

Agenda

- I. 6:00 pm - Opening - 5 min.
- II. 6:05 pm - Resolution 6238: Resolution in Support of Black History Month
Vote- Public Comment Accepted
- III. 6:20 pm - Consent Agenda: Resolutions 6236 through 6237
Vote- Public Comment Accepted
 - III.1. Resolution 6236: Adoption of Minutes
 - III.2. Resolution 6237: Expenditure Contracts
- IV. 6:30 pm - Student and Public Comment
- V. 7:05 pm - Student Representative's Report
- VI. 7:10 pm - Superintendent's Report
- VII. 7:25 pm - Board Committee and Conference Reports
- VIII. 7:40 pm - Update: COVID, Hybrid and LIPI
- IX. 8:25 pm - First Reading of a Policy
 - IX.1. Preservation, Maintenance, and Disposition of District Real Property 8.70.040-P
- X. 8:35 pm - Second Reading of a Policy
 - X.1. Anti-Racist & Anti-Oppression Learning Communities Policy 4.xx.xxx-P
Vote- Public Comment Accepted
 - X.2. Professional Conduct between Adults and Students Policy 5.10.064-P
Vote- Public Comment Accepted
- XI. 8:50 pm - Other Business / Committee Referrals - 5 min.
- XII. 8:55 pm - Adjourn

RESOLUTION No. 6238

Proclamation and Recognition of February as Black History Month

RECITALS

- A. Portland Public Schools (PPS) celebrates Black excellence to reinforce the success of every student, their futures, and provide community-centered education that allows every student to achieve their fullest potential and thrive into adulthood.
- B. Black History Month began in 1915 by historian Carter G. Woodson and other prominent leaders, as a way to formally observe the visionary contributions of Black people, and now is a time for recognizing the central role of members of the African Diaspora in U.S. history.
- C. After the onset of Black History Month, half a century after the Thirteenth Amendment abolished slavery, the Civil Rights Movement accelerated a public awareness of black identity.
- D. Following the killing of George Floyd, the summer of 2020 saw the United States' biggest protests for racial justice and civil rights in a generation, reigniting a national reckoning about racial injustice, and gave both a local and global profile to the Black Lives Matter movement.
- E. The contributions of members of the African Diaspora and their endeavors to learn and thrive throughout history and make unforgettable marks in our Nation as artists, scientists, educators, business people, influential thinkers, members of faith communities, athletes, and political and governmental leaders, reflect the greatness of the United States.
- F. Black history reflects a determined spirit of perseverance and cultural pride in its struggle to equitably share in the opportunities and burdens of a nation founded upon the principles of freedom and liberty for all people.
- G. Members of the African Diaspora have participated in every American effort to secure, protect, and advance the cause of freedom and civil rights and continue to resist white supremacy.
- H. The local community has enriched the diversity of perspective and experience in our District; and the Board of Education desires to recognize and honor the achievements and contributions of members of the African Diaspora.
- I. Our history curriculum of community, state, region, nation and the world must reflect the lived experiences of people of different racial, religious, and ethnic groups.
- J. All students need an opportunity to understand the common humanity underlying all people, to develop pride in their own identity and heritage, and to respect and accept the identity and heritage of others.
- K. In service of the Superintendent's overarching strategic framework of targeted universalism, shaped from the community-driven vision for PPS, we recognize our commitment to center the realities of Black students, and eliminating the oppression embedded in our systems that they experience.
- L. On July 28, 2020, the Portland Public Schools Board of Education passed Resolution 6150, in Support of the development of a Center for Black Student Experience in Portland Public Schools, which directed the Superintendent to resource and develop a clear roadmap for the design of the Center for Black Student Excellence - an initiative that focuses on a group of community schools by

supporting optimal teaching and learning environments and promoting culturally-responsive strategies - and to continue to partner with culturally specific, Black-led and Black-serving community-based organizations to develop these plans.

- M. On January 26, 2021, the Portland Public Schools Board of Education passed Resolution 6235, to change the name of Wilson High School to Ida B. Wells-Barnett High School, after the great leader who led the antilynching crusade of the 1890s and later founded several civil rights organizations, including the NAACP, and the first black women's suffrage association.
- N. Through leadership and practice, Portland Public Schools is dedicated to goals that advance racial justice, especially for Black communities in the Portland Metro area.

RESOLVED

The Board of Education of the Portland Public Schools hereby recognizes the month of February 2021 as Black History Month and encourages all educators to commemorate this occasion with appropriate ceremonies, instructional activities, and programs.

