
- Use only your account and not anyone else's, and keep your account and password information private.
- View and use networks that are allowed by the teacher or District staff.

**PHONE USE:** for phone use policies, please refer to your School Climate Handbook, that is on your school's website.

**SOCIAL MEDIA:** in some instances, students may not receive discipline for social media posts made outside of the Nexus of Discipline. There are a few exceptions:

- When posts were made on campus or at the site of a school event.
- When the posts are of harassing, threatening, or bullying nature and cause substantial disruption to the learning environment and/or the school community.

- When the posts are made to plan disruptive or illegal behavior at school. Examples include harassing, threatening, or bullying posts, those planning to set up a fight, or announcements about planning to bring prohibited substances to school for sale or to share with other students.
- Posting fights or other incidents that interfere and/or cause a distraction to the learning environment or school community.

**DRESS AND ATTIRE EXPECTATIONS:** the responsibility for the dress and attire of a student rests primarily with the student and his or her parents or caregivers.

**Allowable Dress & Attire**

- Students must wear clothing including both a shirt with pants, shorts, or skirt, or the equivalent and shoes.
- Clothing must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands excluded.
- Fabric covering all private parts (including buttocks) which must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student's face and ears to be visible to staff.
- Clothing and shoes must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

**Non-Allowable Dress & Attire**

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- Clothing may not display profanity.
- If the student's attire threatens the health or safety of any other person, then discipline for dress or attire violations should be consistent with discipline policies for similar violations.

# DISCIPLINE PROCEDURES

## SEARCHES OF PROPERTY

**LOCKER CHECKS AND STUDENT PROPERTY SEARCHES:** the school may search a student if the school reasonably suspects that a prohibited or dangerous item will be found. Backpacks, purses, lockers, and assigned storage areas may also be searched. Lockers, desks, and other places where students keep things are the property of and are under the control of the school and may be checked at any time for dangerous or prohibited items. Only items a student needs for schoolwork or school activities can be stored in these places.

**TECHNOLOGY SEARCH:** school officials may search any educational technology equipment software owned by the District and internet records at any time for any reason and without student or parent consent or notification. Student cell phones, smartphones, personally owned tablets and computers, and other similar devices are considered personal property. These items can be searched only if there is a reasonable suspicion of a violation of law, district policy, or school rules and a reasonable suspicion that evidence of wrongdoing is contained on the device.

## DISCIPLINE

School personnel and parents/caregivers are responsible for encouraging students' appropriate behavior.

- School personnel are expected to use a continuum of positive behavior interventions, strategies, and supports to teach, encourage and reinforce appropriate behaviors conducive to a learning environment.
- School personnel are expected to intervene early and start the discipline process at the lowest possible level reasonably calculated to change the student's behavior and minimize loss of instructional time. Additionally, District staff shall consider all available alternatives, focusing first on family and school-based resources when teaching school expectations and responding to misbehavior. District staff investigating student misconduct will not discriminate against students based on race, color, national origin, gender, religion, disability, sexual orientation, gender identity, or other protected classes as defined in Non-Discrimination Policy 1.80.020-P

Before exclusion, school staff must consider:

- The nature of the misconduct.
- A student's age, health, disability, and/or special education status.
- Cultural or linguistic factors may have played a role in the misconduct.
- Appropriateness of student's academic placement.
- Student's prior conduct and record of behavior.
- Support systems available to the student.
- Student's willingness to repair harm.
- Impact of the incident on the overall school community.
- Availability of prevention and intervention programs that are designed to address student misconduct.
- Whether the student voluntarily disclosed the misconduct.
- When an out-of-school suspension is imposed, the school must take steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to a classroom setting so that the disruption of the student's academic instruction is minimized.
- In accordance with 4.30.011-AD, Student Discipline Procedures:

**The use of expulsion is limited to:**

- Conduct that poses a threat to the health and safety of students or school employees; or
- When other strategies to change student conduct have been ineffective; or,
- In conformance with district policies and regulations and State law.

For a student who is in **fifth grade or lower**, the use of out-of-school suspension or of expulsion is limited. A disciplinary action that includes exclusion from school for a student in the fifth grade or lower must comply with Oregon State law ORS 339.250 and District Policy.

## BEHAVIOR MATRIX

<b>TYPE I</b> (Staff Redirected Behaviors, Stage 1 referral in TeacherVue)			
BEHAVIOR/ OFFENSE	<p>For TYPE I Behaviors, use the <a href="#">MTSS Tier I Database</a> for guidance.</p> <ul style="list-style-type: none"> <li>● <b>Bothering, distracting</b> other students</li> <li>● <b>Failure to follow directions</b> (all grades)</li> <li>● <b>Minor Insubordination, Defiance, Willful Disobedience</b>, Failure to respond to a proper and authorized direction or instruction of a staff member.</li> <li>● <b>Off Limits</b> Entering a location in a building or any school property which has been restricted from student use or entering a location that has been restricted from student use during certain times of the day.</li> <li>● <b>Leaving without permission</b> Failure to attend assigned class without permission or excuse; leaving the building, classroom, or assigned area without prior approval of the teacher and/or an administrator.</li> <li>● <b>Tardiness</b> Failure to be in a place of instruction at the assigned time.</li> <li>● <b>Use of profane, biased, and/or vulgar language</b> that is corrected by intervention or redirection</li> </ul>		
POSSIBLE RESPONSES	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>● <a href="#">Restorative Chat</a></li> <li>● Restate directions/Re-teach Rule</li> <li>● Coach quietly (follow up with praise if the student follows directions)</li> <li>● Reminder of classroom expectations/agreements</li> <li>● Keep in proximity</li> <li>● <a href="#">Break</a> in the classroom where possible</li> <li>● Structured break/recess</li> </ul> <p><b>FAILURE TO ATTEND CLASS</b></p> <ul style="list-style-type: none"> <li>● Mark the student as absent</li> <li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>● Move student's seat</li> <li>● Redirect/coach quietly</li> <li>● De-escalation (Help, Prompt, Wait)</li> <li>● Reflection sheet</li> <li>● Behavioral narration of student following expectation nearby</li> <li>● Loss of privilege</li> <li>● Contact Parent/Caregiver</li> <li>● <a href="#">5:1 Positive interactions to corrective interactions</a></li> </ul> <p><b>LEAVING THE AREA WITHOUT PERMISSION</b></p> <ul style="list-style-type: none"> <li>● If the student is within line of sight, encourage the student to return</li> <li>● If the student is not within line of sight, call for support to ask someone to look for the student</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>● <a href="#">Restorative Chat</a></li> <li>● Restate directions/Re-teach Rule</li> <li>● Coach quietly (follow up with praise if the student follows directions)</li> <li>● Reminder of classroom expectations/agreements</li> <li>● Keep in proximity</li> <li>● <a href="#">Break</a> in the classroom where possible</li> <li>● Structured break/recess</li> </ul> <p><b>FAILURE TO ATTEND CLASS</b></p> <ul style="list-style-type: none"> <li>● Mark the student as absent</li> <li>● Student Conference - understand reasons for behavior and set goals to improve behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Move student's seat</li> <li>● Redirect/coach quietly</li> <li>● De-escalation (Help, Prompt, Wait)</li> <li>● Reflection sheet</li> <li>● Behavioral narration of student following expectation nearby</li> <li>● Loss of privilege</li> <li>● Contact Parent/Caregiver</li> <li>● <a href="#">5:1 Positive interactions to corrective interactions</a></li> </ul> <p><b>LEAVING THE AREA WITHOUT PERMISSION</b></p> <ul style="list-style-type: none"> <li>● If the student is within line of sight, encourage the student to return</li> <li>● If the student is not within line of sight, call for support to ask someone to look for the student</li> </ul>
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SUSPENSION	<b>No</b>		
HEARING	<b>No</b>		

## TYPE II

(Administrator or designee enters stage 2 / 3 incident into synergy)

