

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
April 25, 2017

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

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| 1. | <u>STUDENT PERFORMANCE AND RECOGNITION: VIVACE</u> | 6:00 pm |
| 2. | <u>TEACHER AND SCHOOL ADMINISTRATOR APPRECIATION WEEK</u> – action item | 6:10 pm |
| 3. | <u>EMPLOYEE SERVICE AWARDS</u> | 6:30 pm |
| 4. | <u>STUDENT TESTIMONY</u> | 6:40 pm |
| 5. | <u>PUBLIC COMMENT</u> | 6:55 pm |
| 6. | <u>STUDENT REPRESENTATIVE'S REPORT</u> | 7:15 pm |
| 7. | <u>SUPERINTENDENT'S REPORT</u> | 7:20 pm |
| 8. | <u>REPORT: COMMUNITY BUDGET REVIEW COMMITTEE</u> | 7:35 pm |
| 9. | <u>UPDATE: EQUITY</u> | 7:55 pm |
| 10. | <u>FIRST READING: ANTI-HARASSMENT POLICY REVISION</u> | 8:30 pm |
| 11. | <u>FIRST READING: BRING YOUR OWN DEVICE POLICY</u> | 8:45 pm |
| 12. | <u>BUSINESS AGENDA</u> | 9:00 pm |
| 13. | <u>ADJOURN</u> | 9:10 pm |

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

2017 TEACHERS & SCHOOL ADMINISTRATORS APPRECIATION WEEK

May 1-5, 2017

Gloria Alonso	Teacher – Rigler Elementary School
Frances Ankeny	Teacher – Lane Middle School
Kristen Brayson	TOSA – Curriculum and Instruction
Alisha Chavez	Teacher – Atkinson Elementary School
Ivonne Dibblee	Principal – Atkinson Elementary School
Paula Fahey	Teacher – Stephenson Elementary School
Marquita Guzman	Counselor – Lincoln High School
Kira Jones	Teacher – Irvington K-8
Michael LaFramboise	Principal – Holladay Center
Steve Lancaster	Teacher – Lincoln High School
Chrysanthius Lathan	Mentor Teacher – Professional Development
Sarah Lewins	Principal – Reike Elementary School
Teresa Seidel	Assistant Principal – Laurelhurst K-8
Susan Stone	TOSA – Integrated Curriculum Development

2016 – 2017 Years of Service Awards

The Portland Public Schools Board of Education would like to recognize, congratulate, and extend appreciation to all of the following employees for their devoted service to the students, families, and staff of Portland Public Schools. Your dedication and service to the Portland community are not taken for granted. From July 1, 2016 through June 30, 2017, years of service are honored in five-year increments ranging from five years to forty years. All service award recipients will receive a pin signifying their years of service.

Forty Years

Duane Hill	Custodian	Facilities Services Center
Rosalind McCormick	Teacher	Harrison Park

Thirty-Five Years

Melanie Monroe	Teacher	West Sylvan Middle School
Steven Scott	Custodian	Lincoln High School
Sharla Tompkins	Paraeducator	Community Transition Program
Chris Weber	Teacher	Lent – ESL

Thirty Years

Thomas Beatty	Teacher	Cleveland High School
Timothy Curtin	Custodian	Lane Middle School
Phyllis Dean	Head Custodian	Roosevelt High School
Colleen Dixon	Teacher	Winterhaven
Mary Etheridge	Paraeducator	Community Transition Program
Susan Frisby	Teacher	Llewellyn
Joseph Galati	Principal	Llewellyn
Alex Gordin	Teacher	Cleveland High School
Lee Kamery	Teacher	Hayhurst
Suzanne Lebaron	Teacher	Alameda
Ian Levear	Teacher	Winterhaven
Marty Manning	Plumber	Maintenance Services
Julia McGee	Custodian	Woodstock
Marjory Mildemberger	Teacher	Duniway
Therese Newton	Business Systems Anlst	Information Technology
Christopher Niebergall	Teacher	Arleta
Doris Pendergraph	Food Service Assistant	Nutrition Services
Stephen Reardon	Teacher	Llewellyn
Michael Scott	Teacher	Buckman
Jill Semlick	Teacher	Madison High School
Todd Stewart-Rinier	TOSA	Holladay Annex
Luis Vasquez	Teacher	Hosford Middle School
Clark Webster	Teacher	Franklin High School
Cecile Wortham	Teacher	Beaumont Middle School
Phoua Xiong	Community Agent	Funded Programs

Twenty-Five Years

Conni Brenner	Teacher	Harrison Park
Susan Brighthouse	Teacher	Cleveland High School
Susan Brown	Teacher	Abernethy
Peggy Bruce	Principal's Secretary	Gray Middle School
Anne Buckley-Logue	Teacher	Lewis
Marilyn Calli	Instructional Specialist	Rosa Parks
Sandra Childs	Media Specialist	Franklin High School
Lori Clark	Principal	Glencoe
Erika Collins	Teacher	Bridlemile
Lynne Copeland	Library Assistant	Harrison Park
Elizabeth Draper	Teacher	Lent
Cynthia Dulcich	Teacher	Beverly Cleary at Fernwood
Julie Feikert-Aquilizan	Teacher	Duniway
Kevin Fitzgearld	Teacher	Atkinson
Susan Germundson	Teacher	Irvington
Robert Gibson-Cairns	Teacher	Beverly Cleary at Fernwood
Darrel Gilbert	Teacher	Harrison Park
Joanne Godfrey	Teacher	Buckman
Deborah Greene	Teacher	Creston
Jan Greene	Teacher	Laurelhurst
Laura Guthrie	Teacher	Astor
James Hashimoto	Teacher	West Sylvan
Virginia Hayter	Teacher	Jackson Middle School
Adrienne Howard	Student Success Prgms Sup	Instructional Resource Center
Sharon Hunter	Paraeducator	Holladay Center
Melissa Kolb	Teacher	Kelly Center
Cindy Kollofski	Audiologist	Wilcox
Chris Kurtz	Teacher	Abernethy
Kristin Lasher	Counselor	Laurelhurst
Mildred Layman	Teacher	Lewis
Frederic Locke	Principal	da Vinci Arts Middle School
Debra Mabe	Administrative Assistant	Lincoln/Madison Schools
Mary MacNeill	Lead Food Service Asst.	Cesar Chavez
Anne Miles	Teacher	Buckman
David Molloy	Teacher	Jackson Middle School
Tamala Newsome	Principal	Rosa Parks
Thrina Parent	Speech Language Path.	Special Education
Julia Peattie	Teacher	Harrison Park
Linda Plaza	Teacher	Wilcox
Milagro Portillo	Educational Assistant	Ainsworth
Michael Rowell	Assistant Principal	Lane Middle School
Michele Rubrecht	Teacher	Roseway Heights
Shirley Salley	Teacher	Woodlawn
Terry Schwartzkoph	Teacher	James John
Linda Scott	Teacher	Beaumont Middle School
Suzanne Setterholm	Teacher	Madison High School
Joel Shapiro	Teacher	Alliance HS at Benson
Michael Simmons	Teacher	Buckman

Twenty Five Years (continued)

Brian Swan	Teacher	Harrison Park
Marie Taylor	Teacher	Madison High School
Kathy Toomey	Cert. Occup. Therapy Asst.	Special Education
Judith Trapp	Confidential Executive Asst.	School Operational Support
Patricia Trump	Teacher	Hosford Middle School
Curtis Wilson	Principal	Benson High School
James Wolf	Teacher	Abernethy

Twenty Years

Gregory Baldwin	Custodian	Lee
Gina Barnes	Occupational Therapist	Special Education
Jaime Bennett	Paraeducator	Special Education
Betty Brenne	Food Service Assistant	Nutrition Services
Damon Burns	SPED Assistant Trainer	Holladay Center
Jose Bustindui Arrambidez	Educational Assistant	Scott
Charles Camp	Teacher	Astor
Peyton Chapman	Principal	Lincoln High School
Donny Coles	Bus Driver	Student Transportation
Benjamin Cook	Pony Driver	Warehousing
Jeannette Curtis	Senior Admin Secretary	Holladay Center
Gabriela Davis	School Psychologist	Special Education
Franki Dennison	Teacher	Arleta
Susan Douglass	Teacher	Cleveland High School
Danette Fischer	SPED Records Clerk	Special Education
Kathleen Frutiger	Principal's Secretary	Metro Learning Center
Lilia Goldman	Teacher	Ockley Green
Tod Grobey	Teacher	Franklin High School
Portia Hall	Teacher	Franklin High School
Patricia Helme	Student Success Advocate	Enrollment & Transfer
Yoshiko Kamata	Teacher	Grant High School
Linea King	Teacher	Cesar Chavez
Laura Leonard	Food Service Assistant	Madison High School
Radislav Lurie	Principal	Alameda
Rodney Maack	Teacher	Wilson High School
Thomas Mader	Paraeducator	Irvington
Emily Markewitz	Teacher	Vernon
Wendy Mich	Mail Clerk	Warehousing
Jolinda Miller	Teacher	Markham
Karl Newsome	Principal	Astor
Silke Orem	Paraeducator	Laurelhurst
Patricia Patterson	Teacher	Buckman
Nancy Scevola	Teacher	Franklin HS at Marshall
Deanne Stanley	Lead Food Service Assistant	Sacajewea Site
David Stone	Fiscal Services Associate	Budget Office
William Tandy	Custodian	Metropolitan Learning Center
Lisa Testori-Sobolewski	Occupational Therapist	Special Education

Twenty Years (continued)

Kimberly Thrasher	Bus Driver	Student Transportation
Jill Tobey	Teacher	Hayhurst
Phoung Tran	Educational Assistant	Lee
Elizabeth VanEngel	Teacher	Winterhaven
Rebecca Wagner	Teacher	Sunnyside
Janice Weber	Educational Assistant	Woodstock
Joshua Weiner	Teacher	Benson High School
Lainie Yoshida	Teacher	James John
Petr Zinkin	Truck Driver	Warehousing
Kathleen Zipp	Teacher	Lane Middle School
Christine Zueger	Paraeducator	Alameda

Fifteen Years

Janis Allen	Teacher	Woodstock
Gina Aman	Senior Admin Secretary	Athletics
Katrina Arras	Teacher	Mt. Tabor Middle School
Andrea Atherton	Administrative Assistant	Cleveland Schools
David Augustine	Teacher	Bridlemile
Ken Austin	Teacher	da Vinci Arts Middle School
Annette Bacon	Teacher	Marysville
Monica Barajas	School Secretary	Harrison Park
Rebecca Barlow	Teacher	Bridlemile
Susan Beaird	Teacher	Metropolitan Learning Center
Carol Berkley	Teacher	Laurelhurst
Terra Brackmann	Teacher	Special Education
Denise Brooks	Teacher	Metropolitan Learning Center
Jeannetta Byrd	Educational Assistant	Sacajawea Site
Anita Cathcart	School Secretary	Buckman
Linda Chin	Paraeducator	Franklin @ Marshall
Kristen Clark	Student Mgmt Specialist	Woodmere
Tom Conry	Teacher	Madison High School
Shawn Croteau	Teacher	Portland DART Schools
Jessica Cudjoe	Teacher	Duniway
Jennean Dean	Lead Food Service Asst	Lee
Theresa Egan	Teacher	Rose City Park
Thor-Aage Esbensen	Teacher	Wilson High School
Candie Farley	Lead Food Service Asst	Vestal
Jennifer Fast	Teacher	James John
Lourdes Fernandez	Teacher	Special Education
Kathleen Fink	Teacher	Forest Park
Jonathon Fischer	Teacher	Grout
Shirley Fong	Food Service Assistant	Nutrition Services
Brenda Fox	Principal on Special Assign.	Office of School Performance
Sierra Freeman	Teacher	Special Education
Susana Garcia Juarez	Community Agent	Creston Annex
Tania Garcia Juarez	Community Agent	Headstart at Sitton
Pamela Garrett	Teacher	Franklin High School
Jeremy Geschwind	TOSA	Equity and Partnerships
Leila Ghodsi	Teacher	Franklin at Marshall

Fifteen Years (continued)

Stefanie Goldbloom	Teacher	Cleveland High School
Jordan Gutlerner	Teacher	Lincoln High School
Blair Haddon	Teacher	Wilson High School
Betsy Halvorson	Teacher	Jackson Middle School
Amy Hansen	School Psychologist	Special Education
Mark Hansen	Teacher	Lewis
Karen Harding	Teacher	Arleta
Christine Hopkins	Teacher	Llewellyn
Martha Horner	Teacher	Atkinson
Michael Horrigan	Teacher	James John
Tiel Jackson	SPP Data Analyst	BESC
Linda Jue-Thomas	Technical Functional Lead	Nutrition Services
Jaina Kapranos	Teacher	Richmond
Megan Kirsch-McMaster	Teacher	Lane Middle School
Elizabeth Koshy	Teacher	Portland DART Schools
Kristen Kozlowski	Speech Language Path	Special Education
Filipe Lara	Teacher	Faubian
Margaret Lawler	Media Specialist	Beverly Cleary at Fernwood
Natalie Leslie	School Psychologist	Special Education
James Loveland	Academic Programs Admin	Special Education
Isabel Lujano	Educational Assistant	Clarendon
Leora Mahoney	Bus Driver	Student Transportation
Kelly Marsh	Teacher	Richmond
Robin Mauldin	Instructional Specialist	Curriculum and Instruction
Michelle McMullen	Library Assistant	Sabin
Debra McNulty	Paraeducator	Madison High School
Nicole McNutt	Teacher	Markham
Janet Michael	Teacher	Gray Middle School
Laura Morgan	Teacher	Woodstock
Matthew Moule	Teacher	Beaumont Middle School
Virginia Mulbey	Food Service Assistant	King
Jennifer Nutter	Teacher	Chief Joseph
Lisa Orcutt Kane	Instructional Specialist	Curriculum and Instruction
Sirena Palaci	School Psychologist	Special Education
Kirsten Parrott	Teacher	Beaumont Middle School
Bradley Pearson	Principal	Bridlemile
Jeffrey Peeler	Asst Director – Acad Prog	Athletics
James Perry	Therapeutic Interv Coach	Holladay Center
Louise Richards	Teacher	Glencoe
Christian Richman	Teacher	Arleta
Lavert Robertson	Principal	George Middle School
Tor Rockness	Teacher	Buckman
John Ryczek	Teacher	Special Education
Jill Sage	Principal	King
Riyaleh Said	Community Agent	Jackson Middle School
Kimberly Sammons	Teacher	Skyline
Robert Schlichting	Teacher	Cleveland High School
Andrew Schmidt	Teacher	Bridger
Peggy Schoettle	Counselor	Benson High School
Kristine Schultz	Teacher	Beaumont Middle School
Dina Scottel	Teacher	Forest Park
Karen Sele	Teacher	Roseway Heights

Fifteen Years (continued)

Nancy Smith	Teacher	Ockley Green
Henise Telles-Ferreira	Teacher	Roosevelt High School
Jeffrey Thompson	Teacher	DART at Benson
Raeann Thompson	Teacher	Jefferson High School
William Thompson	Teacher	Winterhaven
Ailien Tran	Teacher	Winterhaven
Tara Triplett	Counselor	Jackson Middle School
Kristine Vala	Teacher	Ainsworth
Iris Valenzuela	Educational Assistant	Scott
Jane Van Dam	Teacher	Hosford Middle School
Harriet Vann	Educational Assistant	Winterhaven
Lisa Walker	Teacher	Wilson High School
Kenneth Washington	Teacher	Hosford Middle School
Stephanie Wiggins	Paraeducator	Holladay Center
Alexandra Withers	Community Agent	Applegate

Ten Years

Jabr Abdulkadir	Custodian	Ockley Green
Tracie Achterberg	Custodian	Marysville
Chu Ai	Custodian	Rieke
Daniel Alexander	Custodian	Richmond
Graham Andanen	Teacher	Woodmere
Sandra Apon	Custodian	Lane Middle School
Lynn Appleton	Principal's Secretary	Bridger
Kevin Bacon	Principal	Boise-Eliot
Rhonda Bahmanyar	Speech Language Pathologist	Special Education
Christine Bailey	Sr. Accountant/Analyst	Accounting Services
Cinnamon Bancroft	Mentor Teacher	Professional Development
Annie Barnett	Paraeducator	Special Education
Derrick Batliner	Teacher	Jefferson High School
Craig Beaumont	Custodian	Grout
Lutvija Becic	Custodian	Atkinson
Erick Bender	Custodian	Duniway
Ann Berton	Media Specialist	Lee
Beth Biagini	Teacher	Franklin High School at Marshall
Jennifer Birch	Teacher	Astor
Nicholas Black	Custodian	Laurelhurst
Holly Blakeslee-Gordon	Vice Principal's Secretary	Jefferson High School
Lisa Bloom	Teacher	Multiple Pathways to Graduation
Brenda Bokenyi	Teacher	Beach
Bryon Booze	Field Operations Supervisor	Facility Services Center
Jessica Bostick	Teacher	Vernon
Amir Boules	Custodian	Atkinson
Brian Bower	Custodian	Rose City Park
Jenny Braden	Sr. Administrative Secretary	Multiple Pathways to Graduation
Nickolas Branch	Head Custodian	Grant High School
Brandon Breeden	Student Mgmt Specialist	Holladay Center
Judith Brennan	Director, Student Succ Prgm	Enrollment and Transfer
Walter Bridges	Paraeducator	Markham
Tracey Briggs	Student Mgmt Specialist	Holladay Center

Ten Years (continued)

Matthew Brown	Custodian	Vestal
Sahjo Brown	Counselor	Hosford Middle School
Steven Bullock Denniston	Paraeducator	Lewis
Dennis Burg	Rover	Maintenance Services
Aaron Byer	Teacher	Roosevelt High School
Sara Callies	Instructional Specialist	Benson High School
Alan Carlson	Head Custodian	Markham
Timothy Carman	Training Consultant	Facility Services Center
Ceyriss Caron	Teacher	Capitol Hill
Carolyn Carr	School Secretary	Glencoe
Kim Castle	Technology Data Analyst	Roosevelt High School
Debbie Chan	Accountant/Analyst	Payroll Services
Hao Chan	Food Service Assistant	Lee
Heather Chaney	Teacher	Sunnyside
Mai Chanh	Custodian	Alliance at Meek
Thomas Cheek	Teacher	Alameda
Tracy Christiansen	Teacher	Beverly Cleary at Fernwood
Curtis Christie	Custodian	Alameda
Nadezhda Chubok	Lead Food Service Asst	Woodstock
Daniel Cogan	TOSA	Office of School Performance
Kevin Conroy	Teacher	da Vinci Arts Middle School
Jennifer Coomes	Counselor	Alliance HS at Benson
Lindsay Cornet	Teacher	Arleta
Stephen Curley	Teacher	Benson High School
Cadie Daley	Teacher	Astor
Anna Davis	TOSA	Holladay Annex
Danielle Davis	Custodian	Peninsula
Heidi Dempster-Johnson	Confidential Executive Asst	Office of School Modernization
Anne Dierker	Teacher	Cleveland High School
Brock Dittus	Bus Driver	Student Transportation
Sena Djilas	Custodian	Bridlemile
Josilyn Dulaney	Paraeducator	Peninsula
Michael Duren	Custodian	West Sylvan
Kelley Duron	Student Succ Prgm Mgr	Rice Site
Steven Dustin	Teacher	Irvington
Amanda Edmondson	Paraeducator	Arleta
Whitney Ellersick	Assistant Director	Nutrition Services
Amanda Jane Elliott	Teacher	Lincoln High School
Bobby Ellis	Custodian	Woodlawn
Peaches Eltagonde	Teacher	Boise-Eliot
Molly Emmons	Security Operations Mgr	Security Services
Bianca Espinosa	Mentor Teacher	Professional Development Teach
M. Deane Eure	Paraeducator	Sabin
Teresa Faeth	Senior Clerk	Maintenance Services
Richard Fisher	Teacher	Grant High School
Edith Fitzgerald	Infrastructure Administrator	Information Technology
Bryan Fitzwater	Teacher	West Sylvan Middle School
Julie Fleming	Counselor	Wilson High School
Ana Franco	Custodian	Sitton
Diane Fredgant	Educational Assistant	Lee
Molly Frisch	Teacher	Roseway Heights
Edmund Fuller	Principal	Rigler

Ten Years (continued)

