Policy Committee Meeting
Monday, April 27, 2026 4:30 PM

Roosevelt High School
6941 N. Central St.
Portland, OR 97203

Agenda

1. Call to Order / Introductions
2. Public Comment - *5 Two-Minute slots *To sign-up for public comment email PublicComment@pps.net or call 503-916-3741*
3. 1.70.020-P Policies and Administrative Directives
4. Review of 7.00.000 Policies - Community
   - 4.(a) 7.10.010-P School-Site Councils
   - 4.(b) 7.10.020-P Districtwide Advocacy and Fundraising
   - 4.(c) 7.10.030-P District Foundation
   - 4.(d) 7.10.040-P Parental and Family Involvement in Support of Academic Achievement
   - 4.(e) 7.20.020-P Volunteers
   - 4.(f) 7.20.040-P Citizen - Community Sponsored Contests
5. Review of 2.00.000 Policies - District Administration
   - 5.(a) 2.10.010-P Racial Educational Equity Policy
   - 5.(b) 2.20.010-P Naming School District Property
   - 5.(c) 2.20.010-P Religious and Cultural Observances
   - 5.(d) 2.40.020-P Student Participation
   - 5.(e) 2.50.010-P Public Access to District Records
   - 5.(f) 2.50.020-P Student Education Records
6. 1.60.040-P District Performance Auditing
7. Other Business and Future Agenda Items
8. Adjourn
9. First Reading: 7.00.000 - Community Policies — (Revisions and Rescissions)

Board Policy 1.70.020-P

Policies and Administrative Directives

I. Roles and Responsibilities

A. It is the responsibility of the Portland Public School Board of Education (Board) to develop, evaluate, and adopt policies for the governance of the District.

B. It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.

C. Policies and administrative directives are intended both as tools for District management and as sources of information for students, parents/guardians, staff, and other community members about how the District operates and the District's values.

D. The superintendent shall ensure that policies and administrative directives are available on the Portland Public School website as soon as practicable following their adoption and share them with staff and community as they are relevant.

II. Purpose of Board Policies

A Board policy represents a formal, written statement that creates a framework for:

A. Regulating Board or District business;

B. Establishing educational, operational, and other expectations for the District's staff and students;

C. Guiding the actions of those to whom the Board delegates authority and responsibility; and

D. Ensuring compliance with state and federal law.

III. Definitions

As used in the District policies and administrative directives:

A. Administrative Directive or Directive means a statement of actions adopted by the superintendent that implements Board policy.

B. Policy means a statement of general governing principles adopted by the Board.

IV. Policy Development

A. A proposal for a new policy or a change in existing policy may be made by:

i. A Board member;

ii. Superintendent;

iii. A District employee;

iv. A parent or guardian of a student;

v. A student;

vi. A District volunteer;

vii. A committee appointed by the Board of Superintendent; or

viii. A community member who is also a resident of the District.

B. When a proposal for a new policy or change in existing policy is received by the Board or Board committee(s) responsible for policy development, the Board committee may take the following action(s) or may request that the superintendent:

i. Collect additional information concerning the policy proposal, including a staff evaluation of options and recommended action;

ii. Appoint an advisory committee soliciting the views of persons representing the interests of those likely to be affected by the proposed policy or us other appropriate methods to obtain public views, especially from families and community members who have been and are underrepresented in district policymaking, to assist the Board in this policy development process;

iii. Seek appropriate legal and other advice as necessary to ensure that the policy proposal, if adopted, will be in compliance with applicable law; and/or,

iv. Take no further action on the policy proposal.

V. Policy Adoption

A. When a Board committee recommends a policy for adoption by the Board, the Board may elect to schedule the policy for a first and second reading at a regularly scheduled Board meeting, except as otherwise provided in this policy.

i. The first reading of a proposed policy shall include:

   a. A summary of the content of the proposed policy or amendments;

   b. Posting on the PPS website of the proposed language if new, or redlined version if a revision; and

   c. A stated opportunity for the public to submit comments on the proposed policy, with a deadline date for submission of such comments.

ii. The second reading of a proposed policy shall not occur until there has been at least 21 (twenty-one) days allowed for public comment, following the first reading.

iii. If the language of the proposed policy has changed substantially, as determined by the Board, since the first reading, the revised proposed policy shall be set for an additional first reading to allow for public input on the changes.

iv. At the time of the second reading the Board may take the following actions:

   a. Approve the policy proposal as presented;

   b. Modify the policy proposal and approve it as modified;

   c. Schedule the policy proposal for an additional first reading;

   d. Defer the policy proposal for further discussion or action; or

   e. Reject the policy proposal.

B. Exceptions

i. Corrections or revisions that do not substantially change a policy may be adopted without a recommendation of a board committee; but such changes shall have a First and Second Reading.

ii. In the event of an emergency necessitating urgent action on a policy proposal, the Board may adopt the same at a lawfully called meeting of the Board. If the Board takes such action, the Board shall state and enter into the record the nature of the emergency and the basis for its determination that urgent action was necessary.

VI. Date Policies Become Effective

A new or revised policy shall become effective upon adoption of the Board, unless the Board otherwise specifies a different effective date in the policy.

VII. Review of Policies

A. The Superintendent of designed shall advise the Board when they believe an existing policy needs to be reviewed for potential repeal, revision, or replacement. Such necessity may occur when:

   i. Practice is not in compliance with the policy and the practice differs to such an extent that a review of existing policy is warranted;

   ii. A policy proposal revision is received by the superintendent;

   iii. State or federal law has changed in such a manner as to require review or modification of existing policy; or

   iv. A policy is not aligned with professional practices, district values or is ineffective.

B. The Board of Board committee shall strive to review all policies at least once every four (4) years, with at least one to two sections reviewed annually, in order to ensure policies are current, relevant, in compliance with the law and are consistent with each other and the District-approved mission, vision, and goals. If needed, appropriate policy proposal revisions shall be submitted for consideration.

VIII. Policy Interpretation

Both “will” and “shall” are intended to express the Board’s expectation than an action is going to or must occur. A change in usage from “shall” to “will” or vice versa is not intended to change the meaning.

IX. Administrative Directives

A. Administrative Directives are issued or modified by the Superintendent and do not need to be approved by the Board prior to their issuance.

B. Administrative Directives shall be consistent with Board policies.

C. The superintendent or designee shall notify Board members that a new or revised Administrative Directive has been issued. New Administrative Directives that impact staff or community should be shared with impacted parties when they are issued.

X. Administration in Absence of Policy or Administrative Directive

The Superintendent and other District staff members to whom administrative or supervisory

authority has been delegated are authorized to use their professional judgment in the absence of a specific policy or administrative directive governing proper action to take, provided that such action shall not be in conflict with well recognized professional, educational, and ethical practices; the spirit and intent of existing District policy; the general values and objectives of the District; or any local, state, or national law.

Legal references: ORS 332.107
History: Adopted 6/1971; Amended 12/1983; 11/2021; __/2026.