RESOLUTION No. 6236

The Following Minutes are offered for Adoption

- 12/15/2020 - Regular Meeting
- 01/05/2021 - Special Meeting
- 01/12/2021 - Regular Meeting
- 01/26/2021 - Regular Meeting

Portland Public Schools Board of Education

Regular Meeting Minutes

Tuesday, January 26, 2021

Virtual

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Actions Taken

Motion to approve the Consent Agenda, including Resolutions 6230, 6231, 6232, and 6234. This motion, made by Director Scott Bailey and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes

Yes: 7, No: 0

Resolution 6233 was withdrawn.

Motion to approve Resolution 6235 to change the name of Wilson High School. This motion, made by Director Michelle DePass and seconded by Director Andrew Scott, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes

Yes: 7, No: 0

Motion to amend Resolution 6236 to include that that the district would follow board policy that designates that transfers are approved to the highest grade and that the students in the fifth grade in the Kellogg School feeder schools go back to their neighborhood schools for middle grades unless they are enrolled in a special program. This motion, made by Director Amy Kohnstamm and seconded by Director Eilidh Lowery, Passed.

Director Scott Bailey: No, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: No, Director Andrew Scott: No, Student Representative Shue: No

Yes: 4, No: 3

Motion to approve Resolution 6236, as amended. This motion, made by Director Amy Kohnstamm and seconded by Director Julia Brim-Edwards, Passed.

Director Scott Bailey: No, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: No, Director Andrew Scott: Yes, Student Representative Shue: No

Yes: 5, No: 2

RESOLUTION No. 6230

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Camfil, Inc.	1/31/21 through 1/31/22 Option to renew for up to four additional one-year terms through 1/31/26	Services S 89672	Provide and install air filters in all District buildings. Request for Proposals 2020-2908	Original Term: \$350,000 Total through renewals: \$1,750,000	C. Hertz Fund 101 Dept. 5592
Yared Medical Transport LLC	3/1/21 through 6/30/25	Services S 89682	Provide transportation services to District students unable to be served by a school bus. Special Class Procurement – Secure Specialized Transportation PPS-47-0288(19)	\$500,000	C. Hertz Fund 101 Dept. 5560
McKinstry	2/1/21 through 12/2/28	Cooperative Contract COA 89633	Provide HVAC system analysis, subject matter expertise, energy audits, and retrofit recommendations to reduce energy consumption. Cooperative Procurement Group: OMNIA Partners	Estimated usage during contract term: \$5,000,000	C. Hertz Fund 101 Dept. 5592
Western Bus Sales, Inc.	1/27/18	Purchase Order PO 153925	Purchase of four propane school buses under Cooperative Contract COA-67760.	\$359,816	C. Hertz Fund 101 Dept. 5560

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6231

Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County	7/1/20 through 6/30/23	Intergovernmental Agreement/Revenue IGA/R 89674	Provide funding for comprehensive sexuality education.	\$405,000	K. Cuellar Fund 299 Grant G1985

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6232

Dismissal of a Contract Teacher

RECITALS

- A. The Board has reviewed the evidence submitted along with the Superintendent's recommendation for dismissal. These documents are confidential and will be kept in the employee's personnel file.
- B. The Board has met in Executive Session on January 19, 2021, prior to making a decision. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to terminate the employee.

RESOLUTION No. 6234

Resolution to Postpone the Board Leadership Vote

RECITALS

Portland Public Schools Board Policy 1.20.010 (V)(1)(a) requires the Board to elect a Board chair and a Board vice chair at the first regular meeting in January to serve in those roles until the first regular meeting the following July.

During the regular board meeting on January 12, 2021, the Board agreed to postpone voting on Resolution 6228, Vote on Board Chair, and Resolution 6229, Vote on Board Vice-Chair, until January 26, 2021, in order for the Board to have an opportunity to have further discussion in a board retreat on that date. The Board retreat is now being rescheduled for a date in February.

RESOLVED

The Portland Public Schools Board of Education agrees to waive the timeline of this policy and postpone the election of a Board chair and a Board vice chair until the meeting following the upcoming Board retreat.