### BEHAVIOR/ OFFENSE

- **Chronic** (persistent) Type I offense that does not respond to early intervention
- **Deliberate Misuse of Property** The intentional use without proper permission of property belonging to the school or an individual for a purpose other than that for which it was intended or in a manner likely to damage the property.
- **Disruptive Conduct** Behaving in a manner that disrupts or interferes with the educational process, including consensual sexual activity.
- **Early Response to Mid-Level Profane and/or Abusive Language** Writing or saying anything which ridicules or humiliates another person on account of age, color, creed, disability, marital status, national origin, race, religion, sex, gender identity, or sexual orientation, that are verbal, physical, non-verbal or digital (including online) and which persist even after initial interventions are applied and/or are becoming pervasive.
- **Early Response to Harassment or bullying** Intimidation or abusive behavior toward a student, staff, or the school community based on but not limited to: disability, race, color, or national origin, sexual orientation or gender identity or expression, religion, or any other protected class, that are verbal, physical, non-verbal or digital (including online) and which persist even after initial interventions are applied.
- **Forgery** Providing a false signature or altering school documents.
- **Inappropriate Physical Contact** Pushing, Shoving, Play fighting, or other inappropriate touching that does not result in harm.
- **Minor Technology Violation** using technology equipment other than in the manner directed by school staff; including but not limited to violations of phone use policy, computer use policy or internet security
- **Plagiarism/Cheating** Representing another person's work as one's own.
- **Possession of Prohibited Items** Possession of items that are not permitted at school. Includes look-a-like weapons that resemble a real weapon. Knives are considered prohibited items only, unless used in a threatening, dangerous, or deadly fashion. **(As with actual weapons, discipline for toy weapons must be done in consultation with the Student Conduct Coordinator)**
- **Theft** taking property belonging to the school or any individual or group without prior permission. Minor Theft: includes items with a retail value of less than (\$20) but excludes personal items such as wallets, purses, or keys.
- **Trespassing** Entering any school property or into school facilities without proper authority; during school hours; including any school entry during a period of suspension or expulsion

<p>POSSIBLE RESPONSES</p>	<p><b>In addition to TYPE I, Responses</b></p> <ul style="list-style-type: none"> <li>● Check type I data</li> <li>● Restorative Conference or other Restorative Practice</li> <li>● Check in Check Out (CICO) or Check and Connect</li> <li>● Breaks are Better (BrB)</li> <li>● Meaningful Work</li> <li>● Affirmations</li> <li>● Parent/Caregiver Conference</li> <li>● Stay Away Agreement</li> <li>● Intervene and stop the behavior</li> <li>● Separate the students</li> <li>● Write letter to person harmed</li> <li>● Loss of privilege</li> <li>● <a href="#">Safety Plan</a></li> <li>● Small Group Skill Building with Student Support Team Members</li> </ul>	<ul style="list-style-type: none"> <li>● Student Conference understand reasons for behavior and set goals to improve behavior.</li> <li>● <a href="#">Student Intervention Team/Individual Student Support Team</a></li> <li>● For gender-based harassment, notify Title IX Coordinator (school-based)</li> <li>● No Contact or Stay Away Agreement</li> <li>● Title IX investigation possible at this level</li> <li>● <a href="#">Title IX level 2 tools</a> to interrupt, educate and prevent recurrence while supporting student(s) harmed (educational support and educational interruption meetings)</li> </ul>
<p>SUSPENSION</p>	<p><b>Possible</b> Suspensions must be developmentally appropriate. Should be thought out and in partnership with the Student Conduct Coordinator and District staff responsible for supervising the school. This suspension should be used to create a plan that supports the student and allows for staff to identify their role in the student’s behavior. During the suspension, the school staff designee should provide learning materials for the student and checking in with them. When the student returns, the administrator should conduct a re-engagement meeting with the student and parents wherever possible. The re-engagement meeting should be geared at producing a plan that will support the student in being as successful as possible in the future. It is also a good time to reflect on whether or not to include the student on the Student Intervention Team agenda if they aren’t already on it.</p>	
<p>HEARING</p>	<p><b>Possible</b> after consultation with Student Conduct Coordinator District staff responsible for supervising the school.</p>	

### TYPE III

(Administrator or designee enters stage 2 / 3 incident into synergy)

#### BEHAVIOR/ OFFENSE

- **Chronic (persistent) Type II**
- **Burglary** Unauthorized entry into a School District building for the purpose of committing a crime when the building is closed to students and the public.
- **Bomb Threat** Reporting to school, police, or fire officials the presence of a bomb on or near school property
- **Display of Patently Offensive Material** Displaying sexually, racially, or religiously patently offensive materials.
- **Escalated Response to Harassment or bullying:** Intimidation or abusive behavior toward a student staff or the school community student based on but not limited to: race, national origin, color, sex, gender identity, sexual orientation, age, religion, physical or mental disability, the harassment or bullying can be verbal, physical, non-verbal or digital (including online) and which persist even after interventions are applied and/or are pervasive.
  - This includes but is not limited to:
  - Intimidation, threat of harm or retaliation for making a report
  - Any behavior that substantially interferes with a student's education or that creates a hostile environment at school
  - Conduct that includes verbal slurs, biased speech, name-calling, or non-verbal behavior (ex: graphic or explicit written statements), mimicking sexual acts or motions
  - Intentionally spreading rumors, gossip or attempts to humiliate another student
  - Repeated requests for nudes or sharing unwanted, explicit images, texts, and/or videos
- **Escalated Response to Profane and/or Abusive Language** written or verbal (including online) statements intended to ridicule or humiliate another student, which persists even after interventions are applied and/or are pervasive
- **False Fire Alarm** Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.
- **Fighting** involves mutual physical contact, such as pushing, shoving, and hitting, with or without injury (i.e., mutual combat).
- **Firecrackers or Explosives** Using or possessing any firecrackers, fireworks, bullets, ammunition, or explosive materials or devices.
- **Interference with School Personnel** Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence, or harassment.
- **Major Insubordination, Defiance, Willful Disobedience,** Failure to respond to a proper and authorized direction or instruction of a staff member that impacts others' access to education or has a substantial impact on the safety of others.
- **Major Possession of Stolen Property or Theft** Having in one's possession or under one's control property that has been stolen when the person possessing it has reasonable cause to believe the property has been stolen, or possession without permission of property belonging to another. Includes items with a retail value of more than (\$20) or any keys, purses, or wallets regardless of the value of their contents.

	<ul style="list-style-type: none"> <li>● <b>Major Property Damage</b>, Including situations that will cost the School District to repair or replace the damage or damage that involves a substantial disruption of school activities, such as destruction of school records.</li> <li>● <b>Major Technology Violation</b> using technology equipment other than in the manner directed by school staff that causes a substantial impact on the learning environment or school community, including but not limited to recording fights, social media posts, repeated phone use violations</li> <li>● <b>Minor Physical Attack Causing Harm*</b> Intentionally touching or striking another person against their will; or intentionally causing bodily harm to an individual.</li> <li>● <b>Reckless Vehicle Use</b> Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or to threaten health or safety or to disrupt the educational process.</li> <li>● <b>Threat causing fear of harm*</b> Physical, verbal, written, or electronic action which immediately creates a fear of harm, without displaying a weapon and without subjecting the victim to an actual physical attack.</li> </ul> <p><b>*If the behavior is involving staff, contact Student Conduct Coordinator and the Senior District Staff Responsible for Supervising the school.</b></p>	
POSSIBLE RESPONSES	<p><b>In addition to TYPE I, II, responses</b></p> <ul style="list-style-type: none"> <li>● Administrator determines consequence and follows PPS protocol and policy then communicates the consequence to teacher and family</li> <li>● Administrator and teacher determine how to best re-enter after suspension</li> <li>● <a href="#">Restorative Practice</a></li> <li>● Escalation Cycle</li> </ul>	<ul style="list-style-type: none"> <li>● Administrator and teacher determine how to best re-enter after suspension</li> <li>● Student/Parent Conference understand reasons for behavior and set goals to</li> <li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li> </ul>
SUSPENSION	<b>Possible</b> SEE SUSPENSION IN TYPE II FOR MORE INFORMATION	
HEARING	<b>Possible</b> after consultation with the Student Conduct Coordinator and District Staff responsible for supervising the school.	

## TYPE IV

(Administrator or designee enters stage 2 / 3 incident into synergy)

BEHAVIOR/  
OFFENSE

### **Chronic (persistent) Type III**

- **Arson** Action which may cause a fire, such as throwing a lighted item in a trash container or intentionally starting any fire or combustion on school property regardless of whether any damage occurs.
- **Major Physical Attack Causing Harm\*** Intentionally touching or striking another person against their will; or intentionally causing serious bodily harm to an individual.
- **Robbery** Taking property from a person by force or threat of force.
- **Sexual Assault (harassment or bullying based on sex):** is a single, severe incident of physical conduct of a sexual nature that occurs without consent or when a student cannot grant consent due to incapacitation from alcohol or drugs. All forms of sexual assault, sexual exploitation, sexual coercion, sexual abuse, teen dating violence, or acts that involve coercion, intimidation, threat, or other abuse. If an incident occurred at school or a school-sponsored event or activity, a district-led investigation is required. If the incident occurred outside of school but has the effect of unreasonably interfering with the student's education, a district-led investigation *may* be appropriate.
- **Severe Harassment, bullying, and/or bias incident:** Intimidation or abusive behavior toward a student, staff, or the school community based on but not limited to race, national origin, color, sex, gender identity, sexual orientation, age, religion, physical or mental disability, the harassment or bullying can be verbal, physical, non-verbal or digital (including online) and which persist even after interventions are applied and/or are pervasive.