Gretchen Ganey	Instructional Specialist	Boise-Eliot
Shiwaye Gared	Custodian	Rosa Parks
Adolfo Garza-Cano	Teacher	Woodlawn
Susan Gauss	Speech Language Path	Special Education
Leila Gavros	Paraeducator	Grant High School
Carla Gay	Director, Stud Succ Prgms	College and Career Readiness
Craig Gintz	Custodian	Facility Services
Reina Gomez	Community Agent	Woodmere
Marisel Gonzalez	Teacher	Benson High School
Teresa Gonzalez	Paraeducator	Chapman
Pamela Goska	Senior Admin Secretary	Wilcox
Derek Grant	Teacher	West Sylvan Middle School
Horis Green	Bus Driver	Student Transportation
Ethel Greene	Custodian	Chapman
Nicole Groth	Bus. Operations Analyst	Funded Programs
David Guinn	Custodian	Cleveland High School
Ray Gunter	Custodian	Gray Middle School
Lynn Haatia	Teacher	Hosford Middle School
Ellen Hall	Teacher	Cleveland High School
Deirdre Harms	Vice Principal's Secretary	Grant High School
Antonye Harris	Custodial Srvs Fld Ops Sup	Facility Services Center
Gaelle Harris	Teacher	Sabin
Glen Harrison	FAM Ops Manager	Warehousing
Connie Haskell	Custodian	East Sylvan
Christopher Hebbe	Paraeducator	Holladay Center
Paul Hicks	Custodian	Bridlemile
Robert Hicks	Custodian	Creative Science
Alison Hildebrant	Teacher	Forest Park
Rasema Hodzic	Custodian	Lewis
Refik Hodzic	Custodian	Glencoe
Nicole Holden	Teacher	Rosa Parks
Cecilia Hornbuckle	Vice Principal's Secretary	Roosevelt High School
Nicole Hunt-Warren	Teacher	Beverly Cleary at Rose City Park
Caren Huson-Quiniones	Confidential Exec Secretary	Board of Education
Lisa Hyde	Counselor	Gray Middle School
James Irons	Custodian	Beverly Cleary at Hollyrood
Tanya Jackman	Bus Driver	Student Transportation
Andre Jackson	Strategic Partner Outreach	Equity and Partnerships
Tina Jacobs	Teacher	Stephenson
Katie Johnson	Teacher	Maplewood
Carole Johnson-Smith	Mentor Teacher	Professional Development
Laura Jones	Library Assistant	Lincoln High School
Seth Jones	Principal	Arleta
Matthew Kabza	Teacher	Grant High School
Jeramie Kaiser	Teacher	Gray Middle School
Stephanie Karpouzes	Teacher	Wilcox
Kristy Karsten	Academic Programs Admin	Wilcox
Joseph Keefer	Custodian	Skyline
Althea Keith	Teacher	West Sylvan
Michaela Kellams	Paraeducator	Special Education
Joseph Kennedy	Teacher	Gray Middle School
Amber King	Teacher	Humboldt

Ten Years (continued)

Elizabeth Kirkaldie	Teacher	Special Education
Amy Kleiner	Principal	Sunnyside Environmental
Paul Kroswek	Teacher	Special Education
Diana Kruger	Assistant Principal	Chapman
Rakesh Kumar	Custodian	Clarendon
Melody Lang	Media Specialist	Rose City Park
Cherise Lavier	Lead Food Service Assistant	Hayhurst
Franklin Leavitt	Senior Manager	Construction and Maintenance
LaShawn lee	Director, Student Suc Prgms	Faubian at Tubman
Sarah Lee	Speech Language Path	Special Education
Leah Letts	Human Resources Analyst	Human Resources
Kristie Lindholm	Principal	Creative Science
Cori Longstreet	Teacher	Sunnyside Environmental
Katharine Longstreth	Teacher	Creative Science
Jill Looijenga	Speech Language Path	Special Education
Matthew Loomis	Custodian	Creative Science
Eric MacCarther	Teacher	Kelly
Barbara Macon	Teacher	Roosevelt High School
Matthew Manley	Teacher	Franklin High School at Marshall
Jose Mariscal	Custodian	Cesar Chavez
Fermin Martinez	Custodian	Stephenson
Selim Masic	Custodian	Cleveland High School
Sara Mattheisen	School Secretary	Wilson High School
Steven Matthew	High School Business Mgr	Franklin High School at Marshall
Randall Maves	Teacher	Madison High School
Maria Mayoral	Educational Assistant	Kelly
Lisa McConachie	Senior Director	Wilcox
Caroline McCoy	Teacher	Sunnyside Environmental
Kenneth McDougal	Custodian	Rigler
Tamara McGuire	Paraeducator	Atkinson
Tahira Mehmedovic	Custodian	Facility Services Center
Celestino Mendez	Custodian	James John
Debra Meskimen	Paraeducator	Sunnyside Environmental
John Metz	Teacher	Sabin
Jennifer Meyer	Teacher	Lewis
Erica Meyers	High School Business Mgr	Wilson High School
Gregory Meyers	Custodian	Sellwood Middle School
Elizabeth Middleton	Teacher	Sunnyside Environmental
Darryl Miles	Vice Principal	Cleveland High School
Jose Molina	Teacher	Ainsworth
Aaron Moreno	Teacher	Capitol Hill
Darci Morgan	Teacher	George Middle School
John Morrison	Custodian	Llewellyn
Leamuel Muldrew	Custodian	Maplewood
Ana Maria Munoz Sosa	Custodian	Madison High School
Norman Nelson	Custodian	Youngson
Chinh Nguyen	Custodian	Beaumont Middle School
Duong Nguyen	Custodian	Lee
Lanh Nguyen	Custodian	Sacajawea Site
Christopher Niebergall-Eltagonde	Teacher	Beaumont Middle School
Lyubov Nikolaychuk	Custodian	Sunnyside Environmental
Janne O'Brien	Teacher	Winterhaven

Ten Years (continued)

Megan O'Leary	Teacher	Beach
Anthony Olson	Custodian	Kelly
William Olson	Teacher	Trillium Charter School
Tamara O'Malley	Teacher	Madison High School
Sahara Omar	Custodian	Hosford Middle School
Michael O'Neill	Teacher	Sellwood Middle School
Virginia Pacheco	Custodian	Bridger
Robert Parker	Teacher	Sabin
Kylene Parks	TOSA	Funded Programs
Katie Parry	Paraeducator	Woodmere
John Payne	Security Operations Mgr	Security Services
Stephanie Pearl	Teacher	Creston
Melissa Pearson	Teacher	Chief Joseph
Kevin Perkey	Head Custodian	Jefferson High School
Stacy Peterson	Teacher	Alameda
Alayna Pettingill	Paraeducator	Faubion
Christine Pfeil	Educational Assistant	Kelly Center
Huyen Pham	Custodian	Beverly Cleary at Hollyrood
Melvin Philbrook	Fleet Maintenance Mgr	Student Transportation
Barbara Pierce	Paraeducator	Holladay Center
Lydia Poole	Principal	Bridger
Monica Quiroz	Custodian	Roosevelt High School
Guiza Ramirez	Mentor Teacher	Professional Development
Ellen Reeser	Teacher	Sunnyside Environmental
Jill Register	Vice Principal's Secretary	Franklin High School at Marshall
Edna Reischman	Custodian	Scott
Pansy Richard	Custodian	Sacajawea Site
Joyce Richardson	Educational Assistant	Applegate
Elisabeth Robertson	Teacher	Woodmere
Casey Rodhe	Teacher	Chapman
Kathleen Rossitto	Teacher	Markham
Joseph Rozewski	Teacher	Benson High School
Robert Ryan	Head Custodian	Facility Services Center
Paul Sanchez	Paraeducator	Grant High School
Mark Sandilands	Principal	Winterhaven
Melissa Schachner	Assistant Principal	Sabin
Sarah Schacker	Mentor Teacher	Professional Development
Erika Schneider	Teacher	Peninsula
Dennis Schott	Electronic Technician	Maintenance Services
Sheryn Schwartzenhauer	Educational Assistant	Kelly
Robert Shoop	Custodian	Benson High School
Rina Shriki	Teacher	Grant High School
Jose Siam	Teacher	Beach
Gary Sletmoe	Teacher	Franklin High School at Marshall
Rosemarie Smead	Qual. Mental Health Couns	Holladay Center
Alicia Smith	School Secretary	Irvington
Rachelle Smith	Custodian	Woodmere
Susan Smith	Bus Driver	Student Transportation
Richard Sossel	Teacher	Sellwood Middle School
Jacob Soto	Teacher	Mt. Tabor Middle School
Cyon-Drael Spencer	Study Hall Monitor	Jefferson High School
Rebecca Stewart	Sr. Admin Secretary	Special Education

Ten Years (continued)

Kimberly Stockstad	Teacher	Duniway
Renee Straube	Teacher	Roosevelt High School
Jianying Su	Teacher	Woodstock
Jennifer Thomas	Teacher	Maplewood
Terri Thompson	Bus Driver	Student Transportation
Rachel Todd	Teacher	Creston Annex
Suy Tran	Custodian	Gray Middle School
Lindsay Trapp	Confidential Exec. Secretary	Comm. Involvement and Public Affairs
Matthew Trulson	Infrastructure Administrator	Information Technology
Jan Tullis	Technical Support Rep	Information Technology
Valerie Turner	Teacher	Beaumont Middle School
Gregory Unwin	Speech Language Path.	Special Education
Gayle VanLehman	Teacher	Jackson Middle School
Cameron Vaughan-Tyler	Strat Prtn Outreach Mgr	Property Management
Maribel Vidal	Custodian	Rieke
Kristin Wallace	Teacher	Benson High School
Lawrence Ware	Custodian	Winterhaven
Kerrie Waymire	Teacher	Rieke
Lamona West	Lead Food Service Asst.	Alameda
Jennifer Whitaker	Teacher	Chief Joseph
Amy Whitney	Principal	Kelly
Eloise Williams	Custodian	Astor
Curtis Wilson	Teacher	Rosa Parks
Tawni Winkler	Paraeducator	Bridlemile
Stephanie Wolfer	Teacher	Sacajawea Site
Kathryn Wolff	Counselor	Wilson High School
Kevin Wolford	Custodian	Ramona
David Wood	Principal	Rose City Park
Lavell Wood	Assistant Principal	Community Transition Program
Brian Woods	Custodian	Vernon
Emad Yaacoub	Custodian	Youngson
Yuliya Zakharchenko	Teacher	Woodstock
Daniel Zelazek	Counselor	Capitol Hill

Five Years

Daniel Aaker	Teacher	Ockley Green
Nicole Accuardi	Teacher	da Vinci Arts Middle School
Miriam AlSuhaimi	Teacher	Beach
Rolando Aquilizan	Bus. Prgm Oper. Specialist	Office of School Modernization
Marcela Arredondo	Teacher	Ockley Green
Erica Arthurs	Teacher	Abernethy
Marcie Audelo	Sign Language Interpreter	Wilcox
Courtney Baker	Teacher	Creative Science School
Kimberly Baker	Teacher	Creston
Suzanna Baldauf-Wilcox	Teacher	James John
Lynda Battle	Media Specialist	Grant High School
Laresa Beck	Student Mgmt Specialist	Beach
Emily Berchier	Teacher	Lee
Kenneth Berry	Teacher	Creston
Judi Blackwell	Teacher	Bridger

Five Years (continued)

Natalie Bloodgood	Paraeducator	Arleta
Andrew Boehm	Teacher	Marysville
Candy Boggs	Custodian	Cesar Chavez
Mark Bond	HS Career Coordinator	Alliance High School at Meek
Alison Borosky	Teacher	Woodstock
Michael Brantley	Teacher	Wilson High School
Clementine Brazzle	Teacher	Rosa Parks
Van Bredehoeft	Teacher	Rosa Parks
Daniel Brixius	Teacher	Irvington
Lajena Broadous	Vice Principal	Madison High School
Yulia Brooks	Teacher	Kelly
Ilsa Bruer	Teacher	Benson High School
Ronette Bryson	Teacher	Vestal
Paul Bubl	Teacher	Boise-Eliot
Elaine Budlong	Fiscal Services Associate	Payroll Services
Christopher Buehler	Teacher	Lincoln High School
Treothe Bullock	Teacher	Madison High School
Daedra Buntin	Rish Management Assoc.	Risk Management
Alana Burny	Teacher	Special Education
Gwen Campbell	Teacher	West Sylvan Middle School
Cassandra Canales	Instructional Specialist	Curriculum and Instruction
Melina Carabajal	Principal's Secretary	Buckman
John Carolan	Teacher	Grant High School
Amanda Carrigg	Teacher	Peninsula
Grace Casale	Assistant Principal	Ainsworth
Ling Chan	Food Service Assistant	Bridger
Lori Childers	Educational Assistant	Sacajawea Site
Olga Chvorun	Sign Language Interpreter	Wilcox
Sarah Clark	Teacher	Llewellyn
Jennifer Cleary	Teacher	Stephenson
David Clingan	Counselor	Lincoln High School
Wayne Coffey	Technical Functional Lead	FAM Management
Yolanda Coleman	Assistant Principal	King
Lisa Collins	Director, Academic Prgms	Rice Site
Yesenia Colon	Teacher	Bridger
Amanda Combs	Lead Food Service Asst.	Winterhaven
Kelly Connolly	Teacher	Glencoe
Susanna Cronen	Teacher	Llewellyn
Heidi Cupp	Systems and Svcs Supervisor	Information Technology
Darlene Daniels	Teacher	Wilcox
Brooke Date	Teacher	Beverly Cleary at Fernwood
Adrienne Davenport	Teacher	Applegate
Maurice Davis	Student Services Advocate	Equity and Partnerships
Robbie Davis	TOSA	Special Education
Elizabeth Dawson	Counselor	Boise-Eliot
Elissa Dingus	Teacher	Lewis
Leslie Dorobek	Teacher	Jackson Middle School
Cynthia Duley	Senior Budget Analyst	Budget Office
Janelle Dunn	Speech Language Path	Special Education
Ronald Dunn	Custodian	Sabin
Heidi Earle	Coordinator	Skyline
Elisabeth Early	Teacher	Rieke

Five Years (continued)

Kelly English	Teacher	Laurelhurst
David Erickson	Custodian	Boise-Eliot
Shauna Ewing	Teacher	Franklin High School at Marshall
Hashim Fai	Community Agent	ESL
Carolyn Fisher	Teacher	Sellwood Middle School
Suzanne Fleming	Custodian	Jefferson High School
Kevin Fink	Stdt. Succ. Prgms Supervisor	Benson High School
Susan Fodell	Speech Language Path	Sacajawea Site
Tanisha Franklin	Educational Assistant	Rosa Parks
Jacqueline Fransen	Teacher	Wilcox
Ayesha Freeman	Vice Principal	Wilson High School
Jenny Gapp	Media Specialist	Peninsula
David Gardner	Custodian	Wilson High School
Kevin Gardner	Educational Assistant	Whitman
Sarah Gaynor	Teacher	Richmond
Shawna Geer	Finance Clerk	Payroll Services
Ryan Ghan	Teacher	Madison High School
Maria Gianotti	TOSA	Special Education
Cody Glaze	Teacher	Beaumont Middle School
Katherine Goddard	Lead Food Service Asst.	Wilson High School
Margarita Gothard	Teacher	Kelly
LaToya Govan	Sr. Admin Secretary	Alliance High School at Meek
Margaret Green	Teacher	Lent
Catherine Griesdorn	Teacher	Arleta
Antonia Griffin	Teacher	Madison High School
Carolyn Grillo	Instructional Specialist	Professional Development
Kathryn Grone	Teacher	Lincoln High School
Maalaea Gustafson	Teacher	King
Deborah Hall	School Secretary	DART at Benson High School
Kathryn Hanlon	Teacher	Vernon
Brian Hanson	Custodian	Madison High School
Jennifer Hart	Custodian	Creative Science School
Nicholas Hartel	Teacher	Mult. Pathways to Graduation
Danelle Hauth	Educational Assistant	Whitman
Dena Hawes	Speech Language Path	Special Education
Martha Heard	TOSA	Funded Programs
Susan Helgerson	School Secretary	Lent
Catherine Henry	School Psychologist	Special Education
Jennifer Herbage	Teacher	Beverly Cleary at Fernwood
William Herrin	Paraeducator	Trilliam Charter School
Melia Hinatsu	Teacher	Irvington
Lucy Hinds	Speech Language Path	Special Education
Marisa Hirata	Teacher	Alameda
Estelle Hobson	Food Service Assistant	Kelly
Kenneth Hopkins	HS Site Tech Specialist	Madison High School
Stephen Hough	Professional Library Clerk	Integrated Curriculum Development
Dalina Howard	Teacher	Wilcox
Debra Howard	Bus Driver	Student Transportation
Alexis Howell-Kubler	Teacher	Franklin High School at Marshall
Jessica Ingraham	Teacher	Buckman
Mario Interian Ucan	Teacher	Scott
Kelly Jimenez	Teacher	Rigler

Five Years (continued)

Amy Jockers	Paraeducator	Jackson Middle School
Tim Jupp	Bus Driver	Student Transportation
Sheri Kammerzel	Finance Clerk	Alliance High School at Benson
Holly Kanz	Teacher	Llewellyn
Tara Keeler	Teacher	James John
Barbara Keys	Paraeducator	Grout
Margaret Kilmer	HS Career Coordinator	Lincoln High School
Melissa Kirkpatrick	School Psychologist	Special Education
Maria Kleiner	Media Specialist	Creative Science School
Madeline Kokes	HS Career Coordinator	Grant High School
Renee Kruger	Teacher	Skyline
Joseph LaFontaine	Senior Director	Funded Programs
Mark Lancaster	Systems & Svcs Supervisor	Information Technology
Jamila Lathan	Security Technician	Security Services
Truc Le	Educational Assistant	Roseway Heights
Sheree LeDoux-Leos	Teacher	ESL
Daniel Lemay	Custodial Fld Op Supervisor	Facility Services Center
Asuncion Lim	Food Service Assistant	Nutrition Services
Mehira Lozano	Teacher	Cesar Chavez
Peter Madden	Media Specialist	Winterhaven
Elizabeth Maier	Teacher	Bridger
Julie Mainwaring	Educational Assistant	Clarendon
Denton Mark	Lead Food Service Assistant	Sellwood Middle School
Jason Markantes	Enterprise Solutions Admin	Information Technology
Elizabeth Markovich	Teacher	Woodstock
Serena Marquardt	Teacher	Faubion at Tubman
Deanna Marron	Teacher	East Sylvan Middle School
Shawn Martinez	Accountant/Analyst	Publication Services
Vanessa Martinez	Principal	Beach
Ondra Matthews	Financial Operations Mgr	Payroll Services
Kellie May	Teacher	Cesar Chavez
Cathrine Mayorga	Paraeducator	Holladay Center
Kathryn McCartney	Teacher	Creston
Mauria McClay	Teacher	Scott
Robert McDougald	Transport Svcs Ops Manager	Student Transportation
Morgan McFadden	Teacher	Wilson High School
James McGlotten	Teacher	Harrison Park
Patrick McMenomy	Carpenter	Maintenance Services
Jordan McNutt	Custodian	Vestal
Brian Meehan	Custodian	Duniway
Erin Mercer	Paraeducator	Humboldt
Bryan Meyers	Painter	Maintenance Services
Roxanne Miletich	Paraeducator	Special Education
Julie Miller	Instructional Specialist	Abernethy
Jacob Minden	Painter	Maintenance Services
Juliya Mironova	Bus. Operations Analyst	Information Technology
Lisa Mizze	Teacher	Astor
Maria Montalbano	TOSA	Special Education
Talina Montgomery	Food Service Assistant	Peninsula
Katie Morgan	HS Career Coordinator	Wilson High School
Martha Mosqueda	Teacher	Kelly
Michele Mulvihill	Teacher	Grout

Five Years (continued)

Anabel Munana	Teacher	Beaumont Middle School
Sarah Mussio	Teacher	Sacajawea Site
Edik Nasteka	Truck Driver	Nutrition Services
Chanh Nguyen	Custodian	Applegate
Kelsey North	Teacher	Sunnyside Environmental
Jayne Olson	Carpenter	Maintenance Services
Melissa Ortiz	Teacher	Whitman
Cameron Oster	Teacher	Glencoe
Paige Pepperwood	School Psychologist	Special Education
Anthony Pernice	Teacher	King
Maurice Phillips	HS Site Tech Specialist	Multiple Pathways to Graduation
Katherine Phoutrides	Educational Assistant	Arleta
Kayla Price	Teacher	Harrison Park
Saaron Putnam-Almaguer	Teacher	Wilcox
Christopher Qual	Custodian	Franklin High School at Marshall
Julieanne Quigley	Teacher	Wilson High School
Candis Ramirez	Food Service Assistant	Scott
Gregorio Rangel	Teacher	Lincoln High School
Minerva Repollet	Paraeducator	Roosevelt High School
Koll Reynolds	Teacher	Ainsworth
Evelyn Rivera Coca	Teacher	Scott
Judy Rocheleau	School Secretary	Scott
JoAnna Roddis	Teacher	Beach
Victoria Rodgers	Teacher	Roosevelt High School
Michelle Rodriguez	Community Agent	Clarendon
Miles Rooklyn	Teacher	Bridger
Robert Rosingana	Custodian	Grant High School
Darlene Rosteck	Teacher	Arleta
Benjamin Rudolph	Teacher	Buckman
Miranda Ryan	HS Career Coordinator	Benson High School
Donna Sanders	School Secretary	Forest Park
Quinn Sanford	Media Specialist	Abernethy
Mackinsey Scheller	Teacher	Capitol Hill
Michael Scher	Student Success Advocate	Rice Site
Leo Schoenbeck	Custodian	Grant High School
Valerie Schuler	Bus Driver	Student Transportation
Yulia Setiadi	Teacher	Parry Center
David Shick	Financial Operations Mgr	Accounting Services
Allyson Sievers	Teacher	Chapman
Allison Smith	TOSA	ESL
Norma Snell	School Secretary	Wilson High School
Erica Spencer	HS Career Coordinator	Madison High School
Susan Stauffer	Educational Assistant	Multiple Pathways to Graduation
Kathryn Stilwell	Teacher	Roosevelt High School
Naomi Sumiya	Teacher	Mt. Tabor Middle School
Shawn Swanson	Teacher	Roosevelt High School
Jonathan Tharp	Teacher	Peninsula
Erin Thomas	Teacher	Vestal
Moira Tofanelli-Dougherty	School Psychologist	Special Educaton
Binh Tran	Custodian	Marysville
Bren-Marie Trask	Teacher	Cleveland High School
Kirsten Truman	Media Specialist	Markham

Five Years (continued)

Candice Vickers	Assistant Principal	Hosford Middle School
Britta Walker	Teacher	DART at Benson High School
Kyla Walker	Teacher	Rieke
Sarah Wall	Teacher	DART at Benson High School
James Ward	Teacher	Jefferson High School
Kristyn Westphal	Principal	Hosford Middle School
Liza Whitaker	Teacher	SPED Community Transition Pgm
Ryan Whitman-Morales	Director, Systems and Svcs	Information Technology
Dorothy Wierth	Teacher	West Sylvan Middle School
Eric Williams	Technical Support Rep	Information Technology
Kelsey Williams	Teacher	Hayhurst
Sharese Williams	Teacher	Grout
Gregory Wilson	Custodian	Franklin High School at Marshall
Mark Wilson	Teacher	Rosa Parks
Christine Wulferdingen	Teacher	Glencoe
Moe Yonamine	Teacher	Roosevelt High School
Christine Yovu	Teacher	Astor
Patricia Zimmerman	Teacher	Lewis

**Community Budget Review Committee of Portland Public Schools (PPS)
Review of the 2017/18 Proposed Budget**

The Superintendent's proposed 2017/18 Budget will cut \$18 million from previous service levels including nearly 125 school-based FTE, 59 central office FTE and 20 contracts due to the significant underfunding of the state school fund by the Legislature for the 2017-19 biennium. These cuts will force the roll back of several large investments in instructional and support staff that have been made over the last few years including counselors, library/media specialists, and athletic directors. Thanks to the Local Option Levy, which funds approximately 800 teachers, PPS is able to avoid even more damaging cuts.