Date: **February 19, 2026**

To: **Policy Committee**

From: **Emily Courtnage, Senior Legal Counsel**
Sharon Toncray, Chief Legal Officer

CC: **Kimberlee Armstrong, Superintendent**

Subject: **Proposed Revisions to Section 7.00.000 Policies (Community)**

Staff recommend reviewing, revising, and rescinding the Section 7 policies relating to community involvement in schools as shown in the attached redlines and summarized below. Some of the Section 7 policies have not been revised since 2002 or 2007 and require rescission or substantial updates to align with current practice. Other more recent policies require only minor updates including reformatting and non-substantive language and grammar adjustments.

In reviewing and suggesting changes to the Section 7 policies, we relied in part on review of related Beaverton School District (BSD) and Oregon School Boards Association (OSBA) policies. (Beaverton SD adopts Oregon School Boards Association (OSBA) model policies, typically without revision.) In some cases, staff recommend borrowing or adapting language from BSD/OSBA to improve our policies or add important detail. Where applicable, we have attached the relevant policies to each redline for the Board's review.

Staff recommend applying the following non-substantive formatting and language updates to all Section 7 policies:

- Apply consistent template, heading, margins, spacing, font, etc., based on an updated template developed by the Board Office
- Apply consistent capitalization to Superintendent, Board, etc.
- Correct typos
- Update language: Replace all instances of "District" with "PPS" and "shall" with "will"; change "she/he" to "they" or "his/her" to "their"

These non-substantive changes have been incorporated in the attached redlines. (However, in order to render the redlined policies more readily readable with a focus on substantive changes, staff did not redline the format or numbering adjustments.)



Policy	Title	Date of Last Revision	Proposed Action	Summary of Changes
7.10.010-P	School Site Councils	7/2022	Revise	Non-substantive updates and deletion of redundant language
7.10.020-P	Districtwide Advocacy and Fundraising	5/2024	Revise	Non-substantive updates and deletion of obsolete language related to 2023-24 and 2024-25 school years
7.10.030-P	District Foundation	9/2002	Revise	Update with language adapted from OSBA policy, inclusion of purpose statement, and reference to Operating Agreement and Articles of Incorporation
7.10.040-P	Parental and Family Involvement in Support of Academic Achievement	4/2007	**Rescind**	(out of date; references rescinded or replaced policies; subject matter covered in 7.10.010-P (School-Site Councils) and 7.20.020-P (Volunteers))
7.20.020-P	Volunteers	9/2002	Revise	Substantial update with language adapted from BSD/OSBA policy
7.20.040-P	Citizen-Community Sponsored Contests	9/2002	**Rescind**	(out of date; purpose unclear; unnecessary)

Board Policy 7.10.010-P

School- Site Councils

I. Statement of Purpose

Schools play a critical role in preparing students to thrive in and improve the world, and we serve students best when we work in collaboration with parents and community partners.

The Board encourages and supports the development of innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools benefit from broad school-based participation in planning for school improvement.

II. School Site Councils

A. The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with the Oregon Educational Act for the 21st Century, each school will have a Site Council.

B. The duties of each Site Council will~~shall~~ include:

i. The improvement of the school's instructional program;

ii. The development of plans to improve the professional growth of the school's staff;

iii. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;

iv. The administration of grants-in-aid for the professional development of teachers and classified PPS~~district~~ employees; and

v. Fostering family involvement in the schools.

C. Unless the Board ~~of Education~~ determines a different composition is needed at a particular school, each Site Council will~~shall~~ be comprised of the following members:

i. Not more than half of the members will~~shall~~ be licensed educators who have been elected by the licensed educators teaching at the school;

ii. Not more than half of the members will~~shall~~ be parents of students attending that school who have been selected by the parents of students attending that school~~)~~;

iii. At least one member will~~shall~~ be a classified employee elected by the classified employees at that school; and

iv. One member will~~shall~~ be the building principal or the principal's designee.

v. PPS~~The District~~ may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council). The Board encourages the inclusion of students as members of Site Councils to promote meaningful student participation and representation.

vi. ~~Licensed educators and parent members may not compose more than half of the membership of a Site Council.¶~~

~~D.~~ To accomplish these duties, each Site Council will:

i. Assist in developing and implementing a process for preparing an annual school improvement plan. The plan should focus on how the school will assist students to achieve the standards established by the state and PPS~~District~~;

ii. Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program;

iii. Prioritize student performance goals in accordance with PPS~~District~~ goals and state standards, including those contained in the Oregon Educational Act for the 21st Century;

iv. Develop plans to reach student performance goals utilizing current educational research, professional development of staff focused on research-based effective instructional practices and staff and community input; and

v. Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community

about the plan and its progress.~~; and~~

E. Each member of the ~~Schools~~Site Council at the local school site has responsibility to:

vi. Commit to a process of collaboration to support school improvement and increase student achievement;

vii. Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;

viii. Learn about the Board goals for PPS~~the District~~ and its expectations for staff and students, as well as the expectations contained in the Oregon Educational Act for the 21st Century;

ix. Ensure good communication among all participants in the school; and

x. Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

II. Site Council Meetings

Site Council meetings are open and public meetings and subject to Oregon's Public Meetings Law guidelines.

Legal References: ORS 192.660 - 192.690; OAR 581-020- 0105; OAR 581-020-0115; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 332.105; ORS 332.107; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422; Amd 7/2022

Board Policy 7.10.010-P

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The Board encourages and supports the development of innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools benefit from broad school-based participation in planning for school improvement.

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1. The improvement of the school's instructional program;
2. The development of plans to improve the professional growth of the school's staff;
3. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
4. The administration of grants-in-aid for the professional development of teachers and classified district employees;
5. Fostering family involvement in the schools.

(c) Unless the Board of Education determines a different composition is needed at a particular school, each Site Council shall be comprised of the following members:

(A) Not more than half of the members shall be licensed educators who have been elected by the licensed educators teaching at the school;

(B) Not more than half of the members shall be parents of

students attending that school who have been selected by the parents of students attending that school);

(C) At least one member shall be a classified employee elected by the classified employees at that school; and

(D) One member shall be the building principal or the principal's designee.

(E) The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council).

(F) Licensed educators and parent members may not compose more than half of the membership of a Site Council.

(c) To accomplish these duties, each Site Council will:

(A) Assist in developing and implementing a process for preparing an annual school improvement plan. The plan should focus on how the school will assist students to achieve the standards established by the state and District;

(B) Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program;

(C) Prioritize student performance goals in accordance with District goals and state standards, including those contained in the Oregon Educational Act for the 21st Century;

(D) Develop plans to reach student performance goals utilizing current educational research, professional development of staff focused on research-based effective instructional practices and staff and community input;

(E) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress; and

Duties of the Site Council Members. Each member of the Schools Council at the local school site has responsibility to:

Commit to a process of collaboration to support school improvement and increase student achievement;

Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;

Learn about the Board goals for the District and its expectations for staff and students, as well as the expectations contained in the Oregon Educational Act for the 21st Century;

Ensure good communication among all participants in the school; and

Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

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Board Policy 7.20.010-P

Districtwide Advocacy and Fundraising

Parent and community-based organizations and individuals make important contributions to support PPS school communities and programs, as well as students and staff. Elements of that support include advocacy in support of PPS schools and fundraising to pay for a wide variety of activities and projects. This policy is designed to foster a spirit of community and shared purpose and facilitate collective impact on behalf of PPS students. Given our common mission and vision, the District encourages parents and community groups to advocate, fundraise and support improving the educational experience districtwide in alignment with our racial equity and social justice values.