This includes but is not limited to:

- Intimidation, the threat of harm or retaliation for making a report
- Any behavior that substantially interferes with a student's education or that creates a hostile environment at school
- Conduct that includes verbal slurs, biased speech, name-calling,
- Conduct that includes non-verbal behavior (ex: graphic or explicit written statements), mimicking sexual acts or motions
- Intentionally spreading rumors, gossip or attempts to humiliate another student
- Repeated requests for nudes
- **Weapon, Dangerous:** Any weapon, device, instrument, material, or substance, which under the circumstances in which it is used, attempted to be used, or threatened to be used and is readily capable of causing death or serious physical injury.
- **Weapon, Deadly:** Possession, use, or threatened use of any instrument, article, or substance specifically designed for and presently capable of causing death or serious physical injury.
- **Weapon, Firearm** Possession of a gun, including but not limited to a firearm which is "designed to or may readily change to expel a projectile by the action of an explosive and any explosive, incendiary, or poison gas." (Section 921 of Title 18 of the U.S. Code.) "Possession" is defined to include,

	<p>but not limited to, having a weapon located: (1) in a space assigned to a student such as a locker or desk, (2) on the student’s person or property (on the student’s body, in student’s clothing, in an automobile), (3) under the student’s control, or accessible or available; for example: hidden on school property. Confiscated guns are turned over to the police.</p> <p><b>*If the behavior is involving staff, please contact Student Conduct Coordinator and the Senior District Staff responsible for supervising the school</b></p>	
POSSIBLE RESPONSES	<p><b>In addition to TYPE I, II, and III responses</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Restorative Practice</a></li> <li>● Escalation Cycle</li> <li>● <a href="#">Functional Behavior Assessment/Behavior Support Plan</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Safety Plan</a></li> <li>● Report to Title IX Coordinator (school-based) as soon as possible</li> <li>● Contact district Title IX Office to open a Title IX investigation</li> </ul>
POTENTIAL DISTRICT LEVEL SUPPORTS	<ul style="list-style-type: none"> <li>● Racial Equity Social Justice</li> <li>● Hate Based Incident Response Team</li> <li>● District Title IX Office</li> <li>● Student Success and Health</li> <li>● Confidential Advocate (VOA )</li> </ul>	<ul style="list-style-type: none"> <li>● Student Support Team Meeting with District Support (Counselors, Social Workers, Case Manager)</li> <li>● Homefree/Raphael House</li> <li>● Other District Supports</li> </ul>
SUSPENSION	<b>Yes</b> SEE SUSPENSION IN TYPE II FOR MORE INFORMATION	
HEARING	<b>Yes</b> after consultation with the Student Conduct Coordinator and District Staff responsible for supervising the school.	

<p><b>CONSIDER:</b></p> <p>*If frequent/Chronic, begin tracking behavior and potentially refer to the Student Intervention Team.</p> <p>*Avoiding/escaping behavior?</p> <p>*Is behavior part of a mental health issue, traumatic response, or disability?</p> <p>*Stage: 2/3 Referral may be appropriate when behavior is Chronic (persistent)</p>	<p>The school has tried at least 3 different strategies in response to behavior, and the behavior persists and/or any violation that creates a substantial impact on the school community or a student has a combination of multiple Type II, and/or Type III violations in one incident, a suspension or hearing can be considered.</p>
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**THREATS:** when a student threatens violence or harm, the administrator may consider and implement any of the following:

- Immediately removing from the classroom setting any student who has threatened to injure another person or severely damage school property.
- Placing the student in a setting where the behaviors will receive immediate attention, including, but not limited to, the office of the school principal, vice principal, assistant principal, counselor, or

a school psychologist licensed by the Teacher Standards and Practices Commission or the office of any licensed mental health professional.

- The school Behavioral Safety Assessment Team will follow the threat assessment protocol and conduct a behavioral safety assessment. The Behavioral Safety Assessment Team may develop a safety plan, which the student must follow or possibly be subject to further disciplinary action.

The administrator, working in tandem with the Central Office Administrator who oversees the school and district team responsible for responding to incidents of threat, has 12 hours to notify the parents or caregivers of the student who is the subject of a threat by phone. They must notify the parents or caregivers of the incident by writing within 24 hours in alignment with district guidelines.

**PROHIBITED ITEMS:** weapons are prohibited in or near our schools. Students cannot have or use firearms or knives or anything that looks or is used like a weapon at school. Words and actions that threaten or could frighten other people are not allowed – even in play or with friends.

Students may not have dangerous or prohibited items at school, on the property, or at school activities including:

- **Dangerous:** including, but not limited to look-a-like guns or weapons, mace, pepper-spray, stun guns, metal knuckles, knives, and others not listed that are and not used in a direct threat.
- **Deadly weapon:** including, but not limited to, firearms, knives used in a direct threat in an incident of physical attack), metal knuckles, straight razors, weapons of the nunchaku type, stun guns, mace, and other instruments designed for and capable of inflicting injury to persons or property
- Explosives
- Noxious, irritating or poisonous gasses
- Poisons
- Mood Altering Substances (except medicines prescribed for the student which shall be in the labeled container and non-prescription remedies);
- Paraphernalia used in the transporting, sale or use of illegal drugs, including but not limited to Juuls, vape pens, syringes, and flasks
- Stolen property (Stolen items will be returned to the owner or to the police)
- Materials or devices which endanger the physical safety or persons or property
- Gang member identifying markings or paraphernalia
- Materials, devices, identifying markings or paraphernalia which are patently racially, religiously or sexually offensive including those associated with clubs, sects or groups avowing or practicing discrimination against persons on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation
- Other items or materials prohibited by Board policies, Administrative Regulations or school rules
- Prohibited items will be removed and held by school staff and some items shall only be released to the student's parent. Illegal items will be destroyed or held for Portland Police.

## ALCOHOL/DRUG DISCIPLINARY MEASURES

Substance Use Violation Level		Disciplinary Action and Staff Responsible for Conducting Meeting/Hearing		Possible Interventions
LEVEL A	<b>First Use</b>	<ul style="list-style-type: none"> <li>Rest of Day Suspension</li> <li>Level A meeting</li> </ul>	Admin	<ul style="list-style-type: none"> <li>Insight</li> <li>Alt Plan</li> </ul>
	<b>First Possession</b>	<ul style="list-style-type: none"> <li>Rest of Day Suspension</li> <li>Level A Meeting</li> </ul>	Admin	<ul style="list-style-type: none"> <li>Insight</li> <li>Alt Plan</li> </ul>
	<b>First Transfer</b>	<ul style="list-style-type: none"> <li>Rest of Day Suspension</li> <li>Level A Meeting</li> </ul>	Admin	<ul style="list-style-type: none"> <li>Insight</li> <li>Alt Plan</li> </ul>
	<b>Second Use or Possession</b>	<ul style="list-style-type: none"> <li>Rest of the Day and up to one additional day of Suspension</li> <li>Second Level A Meeting</li> </ul>	Admin	<ul style="list-style-type: none"> <li>Insight</li> <li>Alt Plan</li> </ul>
LEVEL B	<b>First Distribution</b>	<ul style="list-style-type: none"> <li>Length of suspension up to the school team but must be under 10 days (must consult with SS&amp;H and MTSS)</li> <li>Discipline Hearing</li> </ul>	Hearing Officer	<ul style="list-style-type: none"> <li>Delayed Expulsion</li> <li>Expulsion</li> <li>SSC</li> <li>Alt Plan</li> <li>SSC W/Alt Plan</li> </ul>
	<b>Second Transfer</b>	<ul style="list-style-type: none"> <li>Rest of the Day and up to one additional day of Suspension and a</li> <li>Discipline Hearing</li> </ul>	Hearing Officer	<ul style="list-style-type: none"> <li>Delayed Expulsion</li> <li>SSC</li> <li>Alt Plan</li> <li>SSC W/Alt Plan</li> </ul>
	<b>Third/Fourth Use or Possession</b>	<ul style="list-style-type: none"> <li>Rest of the Day and up to one additional day of Suspension</li> <li>Discipline Hearing</li> </ul> <p>*Could include meeting with CADC</p>	Hearing Officer	<ul style="list-style-type: none"> <li>Delayed Expulsion, SSC</li> <li>Alt Plan</li> <li>SSC W/Alt Plan</li> </ul>
LEVEL C	<b>Second Distribution</b>	<ul style="list-style-type: none"> <li>The length of suspension up to the school team must be under 10 days (must consult with SS&amp;H and Student Conduct)</li> <li>Discipline Hearing</li> </ul>	Hearing Officer	Expulsion
	<b>Third Transfer</b>	<ul style="list-style-type: none"> <li>The length of suspension up to the school team must be under</li> </ul>	Hearing Officer	Expulsion

		10 days (must consult with SS&H and Student Conduct) ● Discipline Hearing		
	<b>5th Use or Possession</b>	● The length of suspension up to the school team must be under 10 days (must consult with SS&H and MTSS) ● Discipline Hearing	Hearing Officer	Expulsion
LEVEL A	Insight Class or Alternative Plan that is 6 hours long (this must be written down and signed by the student, parent or family member and supervising administrator). The student is excluded from performing, competing and/or representing the school in school-sponsored competitions, games, performances, dances, and other similar activities which are either after school or off campus for a period of 14 days.			
LEVEL B/C	A hearing will be scheduled, and the student is excluded from performing, competing and/or representing the school in school-sponsored competitions, games, performances, dances, and other similar activities which are either after school or off campus for a period of 28 consecutive calendar days starting on the day of the hearing.			