It is irresponsible of the Legislature to fail to enact significant tax reform to raise revenues sufficient to fund all essential state services. Since Oregon's corporate tax burden is among the lowest in the nation, corporations must step up and work with legislators to ensure they are contributing their fair share. We encourage the Board and the community to demand that the Legislature make the changes required to fully fund public education and other essential services that reflect real and important needs in communities across the state.

Budget Shortfall

CBRC acknowledges the damaging effects of insufficient state funding in the 2017/18 budget. We also recognize the continuing benefit of the Local Option Levy. We support focusing on equity and core program, continuing literacy investments, maintaining the staffing ratio in K-8s, increasing reserves to 4% to manage uncertainty, and prioritizing health and safety by reorganizing the facilities department, investing in maintenance, and adding custodial staff.

We commend the acting Superintendent and the District for managing this difficult situation with a focus on students. They have undertaken a thoughtful and student-oriented process to make challenging decisions.

Reserves

In 2016, CBRC presented to the Board a revised reserves policy with the goal of increasing unassigned contingency to 5% by 2021 and 10% by 2026. On April 19, 2017, the Board unanimously approved the proposed reserves policy. These reserves will gradually bring us in accord with widely accepted national school policies and procedures and will provide a cushion in the event of a future state funding crisis. We applaud the Board on its commitment to ensuring the long-term stability of the District's budget.

Equity

While CBRC appreciates the District's continued focus on equity, we are concerned that some proposed budget cuts may not align with that commitment. A reduction in the equity allocation from 8% to 7% in K-5 and K-8 schools is particularly concerning. This increases the burden on the schools that have the highest proportion of historically underserved students. We also question the appropriateness of cuts to equity-related staff and services.

District staff implemented a financial tool in 2016/17 to better track and monitor how the equity allocation is used within schools; however this implementation proved ineffective. For 2017/18, a new protocol will be in place to improve the reliability of this information. Without this detail about how the equity allocation is being used, its impact on equity remains unknown.

Additionally, while the overall rate of exclusionary discipline has dropped by more than 50%, the continued disproportionate discipline rates for students of color compared to their white peers is unacceptable. We encourage the district to establish additional guidelines and strategies for reducing disproportionality. CBRC requests additional information related to the process of reporting exclusionary discipline, the fidelity of that reporting, alternative discipline rates, data for the 12 pilot schools, and actual dollars related to efforts to reduce disproportionate discipline.

There remains a significant gap in offerings available to students in under-enrolled K-8s. Providing a comprehensive core program to all students is the District's primary mission. We are pleased to see that the Proposed Budget includes increased funding to allow for scheduling parity and access to compacted math for the middle grade students in some K-8 schools. We remain concerned that there are still too many students who are not being provided equitable access to programming. Even in the midst of this budget crisis, we urge the District to invest the time and money to resolve these issues of institutional inequity. The District must look at the over-enrolled K-8s and focus option K-8s concurrently with those schools already being analyzed.

Transparency

We commend the District on its efforts to provide clarity around departmental budgets through the process of zero-based budgeting. The Information Technology (IT) and Athletics departments were the first to embark on this process and this detailed approach provided much needed transparency and clarity as to how the District is spending money. CBRC looks forward to more departments participating in this process.

CBRC is concerned about the continued lack of clarity in the budget. Though detailed information on staffing changes in schools and in central office administration was provided, changes to the overall staffing model are still unclear. Stakeholders in the district are concerned about how each of these changes affects their students and their schools. The extent of principal discretion, the influence of outside funding sources (e.g., foundations), the ability of principals to lobby or negotiate for non-formula FTE, and the lack of clarity around the full impact of the budget cuts to the overall staffing model across the district make it challenging to ensure that our schools are being funded in an equitable manner.

For the last several years, CBRC has requested that PPS prepare regularly-published reports that clearly show the linkage between budgetary allocations and the District's goals. Though we respect the expertise of district staff, without clear and thorough information on the effectiveness of programs and approaches, cuts and changes can be seen as arbitrary. We also expect the district to report on priority outcome measures (e.g., third grade reading scores, graduation rates, and discipline rates) and meaningful and actionable interim measures that can identify both promising and disappointing practices, and evaluate progress toward the District's goals.

Concluding Remarks

PPS and all districts in Oregon are undergoing massive budget cuts in a strong state economy due to the inability of the Legislature to enact meaningful corporate tax reform. In the wake of a significant budget shortfall, we support the District in setting priorities and creating efficiencies, while still working to build a stronger school system for the long-term. The approval of a new reserves policy demonstrates to the community the Board's willingness to plan for our students' futures. Investments in our students must be sustainable and we must build a stable funding structure that will prevent future cuts.

We look forward to welcoming a new superintendent and the vision and leadership they will bring to PPS. Though the district has significant work to do to become a more transparent and equitable system, we believe that this budget demonstrates the intent of the Board and PPS staff to create an exceptional educational experience for all students even in challenging circumstances.

CBRC respectfully submits this report to the PPS Board of Education:

Anjala Ehelebe, Co-Chair
Harmony Quiroz, Co-Chair
Dick Cherry
Christina Cowgill
Nicole Kennedy
Roger Kirchner
Scott McClain
Gabrielle Mercedes Bolívar
Rita Moore
Alice Perry
Betsy Salter

**Community Budget Review Committee for Portland Public Schools
Local Option Levy Review 2016-17**

The Community Budget Review Committee (CBRC) conducted a general review of Portland Public Schools (PPS) expenditures of the Local Option Levy (Levy) funds approved by voters in November 2014. Measure 26-161 mandates independent citizen oversight to ensure tax dollars are used for purposes approved by local voters.

The CBRC examined Levy data to determine the use of funds in the following areas:

- Help maintain and lower class sizes that permit more individual attention for students;
- Help to support a well-rounded program, with enrichments for elementary and middle grades and electives in varied interest areas and disciplines for high school students; and
- Provide funding equivalent to at least the 640 teaching positions initially projected.

The CBRC has the following comments:

- The CBRC finds in the fiscal year 2016-17, it appears that all Levy funds have been spent as approved by voters.
- With the help of Levy funding PPS was able to improve staffing ratios over 2013-14 to those shown below for 2014-15; into 2015-16, staffing ratios were maintained in the lower grades but improved in high schools. For the 2016-17 year, the district was able to maintain these staffing ratios.

	2013-14	2014-15	2015-16	2016-17
K-5 Schools (Adopted)	26.90:1	25.80:1	25.80:1	25.80:1
K-8 and K-12 Schools (Adopted)	25.60:1	24.00:1	24.00:1	24.00:1
Middle Schools (6-8) (Adopted)	25.25:1	24.75:1	24.75:1	24.75:1
High Schools (9-12) (Adopted)	25.72:1	23.65:1	21.63:1	21.63:1

- The Levy is also designed to help support well-rounded programs, enrichment for elementary and middle schools, and electives in varied interest areas for high schools. Since the Levy was passed in November 2014, the following actions have been implemented by the District to begin providing additional support as a result of the added staffing outlined above:
 - Met a new planning time commitment for K-5 teachers;
 - Help schools meet core program requirements; this enhancement includes providing support for a well-rounded program with enrichments for elementary and middle grades; and
 - Support students to reach the third grade reading milestone goal through strategies such as reading specialists or class size reductions in early grades.
- With respect to the use of Levy funds for maintaining teaching positions, PPS has received \$81,016,899 as of April 12, 2017 from Multnomah, Washington and Clackamas Counties. Based on the 2016-17 receipts and an average teacher cost of \$98,017, Levy

**Community Budget Review Committee for Portland Public Schools
Local Option Levy Review 2016-17**

funds supported approximately 827 teaching positions for the 2016-17 fiscal year. This meets the levy goal of supporting at least 640 teaching positions. At the same time last year, the local option levy funded approximately 757 teachers. The increase in local option revenue is preventing an even greater loss of FTE.

- Effective with the 2013-2014 fiscal year, PPS established a procedure adopted for the federal stimulus funds and which was acceptable to the federal government whereby Levy funds are placed in a “sub-account” within the General Fund and can only be used to pay teachers’ salaries and benefits. This provision was written into Measure 26-161’s Explanatory Statement and is part of the current Levy language. The Local Option Levy funds have been deposited into the sub-account.
- Finally the Levy language continues to require independent citizen oversight to ensure that tax dollars are used as approved by local voters. The PPS Board of Education has appointed the CBRC as the citizen oversight body to perform this function.

The CBRC would like to take this opportunity to again thank the voters for approving this vital funding source for Portland Public Schools that will help ensure that our students continue to receive benefits from the additional teachers, lower class sizes and enriched classroom offerings afforded as a result of our Local Option Levy. The Local Option Levy helps mitigate the state’s underfunding of K-12 education.

The CBRC respectfully submits this report to the PPS Board of Education:

Anjala Ehelebe, Co-Chair
Harmony Quiroz, Co-Chair
Dick Cherry
Christina Cowgill
Nicole Kennedy
Roger Kirchner
Scott McClain
Gabrielle Mercedes Bolívar
Rita Moore
Alice Perry
Betsy Salter



Board of Education Informational Report

MEMORANDUM

Date: April 25, 2017

To: Members of the Board of Education

From: Lorenzo Poe, Chief Equity & Diversity Officer and Partnership Director

Subject: 5-Year Racial Equity Plan Update

This Memorandum provides an informational update on the 5-Year Racial Equity Plan. The Board presentation will provide an overview of the collective impact of the district-wide equity work, focusing on highlights of the data and changes in practice.

RACIAL EDUCATIONAL EQUITY POLICY & 5-YEAR EQUITY PLAN

On June 13, 2011, Portland Public Schools Racial Educational Equity Policy (2.10.010-P) was adopted by Resolution No. 4459. This Policy directs the Superintendent to develop action plans with clear accountability and metrics, including prioritizing staffing and budget allocations, which would result in measurable results on a yearly basis towards achieving the policy's stated goals. The Superintendent was directed to present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent was to report progress towards these goals at least twice a year, and to provide the Board with updated action plans each year.

While the Superintendent and his Executive Leadership team are responsible for execution of the Equity Plan, the Office of Equity was tasked with leading the development and implementation of the Racial Equity Plan and monitoring District progress towards equity outcomes.

In order to successfully achieve the stated goals in its Racial Educational Equity Policy, Portland Public Schools developed a 5-year plan. The plan directly addresses the six stated goals in the policy with the ultimate goal of educational equity: 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.

The 5-year plan outlines key strategies to achieve racial equity, along with intended outcomes and metrics to evaluate progress. ***See Attachments A & B for the 5-Year Racial Equity Plan in narrative and table format.***

Equity Key Performance Indicators

Portland Public Schools has committed to significantly changing its practice in order to achieve and maintain racial equity in education. While progress towards racial equity is ultimately measured by the District's ability to eliminate the racial predictability in student achievement across the Milestones Framework, the PPS Equity Key Performance Indicators were developed to provide another system-level measure of progress towards racial equity in Portland Public Schools. The seven KPIs identify racial opportunity gaps in our system that we believe contribute to disparities in student achievement.

The seven indicators measure:

- 1) Overrepresentation of students of color who do not *advance at least one tier in K-3 reading*
- 2) Overrepresentation of students of color in *Special Education*
- 3) Overrepresentation of students of color experiencing *exclusionary discipline*
- 4) Underrepresentation of students of color in *Talented & Gifted (TAG)*
- 5) Underrepresentation of students of color in *AP, IB & dual credit courses*
- 6) Underrepresentation of *teachers of color* compared to the student population
- 7) *% of contract dollars* paid to minority-owned businesses*

See Attachment C for graphs and data tables for the first six indicators. Progress is tracked from the baseline year of 2010-2011 through 2015-2016. *Collection of data for Indicator #7 has just begun.

IMPACT OF RACIAL EDUCATIONAL EQUITY POLICY (2011-2016)

Data Highlights

- **4-year cohort graduation rates** increased for all students from 62% to 75% (+13% points). Significant increases were achieved with all racial groups except for our Native American students who experienced a slight increase.

	2010-2011	2015-2016	Increase (percentage points)
Asian	74%	85%	11
White	67%	80%	13
Pacific Islander	63%	73%	10
Black	55%	68%	13
Multi-Racial	54%	72%	18
Hispanic/Latino	49%	65%	16
Native American	44%	47%	3

- The graduation rate for Males of Color increased from 45% to 60%, a 15 percentage point gain.
- Jefferson HS Middle College of Advanced Studies saw a 29 percentage point increase with an 84% graduation rate. While Black students had a graduation rate of 88%, students participating in SEI programming had a 98% graduation rate.

- In 2016, Black/White gap closed at 3 high schools: Jefferson, Roosevelt, Wilson
 - In 2016, Hispanic/Latino/White gap closed at 3 high schools: Benson, Grant, Jefferson
- 3rd Graders meeting the **DIBELS Reading Benchmark** (2014-2016) increased for all students.
- For Black students, the percentage meeting benchmark increased from 5.9% to 6.7% (+.8% points or +55 students)
 - For Hispanic/Latino students, the percentage meeting benchmark increased from 11.6% to 12.4% (.8% points or +89 students)
- In Focus & Priority schools in 2015-2016, Males of Color saw a 3.1% increase in **ELA Smarter Balanced Achievement** results over the previous year (vs. 2.1% for all students).
- **Exclusionary discipline** decreased for all students with significant progress made towards closing opportunity gaps. The percent of students experiencing exclusionary discipline decreased from 5.7% to 2.6%.

	2010-2011	2015-2016	Decrease (Percentage points)	Decrease (# of students)
White	4%	2%	2	495
Hispanic/Latino	7%	3%	4	206
Pacific Islander	8%	2%	6	23
Native American	10%	6%	4	35
Black	15%	7%	8	502

- **Advanced course enrollment** (AP/IB/dual-credit courses) increased for all students with significant progress made towards closing opportunity gaps. The percent of students enrolled in advanced courses increased from 27.8% to 44.7%, an increase of 2,114 students.

	2010-2011	2015-2016	Increase (Percentage points)	Increase (# of students)
White	31%	47%	16	954
Hispanic/Latino	23%	40%	17	436
Pacific Islander	19%	50%	31	31
Black	17%	37%	20	240
Native American	15%	33%	18	10

- In three years (2013-2016), the **racial diversity of employees increased** from 17% to 24%, an increase of 7 percentage points or 335 employees.
- Teachers of color increased by 25.6% with an increase of 33 Asian, 5 Black, 102 Hispanic/Latino, and 34 Multi-racial teachers
 - Administrators of color increased by 29.8%
 - Counselors of color increased by 15.7%
 - Clerical/secretarial staff of color increased by 10.3%

Changes in Practice

Teaching & Learning

- **Early Kindergarten Transition Program.** Developed in partnership with SUN Community Schools and Multnomah County Library, the EKT program is a school-based, family-oriented summer program for incoming kindergarteners attending Title I schools. It is designed to increase family engagement in school, and improve children's attendance and success in school. Participation in the program results in higher attendance rates and a higher likelihood of meeting the DIBELS benchmark in reading. Due to its success, other Multnomah County school districts have replicated EKT with SUN Community Schools as the coordinating entity. This year, EKT is in the following schools: Boise-Eliot, Harrison Park, James John, Kelly, Lee, Marysville, Rigler, Rosa Parks, Scott, Sitton, Vestal, Whitman, and Woodmere.
- **Culturally responsive materials.** PPS applied a racial equity lens to the materials adoption process to ensure purchase of culturally rich instructional materials that reflect the increasingly diverse student population we serve. Changes were made to the materials adoption criteria for K-12 language arts to include positive representation of historically underrepresented students and communities. Supplemental funds were also used to purchase and distribute culturally and linguistically diverse books that provide both a mirror and a window for students. With access to mirror texts, students are able to see that their narrative matters, and with access to window texts, students learn to understand and appreciate the narratives of others.
- **Culturally responsive instruction: CARE (Collaborative Action Research for Equity).** CARE is the instruction-focused component of the systematic equity transformation process. CARE teachers participate in collaborative classroom research to discover, develop, document, and deliver culturally relevant learning and teaching practices. CARE was established in 2012 with 12 schools participating in 4 seminars and 6, 1/2 day CARE Team observations over 2 years. In subsequent years, CARE has been implemented district-wide through a gradual, intentional roll out with 35 additional schools in 2014-15 and the remaining 40 PPS schools initiating training in 2015-16. 500+ teachers have been trained in CARE. Our research shows that schools with higher levels of CARE implementation were less likely to utilize exclusionary discipline with students and maintained higher student attendance rates.
- **Inclusion model for professional development.** Developed and implemented equity-based professional development for teachers that features inclusive practices that support all learners. Strategies that support emerging bilingual students and students with disabilities, for example, are embedded in the professional development for all students.
- **K-5 Equity-Based Balanced Literacy Instructional Framework.** The Equity-based Balanced Literacy (EBBL) framework was developed as the core resource for establishing common language, understandings and instructional practices as PPS makes a pedagogical shift toward equity-based balanced literacy. This framework guides the work of the K-5 literacy adoption, including implementation of the curriculum and ongoing professional development for teachers, families and staff.