Local School Foundations and school or program fundraising:

An inclusive districtwide foundation, designated by the Board of Education, shall serve as the districtwide advocacy and fundraising entity and serve as the fiscal agent for the Local School Foundations (LSFs).

Fundraising for Staff and Contracted Staff:

Effective July 1, 2024, donations for staff positions may be collected only by the designated districtwide foundation in a single, combined fund account. Donations shall be accepted from Local School Foundations, Independent School Foundations, nonprofits, corporations/businesses and individuals. A formula for the distribution of any funding to individual schools shall be developed in advance of the school year by a Parent Advisory Committee, shared with school administrators for feedback, and a recommendation made to the Board of Education for its approval.

Donations for staff positions collected by Local School Foundations between July 1, 2023 and June 30, 2024, plus any carryover balances held in the associated grant accounts S0083, shall be expended in the 2024-2025 school year for staffing positions per donors' intent.

Registration and Reporting

All groups affiliated with PPS and individual schools or programs that fundraise $20,000 or more in aggregated funds in a school year for PPS school-related activities are encouraged to register with the District by September 30 in the following school year, sharing their officer names and contact information,

Board Policy 7.20.010-P

Districtwide Advocacy and Fundraising

The Board of Education shall receive annually a report at the end of the District's fiscal year sharing the districtwide foundation's donations, expenditures, and major projects.

Other Requirements

Entities that fundraise to support individual schools shall:

- Provide ways for all members from the benefitting school or program who wish to participate in a fundraising event or activity to have an avenue to participate.
- Shall not communicate, share, or maintain expected per-family or per-student fundraising targets.
- Include and inform the broader school community about fundraising decision-making processes, especially including families for whom the educational equity programs are meant to benefit.
- Adhere to District policies, administrative directives, and other requirements.

Other Provisions

For purposes of this policy, District and contracted staff includes all manner of contracted positions if the position compensation exceeds $15,000 in a school year.

The designated district foundation shall have a Board of Directors of sufficient size given PPS's enrollment, and members should have diverse experience to support the activities of the foundation.

Legal Reference: ORS 332.107

History: Adopted 6/71; Amended 9/9/02; BA 2422; Amd 5/2024

Board Policy 7.10.020-P

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A. Provide ways for all members from the benefitting school or program who wish to participate in a fundraising event or activity to have an avenue to participate.

B. ~~Shall n~~Not communicate, share, or maintain expected per-family or per-student fundraising targets.

C. Include and inform the broader school community about fundraising decision-making processes, especially including families for whom the educational equity programs are meant to benefit.

D. Adhere to PPS~~District~~ policies, administrative directives, and other PPS requirements.

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For purposes of this policy, ~~District~~Staff and ~~c~~Contracted ~~s~~Staff includes all manner of contracted positions if the position compensation exceeds $15,000 in a school year.

The designated districtwide foundation will~~shall~~ have a Board of Directors of sufficient size given PPS's enrollment, and members should have diverse experience to support the activities of the foundation.

~~Legal Reference: ORS 332.107~~

History: Adopted 6/71; Amended 9/9/02; BA 2422; Amd 5/2024

Board Policy 7.10.030-P

District Foundation

~~The Board authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the district for special and general purposes. The purposes of funds administered by the foundation may include pay for instructional staff (FTE), educational enhancements such as equipment, supplies, extended day activities and contracts and other activities of benefit to the district and its students. It is the intent of the Board that the foundation be guided by priorities of equity, educational excellence, preservation of a strong public school system and support district wide implementation of the Oregon Educational Act for the 21st Century, district mission and goals. Both the Board and the foundation board of directors will receive annual evaluations for all funded projects.¶~~

~~The foundation will be incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.¶~~

~~The foundation will be operated in conformance with established district wide foundation principles and governed by a board of directors whose selection, membership and functions will be set forth in the foundation's by-laws.¶~~

~~I.~~ Purpose

Portland Public Schools and its students have been generously supported by PPS families and the community. A District Foundation provides a formal structure for raising, receiving, and administering family and community donations to PPS for special and general purposes. The primary purpose of a District Foundation is to raise and distribute funds for additional supports and services that will advance the mission, vision, and strategic plan for PPS.

II. The District Foundation

A. The Board authorized the establishment of a District Foundation ("the Foundation").

B. The Foundation is and will remain incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 510 of the Internal Revenue Services Code.

C. The Foundation will be governed by a board of directors whose selection, membership, and functions will be set forth in the Foundation's by-laws

D. The Foundation is and will remain independent from PPS. The nature of the partnership between PPS and the Foundation will be defined by the Operating Agreement. The Operating Agreement will describe the responsibilities and expectations of the Foundation and PPS.

E. Upon dissolution or withdrawal of recognition of the Foundation, the Foundation's net assets will be distributed pursuant to its Articles of Incorporation.

~~Legal References: ORS 294.305 - 294.565; ORS 332.107¶~~

History: Amd 9/9/02; BA 2422¶

7.10.030-P District Foundation

BOARD POLICY

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The foundation will be incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be operated in conformance with established district wide foundation principles and governed by a board of directors whose selection, membership and functions will be set forth in the foundation's by-laws.

Legal References: ORS 294.305 - 294.565; ORS 332.107

History: Amd 9/9/02; BA 2422

OSBA Model Sample Policy

Code: DED
Adopted:

District Foundation

The Board authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the district for special and general purposes. The purposes of funds administered by the foundation may include scholarship, student aid, capital improvement projects, improvement and extension of programs and other activities of benefit to the district and its students. Both the Board and the foundation board of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under Oregon Revised Statutes and registered as a tax exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be governed by a board of directors whose selection, membership and functions will be set forth in the foundation's by-laws.

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565 ORS 332.107 ORS 332.155

7.10.040-P Parental and Family Involvement in Support of Academic Achievement

BOARD POLICY

I. Introduction.

(1) It is the policy (7.10.010-P) of the Portland Public School Board of Education to encourage and support family and community involvement in education, at home, in our schools and communities, and through school/parent groups. The Board respects families as important decision-makers for their children's education.

(2) The Board believes that parental engagement is critical to the success of each student. In the pursuit of this goal, the Board is committed to ensure that Portland Public Schools develop and implement practices and procedures that are broadly inclusive and that provide opportunities for all parents and families to become involved in their students' education regardless of economic, social or cultural circumstances.

(3) The Board expects the District to establish a culture of best practices for parental and family involvement in support of academic achievement for all students.

II. The Superintendent shall oversee the implementation of this policy.

(1) The Superintendent shall develop administrative directives, make program changes, if necessary, and integrate staff and program resources to support the implementation of this policy, consistent with relevant federal, State and local programs and requirements.

(2) Implementation of this policy shall be consistent with existing policies on citizen and parent group involvement.