**Note: Discipline for any alcohol or other drug violation must be done as outlined in 4.30.022-AD.**

*Race and Ethnicity Substance use violations will be tracked and monitored, and shared with building administrators and People who oversee the school.*

**60 DAY RULE:** requiring that seniors be disqualified from participation in commencement exercises and related activities if within 60 consecutive calendar days of the last senior school day they are found to be in violation resulting in three or more days of suspension or more serious disciplinary action.

**CANNABIDIOL (CBD):** CBD and all substances derived from hemp and marijuana contain at least trace amounts of psychoactive Tetrahydrocannabinol, or THC, which is illegal in Oregon for anyone under the age of 21 to possess or use. Possession or use of any products which contain CBD will not be allowed on school property or at school events and will be subject to discipline under the PPS discipline and [Healthy, Substance-Free Learning Environments policies](#) and [administrative directives](#). For doctor-prescribed substances (including CBD), see [Medicines and Prescriptions](#).

**TOBACCO:** students and adults are not permitted to use, possess, sell, or transfer tobacco or tobacco/nicotine-related products or paraphernalia in school buildings, on school property, in vehicles used for school transportation and school-related work, and at all school-related activities.

## EXCLUSIONARY DISCIPLINE

**SUSPENSION PROCEDURES:** suspension means that a student cannot attend school or school activities in Portland Public Schools. Suspensions can last for up to ten school days.

Building administrators must contact the senior district staff responsible for supervising the school when considering more than one day of suspension per incident or if the student already has 2 or more days of suspension. Building administrators must contact their student conduct coordinator and the senior district staff responsible for supervising the school if they are considering a discipline hearing.

An informal meeting may be held between an appropriate school person (team leader, administrative assistant, principal) and the student before the student is suspended unless an emergency suspension is necessary.

An emergency suspension may be enacted to investigate an incident fully. A student may be suspended during this time to allow for the investigation to be completed, to keep them and others safe, and to plan their return to school to be as safe as possible.

When needed, interpretation services must be provided for students and/or parents/caregivers.

Parents/caregivers are notified when students are suspended. A meeting with the parent/caregiver must be held before a student returns to school after a period of suspension to seek a resolution of the misconduct and review ways of improving student behavior. A parent/caregiver may request a meeting with the principal or designee to develop a plan of action for the student to prevent further incidents.

Students are expected to complete homework during any suspension and may request missed assignments. A suspended student may not be on any Portland School property or at school-sponsored activities.

A student or a parent/caregiver wanting to appeal a suspension should contact the principal to arrange a conference.

**DISCIPLINE HEARING PROCEDURES:** for more serious incidents, a hearing is held with parents/caregivers, the student, the school team, and a hearing officer. The hearing officer decides if a student will be expelled and for how long. Students may also receive a delayed expulsion. During the period of the delayed expulsion, the student may be required to complete certain expectations, such as attending the Student Success Center or following the stipulations of an alternative plan to address the causes of the behavior that led to the hearing. If the student follows the plan, then the expulsion will not be imposed. If they do not follow the plan, then another hearing will be held, and the student may be expelled.

- A student may be suspended pending the discipline hearing.
- Expulsion means a student cannot attend school or school activities in any Portland Public School for up to a full calendar year. PK-5 students may not be expelled unless the circumstances meet the standards in State law.
- Firearm violations require expulsions from the hearing date for a full calendar year.
- When needed, interpretation services must be provided for students and/or parents/caregivers.

- An expelled student must not be on any Portland Public School property or at school-sponsored activities.
- A student or parent/caregiver may appeal any expulsion or delayed expulsion decision.

**DISCIPLINE OF STUDENTS WITH DISABILITIES:** in cases where the disciplinary action includes a suspension or expulsion, the school administrator must notify parents/caregivers/surrogates in the same manner as non-disabled students. The Special Education Department will notify the parents/caregiver of any special education meetings. They are subject to disciplinary procedures to promote positive behavior changes and protect others.

For students with an IEP, a formal Section 504 plan, or who have been identified for a special education referral, additional procedures may need to be followed to determine whether the student may be excluded for disciplinary reasons.

**PROCEDURES:** must be followed for students with disabilities or formal Section 504 plans who are suspended for more than ten (10) days in any school year, for additional exclusions of up to ten (10) school days that do not constitute a pattern, for separate acts of misconduct, which constitute a pattern, or if the student is being considered for expulsion. Reference: [4.30.025-AD](#).

## APPEAL PROCESSES

**CONTESTING A SUSPENSION:** Contesting a Suspension: A student or parent/caregiver has the right to contest any suspension. Administrators are required to inform parents and students of their appeal rights. a) A student or parent/caregiver may contest the suspension first by requesting a written conference with the principal.

- The principal will provide the family with a written response within three (3) school days of receipt of the parent/caregiver request.
- If the principal was the decision-maker, the family may submit a written appeal of the decision to the district staff responsible for supervising the school that the student attends within five (5) school days of the principal's decision.
- The district senior staff will review the record and provide a written response within three (3) school days. The District senior staff's decision is final.

**APPEALING AN EXPULSION OR DELAYED EXPULSION:** appealing an Expulsion or Delayed Expulsion: A student or parent/caregiver may appeal an expulsion or delayed expulsion hearing decision to the Office of the Superintendent within five (5) school days of the decision.

**MAKING A DECISION:** Making a Decision: Within three (3) school days, the appeals hearing officer shall make their decision based upon the preponderance of the evidence and may choose to uphold, modify, or reverse the decision. If the decision is to reduce a mandatory Firearm 365-day expulsion, the hearing officer's decision is forwarded as a recommendation to the Superintendent, who has the sole authority to make such a modification.

**HEARING RESULTS LETTER:** the school notified the student's parent/caregiver in writing of the decision. The notice shall state the steps to appeal a hearing or decision.

**EXPULSION APPEAL TO THE BOARD OF DIRECTORS:** a student or parent/caregiver may appeal an expulsion to the Board of Directors within (10) ten school days of the decision by the Superintendent or Designee. Requests are made to the Office of the Superintendent.

**TITLE IX DECISION APPEAL:** appeals on Title IX decisions must be made in accordance with 4.30.072-AD Sexual Harassment Student to Student Sex-Based Discrimination and Harassment.

# DEFINITIONS

- **60-Day Rule:** requiring that seniors be disqualified from participation in commencement exercises and related activities if, within 60 consecutive calendar days of the last senior school day, they are found to be in violation resulting in three or more days of suspension or more serious disciplinary action.
- **Affirmative Consent:** freely given, mutual, enthusiastic, continuous, and can be withdrawn anytime for any reason. Consent for one interaction does not assume consent for other interactions. Consent cannot be given when under the influence of drugs or alcohol or when threat, coercion, or intimidation exists. When affirmative consent is incorporated into healthy sexual relationships, it mitigates the impact and consequences of sexual pressure. This expectation is consistent with the Oregon Department of Education’s Health Education Standards.
- **Appeal:** a student and their family has the right to appeal a hearing result. Instructions on how to conduct an appeal are included in the hearing results letter.
- **Behavioral Safety Assessment System (BSAS):** defined process to assess, plan for, and support students who exhibit threatening behaviors. Administrators shall contact the Behavioral Safety Assessment Coordinator and follow established Behavioral Safety Assessment Procedures whenever encountering threatening behaviors in students.
- **Bias Incident:** “Bias Incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.
- **CADC:** Certified Alcohol and Drug Counselor
- **Delayed Expulsion:** a delayed expulsion is a possible outcome from a discipline hearing. It is a period of intensified support and structure for a student. A plan will be put in place to help them be as successful as possible in school. If they do not follow the plan, or if they receive a new serious violation, another hearing will be held to determine the next steps. The delayed expulsion typically lasts until the end of the current or next semester, depending on the level of support needed and the time of year when the hearing is held.
- **Distribution:** advertising, offering to sell, selling, furnishing, bartering, or exchanging of substance(s), or facilitating the exchange of substances to receive monetary gain, social gain, goods, and/or products, etc. Includes students found in possession of a sizable quantity of a substance(s) or paraphernalia that would be considered too large for personal use. These actions apply to PPS Schools, events, or programs, including the Nexus of Discipline.
- **Exclusionary Discipline:** disciplinary action which removes a student from instruction.
- **Expulsion:** denies the student the right to attend any district school or program, including all

classes and school activities, or to come onto any district property for up to one calendar year.