- **Native language instruction for emerging bilingual students.** Dual-language Immersion (DLI) programming was expanded across the district as a research-based strategy to improve student success with emerging bilingual students. With the addition of 5 programs, K-12 enrollment increased by 65%, from 2,939 to 4,861 students. Various strategies were used to recruit native language speakers into the program, including hiring language specific community agents, partnering with APANO and Head Start, and strategic recruitment through Head Start programs. As a result, the number of Native language speakers enrolled in DLI programs increased from 25.2% to 33.4% (+904 students). The enrollment of Black, Native American and Pacific Islander students in DLI also increased to 3%, 4% and 3% respectively. RAND research shows that ELL students in DLI that match their native language have a 14 point higher rate of becoming English proficient by 6th grade than those not enrolled in DLI.
- **K-2 Content-based English Language Development (CBELD).** Science CBELD was implemented in 20 schools, replacing ELD “pullout” in grades K-2. This model offers an opportunity for students to receive English language instruction that integrates the presentation of science topics or tasks from science subject matter. It carefully plans for ELD-focused instruction promoting language acquisition.
- **Newcomers’ Academy.** The Portland International Scholars Academy (PISA)--a newcomers' academy for students in grades 9-12—was successfully established in 2013 at Benson High School. It is a voluntary program designed to provide extensive language development and meaningful access to content classes for newly arrived emergent bilinguals at PPS.
- **International Youth Leadership Conference.** The International Youth Leadership Conference (IYLC) was established in March 2013 to provide emergent bilingual high school students with the opportunity to connect with fellow students across the District and opportunities to develop leadership and self-advocacy skills. The ESL Department established an IYLC Student Council made up of 30 emergent bilingual students from 9 Portland high schools who participate in a series of monthly trainings in leadership, communication and team-building. Student council members are encouraged to lead advocacy for improved social and academic opportunities at their respective high schools. Now in its fifth year, the IYLC conference gathered nearly 500 students at PSU this past February. The conference has served as a model for other student leadership conferences in the district.
- **Addressing over-identification of Black students in Special Education.** In collaboration with ESL, Special Education developed and implemented a new component of the identification process to help differentiate students with cultural and linguistic differences from those with a disability. Embedded in the SIT process, it is required before proceeding with a Special Education evaluation for any culturally or linguistically diverse student. A Cultural Lens Tool is also used by educators to better understand their own cultural biases when assessing a particular student’s behavior and developing culturally relevant Behavior Intervention Plans. As a result, identification of Black students in Special Education decreased from 16.23% in 2013-2014 to 13.9% in 2015-2016.

- **Reducing disproportionality in exclusionary discipline.** In order to reduce exclusionary discipline practices and increase instructional time for students of color, multiple strategies were implemented.
 - Expulsion hearings process was centralized with checks and balances added to better calibrate decision-making across the system.
 - In 2014, as part of the Superintendent’s Priority, PPS committed to expanding and deepening implementation of CR-PBIS (Culturally Responsive Positive Behavioral Interventions & Support) and CARE (Collaborative Action Research for Equity), and beginning implementation of restorative justice practices in partnership with Resolutions Northwest.
 - Expanded the work of Student Assistance Coordinators who provide culturally responsive advocacy, services and support in order to help students build positive relationships with teachers, staff and the broader school community.
 - Expanded the work of culturally specific partners in the areas of leadership development, mentoring, empowerment, and counseling to address disproportionality for our students experiencing the greatest discipline challenges.
 - Improved data input, collection, monitoring and reporting processes.
 - In collaboration with PAT, all schools were required to develop a School Climate Plan with input from families, community members, students and staff that reflects the unique cultures, beliefs and expectations of each school community. A Rapid Response Team was also created to provide support to schools with urgent needs.

- **Addressing chronic absenteeism.** PPS committed to building a systematic approach to reducing chronic and severe absenteeism through both universal and preventative programs. As a part of this work, PPS joined the Communities Supporting Youth Collaborative led by All Hands Raised and Multnomah County’s SUN Service System. PPS was selected to participate in President Obama’s *My Brother’s Keeper Success Mentors* Initiative which aims to reduce chronic absenteeism by connecting over one million students who are at risk of becoming chronically absent with trained school-linked caring adults and near-peers over the next 3-5 years.

- **Increased enrollment in advanced courses.** Targeted efforts were made to increase enrollment of students of color in Advanced Placement, International Baccalaureate and dual-credit high school courses. (1) Advanced Scholars is a program designed to recruit historically underserved students to participate in advanced coursework combined with mentoring and additional academic supports. The program was expanded with increased funding support at Franklin, Grant, Madison and Roosevelt high schools. (2) Whole grade level efforts were pursued such as Jefferson’s Senior Inquiry dual-credit course for all 12th graders and Cleveland’s English IB course for all 11th grade students. Dual-credit course offerings were increased each year. 2016-17 dual-credit courses are almost comparable in credits and number of teachers to AP & IB courses.

- **Career Technical Education (CTE) expansion.** In 2011-12, PPS had 19 state-approved CTE programs of study, with 5 high schools offering no CTE programs. Over the past five years, PPS has expanded CTE programming to all high schools and currently offers 57 state-approved CTE programs of study. Providing culturally

relevant CTE curricula, exposure to a variety of career areas, and connections to industry professionals engages our historically underserved students, and helps them to make informed choices for post high school options. Students of color who participate in CTE programming (CTE Concentrators) graduate at higher rates than their non-CTE participating counterparts. In 2015-16, the graduation rate for CTE participants: District—88%; Native American—100%; Asian—97%; Black— 93%; Hispanic/Latino—85%; White 81%.

- ***Culturally-specific community partners.*** Partnerships with culturally-specific partners were expanded to provide targeted supports for students and families of color in over 15 schools. These strategic partnerships build relationships with students, families and school staff, offer valuable perspectives to schools, and provide culturally specific services for historically underserved students. Two of the flagship partnerships, Step Up and SEI Whole School, focus on increasing high school graduation rates and serve 327 and 421 students respectively. 91% of students regularly participating in Step Up are on track to graduate and 98% of students who participate in the SEI Whole School model graduated.
- ***The Ethnic Studies Resolution.*** The PPS Board of Education adopted the Ethnic Studies Resolution in May 2016 in direct response to advocacy from APANO's student group ALLY (API Leaders for the Liberation of Youth) who did not see their own cultural experiences reflected in the curriculum. The resolution directs the Superintendent to develop an implementation plan to offer Ethnic Studies courses in all PPS high schools by fall of 2018 and establishes an Oversight Committee and Student Advisory Council.

Workforce Development

- ***Affirmative Action Policy & Plan.*** In June 2013, PPS adopted the Affirmative Action Policy which directs the Superintendent to create an Affirmative Action/Equal Employment Opportunity Plan (AA/EEO Plan), and establishes the goal that the District will come into compliance with the Oregon Minority Teachers' Act which states that "the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state." The 2014-2016 Affirmative Action Plan was created which listed specific strategies each department would employ with a goal of diversifying its workforce. All hiring managers received Affirmative Action training.
- In 2013, Senate Bill 755 amended the **Oregon Minority Teachers Act** and established the goal that districts should increase the percentage of culturally and linguistically diverse teachers and administrators by 10% on July 1, 2015 as compared to July 1, 2012. While the state was just shy of meeting its goal, Portland Public Schools exceeded its goal. PPS increased the number of culturally and linguistically diverse teachers by 25.6% (554 to 696) and the number of culturally and linguistically diverse administrators by 29.8% (47 to 61).
- ***Courageous Conversation™.*** Since 2006, Portland Public Schools has invested in professional development, coaching and consulting services with Pacific Educational Group, for the purpose of developing and accelerating the district's capacity to engage in systemic equity transformation. Beyond Diversity is the foundational two-day seminar designed to help teachers, staff and administrators understand the impact of

race on student learning. Participants engage in thoughtful exploration of race and racism and practice using the tools of Courageous Conversation to engage in inter-racial conversations about race, with the ultimate goal of improving success for students of color. 4100+ employees have received this foundational training. Every school and every central office department has an equity team that leads monthly professional development sessions. The Office of Equity & Partnerships provides ongoing professional development and coaching support to building and central office employees as well as parents and families wanting to engage in the use of the Courageous Conversations protocols at their school.

- **Revised hiring process.** Human Resources revised the director, principal and teacher hiring processes to include cultural competence and experience working with historically underserved communities as key competencies. Equity-based questions were developed for inclusion in the hiring process for non-represented central office and other staff positions. The Recruitment and Interview Guide was revised to (1) include cultural responsiveness in the interview & selection process and (2) provide bias awareness training to all interviewers as part of the interview process. Principal and teacher evaluations were also revised to reflect these changes.
- **Strategic recruiting.** (1) Developed early “Letter of Intent” process that enabled early recruitment and outreach to racially and linguistically diverse candidates for high need endorsement areas such as elementary education, dual language, special education and world languages. (2) Expanded and deepened partnerships with graduate student programs at PSU and PCC in order to diversity candidate pool. Partners include Portland Teacher Program, Teacher Pathways Program, Bilingual Teacher Pathways and American Indian Teacher Pathways. (3) Academic Recruiter position was created to focus on locating, recruiting and hiring racially and linguistically diverse professional educators. (4) Out-of-area recruitment was expanded to 8 new locations (Georgia, Puerto Rico, California, Arkansas, Spain, Texas, Louisiana and Mexico). (3) CTE Program of Study for Future Teacher classes were established at Roosevelt, Wilson and Franklin high schools.
- **Retaining staff of color.** (1) Exit Surveys were created and implemented with a focus on soliciting feedback from teachers of color who were leaving the District. (2) Employee onboarding process was revamped in response to feedback from exit surveys. (3) Through on ODE Educator Equity Grant, we created an Educators of Color Retention Advisory Committee and conducted focus groups to learn how to better recruit and retain educators of color at PPS.
- **Job classification review.** Reviewed job descriptions to ensure they (a) accurately reflect work being performed (b) do not include minimum qualifications that unnecessarily exclude underrepresented groups and (c) reflect both traditional and nontraditional/alternative paths into the PPS workforce and (d) include language which identifies cultural responsiveness to meet the needs of traditionally underserved student populations as an essential element of PPS employment.

Family & Community Engagement

- ***Application of Racial Equity Lens on community engagement.*** Recognizing the need to seek out missing perspectives, PPS began intentionally soliciting community feedback from historically underserved communities. Instead of relying on traditional methods of community engagement and public comment, community based organizations were engaged to gain access to communities that were historically not represented in community feedback processes. PPS also strengthened its commitment to having all major communications available in our 6 major languages. As a result, engagement and feedback for both the 2012 School Building Improvement Bond and the 2014-2015 Successful Schools Survey had strong representation from historically underrepresented communities.
- ***Application of Racial Equity Lens on communications.*** While many low-income families do not have access to a computer, most do have access to a mobile device. In order to improve the reach and responsiveness of PPS communications, the Communications office, in partnership with the Information Technology department, made a strategic shift towards delivering content on mobile devices. School Messenger, a comprehensive school communications solution, was adopted to allow schools to improve their responsiveness to and reach with historically underserved families.
- ***Student leadership and recognition events.*** PPS established a full schedule of leadership conferences and student recognition events, focusing on students from historically underserved communities. Leadership conferences include African Youth Leadership Conference, Asian American Youth Leadership Conference, Cesar E. Chavez Leadership Conference, and Russian Speaking Youth Leadership Conference. Student recognition events include Golden Minds, Young, Gifted and Black, and Si Se Puede.
- ***Parent Academy.*** The Office of School-Family Partnerships established Parent Academies. Parent Academy is a collaborative effort of Portland Public Schools and community-based partners to acknowledge, honor, support and promote family involvement in student achievement. The year-long program features workshops and family learning events with the goal of connecting parents and families with the training, information and support needed to become full partners in their children’s education.
- ***Culturally-specific community partners.*** PPS partnered with Black Parent Initiative, IRCO, Latino Network, Native American Youth and Family Center (NAYA), and Self Enhancement, Inc. to provide culturally-specific family engagement services to 900+ historically underserved families of color. Partners provide workshops and programming that help families better navigate the school system and advocate for their children, and encourage families to read with their children, help with their homework and monitor their progress in school. They also connect families and students to needed services and support.

Cultural Transformation

- **Racial Equity Lens Tool.** In 2011, a racial equity lens tool was developed based on the work of the Annie Casey Foundation and the Multnomah County Health Department in order to systematically consider the impact of race when evaluating policies, programs, practices and decisions. Board members and central office staff received training and the Lens was used with many key district decisions including: (1) Use with the staffing formula which resulted in increasing the weighted allocation for historically underserved students from 4% to 8% (2) Use in the budget process to prioritize funding. (3) Use in the Jefferson cluster boundary discussions which resulted in shifting to a district-wide boundary review vs. a cluster by cluster or piecemeal approach. (4) Use in aligning enrollment & transfer policies to the Racial Educational Equity Policy which resulted in implementation of equity –based recommendations from SACET, limiting transfers and changing the lottery formula for focus option programs. (5) Application to the volunteer background check process to eliminate barriers for families and parents of color.
- **Adoption of Equity in Purchasing & Public Contracting (EPPC) Policy.** An EPPC policy was adopted in July 2012 with a goal of (a) providing purchasing and contracting opportunities to businesses that have been underutilized, including those owned by people of color (b) ensure apprenticeship opportunities in the construction trades and promote construction employment for people of color and women and (c) ensure PPS continues to provide career learning opportunities for students, providing exposure to various potential career paths including, architecture, engineering and related services, legal and accounting services, building trades and construction work.
- **Culturally responsive research and evaluation.** PPS has taken many steps to build capacity for culturally responsive research and evaluation. All student achievement goals and targets are disaggregated by race. In 2014, a new race/ethnicity section of the Student Registration form was developed and implemented in collaboration with culturally specific community partners. The optional form captures more detailed race/ethnicity data than that required by the federal government, and allows PPS to conduct more sophisticated analyses. The USDOE’s *Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups* highlighted our work as a leader in the field.
- **District-wide Equity Survey.** The district-wide PPS Equity Survey (school staff, school administrator, central district staff, and central district administrator versions) was developed in 2011 and has been implemented annually since then for all employees. The purpose of the survey was to better understand the extent to which schools employ equitable and inclusive practices and to measure implementation of the District’s equity plan. In 2014, new surveys were developed in partnership with Portland State University to more explicitly measure changes in behavior and to reflect our current work. Over time, survey trends indicate an increase in awareness of and ability to discuss racial issues in the workplace as well as an increase in awareness of and use of more equitable practices. Survey data also indicates the need for increased materials, resources and training to support culturally responsive practices with students, families, and colleagues.



Portland Public Schools Racial Equity Plan

2011 - 2016



WHY RACIAL EQUITY?

PPS Racial Educational Equity Policy

On June 13, 2011 the Portland School Board unanimously approved the Portland Public Schools Racial Educational Equity Policy (2.10.010-P). The policy calls out race-based disparities in schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their academic potential.

“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 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 his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools’ 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 district staff. Race must cease to be a predictor of student achievement and success.¹

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic 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 children can achieve.

The responsibilities for the disparities among our young people rest 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 practice 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 race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall 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.”

The policy establishes six goals to achieve racial equity for our students:

- A. The District 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. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees’ knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District 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 talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
- F. The District shall welcome and empower 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 District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, 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.

In the policy, the Portland School Board commits to holding the Superintendent and all central and school leadership staff accountable for making measurable annual progress towards meeting these goals. The Board directs the Superintendent to develop action plans with clear accountability—including prioritizing staffing and budget allocations—to achieve these goals. The Superintendent will report on progress towards these goals twice a year, and will provide the Board with updated action plans each subsequent year.



5-YEAR RACIAL EQUITY PLAN

In order to successfully achieve the stated goals in its Racial Educational Equity Policy, Portland Public Schools has developed a 5-year plan. This plan directly addresses the six stated goals in the policy with the ultimate goal of educational equity: 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.

The 5-year plan outlines key strategies to achieve racial equity, along with metrics to evaluate progress. These key strategies will drive annual action plans which outline more detailed department-level work.

Racial Equity Strategies

Portland Public Schools identified the following four key areas that require significant investment and attention in order to achieve racial equity in the district.

1. Culturally Responsive Teaching & Learning

In order for the district to achieve educational equity, we must provide students of color with rigorous, culturally responsive, and engaging learning environments which accelerate their academic achievement and personal growth.

We believe:

If we provide students of color with equitable access to common core courses and high quality teachers who demonstrate culturally responsive instructional practices, they will achieve academic and personal success.

If we enroll emerging bilingual students in effective dual language programs, they will experience increased academic and personal success while preserving their native language, cultural identity and cultural heritage.

If we provide school and central leadership with professional development on culturally responsive positive behavior support systems, then referral rates for exclusionary discipline and special programs will decrease markedly for students of color.

If we partner with culturally-specific community organizations to provide personalized supports for students and families of color, then students of color will experience more inclusive and culturally relevant learning environments and ultimately, increased success.



2. Culturally Responsive Workforce

In order for the district to achieve educational equity, we must recruit, hire, promote and retain racially conscious and culturally responsive employees at every level across the organization.

By “cultural responsiveness” Portland Public Schools means “the knowledge, beliefs, skills, attitudes and practices that allow individuals to form relationships and create learning environments that support academic achievement and personal development of learners from diverse racial and cultural groups.”³

We believe:

If every employee is racially conscious and culturally responsive, then every staff member will exhibit the knowledge, attitudes, skills and practice to interrupt institutionalized racism and better meet the unique needs of students, families and staff of color.

If our workforce mirrors the student & family population we serve, then our organization will be better able to provide role models for students of color, better understand the needs of our students and families of color, and make better decisions for our families and students of color. Increasing the racial, ethnic, and linguistic diversity of our organization increases the cultural responsiveness of our organization.

3. Culturally Responsive Family & Community Engagement

In order for the district to achieve educational equity, we must empower both families and communities of color to advocate for their children and give them meaningful access to both school- and district-level decision-making.

We believe:

Because of the District’s focus on majority culture communication style and pathways, families of color experience an information gap. If we provide families of color with equitable access to school and district information and practices, they will be empowered to better navigate the system, advocate for their children and support their academic and personal success.

If every PPS school develops a parent engagement plan which focuses on connecting families of color to the instructional goals of their school, there will be an increase in the number of culturally-specific family engagement opportunities at each school and ultimately, increased engagement with families of color.

Historically there was no established protocol for district stakeholder engagement, and the voice of students, families and communities of color was often marginalized. If we develop and implement a framework for equitable, transparent and consistent stakeholder



engagement—which clarifies roles and responsibilities and reduces barriers to participation for underserved communities—then we will see increased participation from students, families and communities of color.

4. Cultural & Organizational Transformation

In order for the district to achieve educational equity, we must undergo a cultural and organizational transformation to build a culture of inclusion and acceptance—one that actively challenges institutional racism. The Board and District leadership must actively examine and dismantle systemic policies, programs and practices that serve to perpetuate racial achievement disparities.

We believe:

If goals at every level in the district are based on data disaggregated by race and ethnicity, there will be increased accountability for meeting the needs of specific communities of color.

If we adopt culturally relevant data and research practices, we will be able to more accurately represent, assess and evaluate the needs and behaviors of students and families of color.

If we apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas—with an intentional focus on “equal outcomes” rather than “equal inputs”—students and families of color will experience more equitable outcomes.

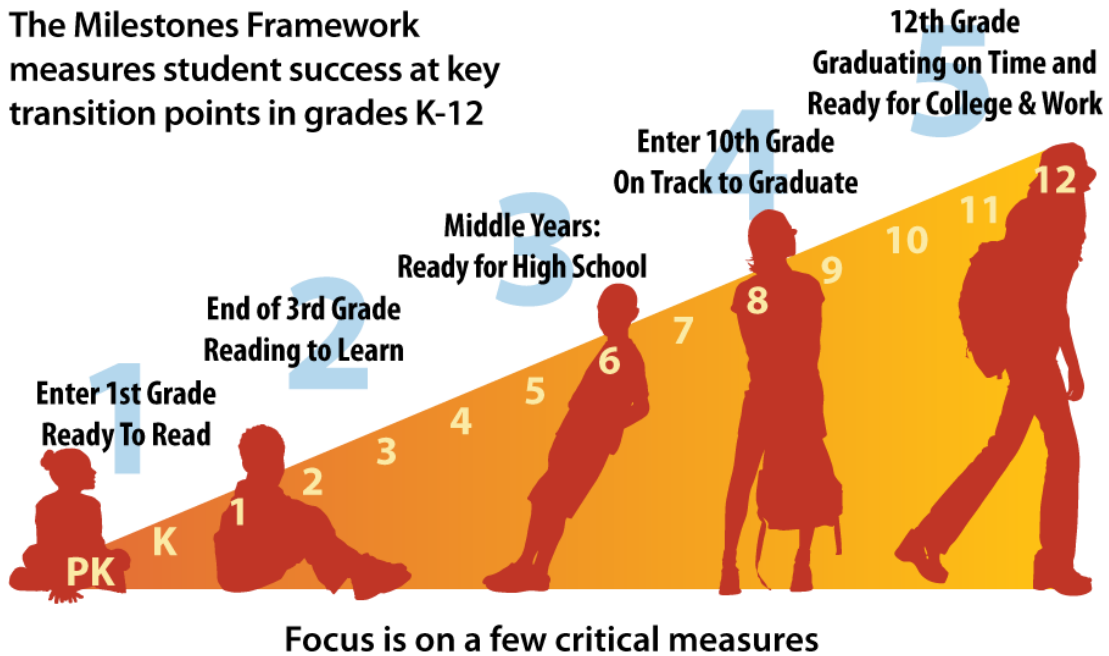
If we establish an Equity in Public Purchasing & Contracting (EPPC) policy and implement an EPPC program, we will demonstrate annual growth in the number of contracts secured with minority-owned, women-owned and emerging small businesses, promoting diversity and equal-opportunity.