(3) Implementation of this policy shall include regular assessment of current practices; development, implementation and review of a District parental and family involvement plan; and coordination with relevant federal, state and local programs and requirements.

(4) Parental and family participation will be solicited in the development of both the District and respective schools' parental and family involvement plans.

(5) The Superintendent shall report to the Board of Education (via the appropriate standing committee) with a regular report of progress under the policy.

(6) As required by Portland Public School Board policy (1.70.021-AD) the Superintendent shall make available public information related to the implementation of this policy.

Legal References: Sections 1112-to-1118 of the Elementary and Secondary Education Act (ESEA), and related NCLB mandates. History: Adopted 4/16/07

Board Policy 7.20.020-P

Volunteers

I. The Board recognizes that families and community members~~patrons~~ volunteering their services in PPS~~the~~ schools can provide valuable assistance to the instructional program, to school staff~~personnel~~ and to the educational enrichment opportunities available to ~~of~~ PPS~~Portland~~ students. ~~A volunteer is defined as a non-paid person assisting under the direction of a licensed teacher or administrator.~~ The Board actively encourages volunteer participation ~~by individuals and groups~~ in PPS~~local~~ schools~~, district and region level capacities~~ and ~~various~~ specialized educational programs ~~of the district~~. Every effort should be made to recruit and organize family and community volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students, improvement of school programs, and to increased school-community involvement and communication.

II. The safety of students is paramount. Volunteers will operate under the direction of a staff member, within an open public space, and should be within sight or sound of a staff member while working with students. Volunteers must never be asked to supervise or manage a classroom.

III. Volunteers are subject to PPS policies and administrative directives, including but not limited to:

   A. 5.10-064-P (Professional Conduct Between Adults and Students)

   B. 5.10.140-P (Fingerprinting and Criminal History Verification)

   C. 7.40.101-AD (Anti-Harassment – Community/Business)

   D. 3.20.031-AD (Secured Schools)

IV. PPS reserves the right to place and remove volunteers from service in PPS schools.

V. ~~All volunteers shall complete a Criminal History Verification Form and a district or school Volunteer Information Form prior to rendering volunteer services.¶~~

~~VI. In order to assist district administrators and to realize more fully the potential contributions of volunteers, the district has provided for the coordination of a volunteer program by establishing a position of Coordinator of Volunteers in Portland Schools. The superintendent or designee shall have responsibility for developing detailed procedures for the effective implementation and maintenance of such volunteer programs.¶~~

Legal References: ORS 326.607~~; ORS 332.107~~

History: Adpt 6/71; Amd 3/26/90; Amd 9/9/02; BA 2422

7.20.020-P Volunteers

BOARD POLICY

(1) The Board recognizes that patrons volunteering their services in the schools can provide valuable assistance to the instructional program, to school personnel and to the educational enrichment opportunities of Portland students. A volunteer is defined as a non-paid person assisting under the direction of a licensed teacher or administrator. The Board actively encourages volunteer participation by individuals and groups in local schools, district and region level capacities and various specialized educational programs of the district.

(2) All volunteers shall complete a Criminal History Verification Form and a district or school Volunteer Information Form prior to rendering volunteer services.

(3) In order to assist district administrators and to realize more fully the potential contributions of volunteers, the district has provided for the coordination of a volunteer program by establishing a position of Coordinator of Volunteers in Portland Schools. The superintendent or designee shall have responsibility for developing detailed procedures for the effective implementation and maintenance of such volunteer programs.

Legal References: ORS 326.607; ORS 332.107

History: Adpt 6/71; Amd 3/26/90; Amd 9/9/02; BA 2422

Equal Access Act, P.L. 98-377, Title III, U.S.C. Title 20, Sections 4071-4074, 98 Stat. 1302.

Westside Community Board of Education v. Mergens, 496 U.S. 226, 110 S. Ct. 2356 (1990).

IICC - Volunteers

Policy IICC IICC-AR

Code: IICC
Revised/Readopted: 2/26/18, 6/12/17
Adopted: 6/04/12
Orig. Code(s): KAA

The district expects and shall encourage families and community members to be active participants in our schools. They shall be welcomed, valued and connected to each other, to staff and to what students are learning and doing in class.

Every effort should be made to recruit and organize parent and community volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students, improvement of school programs and to increased school-community involvement and communication.

The safety of students is paramount. Volunteers shall operate under the direction of a staff member, within an open public space, and should be within sight or sound of a staff member while working with students. Volunteers must never be asked to supervise or manage a classroom.

All volunteers shall register in the district's online volunteer management system which records the initial application, placement and hours of service. Any person authorized by the district for volunteer service will be required to undergo an Oregon criminal records background check prior to volunteering and then every two years thereafter.

The district reserves the right to place and remove volunteers from service in the district.

The district expects the establishment of associations to support volunteerism, (e.g., Community Partnership Teams, parent groups, booster clubs, parent-teacher organizations) in each of the district's schools. The district urges the administrators and staff of the schools to support, encourage and participate in these programs.

Nonexempt employees**[1]** may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services**[2]** as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.**[3**

The superintendent or designee shall develop*(no AR has been provided)* procedures to implement this policy and provide guidelines for the management of the community volunteer programs), recruitment of and training of volunteers and the training of professional staff in the optimal utilization of volunteers.

END OF POLICY

Legal Reference(s):
ORS Chapter 243 (http://policy.osba.org/orsredir.asp?ors=ors-243)
ORS 326 (http://policy.osba.org/orsredir.asp?ors=ors-326).607
ORS 332 (http://policy.osba.org/orsredir.asp?ors=ors-332).107

OAR 839-020 (http://policy.osba.org/orsredir.asp?ors=oar-839-020)-0005

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Cross Reference(s):

Skip To Main Content English

BOARD POLICY

7.20.040-P Citizen – Community Sponsored Contests

The district will cooperate with individuals, community organizations and agencies desiring to sponsor contests in keeping with the purposes and educational aims of the school when such activities can be integrated into the school program without disruption or loss of instructional time for the student and without imposing an unreasonable added workload on the staff. The building principal must approve participation by students in contests.

The activity sponsor will be responsible for the preparation and circulation of all informational materials and for other administrative work required in the grading, judging or evaluation of the participants' work.

The following shall be used in determining participation in contests:

(1) The primary educational aims of the school and the needs and interests of students shall be a consideration at all times;

(2) The school shall not be used to promote private or commercial interests;

(3) The school shall not be used for direct sales promotion of individual competitive goods or services;

(4) All materials or activities initiated by private sources shall be judged on grounds of their direct contribution to educational values, factual accuracy and good taste.

Legal References: ORS 332.105; ORS 332.107

History Adpt 6/71; Amd 9/9/02; BA 2422



Date: **April 22, 2026**

To: **Policy Committee**

From: **Emily Courtnage, Senior Legal Counsel**
Sharon Toncray, Chief Legal Officer

CC: **Kimberlee Armstrong, Superintendent**

Subject: **Proposed Revisions to Section 2.00.000 Policies (District Administration)**

Staff recommend reviewing, revising, and rescinding the Section 2 policies relating to District Administration as shown in the attached redlines and summarized below. Many of the Section 2 policies have been updated in recent years and now require only minor updates including reformatting and non-substantive language and grammar adjustments. Staff recommend rescission of one policy that is duplicative and outdated.