- **Hate Speech:** the written, verbal, visual, or symbolic expression of animus based on race, color, religion, gender identity, sexual orientation, disability, or national origin.
- **Hearing:** a formal meeting to review information pertaining to suspected behavior and to make a decision regarding disciplinary action.
- **Hearing officer:** a district administrator who holds the title of Hearings Officer.
- **Individualized Education Program:** also called the IEP, is a document that is developed for each public school child who is found eligible for special education. It is reviewed annually, occasionally more often, by the IEP team, including the child's parent/caregiver, school administrators and district staff.
- **Level A Meeting:** during a Level A violation, schools will utilize a disciplinary meeting and a school administrator will facilitate these. The goal of a Level A meeting is to connect students with the appropriate intervention, i.e. Insight or Alternative Plan.
- **Material and Substantial Disruption of the Educational Environment:** behaviors that significantly interfere with instruction or staff member's ability to maintain a stable classroom or ensure student safety.
- **Manifestation Determination:** a Manifestation Determination is a test conducted by a student's IEP or 504 team to determine whether the behavior leading to possible disciplinary action was directly caused by the student's eligible disability or was caused by the school's failure to fully implement the IEP or 504 plan. A positive manifestation may result in the student not receiving further exclusionary discipline, and may result in an update their IEP or 504 Plan
- **Paraphernalia:** any equipment, product, or accessory that is intended or modified for making, using, or concealing a substance. Examples of paraphernalia include, but are not limited to: pipes, needles, juuls and other Inhalant Delivery Systems, miniature spoons, roach clips, chillums, and cigarette papers, among others.
- **Physical attack causing harm:** non-accidental conduct causing serious physical harm to a student or school employee.
- **Preponderance of the evidence:** an evidentiary standard used by the hearings officer to weigh information received during a hearing. The standard of this scale is "More Likely than Not." This is a lower burden of proof than is utilized in our court system, which is "Beyond a Reasonable Doubt".
- **Section 504 Plan:** an accommodation plan for a public school child with disability developed to ensure the child receives accommodations for access and participation in the learning environment.
- **Serious Physical Harm:** impairment of physical condition or substantial and lasting pain.
- **Sexual Incident Response Committee (SIRC) Process:** the district has a defined process to assess, plan for, and support students who exhibit problematic sexualized behaviors, typically in a K-5 setting.. Administrators shall contact the SIRC Coordinator whenever encountering a behavior of a problematic sexualized nature.
- **Substance:** this includes all mood-altering materials or facsimiles thereof, including alcohol or

medications that have not been prescribed for the student or are being used in a manner inconsistent with a prescription.

- **Substance-impaired learning:** the degradation of student learning, participation, or behavior which is caused by the presence of drugs or alcohol or their residuals in the body.
- **Substance-related activity:** actions that include but are not limited to use, distribution, sale, or possession of substances, including drugs, alcohol, or drug paraphernalia; substance-impaired learning, substance-influenced behavior; and any act assisting such activity. (Note: administrators should contact a district discipline coordinator prior to contacting law enforcement.)
- **Substantial Disruption of the Learning Environment:** substantially interfering with the work of the school or impinging upon the rights of other students. Significantly interrupting other students' ability to learn.
- **Suspension, in-school:** temporarily denies a student the right to attend scheduled classes and instead requires them to attend a program or engage in other educational activities in the school for a period up to five (5) consecutive school days
- **Suspension, out-of-school:** temporarily denies a student the right to attend school, including all classes and school activities and to come onto any district property, for a period up to ten (10) consecutive school days.
- **Symbol of Hate:** "Symbol of Hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin, including but not limited to any noose, swastika, or confederate flag, and symbols contained in the Hate on Display Hate Symbols Database and whose display. That is reasonably likely to cause a substantial disruption of or material interference with school activities; or interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.
- **Threat Causing Fear of Harm:** physical, verbal, written, or electronic action which immediately creates a fear of harm without displaying a weapon and without subjecting the victim to an actual physical attack.
- **Transfer:** sharing a substance with another student in a social setting or context, generally unplanned; examples include sharing a vape pen in the bathroom, giving alcohol to another student at a game or event, etc.
- **Trauma-Informed Approach:** designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

PORTLAND PUBLIC SCHOOLS POLICIES	CURRENT LAWS:
<p>For more policy information go to on PPS.net</p> <ul style="list-style-type: none"> <li>● <a href="#">1.80.020-P Non-Discrimination/Anti-Harassment Policy</a></li> <li>● <a href="#">2.10.010-P Racial Educational Equity Policy</a></li> <li>● <a href="#">4.30.010-P Student Conduct and Discipline</a></li> <li>● <a href="#">4.30.011-AD Student Conduct and Discipline AD</a></li> <li>● <a href="#">4.30.012-P Standards of Conduct - Student Dress and Grooming</a></li> <li>● <a href="#">4.30.013-AD Student Dress Code</a></li> <li>● <a href="#">4.30.020-AD Student Discipline Procedures</a></li> <li>● <a href="#">4.30.021-AD Student Suspension and Expulsion Procedures</a></li> <li>● <a href="#">4.30.023-P Healthy, Substance Free Learning Environments</a></li> <li>● <a href="#">4.30.022-AD Healthy Substance Free Learning Environments AD</a></li> <li>● <a href="#">4.30.025-AD Discipline of Students with Disabilities</a></li> <li>● <a href="#">4.30.040-P Students' Rights Regarding Searches of Person and Property</a> <ul style="list-style-type: none"> <li>○ <a href="#">4.30.041-AD Searches of Students and Their Property; Handling of Prohibited Items</a></li> </ul> </li> <li>● <a href="#">4.30.060-P Anti-Harassment and Teen Dating Violence Policy</a></li> <li>● <a href="#">4.30.061-AD Transgender, Nonbinary and Gender Diverse Students</a></li> <li>● <a href="#">4.30.071-AD Harassment, Sexual Violence, and Teen Dating Violence Procedures and Prevention - Students</a></li> <li>● <a href="#">4.30.072-AD Title IX Student to Student Sex-Based Discrimination and Harassment</a></li> <li>● <a href="#">4.50.060-AD Student Restraint and Seclusion</a></li> <li>● <a href="#">8.60.040-P Responsible Technology Use</a></li> <li>● <a href="#">8.60.041-AD Student and Staff Acceptable Use of District Technology Policy (AUP)</a></li> <li>● <a href="#">8.60.045-AD Social Media Use and Expectations for Students</a></li> </ul>	<p>Federal Laws</p> <ul style="list-style-type: none"> <li>● <a href="#">Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.</a></li> <li>● <a href="#">The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.</a></li> <li>● <a href="#">20 U.S. Code § 7961 - Gun-free requirements</a></li> </ul> <p><b>Oregon State Laws:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">SB 52: Adi's Act</a></li> <li>● <a href="#">ORS 339.240 Rules of Student Conduct, Discipline, and Rights</a></li> <li>● <a href="#">ORS 339.250 Duty of Student to Comply with Rules</a></li> <li>● <a href="#">ORS 339.252 Child with Disability Continues to be Entitled to Free Appropriate Public Education if Removed for Disciplinary Reasons</a></li> <li>● <a href="#">ORS 339.270 Assessment of Costs of School Property Damage Against Responsible Student or Parents or caregiver</a></li> </ul>

Please use the QR code below for Feedback on the  
Student Rights and Responsibilities Handbook.



- The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on perceived or actual race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; veteran's status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

504 Coordinator: Marquita Guzman, [mguzman@pps.net](mailto:mguzman@pps.net) 971-393-8633

ADA Coordinator: Jey Buno, [jbuno@pps.net](mailto:jbuno@pps.net), 503-916-3360

Title IX Program Manager: Liane O'Banion, [lobanion@pps.net](mailto:lobanion@pps.net), 503-568-2646

[Accessibility Statement](#)

[Conflict/Complaint Resolution Process](#)

District Offices: 501 N. Dixon St. Portland, OR 97227

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## **ACADEMIC INTEGRITY**

### Statement of Philosophy:

We believe that honesty and integrity are important and desirable traits in all areas of life including a student's academic pursuits. Faculty members have an obligation to educate students to standards of academic integrity and to report violations of those standards by those students.