Currently student enrollment is not balanced across the district, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program. If we balance enrollment through boundary changes, policy changes, grade reconfigurations and/or other strategies using a Racial Equity Lens, every PPS school will have enrollment within the target range and every student will have access to a strong core program.



MEASURES OF SUCCESS

As a result of implementing these key strategies, Portland Public Schools will significantly improve achievement outcomes for students of color as measured by the Milestones Framework.



ENDNOTES

- 1 For the purpose 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 (2007). *Teaching for Diversity and Social Justice: A Sourcebook*.
- 2 Singleton, Glenn & Linton, Curtis (2006). *Courageous Conversations About Race*.
- 3 Adapted from Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Corwin Press, 1999, 2003). *Cultural Proficiency*.

Racial Equity KPIs

Data Notes and Limitations

- All data is accurate as of April 2017.
- Students population counts are based on October 1st enrollment, unless otherwise noted.
- Does not include students who have a cross-enrollment at PPS, but are primarily enrolled in another district.
- Does not include students for which race data is missing or incomplete.

For KPIs related to DIBELS Benchmark:

- DIBELS exams are administered in three windows during the school year (Fall, Winter, Spring).
- If a student meets the Spring Benchmark during the Fall or Winter periods, the student may opt out of future DIBELS testing for the school year.

For KPIs related to Discipline:

- Some schools and special programs do not report discipline data and are not included in the student population. Therefore, the enrollment counts shown are lower than in other KPIs.

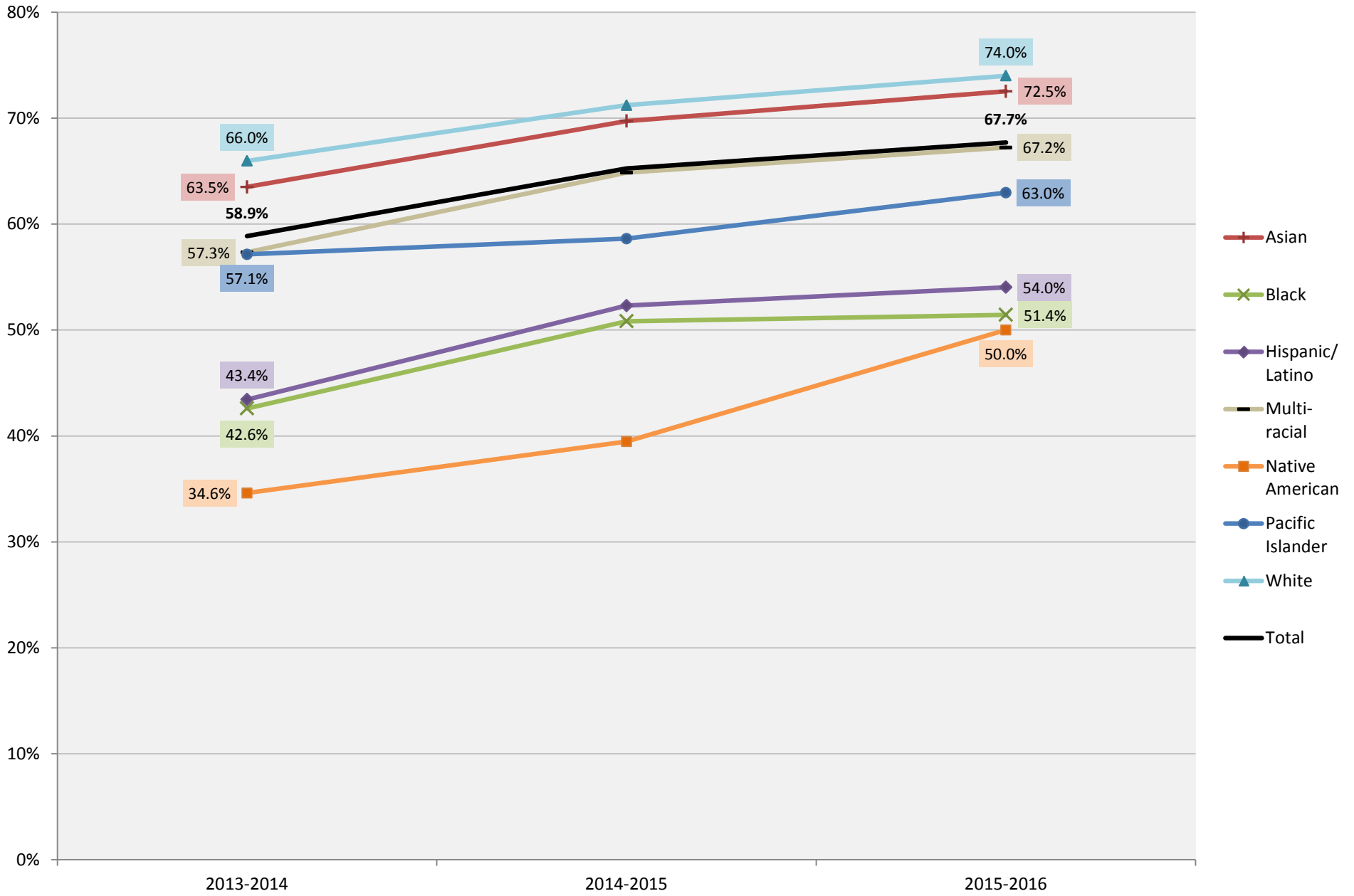
For KPIs related to Advanced Coursework (AP, IB, Dual Credit):

- "Course Enrollment" means a course in which the student was scheduled for or enrolled in. This can include students who enrolled in the course but later dropped the course before a final grade was given.
- AP exams can only be taken by students who were enrolled in an AP course.

For KPIs related to Teacher Representation:

- Teacher population counts are provided by Human Resources. The majority of positions included are classroom teachers, but also included are Counselors, Speech Language Pathologists, School Psychologists, and various Specialists.

% of 3rd Graders who met DIBELS Benchmark or Improved a Tier



Indicator: % of 3rd Graders who met DIBELS Benchmark or Improved a Tier

3rd Grade Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2013-2014	263	331	640	389	26	35	2,159	3,843
2014-2015	294	362	631	441	38	29	2,241	4,036
2015-2016	273	385	694	424	22	27	2,408	4,233

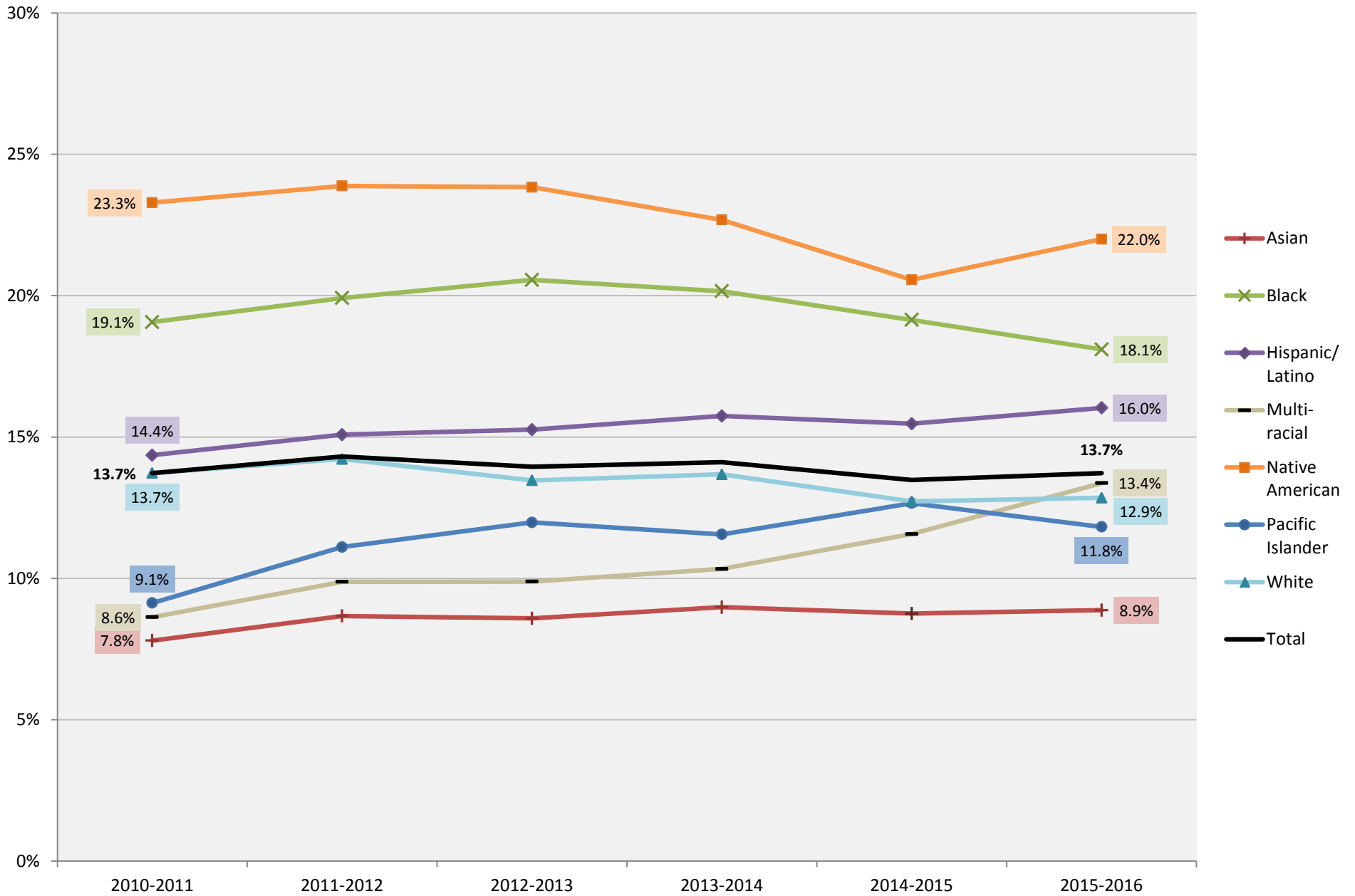
Students who met DIBELS Benchmark or Improved a Tier

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2013-2014	167	141	278	223	9	20	1,424	2,262
2014-2015	205	184	330	286	15	17	1,596	2,633
2015-2016	198	198	375	285	11	17	1,782	2,866

Percent of Students who met DIBELS Benchmark or Improved a Tier

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2013-2014	63.5%	42.6%	43.4%	57.3%	34.6%	57.1%	66.0%	58.9%
2014-2015	69.7%	50.8%	52.3%	64.9%	39.5%	58.6%	71.2%	65.2%
2015-2016	72.5%	51.4%	54.0%	67.2%	50.0%	63.0%	74.0%	67.7%

% of Students Enrolled in Special Education



Indicator: % of Students Enrolled in Special Education

Total Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	3,704	5,759	7,613	3,407	584	449	25,366	46,882
2011-2012	3,783	5,433	7,711	3,704	536	441	25,614	47,222
2012-2013	3,797	5,195	7,733	3,893	495	409	25,761	47,283
2013-2014	3,741	4,946	7,888	4,170	485	398	25,942	47,570
2014-2015	3,723	4,885	7,951	4,313	428	387	26,614	48,301
2015-2016	3,549	4,923	8,091	4,555	400	406	27,257	49,181

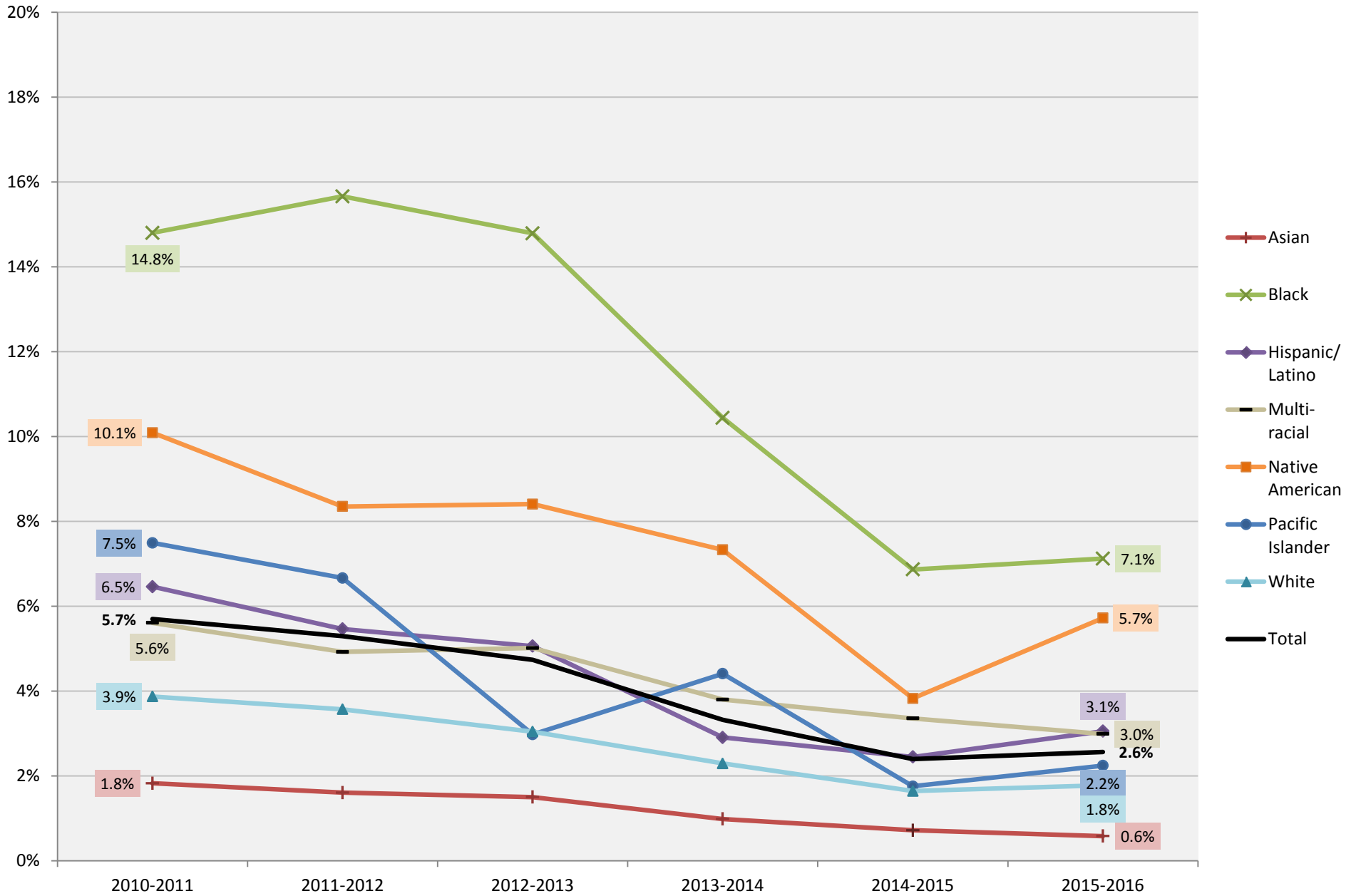
Students Enrolled in Special Education

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	289	1,098	1,093	294	136	41	3,481	6,432
2011-2012	328	1,082	1,163	366	128	49	3,643	6,759
2012-2013	326	1,068	1,180	385	118	49	3,469	6,595
2013-2014	336	997	1,242	431	110	46	3,549	6,711
2014-2015	326	935	1,230	499	88	49	3,386	6,513
2015-2016	315	891	1,297	609	88	48	3,503	6,751

% of Students Enrolled in Special Education

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	7.8%	19.1%	14.4%	8.6%	23.3%	9.1%	13.7%	13.7%
2011-2012	8.7%	19.9%	15.1%	9.9%	23.9%	11.1%	14.2%	14.3%
2012-2013	8.6%	20.6%	15.3%	9.9%	23.8%	12.0%	13.5%	13.9%
2013-2014	9.0%	20.2%	15.7%	10.3%	22.7%	11.6%	13.7%	14.1%
2014-2015	8.8%	19.1%	15.5%	11.6%	20.6%	12.7%	12.7%	13.5%
2015-2016	8.9%	18.1%	16.0%	13.4%	22.0%	11.8%	12.9%	13.7%

% of Students who Experienced Out-of-School Exclusion



Indicator: % of Students who Experienced Out-of-school Exclusion

Total Population (for which Discipline rates were recorded)

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	3,559	5,663	6,748	2,407	555	427	25,176	44,535
2011-2012	3,673	5,320	6,973	2,783	503	435	25,454	45,141
2012-2013	3,664	5,065	7,112	3,031	452	403	25,574	45,301
2013-2014	3,647	4,847	7,187	3,420	423	408	26,064	45,996
2014-2015	3,607	4,850	7,431	3,814	418	398	26,559	47,077
2015-2016	3,430	4,717	7,529	4,278	367	401	26,954	47,676

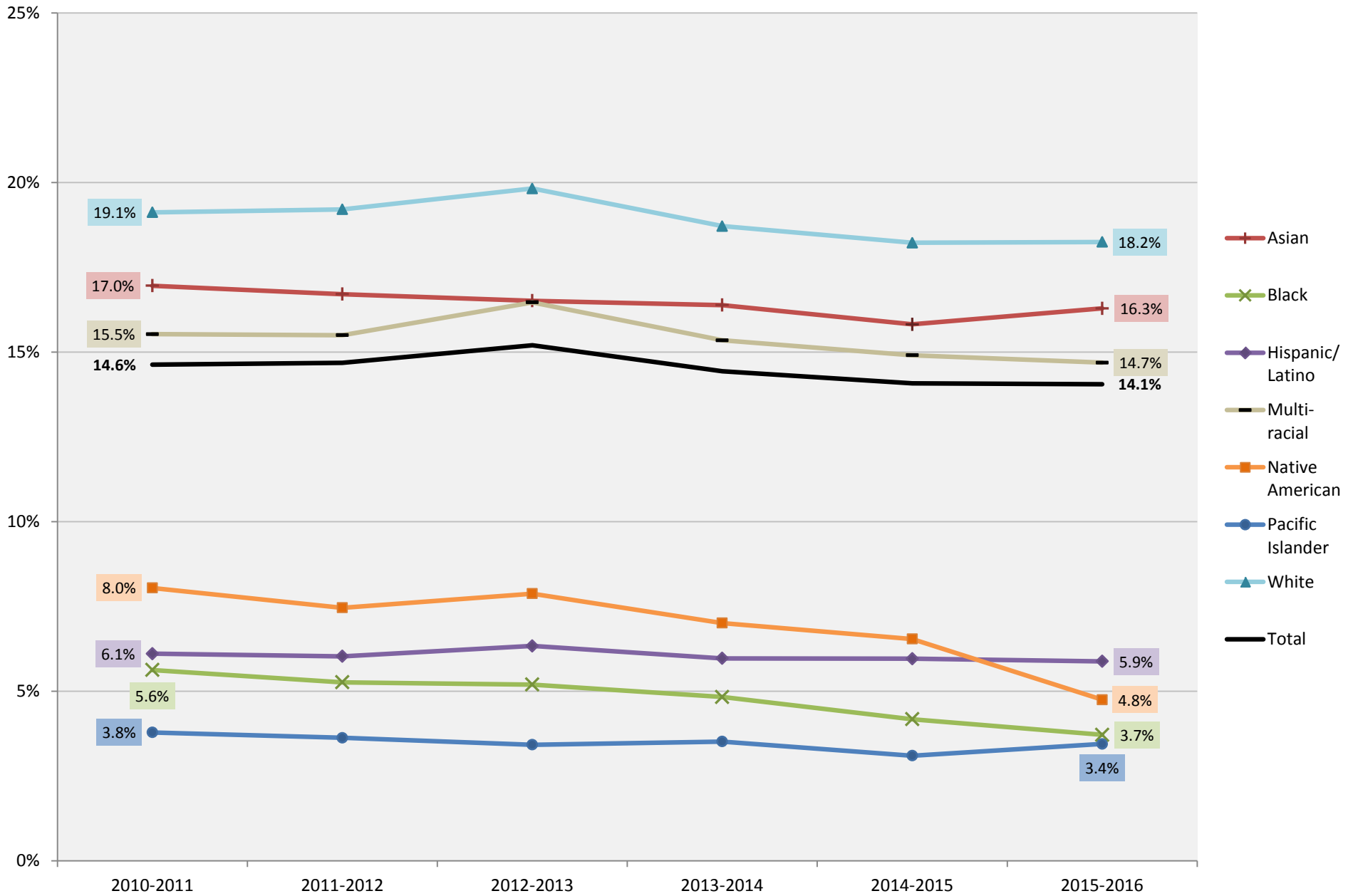
Students who Experienced Out-of-school Exclusion