In reviewing and suggesting changes to the Section 2 policies, we relied in part on review of related Beaverton School District (BSD) and Oregon School Boards Association (OSBA) policies. (Beaverton SD adopts Oregon School Boards Association (OSBA) model policies, typically without revision.) In some cases, staff recommend borrowing or adapting language from BSD/OSBA to improve our policies or add important detail. Where applicable, we have attached the relevant policies to each redline for the Board's review.

Staff recommend applying the following non-substantive formatting and language updates to all policies:

- Apply consistent template, heading, margins, spacing, font, etc., based on an updated template developed by the Board Office
- Apply consistent capitalization to Superintendent, Board, etc.
- Correct typos
- Remove hyperlinks
- Update language: Replace all instances of "District" with "PPS" and "shall" with "will"; change "she/he" to "they" or "his/her" to "their"

These non-substantive changes have been incorporated in the attached redlines. (However, in order to render the redlined policies more readily readable with a focus on substantive changes, staff did not redline the format or numbering adjustments.)



Policy	Title	Date of Last Revision	Proposed Action	Summary of Changes
2.10.010-P	Racial Educational Equity Policy	6/2011	Revise	Non-substantive and formatting updates and deletion of obsolete or duplicative language; updated reference to Oregon law
2.20.010-P	Naming School District Property	12/2023	Revise	Non-substantive and formatting updates only
2.30.010-P	Religious and Cultural Observances	1/2024	Revise	Non-substantive and formatting updates only
2.40.020-P	Student Participation	5/2001	**Rescind**	Outdated and duplicative. Student participation in District Student Council, Board, and Board Committees are addressed in 1.20.012-P. Optional student participation in school site councils is addressed in 7.10.010-P. See also 4.40.010-P (Student Participation in School Affairs).
2.50.010-P	Public Access to District Records	7/2018	Revise	Non-substantive updates and alignment of appeal procedure with Oregon Public Records Law.
2.50.020-P	Student Education Records	10/2023	Revise	Update with language adapted from BSD/OSBA policy

Board Policy 2.10.010-P

Racial Educational Equity Policy

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet theirhis or her highest potential.

In light of this mission and our beliefs, Portland Public SchoolsPPS's historic, persistent achievement gap between white students and students of color is unacceptable. While efforts have been made to address the inequities between white students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between white students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board, of Education, the Superintendent, and all PPSdistrict staff. Race must cease to be a predictor of student achievement and success.[1]

In PPSPortland Public Schools, for every year that we have data, white students have clearly outperformed Black, Latino/a/eHispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than white students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.[2] The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races willshall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

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[1] For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).

[2] Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006) ¶

A. PPS~~The District~~ will~~shall~~ provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.

B. PPS~~The District~~ will~~shall~~ create multiple pathways to success in order to meet the needs of our diverse students, and will~~shall~~ actively encourage, support and expect high academic achievement for students from all racial groups.

C. PPS~~The District~~ will~~shall~~ recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and will~~shall~~ provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Educators Equity~~Minority Teacher~~ Act, PPS~~the District~~ will~~shall~~ actively strive to have our teacher and administrator workforce reflect the diversity of our student body.

D. PPS~~The District~~ will~~shall~~ remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as ~~t~~Talented and ~~g~~Gifted and Advanced Placement.

E. All staff and students will~~shall~~ be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

F. PPS~~The District~~ will~~shall~~ welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and PPS~~District~~ decision-making. PPS~~The District~~ will~~shall~~ create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, PPS~~the District~~ will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-~~-~~profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every PPS~~Portland Public Schools~~ employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans will~~shall~~ identify specific staff leads on all key work~~,~~ and include clear procedures for PPS ~~district~~ schools and staff. ~~The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.~~

Legal References: ~~"The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009);~~ ORS 342.433.

History: Adopted 6/11

Board Policy 2.20.010-P

Naming School District Property

I. Responsibility and Authority

A. The naming of all Portland Public Schools ~~School District~~ properties including, but not limited to, ~~School District~~ schools, school facilities, programs, non-~~-~~school facilities, as well as school mascots, symbols and other images considered for representation of a school or PPS~~District~~. is the responsibility of the Board of Education.

B. In considering appropriate names for any school, facility, programs, or representative images, it is the responsibility of the Board to ensure that the name properly reflects the type and mission of the school, facility, and focus option so as to not cause public confusion. In respect for the diversity of our community, names will~~shall~~ have broad acceptance in a multicultural society as determined by the Board ~~of Education~~.

C. In the naming process, the Board recognizes the importance of soliciting student, staff, parent and community input, as appropriate, in the selection of names. Names may be presented by individuals, by petition, by chosen committees, or by other representative groups. While efforts will be made to respect student, staff, parent, and community preferences, the Board ~~of Education~~ retains the final authority over selection of names for schools, facilities, programs and representative images.

D. Requests for renaming of PPS~~District~~ properties may be presented by individuals, by petition, by chosen committees, or by other representative groups to the ~~School~~ Board. The petition needs to demonstrate diverse school community support or indicate the name change is being requested in accordance with section II (A~~1~~) in this policy.

E. The ~~School~~ Board will take one of these actions:

i. Direct the Superintendent to conduct a renaming process;

ii. Decline the request; or

iii. Defer action on the request to a later date.

F. If the ~~School~~ Board directs the Superintendent to conduct a renaming process, the Superintendent will note the staff or financial resources needed to conduct the process.

II. General Criteria for Names

When evaluating school, non-school facility, program names, and representative images, the following general criteria will~~shall~~ be followed:

A. Names submitted for consideration may:

i. be known and significant to the community, students and staff; ~~or~~

ii. relate to local neighborhoods, to relevant geographic areas; to places of historical, geographical, geologic or cultural significance; to indigenous and characteristic flora or fauna; ~~or~~

iii. be persons or groups of persons, deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or be thematic to reflect the character of the community culture and history; or

iv. reflect features of the facility or program type~~.~~ and the mission of the facility.

v. All considerations must reflect our commitment to eliminating racism and other systemic discrimination based on protected classes and its impact on student learning and educational activities.

B. Names submitted for consideration will~~shall~~ not:

i. conflict with the names of other schools or programs in PPS~~the School District~~ or surrounding ~~S~~school ~~D~~districts;~~.~~

ii. reflect the names of specific cities with the exception of ~~"~~Portland~~".~~;

iii. be a person, location or character whose primary identification is of a religious nature or be a name of a religious group or members;

iv. include the word 'neighborhood' in the school name unless the school has defined attendance barriers~~.~~; or

v. include the word 'school' in its name if it is a special program that does not meet the definition of a school as stated in Board Policy 6.10.022-P.

III. Special Recognition of Specific Persons

A. The Board ~~of Education~~ acknowledges that communities served by PPS~~School District~~ facilities periodically desire to recognize individuals for long and honorable service. Locations within school facilities or buildings may be named for former PPS~~School District~~ employees, citizens or students (not necessarily deceased) who have made specific contributions to education within ~~Portland Public Schools~~PPS.