### Definition:

The principle of academic integrity shall be that a student's submitted work, examinations, reports or projects must be that student's own work. Students shall not:

- Represent the work of others as their own;
- Use unauthorized assistance in any academic work;
- Give unauthorized assistance to other students;
- Modify, without faculty approval, an examination, paper record or report for the purpose of obtaining additional credit;
- Fail to meet other conditions for academic integrity as required by a faculty member for a specific course.

### Expectations:

- Do not let other students in your class diminish the value of your achievement by taking unfair advantage. Report dishonesty when you see it.
- Use quotation marks where appropriate and cite your source(s) whenever you use words or ideas that are not your own when writing a paper.
- During assessments (tests), do not allow your neighbors to see what you have written; you are the only one who should receive credit for what you know.
- Do not put yourself in a position where you can be suspected of having copied another person's work or of having used unauthorized notes in an examination. Even the appearance of dishonesty may undermine your instructor's confidence in your work.
- The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education.
- Never falsify a record or permit another person to do so. Academic records are regularly audited and students whose grades have been altered put their transcript at risk.
- Never fabricate data, citations or experimental results.
- Never take test materials and/or answer keys from an instructor for the purpose of duplicating or using the material on a quiz or exam.
- Never misuse the internet as a resource to complete assignments.

### Consequences:

Students who violate the Academic Integrity expectations are subject to:

- A "zero" on any assignment that is misrepresented.
- Parent notification of the event.
- Informational referral to the appropriate vice principal.

Suspension and/or expulsion for theft of test materials and/or answer keys from an instructor.

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# DEVELOPING POLICY AND PROTOCOLS FOR THE USE OF GENERATIVE AI IN K-12 CLASSROOMS

Prior to setting school and district policies on the use of AI technologies, it is vital that school and district leaders are aware of federal and state policies that impact the use of these technologies both regarding student data privacy in addition to other states and countries that lead in this area. While there are a number of schools across the nation (and world) that have made the decision to ban the use of AI technologies and ChatGPT, when making this decision it is important to consider the learning opportunities that might be limited for students. Being aware of other policies both within and outside of Oregon can be helpful in making informed decisions. The US Office of Educational Technology is currently working on developing policies and supports that focus on the effective, safe, and fair use of AI-enabled educational technology. Their [Artificial Intelligence website](#) can provide a great starting point for understanding current policies in this area. Additionally, with the increased interest in, and attention on AI technology, other countries have developed resources to guide in the use of AI in education. For example, The European Commission recently released “[Ethical guidelines on the use of artificial intelligence \(AI\) and data in teaching and learning for Educators](#)” which provides guidance and resources for school leaders.

## FEDERAL POLICIES

While there have been no federal policies related to the use of AI technologies in education, at the release of this resource, in March 2023, the U.S. Copyright Office, Library of Congress, released a policy that has impacts on the use of works containing material generated by artificial intelligence. The full text of this policy can be reviewed [here](#).<sup>1</sup>

The US Office of Educational Technology published a brief in May 2023 titled “[Artificial Intelligence and the Future of Teaching and Learning](#).” This brief provides insights and recommendations regarding building ethical, equitable policies in addition to information about the use of AI in teaching, best practices for instruction including formative assessment, and research around the use of AI in classrooms and beyond. This brief along with additional work supported by the US Office of Educational Technology supports a focus on the effective, safe, and fair use of AI-enabled educational technology. Their [Artificial Intelligence website](#) can provide a great starting point for understanding current policies in this area.

<sup>1</sup> If additional related federal policies are developed, this section of the guidance will be updated to reflect the most current policies available.

## POLICIES FROM ACROSS THE NATION

As K-12 schools and districts spend more time learning about the use of generative AI in classrooms, policies continue to change at a rapid pace with districts that initially banned platforms such as ChatGPT shifting toward embracing its potential in the classroom<sup>2</sup>. While some schools, districts, and states have continued their ban on generative AI, particularly platforms such as ChatGPT, many have done so as a temporary measure in order to engage in risk assessments and develop plans to train educators.<sup>3</sup>

An example that can provide a starting point for schools and districts in developing their AI policies and procedures can be drawn from the International Baccalaureate. They have developed a “[Statement from the IB about ChatGPT and artificial intelligence in assessment and education](#).” This statement calls for developing policy that supports students in using generative AI tools in ways that are ethical and aligned with principles of academic integrity.

## OREGON DISTRICT POLICIES

Many Oregon districts are still exploring the use of generative AI platforms such as ChatGPT in their classrooms. Schools and districts are encouraged to contact the Oregon Department of Education when developing policy related to AI technologies for both technical support as well as opportunities to connect with other districts in order to learn from each other. Please contact ODE’s Digital Learning Team ([ode.digitallearning@ode.oregon.gov](mailto:ode.digitallearning@ode.oregon.gov)) with questions, current policies, and technical support needs.

## INTERNATIONAL POLICIES

The United Nations developed a resource “[AI and Education: Guidance for Policy-Makers](#)” that provides important information regarding other countries’ policies related to the use of AI in schools. While this resource focuses on the use of AI broadly rather than generative AI specifically, it includes important considerations for policy development and provides language from other countries’ policies that can be useful.

## AI POLICY AND PROTOCOL DEVELOPMENT PLANNING AND REFLECTION TOOL<sup>4</sup>

Based on the information in this resource, there are several action steps that school and district administrators can take in an effort to create clear, meaningful, and equitable policy around the use of AI technologies in classrooms. The table below can serve as a starting point for reflection, discussion, and policy development.

- 2 Banks, D. (2023). ChatGPT caught NYC schools off guard. Now, we’re determined to embrace its potential. Retrieved from: <https://ny.chalkbeat.org/2023/5/18/23727942/chatgpt-nyc-schools-david-banks>
- 3 Jimenez, K. (2023). 'This shouldn't be a surprise' The education community shares mixed reactions to ChatGPT. Retrieved from: <https://www.usatoday.com/story/news/education/2023/01/30/chatgpt-going-banned-teachers-sound-alarm-new-ai-tech/11069593002/>
- 4 Additional information regarding developing AI policy can be found in [Artificial Intelligence Policy in Secondary Schools](#).

Focus	Guiding Questions <sup>5</sup>	Tasks
<p>1. <b>Review Equity Decision Tree and specific equity focused AI questions</b></p>	<p>What are the equity implications of AI being used in schools?</p> <p>How are these equity implications being addressed through policy, particularly for historically and systemically marginalized student groups<sup>6</sup>?</p> <p>To what extent is AI enabling adaptation to students’ strengths and not just deficits? Is AI enabling improved support for learners with disabilities and English language learners?</p>	<p><input type="checkbox"/> Organize a team to lead in the development of AI policy with a variety of roles, perspectives, and experiences (including librarians, library staff, media specialists, and IT staff). <i>(Depending on the size of the school or district, consider partnering with other schools or districts across the state in order to engage collaboratively with this process.)</i></p> <p><input type="checkbox"/> Consult the <a href="#">Equity Decision Tools for School Leaders</a> with the team prior to beginning the process of developing policy and throughout each step indicated below. <i>Suggested starting place: Decision Tree and Deepening Questions – What is the problem? What are the interior conditions?</i></p> <p><input type="checkbox"/> Clearly define your vision for learning and how educational technology broadly and AI specifically might align with that vision. Continue to refer to this to ensure alignment between your vision and the policies being developed.</p>
<p>2. <b>Engage District and School Community</b></p>	<p>How might AI spark dialog around broader media/ digital/ algorithmic literacies that will continue to impact students’ lives?</p> <p>How are opportunities for educators to share their experiences related to the equity implications of AI being created when developing policy and revisiting policy?</p> <p>How are student, family, and the larger communities voices being centered in developing AI policy, specifically regarding equity implications for multilingual students and students with disabilities?</p> <p>How are youth voices involved in choosing and using AI for learning?</p>	<p><input type="checkbox"/> Review the “<a href="#">Community Engagement Toolkit</a>.”</p> <p><input type="checkbox"/> Review the “<a href="#">Tribal Consultation Toolkit</a>”</p> <p><input type="checkbox"/> Provide teaching and learning sessions to community members about the use of AI programs in schools including both opportunities and concerns/risks. Schools and districts are encouraged to use the above tools as a starting point for these sessions.</p> <p><input type="checkbox"/> Consult with community partners, including teachers, parents, and students, and the Tribes to ensure that policy decisions are informed by a diverse range of perspectives.</p> <p><input type="checkbox"/> Consult with the school board to share perspectives learned during community engagement.</p> <p><input type="checkbox"/> Consult the <a href="#">Equity Decision Tools for School Leaders</a>. <i>Suggested focus: Deepening Question – Does your decision deepen a sense of community and relational trust?</i></p>

5 These questions were modified from questions included in COSN (2020). Artificial Intelligence in K-12 as well as The Office of Educational Technology (2023) Artificial Intelligence and the Future of Teaching and Learning. Retrieved from: <https://tech.ed.gov/files/2023/05/ai-future-of-teaching-and-learning-report.pdf>

6 AI technologies are used across agencies and systems with research showing that the use of AI has negatively impacted people from historically and systemically marginalized communities. Examples of such research can be found in Ruha Benjamin’s (2019) book Race After Technology: Abolitionist Tools for the New Jim Code as well as in the ProPublica article “[Machine Bias](#)”.