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	65	838	436	135	56	32	975	2,537
2011-2012	59	833	381	137	42	29	909	2,390
2012-2013	55	749	360	152	38	12	779	2,145
2013-2014	36	506	209	130	31	18	598	1,528
2014-2015	26	333	182	128	16	7	437	1,129
2015-2016	20	336	230	128	21	9	480	1,224

Percent of Students who Experienced Out-of-school Exclusion

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	1.8%	14.8%	6.5%	5.6%	10.1%	7.5%	3.9%	5.7%
2011-2012	1.6%	15.7%	5.5%	4.9%	8.3%	6.7%	3.6%	5.3%
2012-2013	1.5%	14.8%	5.1%	5.0%	8.4%	3.0%	3.0%	4.7%
2013-2014	1.0%	10.4%	2.9%	3.8%	7.3%	4.4%	2.3%	3.3%
2014-2015	0.7%	6.9%	2.4%	3.4%	3.8%	1.8%	1.6%	2.4%
2015-2016	0.6%	7.1%	3.1%	3.0%	5.7%	2.2%	1.8%	2.6%

% of Students Enrolled in TAG



Indicator: % of Students Enrolled in TAG

Total Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	3,704	5,759	7,613	3,407	584	449	25,366	46,882
2011-2012	3,783	5,433	7,711	3,704	536	441	25,614	47,222
2012-2013	3,797	5,195	7,733	3,893	495	409	25,761	47,283
2013-2014	3,741	4,946	7,888	4,170	485	398	25,942	47,570
2014-2015	3,723	4,885	7,951	4,313	428	387	26,614	48,301
2015-2016	3,549	4,923	8,091	4,555	400	406	27,257	49,181

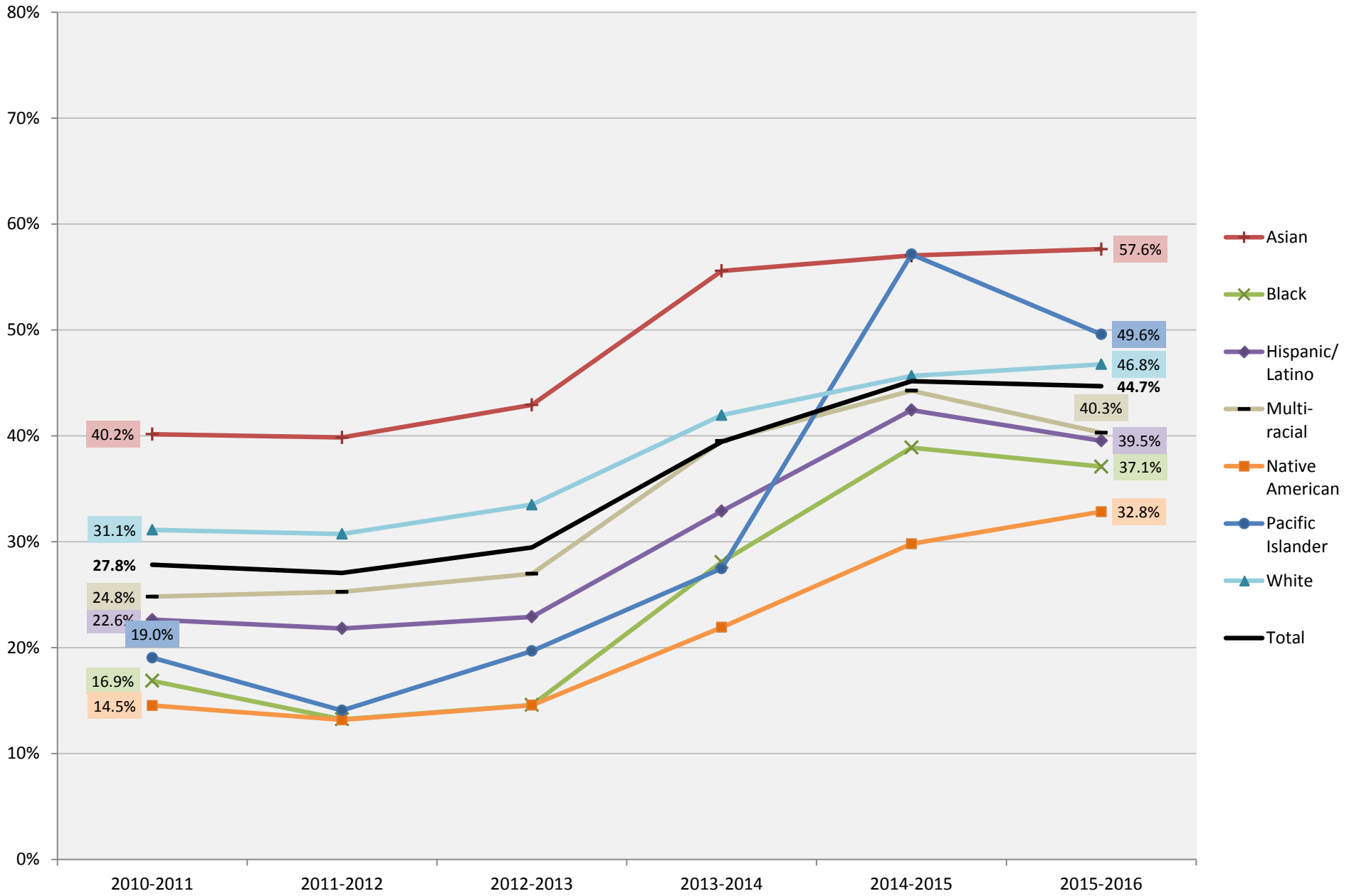
TAG Students

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	628	324	465	529	47	17	4,850	6,860
2011-2012	632	286	465	574	40	16	4,920	6,933
2012-2013	627	270	490	641	39	14	5,106	7,187
2013-2014	613	239	471	640	34	14	4,855	6,866
2014-2015	589	204	474	643	28	12	4,850	6,800
2015-2016	578	183	476	669	19	14	4,973	6,912

Percent of Students Enrolled in the TAG program

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	17.0%	5.6%	6.1%	15.5%	8.0%	3.8%	19.1%	14.6%
2011-2012	16.7%	5.3%	6.0%	15.5%	7.5%	3.6%	19.2%	14.7%
2012-2013	16.5%	5.2%	6.3%	16.5%	7.9%	3.4%	19.8%	15.2%
2013-2014	16.4%	4.8%	6.0%	15.3%	7.0%	3.5%	18.7%	14.4%
2014-2015	15.8%	4.2%	6.0%	14.9%	6.5%	3.1%	18.2%	14.1%
2015-2016	16.3%	3.7%	5.9%	14.7%	4.8%	3.4%	18.2%	14.1%

% of H.S. Students Enrolled in AP, IB, and/or Dual Credit Courses



Indicator: % of H.S. Students Enrolled in AP, IB, and/or Dual Credit Courses

High School Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	1,061	1,891	1,837	661	234	147	7,113	12,944
2011-2012	1,127	1,731	1,843	744	220	135	6,884	12,684
2012-2013	1,158	1,645	1,881	797	206	127	6,801	12,615
2013-2014	1,121	1,528	1,879	820	187	131	6,479	12,145
2014-2015	1,147	1,520	2,083	906	151	119	6,607	12,533
2015-2016	1,076	1,507	2,155	1,025	134	119	6,775	12,791

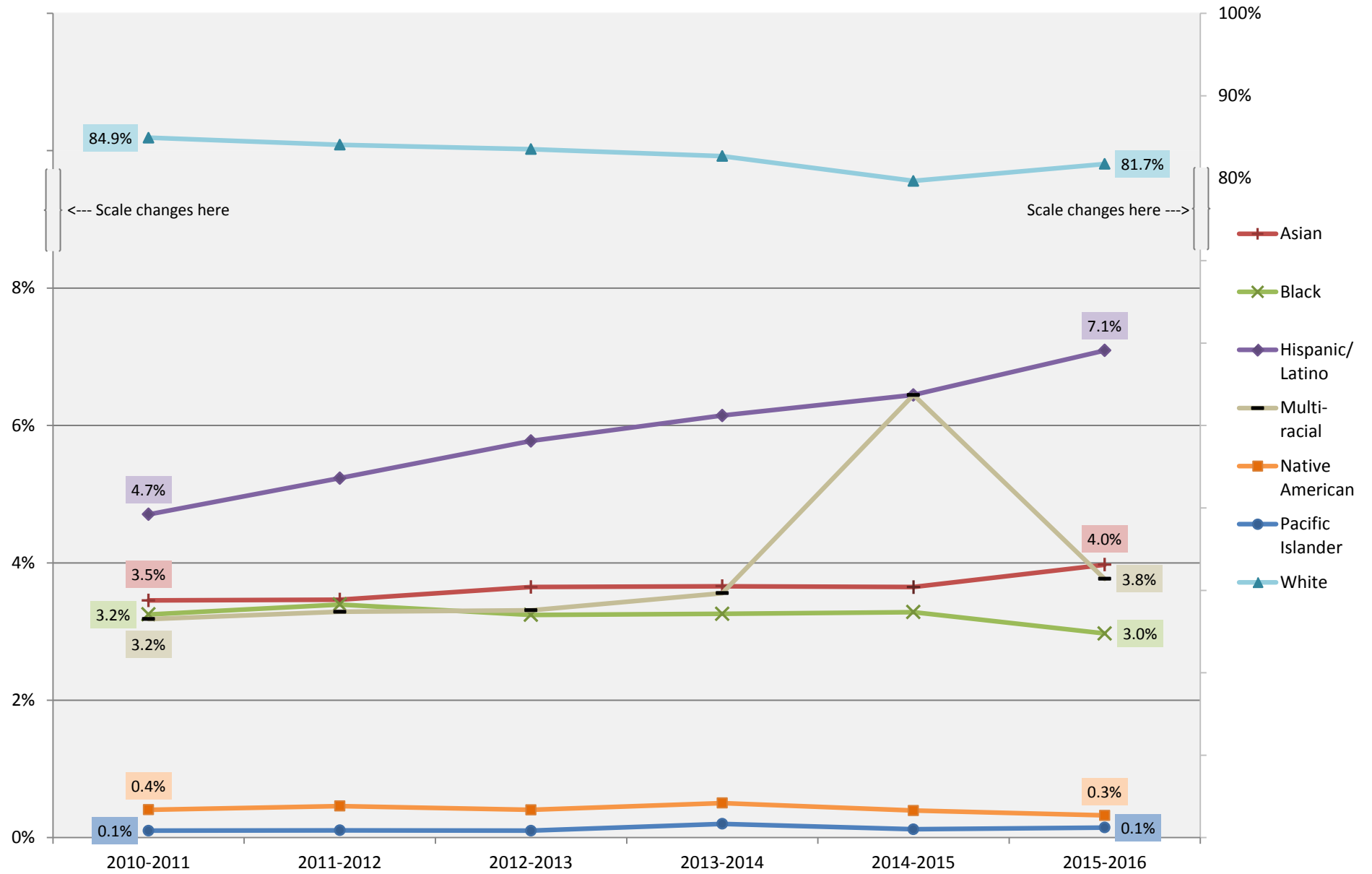
AP, IB, Dual Credit Course Enrollment

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	426	319	416	164	34	28	2,214	3,601
2011-2012	449	229	402	188	29	19	2,116	3,432
2012-2013	497	240	431	215	30	25	2,278	3,716
2013-2014	623	429	618	324	41	36	2,718	4,789
2014-2015	654	591	884	401	45	68	3,017	5,660
2015-2016	620	559	852	413	44	59	3,168	5,715

Percent of High School Students enrolled in AP, IB, Dual Credit Course Enrollment

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	40.2%	16.9%	22.6%	24.8%	14.5%	19.0%	31.1%	27.8%
2011-2012	39.8%	13.2%	21.8%	25.3%	13.2%	14.1%	30.7%	27.1%
2012-2013	42.9%	14.6%	22.9%	27.0%	14.6%	19.7%	33.5%	29.5%
2013-2014	55.6%	28.1%	32.9%	39.5%	21.9%	27.5%	42.0%	39.4%
2014-2015	57.0%	38.9%	42.4%	44.3%	29.8%	57.1%	45.7%	45.2%
2015-2016	57.6%	37.1%	39.5%	40.3%	32.8%	49.6%	46.8%	44.7%

Teacher Population by Race



Indicator: Teacher Population by Race

Student Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	3,704	5,759	7,613	3,407	584	449	25,366	46,882
2011-2012	3,783	5,433	7,711	3,704	536	441	25,614	47,222
2012-2013	3,797	5,195	7,733	3,893	495	409	25,761	47,283
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2014-2015	3,723	4,885	7,951	4,313	428	387	26,614	48,301
2015-2016	3,549	4,923	8,091	4,555	400	406	27,257	49,181

Student Population (Percent)

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White
2010-2011	7.9%	12.3%	16.2%	7.3%	1.2%	1.0%	54.1%
2011-2012	8.0%	11.5%	16.3%	7.8%	1.1%	0.9%	54.2%
2012-2013	8.0%	11.0%	16.4%	8.2%	1.0%	0.9%	54.5%
2013-2014	7.9%	10.4%	16.6%	8.8%	1.0%	0.8%	54.5%
2014-2015	7.7%	10.1%	16.5%	8.9%	0.9%	0.8%	55.1%
2015-2016	7.2%	10.0%	16.5%	9.3%	0.8%	0.8%	55.4%

Teacher Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	102	96	139	94	12	3	2,508	2,954
2011-2012	98	96	148	93	13	3	2,377	2,828
2012-2013	108	96	171	98	12	3	2,473	2,961
2013-2014	109	97	183	106	15	6	2,462	2,978
2014-2015	120	108	212	212	13	4	2,621	3,290
2015-2016	135	101	241	128	11	5	2,777	3,398

Teacher Population (Percent)

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White
2010-2011	3.5%	3.2%	4.7%	3.2%	0.4%	0.1%	84.9%
2011-2012	3.5%	3.4%	5.2%	3.3%	0.5%	0.1%	84.1%
2012-2013	3.6%	3.2%	5.8%	3.3%	0.4%	0.1%	83.5%
2013-2014	3.7%	3.3%	6.1%	3.6%	0.5%	0.2%	82.7%
2014-2015	3.6%	3.3%	6.4%	6.4%	0.4%	0.1%	79.7%
2015-2016	4.0%	3.0%	7.1%	3.8%	0.3%	0.1%	81.7%

PPS Racial Equity Plan
5-Year Plan (2011-2016)

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Teaching & Learning	A	Rigorous, relevant programs for all	1 Ensure students of color have both access to and success in the core program: eliminate over-identification of students of color for special education and remedial classes, and under-identification of students of color for talented and gifted services and college credit bearing courses.	When students are not given access to rigorous, relevant courses, they cannot succeed.	Students of color experience equitable access to, enrollment and success in common core courses in grades K-12.	(1) Decrease in the percentage of students of color identified for special education behavior classes. (2) Decrease in the percentage of students of color identified as Academic Priority. (3) Increase in the percentage of students of color identified for and succeeding in talented and gifted services and college credit bearing courses. (4) Increase in the percentage of students of color showing progress via the Rtl model.	Antonio Lopez Chris Russo	
	F	Individual student supports	2 Partner with culturally-specific community organizations to provide culturally-responsive supports for students and families of color.	Culturally-specific community partners have established relationships with students and families of color. They can both effectively provide personalized services to students and families of color and help the District build the internal capacity to do so.	More inclusive and culturally relevant learning experiences--and ultimately increased success--for students of color.	(1) Evidence that PPS is embedding culturally relevant strategies in classrooms and schools learned from culturally-specific community partners.	Lorenzo Poe & Antonio Lopez	Dunya Mino & Vadim Riskin
	A	Rigorous, relevant programs for all	3 Implement high leverage ESL instructional strategies district-wide in all K-12 core content classrooms.	ESL students require sheltered instruction in core content classes in order to have meaningful access to core content and to improve language acquisition.	Increased percentage of ESL students meeting Milestone benchmarks and AMAOs.	(1) Increase in the percentage of ESL students advancing one or more levels on ELPA. (2) Increase in the percentage of ESL students exited from the ESL program annually.	Chris Russo	Veronica Magallanes
	B	Rigorous, relevant programs for all	4 Provide instruction for emerging bilingual students in their native language through dual language programs where we have a critical mass of native speakers.	Access to programs for emerging bilingual students in their native language will result in student achievement growth for English Language Learners.	Emerging bilingual students meet or exceed levels of achievement experienced by their native English-speaking peers.	(1) Increase in the percentage of emerging bilingual students that have access to dual language programs. (2) Evidence of increased student achievement growth for ELLs who are enrolled in dual language programs.	Chris Russo	Debbie Armendariz

PPS Racial Equity Plan
5-Year Plan (2011-2016)

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Teaching & Learning	A	Rigorous, relevant programs for all	5 Define, identify and build capacity for culturally relevant instruction.	Current instructional practices create a barrier to learning for students of color.	More inclusive and culturally relevant learning experiences--and ultimately increased success--for students of color.	(1) Established collection of exemplars of culturally relevant teaching & learning practices. (2) Evidence that teachers are implementing culturally relevant instructional strategies in classrooms. (3) Evidence of improved student engagement and success for students of color.	Lorenzo Poe & Chris Russo	Cynthia Macleod & Van Truong
	D	Individual student supports	6 Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavior support systems.	Positive behavior supports professional development will provide teachers with culturally responsive classroom management skills.	Referral rates for exclusionary discipline and special programs will not be predictable by race.	(1) Decrease in the percentage of students of color experiencing exclusionary discipline. (2) Decrease in the relative rate of exclusionary discipline for students of color.	Lorenzo Poe	Richard Kirschmann
Workforce Development	C	Effective educators	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	If our workforce mirrors the student & family population we serve, PPS will be better able to understand the needs of our customers and make better decisions for our students and families of color.	In accordance with the Oregon Minority Teacher Act, our entire workforce will reflect the racial and linguistic diversity of the students and families we serve.	(1) Increase in the percentage of staff of color and bi-lingual staff for every employee group.	Sean Murray	Loretta Benjamin-Samuels
	C	Effective educators	8 Redesign hiring processes to include cultural responsiveness as a criterion for staff positions at every level in the organization.	Cultural responsiveness is a set of knowledge, attitudes, skills and practices that is required from every employee if Portland Public Schools is to become a more inclusive and culturally responsive organization.	Increased cultural responsiveness of our organization and an increased ability to meet the needs of all students and families we serve.	(1) Increase in the percentage of culturally responsive staff for every employee group.	Sean Murray	Loretta Benjamin-Samuels
	C	Effective educators	9 Facilitate development, adoption and implementation of an affirmative action policy.	If our workforce mirrors the student & family population we serve, PPS will be better able to understand the needs of our customers and make better decisions for our students and families of color.	Achieving the goals of the Oregon Minority Teachers Act whereby our workforce reflects the racial and linguistic diversity of the students and families we serve.	(1) Increase in the percentage of staff of color for every employee group.	Lorenzo Poe & (General Counsel)	Jeanine Fukuda

PPS Racial Equity Plan
5-Year Plan (2011-2016)

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Workforce Development	E	Effective educators	10 Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	Educators and leaders need to continue their personal and collective journey toward racial consciousness in order to disrupt institutional and structural racism.	Teachers, school-based administrators and central office leaders develop the capacity and confidence to engage in <i>Courageous Conversations About Race</i> , and the will and skill to interrupt institutional racism.	(1) Evidence that every school and central-office department has an established e-team that is engaging in monthly Courageous Conversations exercises. (2) Increased confidence of school-based and central office-based staff to engage in Courageous Conversations About Race (as self-reported through Equity Survey).	Antonio Lopez & Lorenzo Poe	Cynthia Macleod, Phu Dao & Matti Girardi
Family & Community Engagement	F	Collaboration with families & communities	11 Develop and implement a framework for equitable, transparent & consistent stakeholder engagement which clarifies roles & responsibilities and reduces barriers to participation for underserved communities of color.	Historically there was no established protocol for stakeholder engagement, and the voice of students, families and communities of color was often marginalized. Creating a standard protocol--with a focus on reducing barriers to participation for underserved communities--will result in increased input from these stakeholders.	Improved communication with clarity of stakeholder roles & responsibilities along with increased participation of stakeholders from underserved communities, including language minority communities.	(1) Evidence that Stakeholder Engagement framework tool is utilized for key policy, program and practice decisions. (2) Feedback from agencies that represent underserved communities of color indicates reduced barriers to participation and increased participation of stakeholders from underserved communities of color.	(Chief Communications Officer)	
	F	Collaboration with families & communities	12 All schools will develop and execute a family engagement plan as part of their School Improvement Plan (SIP Plan), focused on connecting parents of color to the instructional goals of their school.	Current practice often does not include culturally responsive opportunities for families of color to engage with schools. Introduction of culturally-specific strategies and intended outcomes will improve outreach attempts by schools.	Increase in the number of culturally-specific family engagement opportunities offered at each school.	(1) Every SIP plan includes a family engagement plan that is linked to student achievement. (2) Evidence of increased culturally specific family engagement activities occurring at each school.	Antonio Lopez	Vadim Riskin
	F	Collaboration with families & communities	13 Facilitate parent/family trainings with targeted outreach to underserved families of color.	Because of the District's focus on majority culture communication style and pathways, parents/families of color experience an information gap. Leadership trainings empower underserved families of color with knowledge and information needed to navigate the system and advocate for their children.	Increased parent opportunities to support student achievement.	(1) Feedback from participants indicates increased knowledge and confidence to support student achievement.	Antonio Lopez & Lorenzo Poe	Vadim Riskin & Dunya Minoo