B. Naming of locations inside schools and school facilities are subject to the approval of the Superintendent, with notice to the Board of the naming and the reasons for the recognition.

IV. Gifts

The Board acknowledges that it has the authority to accept monetary or in-kind donations from individuals and entities. In exceptional circumstances, consideration may be given to naming locations within a school or non-school facility for a significant gift as determined by the Board, in consultation with the Superintendent. Any names in this instance will~~shall~~ be consistent with all ~~School~~ Board policies and will~~shall~~ reflect the donor's appropriate financial support as well as the donor commitment to ~~the School District~~PPS's mission and vision and the objectives of the public~~-~~ school system.

V. Charter Schools

Agreements signed between ~~P~~public ~~C~~charter ~~S~~schools and PPS ~~the School District~~ will contain the requirement that the word 'Charter' be included as part of the ~~C~~charter ~~S~~school name. Charter schools do not have defined attendance boundaries and, thus, will~~shall~~ not have the title 'neighborhood' as part of their name.

VI. School Conversions, Mergers, or Reconfigurations

When a school undergoes conversion or is reconfigured into separate distinct units, each of which meets the definition of a school as stated in Board Policy 6.10.022-P, those schools will be named following the conditions and criteria for new schools as outlined in this policy. When two or more schools are merged and there is community support for a name other than the current name of the facility, the school community will~~shall~~ go through the renaming process using the criteria in this policy. ~~The district~~PPS will~~shall~~ waive the fiscal impact statement in these cases.

VII. Renaming or Amending of Current Names

A. The Board recognizes that renaming existing schools or facilities or amending existing names by adding or deleting words or phrases is a serious, considered decision, and should not be made arbitrarily, frivolously, or in haste.

B. Such a decision must take into account ~~the District~~PPS's focus on eliminating racism and other systemic discrimination based on protected classes and its impact on student learning and educational activities.

C. Because the impact of renaming an existing school or amending an existing name is substantial in terms of potential public confusion, and administrative and fiscal costs, the burden is upon the party or parties proposing the name change to present persuasive evidence that the benefits of renaming outweigh community and PPS~~School District~~ impacts.

D. Central PPS~~District~~ staff will provide significant support to school-based administrators during a renaming process.

E. In considering a name change, the Board will~~shall~~ consider input and recommendations from the school community and the community at large. The request for a name change must be accompanied by a fiscal impact statement and a proposed method of covering the expense of the name change.

   i. PPS~~The District~~ will allow for an exemption to the fiscal impact statement and proposed method of covering the expense of the name change when a party can show the change is being made to address discrimination.

VIII. Implementation

A. The Board ~~of Education~~ has the ultimate authority to determine if the criteria in this policy have been satisfied.

B. The Board authorizes the Superintendent to develop procedures which provide for implementation of this policy.

History: Adopted 7/12/2004; Amended 4/10/18; Amended 12/2023

Board Policy 2.30.010-P

Religious and Cultural Observances

We respect and protect the constitutional rights of our students, families, and employees to practice and observe their religion or to practice no religion at all. We also respect and protect our students, families, and employees' rich and diverse cultural observances and practices. At all times, we seek to balance those important individual rights with the constitutional requirement that PPS, as a public-school district, may not favor or promote a particular religion over another. And, at all times, we encourage all students, families, and staff to show respect, tolerance, and curiosity about religious and cultural practices that differ from their own. These differences and our acceptance of them make our school community an inclusive and welcoming community in which all students can authentically thrive.

I. Excused Absences & Other Accommodations

Students and families may request accommodations to enable them to observe their religious and cultural practices. Those accommodations may include excused absences for religious instruction or holiday observances. Requests for absences or other accommodations should be in writing from a student's parent/guardian directed to a teacher and/or principal at the student's school.

A. Classes. Students may be excused from classes for their individual religious or cultural practices without penalty. Students who have missed an assignment or assessment must be given a reasonable opportunity to make up that test or assessment. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a religious or cultural holiday.

B. Co-Curricular and Extracurricular activities. Students may also be excused from co-curricular and extracurricular activities for their individual religious or cultural practices without penalty.

II. Identification of Major Religious Holidays and Cultural Observances

As part of the annual school calendar creation and adoption process, the Superintendent will~~shall~~ identify major religious and cultural holidays in our community using legally acceptable methods to do so. PPS~~The District~~ and each of its schools should avoid scheduling grade-, school- or district-wide events (*e.g.*, Back-to-School nights, all-school assemblies, parent-teacher conferences, School Board meetings) on those dates. Such events can be scheduled on major religious holidays only if such scheduling is reasonably necessary to carry out the proper functioning of a school program or~~,~~ course of study,~~ or~~ to avoid an unreasonable burden on other students,~~;~~ or if such scheduling is outside the control of PPS~~District~~ employees. Staff will inform students and parents of plans as far in advance as possible so that conflicts with religious or cultural observances can be avoided if possible and otherwise accommodated if not.

III. Non-PPS~~District~~-Sponsored Events

When school or PPS~~District~~ events are scheduled and controlled by organizations other than PPS~~the District~~ (*e.g.*, OSAA, Outdoor School, national testing organizations), PPS~~the District~~ will~~shall~~ advocate with those organizations that such events are not held on major religious or cultural holidays.

2.40.020-P Student Participation

BOARD POLICY

(1) The district affirms the proposition that student input and participation is important to committees dealing with decisions that affect the students. Therefore, committees shall provide opportunities for student participation, input and involvement, except for matters which are reserved for discussion with district employees or are legally reserved for a specific party. Examples of appropriate instances for student representation include, but are not limited to, the following:

(a) Any curriculum design and evaluation committees;

(b) Committees regarding testing, benchmarks and standards;

(c) Committees on district budget or policy;

(d) Committees regarding the selection of principals, administrators and faculty, with exceptions for specific components involving confidential personnel information;

(e) Ad hoc committees;

(f) Committees involving the planning or discussion of activities and events;

(g) Committees dealing with the principles and philosophies of the district; and

(h) Site councils.

Legal References:

History: Adpt 5/21/01, BA 1878

Board Policy 2.50.010-P

Public Access to District Records

~~In order t~~To promote transparency and provide an accurate accounting of how PPS~~the district~~ carries out the public's business, it is the intent of the Board that all PPS~~district~~ records ~~should~~ be disclosed courteously and consistent with state and federal law. PPS~~The district~~ will~~shall~~ rely upon the definition of "Public Record" set forth in Oregon law.

I. The Superintendent will~~shall~~ hire a Public Records Officer and develop administrative directives and procedures to provide clarity and consistency to the public about access to PPS~~district~~ public records. The Public Records Officer will~~shall~~ process all requests as soon as practicable and without unreasonable delay, without regard to the nature of the records or identity of the requester.

II. It is the goal of PPS~~the school district~~ to provide the public with records at no or minimal cost when the documents requested are not voluminous or do not require significant time to locate and process. The Superintendent will~~shall~~ develop clear guidelines regarding when it is appropriate to charge fees and to provide clarity to requesters as to how fees are determined.