Focus	Guiding Questions <sup>5</sup>	Tasks
<b>3. Review Products and Services</b>	<p>How does AI fit within the broader digital learning ecosystem?</p> <p>How can IT staff serve as leaders in these conversations and review design?</p> <p>How strong are the processes or systems for monitoring student use of AI for barriers, bias, or other undesirable consequences of AI use by learners? How are emergent issues addressed?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consult the <a href="#">Equity Decision Tools for School Leaders</a>. <i>Suggested focus: Review Equity Decision tree discussion (step #1) and revise as needed based on findings from community engagement.</i></li> <li><input type="checkbox"/> Conduct a thorough review of any AI products or services before introducing them into the classroom, paying particular attention to their potential impact on equity and student data privacy.</li> <li><input type="checkbox"/> Review the <a href="#">Office of Educational Technology’s EdTech Evidence Toolkit</a> to ensure that you are making evidence-based decisions on the use of educational technologies (edtech) in schools.</li> <li><input type="checkbox"/> Consider developing a tool for evaluation by building off of tools such as <a href="#">EdTech Center’s Online/Tech Tool Evaluation</a> as a starting point for review.</li> <li><input type="checkbox"/> Ensure that student data privacy is central to conversations by reviewing aligned policies including <a href="#">Family Educational Rights &amp; Privacy Act (FERPA)</a>, the <a href="#">Children’s Internet Privacy Act (CIPA)</a>, the <a href="#">Children’s Online Privacy and Protection Act (COPPA)</a> and the <a href="#">Oregon Student Information Protection Act (OSIPA)</a>.</li> </ul>
<b>4. Establish Clear Guidelines/ Develop Policy</b>	<p>How can guidelines for AI be developed in alignment within a broader system of educational technology?</p> <p>When AI is used, are students’ privacy and data protected? Are students and their guardians informed about what happens with their data?</p> <p>Is high-quality research or evaluations about the impacts of using the AI system for student learning available? Do we know not only whether the system works but for whom and under what conditions?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consult the <a href="#">Equity Decision Tools for School Leaders</a>. <i>Suggested focus: Deepening Question – Are your solutions feasible?</i></li> <li><input type="checkbox"/> Establish clear guidelines around the use of AI technologies, including when and how it should be used, and what data will be collected. <i>Consider a preliminary step of providing educators access to ChatGPT while a broader policy is being formulated.</i></li> <li><input type="checkbox"/> Consider expanding the current acceptable use policy in order to include policies for both staff use and student use that take into account both opportunities and risks with using AI. Ensure that the student policy prioritizes student data privacy laws.</li> <li><input type="checkbox"/> Share policy with the school board for approval.</li> <li><input type="checkbox"/> Provide ongoing support to the school board about the use of ChatGPT and other AI technologies.</li> </ul>

Focus	Guiding Questions <sup>5</sup>	Tasks
<p><b>5. Create a Professional Development Plan</b></p>	<p>How can AI literacy be incorporated as a component of broader literacy and equity training so that it does not become “just another thing” or “someone else’s topic” to teach?</p> <p>How can librarians, library staff, and media specialists serve as leaders in this work?</p> <p>How are educators, students, and families being trained in digital literacy to ensure that they have the skills necessary to ethically and productively navigate and use AI technologies?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consult the <a href="#">Equity Decision Tools for School Leaders</a>. <i>Suggested focus: Deepening Question – Who are the decision-makers and designers?</i></li> <li><input type="checkbox"/> Review the Office of Educational Technology’s <a href="#">Artificial Intelligence and the Future of Teaching and Learning</a> guidance to get support on how to practice ACE (always center educators) in AI (pp. 25-36).</li> <li><input type="checkbox"/> Consider the various audiences needing training including IT personnel, classroom teachers, librarians and library staff, media specialists, school staff, families, and students. Create a professional development calendar with focused topics for each group.</li> <li><input type="checkbox"/> Provide training and support for educators, students, and families around the use of AI technologies, including how to use it effectively and responsibly, and how to mitigate any potential negative impacts.</li> <li><input type="checkbox"/> Ensure that educator training is grounded in research based approaches for technology integration. Liz Kolb’s <a href="#">Triple E Framework</a> can be a helpful guide in ensuring that technology generally and AI specifically is used intentionally in the classroom.</li> </ul>
<p><b>6. Implement and Monitor Policy to Determine Effectiveness</b></p>	<p>How can voices of educators and the larger school community continue to be central to the process of implementation and monitoring of AI products and services in schools?</p> <p>Is AI leading to narrower student activities (e.g., procedural math problems), or the fuller range of activities highlighted in the National Educational Technology Plan (NETP), which emphasizes features such as personalized learning, project-based learning, learning from visualizations, simulations, and virtual reality, as well as learning across school, community, and familial settings?</p> <p>Is AI supporting the whole learner, including social dimensions of learning such as enabling students to be active participants in small group and collaborative learning? For example, does AI contribute to aspects of student collaboration we value like shared attention, mutual engagement, peer help, self-regulation, and building on each other’s contributions?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consult the <a href="#">Equity Decision Tools for School Leaders</a>. <i>Suggested focus: Deepening Question – How are you implementing this decision? What are you learning along the way?</i></li> <li><input type="checkbox"/> Implement the policy with fidelity - it might be helpful to start with one school or grade level band before rolling out district wide.</li> <li><input type="checkbox"/> Monitor the implementation of AI technologies in classrooms closely, and be prepared to make adjustments if any negative impacts on equity or other concerns arise.</li> <li><input type="checkbox"/> Develop accountability measures to ensure that the technology is implemented in appropriate ways that align with the educator professional development and community training provided – adjust learning opportunities as needed.</li> <li><input type="checkbox"/> Consider ways in which to review the effectiveness of the policy by engaging with local parent teacher organizations (or other similar organizations) regarding the use of the technology outside of the classroom.</li> <li><input type="checkbox"/> Review the AI policy with your team on a consistent basis to ensure that the policy responds to the pace of change within the field.</li> </ul>

For more information, please contact ODE’s Digital Learning Team at [ode.onlinermotelearning@ode.oregon.gov](mailto:ode.onlinermotelearning@ode.oregon.gov).

## AI is transforming our world.

Let's #TeachAI

## How To Use This Toolkit

- [Incorporate AI in an Education System](#)
- [Apply Seven Principles for AI in Education](#)
- [View Sample School Guidance](#)
- [Revise Existing Policies](#)
- [Customize a Presentation](#)
- Engage Parents, Staff, and Students
- [Learn How AI was Used in This Toolkit](#)

# Welcome

*"It is in a spirit of humility that we offer this toolkit. My sincere hope is that teachers feel guided and supported by their leaders as we all adapt to the changes AI brings to education."*

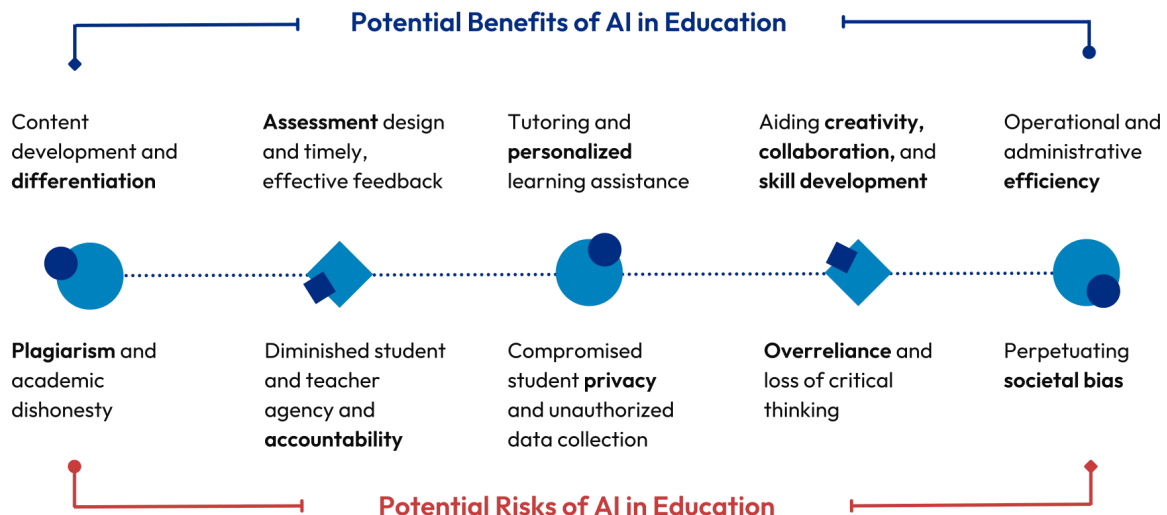
*Pat Yongpradit, Chief Academic Officer of Code.org and Lead of TeachAI*

### This toolkit is designed to help education authorities, school leaders, and teachers

create thoughtful guidance to help their communities realize the potential benefits of incorporating artificial intelligence (AI) in primary and secondary education while understanding and mitigating the potential risks.