PPS Racial Equity Plan
5-Year Plan (2011-2016)

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Cultural & Organizational Transformation	A	All	14 Apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas with a focus on differentiating resources to better support students of color.	Current process results in policies, programs, practices and decisions that have a disproportionately negative impact on students and families of color. An intentional focus on "equal outcomes" vs. "equal inputs" will result in more equitable outcomes for students and families of color.	Purposeful consideration of racial equity in policies, programs, practices and decisions which result in more equitable outcomes for students and families of color.	(1) Evidence that the Racial Equity Lens tool is utilized for key policy, program and practice decisions. (2) Racial Equity Lens tool documentation indicates changes in organizational behavior that lead to more equitable outcomes for students and families of color.	Lorenzo Poe	Jeanine Fukuda
	A	All	15 Outcomes at every level in the organization are disaggregated by race and ethnicity	Consistent identification of racial opportunity gaps will result in increased urgency and organizational responsiveness.	Increased accountability for meeting the needs of students of specific communities of color.	(1) Evidence that all outcomes in the organization are based on data disaggregated by race and ethnicity.	Yousef Awwad	Laura Parker
	A	All	16 Adopt culturally relevant data and research practices.	Culturally relevant data and research practices will provide a more accurate representation of the needs and behaviors of students and families of color.	Culturally relevant representation of students and families of color in data reporting and evaluation	(1) Evidence of improved ability to accurately identify--both racially and ethnically--students and staff of color. (2) Evidence of intentionally using the Racial Equity Lens tool in research design.	Yousef Awwad	Laura Parker
	A	All	17 Balance enrollment through boundary changes, grade reconfigurations, policy updates, etc. to ensure that every student of color has access to a strong core program.	Currently student enrollment is not balanced across the District, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program.	All schools have enrollment within the target range and every student has access to a strong core program.	(1) Decrease in the percentage of students of color that are enrolled in schools not meeting target enrollment.	Yousef Awwad	Judy Brennan
	A	All	18 Establish and implement an Equity in Public Purchasing & Contracting (EPPC) policy.	There is currently an inequity in public purchasing and contracting activities in the Portland metropolitan area.	A more equitable public purchasing and contracting process throughout the District.	(1) Growth in the number of contracts secured with women-owned, minority-owned and emerging small businesses.	Yousef Awwad	Emily Courtnege

Portland Public School District 1st Reading

DATE: April 25, 2017

Public Comment for: NEW AND REVISED POLICY: ANTI-HARASSMENT

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

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

1st Reading by: Amy Kohnstamm, Vice-Chair, Portland Public School Board

Summary: New and Revised Policy: Anti-Harassment

Draft Policy Web Site: <http://www.pps.net/Page/1807>

(click on blue "draft policy" box)

Recommended for 1st Reading by: Board of Education

Policy Contact: Rosanne Powell, Board Office Manager

Last Date for Comment: May 16, 2017

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: schoolboard@pps.net

Last Date for Comment: May 16, 2017



Board of Education Informational Report

MEMORANDUM

Date: April 19, 2017
To: PPS Board of Education
From: Jeff Fish, Staff Attorney
Subject: First Reading: Revision of Anti-Harassment Policy

BACKGROUND

Title IX and state administrative rules require the District to have policies in place regarding sexual harassment and sexual assault of students. The proposed revisions give clearer definitions and procedures in this area and explicitly address student-on-student sexual harassment and violence. The recommended revisions also specify duties of a Title IX Coordinator, including tracking complaints about sexual harassment and sexual violence and developing a District-wide prevention program.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

- Nondiscrimination Policy (1.80.020-P)
- Anti-Harassment Policy (4.30.060-P)
- Sexual Harassment Policy (5.10.060-P)
- Sexual Harassment Complaint Procedure (5.10.061-AD)
- Sexual Harassment – Staff to Student (5.10.062-P)

PROCESS / COMMUNITY ENGAGEMENT

Staff has been working with a student leader in the area and will seek stakeholder input after initial Board review. The matter has come before the Business and Operations Committee who unanimously moved it to a first reading before the full Board.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

In order to commit to the success of every student in PPS, students who survive sexual harassment and assault need support and assurance that their complaints will be heard and investigated. These supports are necessary to foster a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally.

BUDGET / RESOURCE IMPLICATIONS

The proposed policy revisions mention specific duties of a Title IX Coordinator to the District that would require additional dedicated FTE to fulfill the named functions.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If the Board approves moving forward staff would seek additional input on the proposed policy changes from District stakeholders, including union partners. The goal would be to complete this process and have new policies in place before the start of the '17-'18 school year.

QUESTIONS FOR BOARD DISCUSSION

What improvements in District process would be required by the proposed policy revision?
What is the estimated FTE commitment required to carry out the Title IX Coordinator functions?

ATTACHMENTS

- Nondiscrimination Policy (1.80.020-P) (Revisions marked)
- Anti-Harassment (4.30.060-P) (Revised to focus on students)
- Anti-Harassment – Staff (5.XX.XXX-P) (New policy, mostly contained in current 4.30.060-P)
- ‘Mark-up’ documents comparing each proposed new policy with current policy
- PowerPoint presentation for Board meeting



BOARD POLICY

Non-Discrimination Policy


1.80.020-P

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.

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

Complaints regarding discrimination may be filed with the Department of Education's Office of Civil Rights at any time. Notices regarding non-discrimination will have contact information for the District's Title IX Coordinator, who shall track all complaints regarding discrimination based on sex, sexual orientation and gender expression or identity, including reports of sexual harassment and sexual violence.

History: Adpt 2/13/97; Amd. 9/9/02; Amd. 6/17/13. BA2417

	BOARD POLICY Anti-Harassment - Students	4.30.060-P
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DRAFT Revisions specifying policy for students 4/25/17

I. Overview and Scope

- A. Portland Public Schools is committed to providing a safe, positive, and productive learning environment. Harassment, including intimidation or bullying, acts of cyberbullying, sexual harassment and sexual violence are strictly prohibited and shall not be tolerated in the District. All schools shall use evidenced-based strategies to maintain school- wide and classroom environments that are safe, promote learning and are free of harassment.
- B. This policy applies:
 - 1. To student behavior on school grounds, at or during 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 including when student behavior covered in this policy substantially disrupts the school environment,
 - 2. To conduct by any adult when a student is the victim and the behavior covered in this policy occurs on school grounds, at or during any school-sponsored activity, on school-provided transportation, at any official school bus stop or the consequences of the behavior in question substantially disrupts the school environment.
- C. Retaliation against any person who in good faith reports, is thought to have reported, files a complaint, or otherwise participates in an investigation of harassment is strictly prohibited. This prohibition is independent of whether a complaint is substantiated. False reports shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. The good faith initiation of any complaint of harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff reporter. The good faith initiation of any complaint of harassment by a student will not adversely affect a student's school placement or educational learning environment.
- D. The district shall investigate all complaints of harassment and retaliation in these matters.
- E. Instances of harassment may also be referred to law enforcement.

II. Definitions



BOARD POLICY

4.30.060-P

Anti-Harassment - Students

- A. "Harassment" means all forms of harassment, intimidation or bullying, acts of cyberbullying, sexual harassment and sexual violence.
1. Harassment, intimidation, or bullying of students is any act that substantially interferes with a student's educational benefits, opportunities or performance and 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 in any way creating a hostile educational environment including interfering with the psychological well-being of a student and may be based on, but not limited to, the protected class status of a person.
 2. Cyberbullying is the use of any electronic communication device to harass, intimidate, or bully.
 3. Sexual harassment and sexual violence where a student is the victim includes a demand for sexual favors in exchange for benefits or 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; or any physical conduct of a sexual nature perpetrated against a student's will or when a student is unable to communicate unwillingness to an act. Such conduct includes behavior that violates appropriate adult-student boundaries such as grooming and romantic relationships between any adult and minor students or staff and any student. It also includes but is not limited to sexual assault, sexual exploitation, sexual coercion and sexual abuse.
- B. "Protected class" means 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" means experiencing an adverse impact after making, reporting or supporting a claim of harassment if the impact might deter a reasonable person from making such a claim.
- D. "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or gender identity.
- E. "Gender identity" means 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

III. Notice

- A. Notice: Signs, in age appropriate language, explaining the prohibition against



BOARD POLICY

4.30.060-P

Anti-Harassment - Students

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 and sexual violence on a sign at least 8.5 by 11 inches in size. It shall also be included annually in the *Guide to Procedures on Student Responsibilities, Rights and Discipline*, 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.

IV. Consequences

- A. Students who are found in violation of this policy 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)*.
- B. District employees found in violation of this policy are subject to discipline, up to and including dismissal. Licensed employees shall be reported to the Teacher Standards and Practices Commission as provided in OAR 584-020-0041.
- C. Other adults found in violation of this policy are subject to trespass from District property or other consequences as appropriate, which may include a report to law enforcement and/or DHS.

V. Procedures

- A. Title IX Coordinator and OCR: Inquiries regarding sexual harassment and sexual violence may be directed to the District's Title IX Coordinator and may also be referred to the Department of Education's Office of Civil Rights at any time. The District's Title IX Coordinator can be reached at:

Title IX Coordinator
501 N. Dixon, Portland, OR 97227
503.916.xxxx
titleIX@pps.net

The District's Title IX Coordinator will receive regular training on sexual harassment and violence and how to best respond to and prevent it on a district-wide basis. The District's Title IX Coordinator will track all complaints of sexual harassment and sexual violence and report to the Board at least annually.



BOARD POLICY

4.30.060-P

Anti-Harassment - Students

- B. If a student is the alleged perpetrator of the harassment, the following procedures shall apply:
1. The principal or designee is responsible for investigating claims of student harassment.
 2. Upon a report, or knowledge of, an incident of harassment or retaliation, the principal or designee shall assure it is promptly investigated. The investigation shall be completed within 30 calendar days unless circumstances do not allow for reasonable completion within that time. In those instances the Complainant will receive written notification of the delay and an expected date for completion of the investigation.
 3. The principal or designee shall report complaints and investigations of sexual harassment and violence to the District's Title IX Coordinator within two school days and, if the complaint involves an employee, to Human Resources.
 4. A student may report harassment anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.
 5. Complainants not satisfied with the decision at the school level may request a review of the decision by filing a written complaint as indicated in the District's Complaint Policy and Complaint Resolution Process (4.50.030-P and 4.50.031-AD).
 6. If the complaint involves sexual harassment of or sexual violence against a student, the District shall notify both the student who initiated the complaint and the student's parents when the investigation is concluded.
- C. If a district employee is the perpetrator of the alleged harassment, the complaint will be addressed through the appropriate complaint procedure and building administration or Human Resources will investigate the incident. Employees not satisfied with the decision regarding their complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure that is applicable.
- D. Reporting, Students: Students who believe they have been subjected to harassment or retaliation are encouraged to immediately inform a teacher, counselor, administrator, or other district employee.
- E. Reporting, Students: Students who witness or have reliable knowledge of harassment or retaliation against any student are encouraged to report their concerns to a teacher, counselor, administrator, or the appropriate designated school district official as soon as possible.
- F. Reporting, Staff: District employees who witness or have reliable knowledge



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Anti-Harassment - Students

of prohibited conduct against any student or who receive such a report shall immediately report the conduct to their supervisor, principal, or other designated school district official. Employees with reasonable cause to suspect child abuse or neglect must meet mandatory reporting requirements and contact DHS Child Welfare or law enforcement.

VI. Confidentiality and Safety

- A. Confidentiality of Complainant: 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. This protects the identity of the person who files a complaint, encourages the reporting of any violations under this policy, and protects the privacy of all employees and students.
- B. Safety of the Complainant and Survivor: In matters of sexual harassment or sexual violence the District will assure to the best of its ability the physical and emotional safety of the Complainant or Survivor of the harassment or violence if different from the Complainant. The principal or designee and the Title IX Coordinator shall work in conjunction to assess and offer options for Complainant and Survivor safety as well as other services or options for support as appropriate to the particular circumstances.
- C. 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. However, in cases of sexual harassment and sexual violence the Survivor of the harassment or violence will be notified of the specific outcome of any disciplinary action.

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



BOARD POLICY

5...-P

Anti-Harassment - Staff

DRAFT – Revisions for Personnel Section version 4/25/17

I. Overview and Scope

- A. Portland Public Schools is committed to providing a safe, positive, and productive learning and working environment. Harassment, including intimidation or bullying, acts of cyberbullying, and sexual harassment are strictly prohibited and shall not be tolerated in the District.
- B. This policy applies to conduct by all district employees that is between adults that has a nexus to the workplace, or between staff and students when the student is the victim.
- C. Retaliation against any person who in good faith reports, is thought to have reported, files a complaint, or otherwise participates in an investigation of harassment is strictly prohibited. This prohibition is independent of whether a complaint is substantiated. False reports shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. The good faith initiation of any complaint of harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff complainant. The good faith initiation of any complaint of harassment by a student will not adversely affect a student's school placement or educational learning environment.
- D. The district shall investigate all complaints of harassment and retaliation.
- E. Instances of harassment may also be referred to law enforcement.

II. Definitions

- A. "Harassment" means all forms of harassment, intimidation or bullying, acts of cyberbullying, sexual harassment and sexual violence.
 1. Harassment, intimidation, or bullying of students is any act that substantially interferes with a student's educational benefits, opportunities or performance and 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 may be based on, but not limited to, the protected class status of a person.
 2. Harassment, intimidation, or bullying of staff is conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.



BOARD POLICY

5...-P

Anti-Harassment - Staff

3. Cyberbullying is the use of any electronic communication device to harass, intimidate, or bully.
 4. Sexual harassment and sexual violence against a student includes a demand for sexual favors in exchange for benefits or 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, or any physical conduct of a sexual nature perpetrated against a student's will or when a student is unable to communicate unwillingness to an act. Such conduct includes but is not limited to sexual assault; sexual exploitation, and sexual coercion.
 5. Sexual harassment and sexual violence against staff includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an employee's work performance or that creates an intimidating, offensive or hostile work environment, or any physical conduct of a sexual nature perpetrated against an employee without their consent or when an employee is unable to communicate consent to an act. Such conduct includes behavior that violates appropriate adult-student boundaries such as grooming and romantic relationships between staff and any student and may include former students as specified by law. Such conduct also includes but is not limited to sexual assault, sexual exploitation and sexual coercion.
- B. "Protected class" means 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" means experiencing an adverse impact after making or supporting a claim of harassment if the impact might deter a reasonable person from making such a claim.
- D. "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or gender identity.
- E. "Gender identity" means 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

5...-P

Anti-Harassment - Staff

III. All District workplaces shall maintain environments that are safe and free of harassment.

- A. Notice: Signs explaining the prohibition against harassment, intimidation or bullying, acts of cyberbullying, and retaliation shall be posted in all District buildings.
- B. Employees shall be informed of the definition of, consequences for, and obligation to report harassment and retaliation. This can be accomplished in the form of discussion, training or written notification.
- C. Employees who believe they have been subjected to harassment or retaliation are encouraged to immediately inform their supervisor or Human Resources.

IV. Consequences

- A. District employees found in violation of this directive are subject to discipline, up to and including dismissal. Licensed employees shall be reported to the Teacher Standards and Practices Commission as provided in OAR 584-020-0041.Procedures.
- B. District employees who have reliable knowledge of prohibited conduct by an adult against any student, or other employee shall immediately report their concerns to the 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.
- C. If a District employee is the perpetrator of the alleged harassment, the complaint will be resolved through the appropriate Complaint Procedure. Employees not satisfied with the decision regarding their complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure otherwise applicable.

V. Procedures

- A. Complaints of sexual harassment or sexual violence involving staff shall be investigated by Human Resources or the building administrator and collective bargaining agreement processes, where applicable, will be followed. Employees not satisfied with the decision regarding their complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure that is applicable.
- B. The investigation shall be completed within thirty (30) calendar days unless circumstances do not allow for reasonable completion within



BOARD POLICY

5...-P

Anti-Harassment - Staff

that time. In those instances the Complainant will receive written notification of the delay and an expected date for completion of the investigation.

- C. Within two school days of receiving a complaint about sexual harassment or sexual violence Human Resources or the building administrator shall inform the District's Title IX Coordinator of the complaint.
- D. Title IX Coordinator and OCR: Inquiries regarding sexual harassment and sexual violence may be directed to the District's Title IX Coordinator and may also be referred to the Department of Education's Office of Civil Rights at any time. The District's Title IX Coordinator can be reached at:

Title IX Coordinator
501 Dixon, Portland, OR 97227
503.916.xxxx
titleIX@pps.net

The District's Title IX Coordinator will receive regular training on sexual harassment and violence and how to best respond to and prevent it on a district-wide basis. The District's Title IX Coordinator will track all complaints of sexual harassment and sexual violence and report to the Board at least annually.

- E. Reporting, Staff: District employees who witness or have reliable knowledge of prohibited conduct against any student or who receive such a report shall immediately report the conduct to their supervisor, principal, or other designated school district official. Employees with reasonable cause to suspect child abuse or neglect must meet mandatory reporting requirements and contact DHS Child Welfare or law enforcement.

VI. Confidentiality

- A. Confidentiality of complainant: 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. This protects the identity of the person who files a complaint, encourages the reporting of any violations under this directive, and protects the privacy of all employees.
- B. Safety of the Complainant and Survivor: In matters of sexual harassment or sexual violence the District will assure to the best of its ability the physical and



BOARD POLICY

5...-P

Anti-Harassment - Staff

emotional safety of the Complainant or Survivor of the harassment or violence if different from the Complainant. The principal or designee and the Title IX Coordinator shall work in conjunction to assess and offer options for Complainant and Survivor safety as well as other services or options for support as appropriate to the particular circumstances.

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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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DRAFT Revisions specifying policy for students 4/25/17

I. Overview and Scope

A. Portland Public Schools is committed to providing a safe, positive, and productive learning ~~and working~~ environment. Harassment, including intimidation or bullying, acts of cyberbullying, ~~and~~ sexual harassment ~~and sexual violence~~ are strictly prohibited and shall not be tolerated in the District. All schools shall use evidenced-based strategies to maintain school- wide and classroom environments that are safe, promote learning and are free of harassment.

B. This ~~directive policy~~ applies:

1. To student behavior on school grounds, at ~~or during~~ 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- including when student behavior covered in this policy substantially disrupts the school environment.

~~2. To conduct by all district employees that is between adults, or between adults and students when the student is the victim.~~

2. To conduct by any adult when a student is the victim and the behavior covered in this policy occurs on school grounds, at or during any school-sponsored activity, on school-provided transportation, at any official school bus stop or the consequences of the behavior in question substantially disrupts the school environment.

C. Retaliation against any person who in good faith reports, is thought to have reported, files a complaint, or otherwise participates in an investigation of harassment is strictly prohibited. This prohibition is independent of whether a complaint is substantiated. False reports shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. The good faith initiation of any complaint of harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff ~~complainant reporter~~. The good faith initiation of any complaint of harassment by a student will not adversely affect a student's school placement or educational learning environment.

D. The district shall investigate all complaints of harassment and retaliation in these

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E. Instances of harassment may also be referred to law enforcement.

II. Definitions

A. "Harassment" means all forms of harassment, intimidation or bullying, acts of cyberbullying, [sexual harassment](#) and sexual [harassment](#) ~~violence~~.

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~~1. Harassment, intimidation, or bullying of students is any act that substantially interferes with a student's educational benefits, opportunities or performance and 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 [in any way](#) creating a hostile educational~~

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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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1. ~~environment~~, including interfering with the psychological well-being of a student and may be based on, but not limited to, the protected class status of a person.

2. ~~Harassment, intimidation, or bullying of staff is conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.~~

3-2. Cyberbullying is the use of any electronic communication device to harass, intimidate, or bully.