III. PPS~~The district~~ recognizes that it is in possession of sensitive and confidential information about our students, staff, and families. Upon receiving a public records request seeking potentially sensitive, personal, or private information related to a staff member, PPS~~the District~~ will~~shall~~ notify the staff member and the staff member's union (if represented) in writing of the existence and nature of the records request. In responding to public records requests, PPS~~the District~~ will follow state and federal law.

IV. When public records are requested that could be considered exempt under one of the conditional exemptions under Oregon law, PPS~~the district~~ will~~shall~~ construe the public interest liberally in favor of disclosure.

V. The Public Records Officer will~~shall~~, with the advice and counsel of the General Counsel or its designee, make determinations as to whether (a) a record is responsive to a public records request; (b) a record contains information PPS~~the district~~ is prohibited from disclosing; or (c) a record is exempt from disclosure. The Public Records Officer will~~shall~~ have the responsibility of ensuring exemptions are legally and appropriately applied.

VI. Records will~~shall~~ be made available to persons with disabilities in an appropriate format on request in accordance with the requirements of the Americans with Disabilities Act. No fee to cover the costs of providing records in an alternative format will~~shall~~ be charged. All other actual costs may be recovered, consistent with Board policies, administrative directives, and the public records law.

VII. If PPS~~the district~~ requires clarification from the requester, such clarification will~~shall~~ be requested in writing, and the requestor will~~shall~~ be informed that work on the request will stop until the clarification is received. If the original scope of a request is likely to necessitate high fees, the Public Records Officer will offer to work with requesters to negotiate or narrow the scope ~~in order~~ to reduce the costs.

VIII. Requesters who believe PPS~~the district~~ has inappropriately withheld records or assessed fees may request ~~an expedited review of such decisions by the Board, which will decide whether to hear the appeal and, if it does, issue a decision within 30 days. The Board's procedures will preserve the confidentiality of the records in question during such an~~

~~appeal. Requesters retain their statutory right to request such~~ review from the Multnomah County District Attorney in accordance with ORS Chapter 192.~~, and the availability of an appeal to the Board does not preclude a requester from appealing a denial directly to the District Attorney rather than to the Board.~~

IX. No PPS~~District~~ employee, student, or Board member may engage in unlawful retaliation against any person who requests public records or requests review of a public records decision. Any employee who engages in any form of retaliation for requesting public records, or requesting review of public records decisions, will be subject to disciplinary action up to and including dismissal.

X. To avoid possible conflicts of interest, no employee will~~shall~~ make the final decision on the application of exemptions to a given public records request if they are named in that request. If an in-house PPS attorney~~s~~ is making the final decision on the application of exemptions applicable to a public records request and they also provided material legal advice regarding the records at issue prior to the records being requested (e.g. a personnel investigation), the in-house attorney will~~shall~~ disclose that fact to the Superintendent's designee prior to making the final decision. Any employee who knowingly and intentionally violates this paragraph will be subject to disciplinary action up to and including dismissal.

Legal References: ORS Chapter 192; ADA, 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt 12/8/80; Amd 1/84; Amd 9/9/02; BA 2418, Amd 7/17/18

Board Policy 2.50.020-P

Student Education Records

I. Education records are those records maintained by PPS~~the District~~ that are directly related to a student.

II. ~~In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the District website. ¶~~

~~III.~~ The primary reason for the keeping and maintaining of education records for students is to help the individual student in their educational development by providing pertinent information for the student, their teachers, and their parents/guardians. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

IV. ~~The District~~PPS will~~shall keep~~ maintain confidential education records for students in a manner that conforms with ~~as required by~~ state and federal laws and regulations.

V. Information recorded on official education records should be carefully selected, accurate, and verifiable, and should have a direct and significant bearing upon the student's educational development.

VI. PPS~~The District~~ has an affirmative duty to provide records requested by another school district to determine a student's appropriate placement.

VII. PPS will comply with a request from parents/guardians or a student 18 years or older to inspect and review records without unnecessary delay. PPS will give parents of students with disabilities an opportunity to examine all student education records in accordance with Oregon law, including all education records with respect to the identification, evaluation, and educational placement of the student and the provision of a free appropriate public education to the student.

VIII. PPS~~The District~~ will~~shall~~ give full rights to education records to either parent, or legal guardian, unless PPS~~the District~~ has been provided legal evidence that specifically revokes or modifies these rights. However, once the student reaches age 18, those rights transfer to the student.

IX. A copy of this policy and related administrative directive~~regulation~~ will~~shall~~ be made available upon request by parents/guardians, ~~and~~ students 18 years or older or emancipated, and the general public.

Legal References: ~~ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to 0440; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 14001427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101- 476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997).~~ Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR § 300.501 (2000);~~:~~ Individuals with Disabilities Education Act, 20 USC §§ 1400-1419; ORS 107.154; ORS 326.565; ORS 326.575; ORS 343.181; OAR 581-021-0220 to 581-021-0440.

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424; Amd 10/23.

JO - Education Records**

Policy JO | JO-AR

Code: JO
Adopted: 6/3/13
Readopted: 11/4/25
Orig. Code(s): JO

Education records are those records maintained by the district that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in their educational development by providing pertinent information for the student, their teachers and their parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

The district shall maintain confidential education records of students in a manner that conforms with state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student's educational development.

The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

The district may impose certain restrictions and/or penalties until fees, fines or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. Upon request, the district will provide parents or an adult student a list of the types and locations of education records collected, maintained and used by the district. The district must give parents of children with disabilities an opportunity to examine all student education records in accordance with Oregon Administrative Rule (OAR) 581-021-0220 through 581-021-0430. This includes all education records with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child. Unless authorized by federal law, the district will provide parents a copy of the student's education record, with the exception of copies of test protocols, test questions or other documents as described in ORS 192.345(4). The district will respond to reasonable requests for explanations and interpretations of the records.

The district annually notifies parents of all students, including adult students, currently in attendance that they have the right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personably identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent (See Board policy JOB – personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the district's education records policy.

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Regarding records to be released to district officials within the agency, the district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials have legitimate educational interests. School officials may also include a contractor who performs an institutional service on behalf of the school.

The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA – Directory Information)

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student.

The district may impose a fee for the copy of an educational record unless this fee would effectively bar a parent or eligible student from inspection of the record.

A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years of age or older or emancipated and the general public.

The district will develop administrative regulations for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records.

END OF POLICY

Legal Reference(s):
ORS 30 (http://policy.osba.org/orsredir.asp?ors=ors-030).864
ORS 107 (http://policy.osba.org/orsredir.asp?ors=ors-107).154
ORS 326 (http://policy.osba.org/orsredir.asp?ors=ors-326).565
ORS 326 (http://policy.osba.org/orsredir.asp?ors=ors-326).575
ORS 326 (http://policy.osba.org/orsredir.asp?ors=ors-326).580
ORS 339 (http://policy.osba.org/orsredir.asp?ors=ors-339).270
ORS 343 (http://policy.osba.org/orsredir.asp?ors=ors-343).177(3)

OAR 166-400 (http://policy.osba.org/orsredir.asp?ors=oar-166-400)-0010 to -166-400-0065
OAR 581-021 (http://policy.osba.org/orsredir.asp?ors=oar-581-021)-0220 to - 0430
OAR 581-022 (http://policy.osba.org/orsredir.asp?ors=oar-581-022)-2260
OAR 581-022 (http://policy.osba.org/orsredir.asp?ors=oar-581-022)-2270

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).