With guidance, an education system may realize the potential benefits of AI to improve learning outcomes, support teacher instruction and quality of life, and enhance educational equity. Without guidance, teachers and students can be exposed to privacy violations, inconsistent disciplinary consequences, and counterproductive AI adoption practices. <sup>1</sup>

While terminology varies across countries and regions, "**education system**" refers to a district, regional, state, or national governing body, agency, or authority. Each entity must consider its own unique role in developing appropriate AI guidance and policies.



## Two Types of AI Tools Used in Schools

**Generative AI** tools can create text, code, and other types of content. However, using them to complete assignments can raise issues of plagiarism.

**Predictive AI** tools analyze patterns in student data to forecast outcomes such as being on track for graduation. These insights allow educators to intervene proactively but require care in understanding outputs and evaluating them for potential bias.

### Other uses of AI include

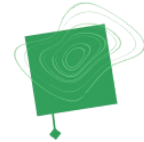
- Intelligent tutors to provide personalized teaching.
- AI for assessment to augment grading efficiency and consistency.
- Assisting with administrative tasks such as scheduling.

### Want to learn more about AI?

- See the [AI in Education Presentation](#). Download the slides to customize your own presentation.
- See [ISTE's AI resources](#), including [Tips for School Leaders](#).
- See [AI 101 for Teachers](#) from Code.org, ETS, ISTE, and Khan Academy.

**This toolkit serves as an initial step in guiding the safe, effective, and responsible use of AI in education.**

**The landscape of AI in education is evolving rapidly, and as new technologies mature, use cases emerge, and the understanding of AI's impact deepens, guidance will need to adapt.**



## How to Use this Toolkit

This toolkit is designed to help local, state, and national education systems worldwide develop guidance on the responsible use of AI, ensure compliance with relevant policies, and build the capacity of all stakeholders to understand AI and use AI effectively. The recommendations in this toolkit may also inform the early stages of developing policies and procedures, whether mandatory or voluntary.

While issuing standalone guidance on AI can be an initial step, it's also important to consider how and where it makes sense to address AI in existing policies, such as academic integrity, privacy, or responsible use policies. Guidance and policies will benefit from the input and review of various stakeholders, including teachers, parents, and students.

Guidance and policies should be developed in accordance with an education system's established policy development process, which may include a review by a policy committee, key stakeholders (e.g., teachers, parents, and students), and legal counsel before seeking approval from governing bodies.

### Use the Toolkit to Create Guidance and Inform Policy

**Guidance** is flexible, non-binding advice, offering principles and promising practices that can be adapted for various situations and updated frequently.

**Policy** is more static, has undergone a formal approval process, and includes accountability.

## Use Cases for this Toolkit

### Education system leaders

such as board members, superintendents, and directors of technology, can use this toolkit to inform the development of a vision statement, set of principles and beliefs, or a responsible use policy.

### School administrators

such as principals or staff development specialists, can use this toolkit to inform instructional guidance and professional development.

### Teachers

can use sections of the toolkit to inform their use of AI in instruction and assessment and how their students should or should not use AI when completing assignments.

## Real-World, Concrete Examples

**The toolkit illustrates potential approaches rather than definitive models and provides examples of AI guidance from local, state, and national education systems.** The toolkit also has a section that organizes sample AI guidance considerations for responsible use policies, privacy policies, and academic integrity policies. The examples and suggestions are not meant to be copied verbatim but to anchor understanding in practical examples and prompt thoughtful discussions about developing AI guidelines. The examples and sample language can be considered starting points to inform each education system's own process of responsibly shaping AI guidance, policies, and practices.

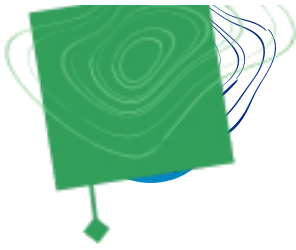
### Leave Feedback

Please provide feedback on the toolkit, including how you have used it. Your responses can inform ongoing updates and provide lessons learned and examples for ongoing learning and sharing.

### Responsible Use Policy

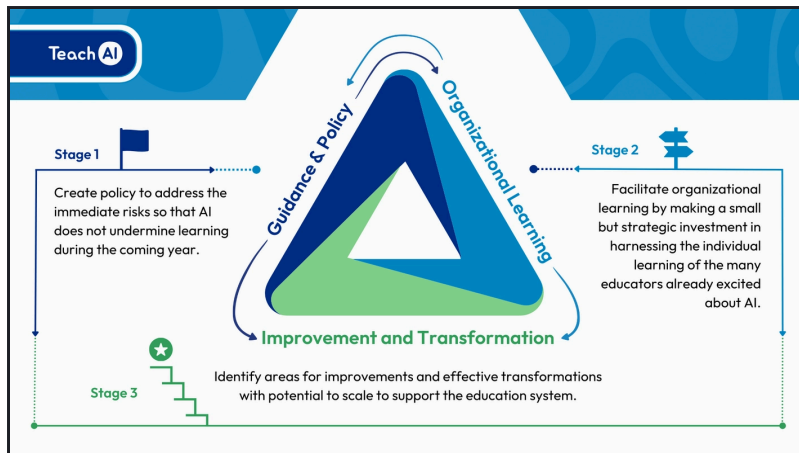
A responsible use policy, also known as an





A responsible use policy, also known as an acceptable use policy or technology use policy, describes the terms and conditions of technology use in an educational institution. These existing policies should be updated to ensure all users use AI tools safely and appropriately. For more information, see [Setting Conditions for Success: Creating Effective Responsible Use Policies for Schools](#).

## A Framework for Incorporating AI in an Education System



### Create guidance and policies to address immediate issues

Compared to the introduction of previous technologies in education, education systems should not delay efforts to develop guidance on the use of AI since students and teachers already have independent access, and many existing technologies embed AI into their systems (e.g., search engines and email applications). The first step should be ensuring that AI use complies with existing security and privacy policies, providing guidance to students and staff on topics such as the opportunities and risks of AI, and clarifying responsible and prohibited uses of AI tools, especially uses that require human review and those related to academic integrity.

### Facilitate organizational learning

In parallel with guidance and policies that address immediate concerns, education systems must prioritize professional development for all staff and bring together individual educators' experiences with AI to document successes, identify gaps, and build collective organizational knowledge and capacity. A systemwide approach would go beyond instructional issues to include operational considerations such as evaluating AI tools already in use and creating selection criteria for future evaluations. It also leads to more equitable AI integration across classrooms and prevents inequities from emerging when innovation diffuses haphazardly.

In May 2023, the Ministry of Education in Chile released a teacher guide called [How to Use ChatGPT to Enhance Active Learning](#). The guide provides a variety of use cases and prompts and covers key limitations and precautions.

*"At the current time, as a country, we need to enhance the learning of all students to be able to face the challenges of today's world - and an uncertain future - and support teachers to achieve these objectives. In this context, we must prepare educational institutions, teachers, students, and families to take advantage of the opportunities offered by new technologies and act against their risks."*

### Promote improvement and transformation

Thoughtful guidance and effective organizational learning set the stage for AI to contribute to improvements and transformations across a system. These transformations may include competency-based education powered by personalized learning, project-based learning aided by real-time and augmented feedback, and more time for teachers when AI is used to streamline administrative tasks. Incorporating AI into education provides an opportunity to expand evidence-based reforms, provided policies exist to support fair implementation, and there are investments in organizational learning.

These three stages – Policy, Organizational Learning, and Improvement and Transformation – provide a framework for incorporating AI across a system where guidance and policy development advance hand in hand with organizational learning, and both transition from a focus on addressing current concerns with AI to using AI to transform the educational system.<sup>2</sup>

**Engage with TeachAI partners and others**, such as Code.org, CoSN, Digital Promise, ISTE, and UNESCO, for timely access to guidance, frameworks, and other resources. Visit the [resources section](#).