4-3. ~~Sexual harassment of students and sexual violence where a student is the victim~~ includes a demand for sexual favors in exchange for benefits or 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; ~~or any physical conduct of a sexual nature perpetrated against a student's will or when a student is unable to communicate unwillingness to an act. Such conduct includes behavior that violates appropriate adult-student boundaries such as grooming and romantic relationships between any adult and minor students or staff and any student. It also includes but is not limited to sexual assault, sexual exploitation, sexual coercion and sexual abuse.~~

5. ~~Sexual harassment of employees includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an employee's performance or that creates an intimidating, hostile, or offensive work environment.~~

B. "Protected class" means 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" means experiencing an adverse impact after making reporting or supporting a claim of harassment if the impact ~~would~~might deter a reasonable person from making such a claim.

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

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E. "Gender identity" means 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.

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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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~~HH. All schools shall use evidenced-based strategies to maintain school-wide and classroom environments that are safe, promote learning and free of harassment.~~

III. Notice

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 and sexual violence on a sign at least 8.5 by 11 inches in size. It shall also be included annually in the Guide to Procedures on Student Responsibilities, Rights and Discipline, 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.

~~C. Students who believe they have been subjected to harassment or retaliation are encouraged to immediately inform a teacher, counselor, administrator, or other district employee.~~

~~1. Students who witness or have reliable knowledge of harassment or retaliation against any student should report their concerns to a teacher, counselor, administrator, or the appropriate designated school district official as soon as possible.~~

~~2. Any district employee who witnesses or has reliable knowledge of harassment against any student or who receives such a report shall immediately report the conduct to the principal or designee.~~

IV. Consequences

A. Students who are found in violation of this directive policy 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).

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B. District employees found in violation of this [directivepolicy](#) are subject to discipline, up to and including dismissal. Licensed employees shall be reported to the Teacher Standards and Practices Commission as provided in OAR 584-020-0041.

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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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C. Other adults found in violation of this policy are subject to trespass from District property or other consequences as appropriate, which may include a report to law enforcement and/or DHS.

V. Procedures

A. Title IX Coordinator and OCR: Inquiries regarding sexual harassment and sexual violence may be directed to the District's Title IX Coordinator and may also be referred to the Department of Education's Office of Civil Rights at any time. The District's Title IX Coordinator can be reached at:

Title IX Coordinator
501 N. Dixon, Portland, OR 97227
503.916.xxxx
titleIX@pps.net

- The District's Title IX Coordinator will receive regular training on sexual harassment and violence and how to best respond to and prevent it on a district-wide basis. The District's Title IX Coordinator will track all complaints of sexual harassment and sexual violence and report to the Board at least annually.

A-B. If a student is the alleged perpetrator of the harassment, the following procedures shall apply:

1. The principal or designee is responsible for investigating claims of student harassment.
2. Upon a report, or knowledge of, an incident of harassment or retaliation, the principal or designee shall assure it is promptly investigated. The investigation shall be completed within 30 calendar days unless circumstances do not allow for reasonable completion within that time. In those instances the Complainant will receive written notification of the delay and an expected date for completion of the investigation.
3. The principal or designee shall report complaints and investigations of sexual harassment and violence to the District's Title IX Coordinator within two school days and, if the complaint involves an employee, to Human Resources.

~~3-4.~~ A student may report harassment anonymously; however,

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corroborating evidence is required for any disciplinary action or other consequences.

~~4-5.~~ Complainants not satisfied with the decision at the school level may request a review of the decision by following the appropriate step filling a written complaint as indicated in the District's Complaint Procedure in Policy and Complaint Resolution Process (4.50.030-P and 4.50.031-AD).

~~5-6.~~ If the complaint involves sexual harassment of or sexual violence against a student, the District shall notify both the student who initiated the complaint and the student's parents when the investigation is concluded.

~~B. District employees who have reliable knowledge of prohibited conduct by an adult against any student, or other employee 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.~~

C. If a district employee is the perpetrator of the alleged harassment, the complaint will be ~~resolved~~addressed through the appropriate Complaint Procedure ~~complaint procedure and building administration or Human Resources will investigate the incident.~~ Employees not satisfied with the decision regarding their complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure otherwise generally that is applicable.

D. Reporting, Students: Students who believe they have been subjected to harassment or retaliation are encouraged to immediately inform a teacher, counselor, administrator, or other district employee.

E. Reporting, Students: Students who witness or have reliable knowledge of harassment or retaliation against any student are encouraged to report their concerns to a teacher, counselor, administrator, or the appropriate designated school district official as soon as possible.

F. Reporting, Staff: District employees who witness or have reliable knowledge of prohibited conduct against any student or who receive such a report shall immediately report the conduct to their supervisor, principal, or other designated school district official. Employees with reasonable cause to suspect child abuse or neglect must meet mandatory reporting requirements and contact DHS Child Welfare or law enforcement.

VI. Confidentiality and Safety.

A. Confidentiality of ~~complainant~~Complainant: All complaints shall be handled so that the identity of the ~~complainant~~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. This protects the identity of the person who files a

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complaint, encourages the reporting of any violations under this [directive policy](#), and protects the privacy of all employees [and students](#).

	<p><u>BOARD POLICY</u></p> <p><u>Anti-Harassment - Students</u></p>	<p><u>4.30.060-P</u></p>
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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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B. Safety of the Complainant and Survivor: In matters of sexual harassment or sexual violence the District will assure to the best of its ability the physical and emotional safety of the Complainant or Survivor of the harassment or violence if different from the Complainant. The principal or designee and the Title IX Coordinator shall work in conjunction to assess and offer options for Complainant and Survivor safety as well as other services or options for support as appropriate to the particular circumstances.

B-C. 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. However, in cases of sexual harassment and sexual violence the Survivor of the harassment or violence will be notified of the specific outcome of any disciplinary action.

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

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BOARD POLICY
Anti-Harassment

4.30.060-P

DRAFT – Revisions for Personnel Section version 4/25/17

I. Overview and Scope

A. Portland Public Schools is committed to providing a safe, positive, and productive learning and working environment. Harassment, including intimidation or bullying, acts of cyberbullying, and sexual harassment are strictly prohibited and shall not be tolerated in the District.

B. This directive policy applies:

- 1. 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.

2. To conduct by all district employees that is between adults that has a nexus to the workplace, or between adults, staff and students when the student is the victim.

C. Retaliation against any person who in good faith reports, is thought to have reported, files a complaint, or otherwise participates in an investigation of harassment is strictly prohibited. This prohibition is independent of whether a complaint is substantiated. False reports shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. The good faith initiation of any complaint of harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff complainant. The good faith initiation of any complaint of harassment by a student will not adversely affect a student's school placement or educational learning environment.

- D. The district shall investigate all complaints of harassment and retaliation.
- E. Instances of harassment may also be referred to law enforcement.

II. Definitions

A. "Harassment" means all forms of harassment, intimidation or bullying, acts of cyberbullying, sexual harassment and sexual harassment violence.

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~~1. Harassment, intimidation, or bullying of students~~ is any act that substantially interferes with a student's educational benefits, opportunities or performance and 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

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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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1. environment, including interfering with the psychological well-being of a student and may be based on, but not limited to, the protected class status of a person.
2. Harassment, intimidation, or bullying of staff is conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
3. Cyberbullying is the use of any electronic communication device to harass, intimidate, or bully.

4. Sexual harassment of students and sexual violence against a student includes a demand for sexual favors in exchange for benefits or 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, or any physical conduct of a sexual nature perpetrated against a student's will or when a student is unable to communicate unwillingness to an act. Such conduct includes but is not limited to sexual assault, sexual exploitation, and sexual coercion.

5. Sexual harassment of employees and sexual violence against staff includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an employee's performance or that creates an intimidating, hostile, or offensive work environment, work performance or that creates an intimidating, offensive or hostile work environment, or any physical conduct of a sexual nature perpetrated against an employee without their consent or when an employee is unable to communicate consent to an act. Such conduct includes behavior that violates appropriate adult-student boundaries such as grooming and romantic relationships between staff and any student and may include former students as specified by law. Such conduct also includes but is not limited to sexual assault, sexual exploitation and sexual coercion.

B. "Protected class" means 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.

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- C. "Retaliation" means experiencing an adverse impact after making or supporting a claim of harassment if the impact ~~would~~ might deter a reasonable person from making such a claim.
- D. "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or gender identity.
- E. "Gender identity" means 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.

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

- 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. District buildings.~~
- B. ~~School-Wide Student Notification: Students~~ **Employees** 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, training or activity~~ **written notification.**
- C. ~~Students~~ **Employees** who believe they have been subjected to harassment or retaliation are encouraged to immediately inform ~~a teacher, counselor, administrator, or other district employee~~ **their supervisor or Human Resources.**

- ~~1. Students who witness or have reliable knowledge of harassment or retaliation against any student should report their concerns to a teacher, counselor, administrator, or the appropriate designated school district official as soon as possible.~~

~~2. Any district employee who witnesses or has reliable knowledge of harassment against any student or who receives such a report shall immediately report the conduct to the principal or designee.~~

IV. Consequences

~~A. 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/assignment removal. The number of days suspended on the number of days in school and the severity of the discipline (Guide).~~

- ~~B-A.~~ District employees found in violation of this directive are subject to discipline, up to and including dismissal. Licensed employees shall be reported to the Teacher Standards and Practices Commission as provided in OAR 584-020-0041. **Procedures.**

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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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V. Procedures

A. If a student is the alleged perpetrator of the harassment, the following procedures shall apply:

1. ~~The principal or designee is responsible for investigating claims of student harassment.~~
2. ~~Upon a report, or knowledge of, an incident of harassment or retaliation, the principal or designee shall assure it is promptly investigated.~~
3. ~~A student may report harassment anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.~~
4. ~~Complainants not satisfied with the decision at the school level may request a review of the decision by following the appropriate step in the Complaint Procedure in 4.50.030-P and 4.50.031-AD~~
5. ~~If the complaint involves sexual harassment of a student, the District shall notify both the student who initiated the complaint and the student's parents when the investigation is concluded.~~

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B. District employees who have reliable knowledge of prohibited conduct by an adult against any student, or other employee 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.

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C. ~~If a district~~District employee is the perpetrator of the alleged harassment, the complaint will be resolved through the appropriate Complaint Procedure. Employees not satisfied with the decision regarding their complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure otherwise ~~generally~~ applicable.

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V. Procedures

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A. Complaints of sexual harassment or sexual violence involving staff shall be investigated by Human Resources or the building administrator and collective bargaining agreement processes, where applicable, will be followed. Employees not satisfied with the decision regarding their

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complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure that is applicable.

B. The investigation shall be completed within thirty (30) calendar days unless circumstances do not allow for reasonable completion within that time. In those instances the Complainant will receive written notification of the delay and an expected date for completion of the investigation.

C. Within two school days of receiving a complaint about sexual harassment or sexual violence Human Resources or the building administrator shall inform the District's Title IX Coordinator of the complaint.

D. Title IX Coordinator and OCR: Inquiries regarding sexual harassment and sexual violence may be directed to the District's Title IX Coordinator and may also be referred to the Department of Education's Office of Civil Rights at any time. The District's Title IX Coordinator can be reached at:

_____ Title IX Coordinator
501 Dixon, Portland, OR 97227
503.916.xxxx
titleIX@pps.net

The District's Title IX Coordinator will receive regular training on sexual harassment and violence and how to best respond to and prevent it on a district-wide basis. The District's Title IX Coordinator will track all complaints of sexual harassment and sexual violence and report to the Board at least annually.

E. Reporting, Staff: District employees who witness or have reliable knowledge of prohibited conduct against any student or who receive such a report shall immediately report the conduct to their supervisor, principal, or other designated school district official. Employees with reasonable cause to suspect child abuse or neglect must meet mandatory reporting requirements and contact DHS Child Welfare or law enforcement.

VI. Confidentiality

A. Confidentiality of complainant: 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. This protects the identity of the person who files a complaint, encourages the reporting of any violations under this directive, and protects the privacy of all employees.

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	<p><u>BOARD POLICY</u></p> <p><u>Anti-Harassment - Staff</u></p>	<p><u>5..-P</u></p>
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~~B. 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.~~

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

B. Safety of the Complainant and Survivor: In matters of sexual harassment or sexual violence the District will assure to the best of its ability the physical and emotional safety of the Complainant or Survivor of the harassment or violence if different from the Complainant. The principal or designee and the Title IX Coordinator shall work in conjunction to assess and offer options for Complainant and Survivor safety as well as other services or options for support as appropriate to the particular circumstances.

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Anti-Harassment Policy Revisions

April 25, 2017

Current Relevant Policies and ADs

- **Section 1 – Board Policies**
 - Nondiscrimination Policy (1.80.020-P)
- **Section 4 - Students**
 - Anti-Harassment Policy (4.30.060-P)
- **Section 5 – Personnel**
 - Sexual Harassment Policy (5.10.060-P)
 - Sexual Harassment Complaint Procedure (5.10.061-AD)
 - Sexual Harassment – Staff to Student (5.10.062-P)

Recommended Revisions

- Revise Anti-Harassment Policy, create new Anti-Harassment Policy for Personnel Section and Revise Non-Discrimination Policy.
- Revise Non-Discrimination Policy to include reference to Office of Civil Rights and Title IX Coordinator.

Recommended Revisions

- Revise Anti-Harassment Policy to:
 - A. Expand definition of Sexual Harassment,
 - B. Detail response to student-on-student Sexual Harassment and Sexual Violence,
 - C. Define Title IX Coordinator duties,
 - D. Assure Complainant, Survivor Rights.

A. Expand Definition of Sexual Harassment

- Include Sexual Violence, Sexual Assault.
- Include violation of appropriate Student-Adult Boundaries (includes grooming, romantic relationships).

B. Student-on-Student Sexual Harassment and Sexual Violence

- Add more detail to District response to student-on-student incidents.
- Create new AD in Student Section regarding District response to and prevention of Sexual Harassment and Sexual Violence.
- Ensure Title IX Coordinator contact information and role are widely distributed.

C. Title IX Coordinator Duties

- Track all complaints of Sexual Harassment and Sexual Violence.
- Assist Building Administrators in investigating complaints and providing support to Complainants, Survivors.
- Develop a District-wide sexual harassment and sexual violence education and prevention program.

D. Survivor, Complainant Rights

- Building Administrators and/or Human Resources in conjunction with the Title IX Coordinator will develop options for the safety and support of Survivors, Complainants.
- Prompt investigation and updates on investigation.
- Notification of specific outcomes of investigation.

Portland Public School District 1st Reading

DATE: April 25, 2017

Public Comment for: NEW POLICY: BRING YOUR OWN DEVICE

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

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

1st Reading by: Amy Kohnstamm, Vice-Chair, Portland Public School Board

Summary: New Policy: Bring Your Own Device

Draft Policy Web Site: <http://www.pps.net/Page/1807>

(click on blue "draft policy" box)

Recommended for 1st Reading by: Board of Education

Policy Contact: Rosanne Powell, Board Office Manager

Last Date for Comment: May 16, 2017

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: schoolboard@pps.net

Last Date for Comment: May 16, 2017



Board of Education Informational Report

MEMORANDUM

Date: April 25, 2017
To: Portland Public Schools Board of Education
From: Joshua Klein, Chief Information Officer and Ewan Brawley, Senior Director of Instruction, Curriculum, and Assessment
Subject: Bring Your Own Device Board Policy – First Reading

The Bring Your Own Device (BYOD) policy allows and encourages, but does not require, staff and students to use personal mobile devices on the district wireless network to foster a modern learning environment. House Bill (HB) 2426 passed during the 2013 Session created new provisions and amended Oregon Revised Statutes (ORS) 337.120 and (ORS) 343.223. Oregon Revised Statutes (ORS) 336.840 was written in support of this House Bill. Currently the district is out of compliance with ORS 336.840, which requires school district boards to adopt and implement policies regarding student use of personal electronic devices no later than the 2014-2015 school year.

The policy was created for compliance, and to empower classroom teachers and instructional leaders to utilize technology in a more effective manner. The BYOD program directly supports Board priorities ensuring every student is prepared for life, college and career, and to meaningfully contribute to their communities as well as creating a system of quality instruction to increase literacy rates for all children. As an example, the policy and implementation of the resulting administrative directive directly support the 6-12 curriculum adoption of Newsela by allowing students to access the curriculum from a personal device.

The policy was drafted after conversations with Teaching & Learning, Information Technology, and Assistant Superintendent staff over the course of the past two and one-half years. The Oregon School Boards Association (OSBA) and Oregon Department of Education's recommendations, and a draft BYOD framework, were also reviewed. The Oregon state IT Manager's committee conducted significant stakeholder engagement work during multiple quarterly meetings which helped inform the OSBA recommendations. Additionally, staff reviewed, researched, and evaluated policies of districts with similar size and maturity including Beaverton and Salem-Keizer.

The implementation of the BYOD policy and administrative directive provides the district an opportunity to begin a multi-year, enterprise-level project to plan the implementation, conduct stakeholder engagement and feedback, and develop a budget request to successfully support a fully implemented, and successful BYOD program.

The attached presentation was delivered to the Business and Operations Committee on February 13, 2017 and Committee members subsequently reviewed and provided edits to the draft policy. A final draft policy was presented to the Business and Operations Committee on March 23, 2017. The committee unanimously agreed to move the policy forward to the full Board for approval. Involved staff from the Information Technology and Teaching & Learning Departments will be available to respond to questions during or after the first reading of this new policy.



Bring Your Own Device **DRAFT v3.1**

Portland Public Schools (PPS) supports academic activities and independent communications, and allows and encourages, but does not require, its students and employees to bring their own personal electronic devices to school and work.

Students may be allowed, but are not required, to use their own personal electronic devices for District implemented curriculum that uses technology. Students who use their own personal electronic devices to access curriculum must be granted access to any applications and electronic materials that are available to students who use district provided devices to access curriculum. 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.

If a student is denied the ability to use a personal electronic device that supports academic activities and independent communications, an appeal may be made through the PPS Complaint Resolution Process 4.50.031-AD



Bring Your Own Device (BYOD) Policy

*Business & Operation Committee
February 13, 2017*

House Bill 2426



- Policy required by HB2426
 - “A district school board shall adopt a policy for the use of personal electronic devices that support academic activities and independent communications.”
 - “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.”
 - “Must be adopted and implemented no later than the 2014-2015 school year.”

Policy Objectives



- Comply with Revised Statute (ORS 336.840)
- Encourage Use of Personally Owned Devices by Staff and Students
- Ensure Free Equal Access to Digital Curriculum Regardless of Device Ownership
- Provide Appeal Process if Device Usage is Denied
 - Use Existing Complaint Resolution Process

Administrative Objectives



- Ensure Teachers Determine when Devices are Used in Class
 - No School-Wide Ban
 - May Not Require Personal Device Sharing by Students
- Address Registration and Liability of Personally Owned Devices
 - Limited Technical Support Available
 - Personal Devices Used for District Business are Discoverable

Next Steps



- Current and Future Instructional Materials Adoptions Could Benefit from BYOD
 - Limited District-Owned Student Technology Available
 - Newsela Works Well on Small Screens
- Approve Policy, Refine Administrative Directive
 - Need Guidance on Level of Stakeholder Engagement
- Systematically Address Equity Issues Arising when Families are Not Able to Provide a Device for their Student



QUESTIONS?

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDS adoption of the following items:

Numbers 5452 ad 5453

RESOLUTION No. 5452

Resolution to Celebrate
Teacher and School Administrator Appreciation Week May 1 through 5, 2017

RECITALS

- A. Approximately 3,400 Portland Public Schools administrators, teachers and professional educators, through their expertise and passion, prepare the 48,000 students in Portland Public Schools to succeed in college and career and to become responsible members of our community.
- B. The Board of Education acknowledges the daily work of our administrators and teachers for their commitment to excellence in education for all students of Portland Public Schools.
- C. Every day, PPS administrators and teachers challenge students through engaging and rigorous curriculum and instruction that is relevant to their lives, sparks their interests and helps them to reach their potential.
- D. Every day, administrators and teachers build relationship with students and families to develop teamwork and collaboration that supports active, engaged learners in school and at home.
- E. Every day, administrators and teachers connect with colleagues and administrators to review and sharpen their practice and to find solutions that meet the needs of all students and learning challenges.
- F. Every day, administrators and teachers reach outside the classroom to build relationships with community partners that create vibrant and productive learning environments.

RESOLUTION

The Portland Board of Education declares May 1 through 5, 2017 Teacher and School Administrator Appreciation Week in recognition and appreciation of their dedicated efforts to ensure the success of students in Portland Public Schools.

S. Murray

RESOLUTION No. 5453

Minutes

The following minutes are offered for adoption:

April 19, 2017