English

Board Policy 1.60.040-P

District Performance Auditing

I. Office of Performance Auditor

A. Portland Public Schools shall maintain an Office of Performance Auditor. The office shall be staffed by a Board-approved District Performance Auditor (Auditor), who shall be hired, evaluated, and may be removed by the Board, and such other employees or contractors as the Board provides budgetary funding.

B. The Office of Performance Auditor shall adhere to Generally Accepted Government Auditing Standards (GAGAS) in conducting its work and shall be considered independent as defined by those standards.

II. Audit Committee

A. The Audit Committee shall be comprised of five members appointed by the Board and all appointees shall be independent of the district's management and administrative service. The Audit Committee will be comprised of three members of the Board and two community members that have a general knowledge of the District and the audit process.

B. The two community members shall serve as non-voting members of the Audit Committee for two years and may be re-appointed at the end of their term.

C. The Board recognizes that community members bring specialized knowledge and expertise to the Audit Committee. Community members serving on the Audit Committee shall employ discretion, avoid conflicts of interest and their appearance, and exercise care in performing their duties. Community members appointed to the Audit Committee shall follow the ethics rules contained in ORS Section 244.

D. The Audit Committee welcomes up to two students to participate as ex officio members of the Audit Committee. The students may be appointed to the Audit Committee by the Student Representative to the Board and/or at the discretion of the Chair of the Audit Committee.

E. The Auditor and their staff shall report to the Audit Committee, and the Auditor shall be annually evaluated by the Board using the school district's evaluation instrument. The Auditor shall report to the Deputy Superintendent for Business & Operations (or comparable role) for administrative purposes such as leave approval, office space and supplies, paychecks, and reimbursements.

III. Assistants and Employees

A. The Office of Performance Audit shall be provided a separate budget (subject to available resources) sufficient to carry out the responsibilities and functions established in this policy.

B. Within budget limitations and consistent with District policies and procedures, the Auditor shall have the authority to , employ, and remove other employees of the Office of Performance Audit or contractors as deemed necessary for the efficient and effective administration of the duties of the office,.

IV. Scope of Audits

A. The Auditor shall have authority to conduct performance or other audits of all schools, offices, activities, and programs – including contracted programs - to independently determine whether:

1. Activities and programs being implemented have been authorized by District policy, state law, or applicable federal law or regulations;

2. Activities or programs are conducted efficiently and effectively to accomplish the objective intended by District policy, state law, or applicable federal law or regulations;

3. Activities and programs are being conducted and funds expended in compliance with applicable laws;

4. Revenues are being properly collected, deposited, and accounted for;

5. Financial and other reports are being provided that disclose fairly and fully all information that is required by law, that is necessary to ascertain the nature and scope of programs and activities, and that is necessary to establish a proper basis for evaluating the programs and activities;

6. There are adequate operating and administrative procedures and practices, systems or accounting internal control systems, and internal management controls which have been established by management; or

7. Indications of fraud, abuse, or illegal acts are identified for further investigation.

B. The Auditor may provide non-audit services that are not covered by Government Audit Standards, provided that the service does not impair the auditor's independence. Decisions to perform non-audit services will be based on two overarching principles:

1. Audit organizations should not provide non-audit services that involve performing management functions or make management decisions; and

2. Audit organizations should not audit their own work or provide nonaudit services in situations where the non-audit services are significant/material to the subject matter of audits.

V. Audit Plan

A. At the beginning of each fiscal year, the Auditor shall submit a proposed annual audit plan to the Audit Committee for review and input. The plan shall include the schools, offices, activities, functions, and programs proposed for audit during the year. Upon review of the plan, the Audit Committee will recommend an annual audit plan to the full Board for approval.

B. In consultation with the Audit Committee, the Auditor will select topics based on potential for cost savings and service improvements; level of public and school board interest; evidence of problems or wrongdoing; risk of loss or abuse; and availability of audit staff.

VI. Access to Employees, Records and Property

A. All District officers and employees of shall furnish the Auditor with requested information and unrestricted access to employees, information, and records within their custody or control regarding powers, duties, activities, organization, property, equipment, financial transactions, contracts, and methods of business required to conduct an audit or otherwise perform audit duties. Officers or employees who fail to provide access and/or information requested by the Auditor, may be subject to discipline up to and including termination.

B. All contracts with outside contractors and subcontractors shall provide for Auditor access to all financial and performance-related records, property, and equipment purchased in whole or in part with District funds.

C. The Auditor shall not publicly disclose any information received during an audit involving matters that are confidential, privileged, or are otherwise exempt from disclosure under applicable state or federal law. Reporting in such cases may be limited to the Board.

VII. Views of Responsible Officials

A. A final draft of each audit report shall be delivered to the manager responsible for the audited program and the Superintendent for review and comment before it is released. The responsible manager must respond in writing specifying agreement with audit findings and/or recommendations or reasons for disagreement with findings and/or recommendations, plans for implementing solutions to issues identified, and a timetable to complete such activities. The auditor must receive the response within 15 working days. The Auditor may revise its report based on the substantive input of the responsible manager. The Auditor will report the responsible manager's response to the Auditor's findings, conclusions, and recommendations, as well as the responsible manager's

planned corrective actions. If no response is received within the specific timeframe, the Auditor will note that fact in the audit report and will release the report. In the case of contracted audits, audits may be released without inclusion of a response.

VIII. Audit Reports

A. Each audit will result in a written report containing relevant background information, findings and recommendations and shall be delivered to the Audit Committee, Board, and the Superintendent. The report shall also be available for public examination, except as otherwise provided in this policy or prohibited by law.

IX. Report of Irregularities

If during an audit, the Auditor becomes aware of abuse or illegal acts or indications of such acts that could affect the District, the auditor shall report the irregularities to the Audit Committee and the Superintendent. If the Superintendent is believed to be a party to abuse or illegal acts, the Auditor shall report the acts directly to the Audit Committee chair.

X. Annual Report

A. The auditor shall submit an annual report to the Board within 90 days of the fiscal year end indicating audits completed, major findings, corrective actions taken by administrative managers, and significant findings which have not been fully addressed by management.

XI. Audit Follow-up

A. Responsible managers should provide quarterly reports about the implementation of corrective action plans as specified in the plan. The Auditor may request periodic status reports from audited entities regarding actions taken to address reported deficiencies, audit recommendations, and completed action plans.

XII. Contract Auditors, Consultants, and Experts

A. Within budget limitations, the Auditor may obtain the services of Certified Public Accountants, qualified management consultants, or other professional experts as necessary to perform the Auditor's duties.

History: Adopted 6/71; amended 12/83; re-organizational rescission 9/9/02; re-adopted 6/13/05 BA 3330; Amended 8/13/07; Amended 12/11/2018; 1/2024