RESOLUTION No. 6235

Resolution to change the name of Wilson High School

RECITALS

- A. Portland Public Schools acknowledges that the names of school buildings have significant impact on the overall educational environment to foster positive student development and sense of belonging.
- B. For several years, students, families and staff at Wilson High School advocated for changing the name of Wilson because of the misalignment with our value and commitment to Racial Equity and Social Justice.
- C. At the July 14 Board of Education meeting, Portland Public Schools released a plan that lays out a procedure for updating the Administrative Directive for renaming its buildings and other spaces, with Wilson as a case study in the Naming and Defining Places Process.
- D. In August 2020, Wilson High School initiated a process to recruit members to the renaming committee to review options for a new school name that better represents the culture, climate, and collective values of the school community.
- E. The Wilson High School Naming Committee, whose membership included students, families, staff, PTA members, community members, and alumni commenced in August 2020 and met until Winter 2021. The Committee completed community engagement with student leaders, classes, parent groups, and community groups to garner support for a new name option.
- F. The charge of the Committee work was to query the community and put forth a recommended name to the Superintendent for his review and final recommendation to the Board of Education. The Committee recommended Ida B. Wells-Barnett High School as their first choice to the Superintendent.
- G. Ida B. Wells-Barnett led the antilynching crusade of the 1890s and later founded several civil rights organizations, including the NAACP, and the first black women's suffrage association. Wells-Barnett was taught from a young age that an education was important, and that spreading and sharing knowledge was the key to a more tolerant, and just society.
- H. The recommendation to rename Wilson High School to Ida B. Wells-Barnett High School will foster a lasting message of determination, valor, and tolerance among all students and staff.
- I. The Superintendent, having reviewed the process and work of the Committee, recommends to change Wilson High School to Ida B. Wells-Barnett High School to the Board of Education.

RESOLVED

NOW, THEREFORE, Wilson High School will be known as the "Ida B. Wells-Barnett High School". A brand-identity process will begin in the winter term to provide visual elements.

The Portland Public Schools Board of Education approves the Superintendent and school community's final recommendation of Ida B. Wells-Barnett High School.

RESOLUTION No. 6236

Kellogg Middle School Student Assignment Plan

RECITALS

- A. In June 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reimagined*, co-constructed by a broad coalition of students, staff, and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.
- B. In February 2020, the Board adopted Resolution 6059 stating that, while PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the District also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent launched an enrollment and program balancing process and charged staff with developing short- and long-term recommendations, with input from the community, for enrollment and program balancing based on outcome goals and to support the access of historically underserved students to high-quality learning environments.
- C. The first phase of the charge addressed schools in the southeast quadrant of the district, due to a high number of small K-8 neighborhood schools and the imminent opening of Kellogg Middle School. Additional challenges to address included overcrowding and imbalances of co-located language immersion and neighborhood programs.
- D. District staff convened a Southeast Guiding Coalition (SEGC) comprised of parents, guardians, principals, students, and teachers, to advise staff on boundary changes and program relocations. The SEGC met 12 times in Fall 2020, gaining a shared understanding of district-wide enrollment and program data and racial equity and social justice tools before launching into an iterative review of more than a dozen boundary change and program relocation scenarios. The SEGC considered feedback from hundreds of community stakeholders gathered through surveys, focus groups, and individual submissions and hosted a virtual open house attended by more than 800 community members. The SEGC recommendation was developed with the experiences learned from stakeholders.
- E. Kellogg Middle School will reopen this year following a \$60 million modernization funded by Portland residents. On December 17, the SEGC submitted its recommendation for Kellogg Middle School feeder schools and programs to the Deputy Superintendent for Business & Operations. The recommended plan assigns grades 6, 7, and 8 of the Arleta, Lent, and Marysville neighborhood programs to Kellogg, along with the same grades of Spanish Immersion programs currently located at Bridger K-8, Lent K-8, and Mt. Tabor Middle School.
- F. Under the recommended plan, all students assigned to Kellogg MS or residing in the Arleta, Lent, and Marysville attendance areas retain rights to request transfers to other schools under PPS policies. Final placements of students in the Arleta focus classroom will be reviewed by the Special Education department to ensure students receive a Free Appropriate Public Education (FAPE).
- G. The SEGC recommendation deferred conversion of three other K-8 neighborhood programs - Bridger, Creston, and Harrison Park - until the 2022-23 school year. On January 12, the Board of Education reviewed the recommendation and requested that the SEGC reconsider options for Creston middle grades students to move to a comprehensive middle school in fall 2021. The SEGC met on January 14 to discuss updated enrollment and utilization estimates for Kellogg and considered three options for Creston students. Because all three options and other solutions resulted in potential overcrowding at Kellogg or other impacted middle schools, the SEGC ultimately did not change its recommendation.
- H. Staff has reviewed the SEGC recommendation and modified the recommendation by delaying the Mt. Tabor Middle School Dual Language Immersion program move to Kellogg Middle School. Staff recommends that the program remain at Mt. Tabor for the 2021-22 year and that the Mt. Tabor dual immersion program be included in the Phase 2 SEGC middle school balancing process. Staff also recommends, as part of the Phase 1 of the SE enrollment balancing plan, that each Creston middle

grade student will be assigned to a comprehensive middle school beginning in the 2021-22 school year.

- I. PPS staff will work with Bridger and Harrison Park middle grades parents, staff, and principals to provide the best possible middle school experience for their students in the 2021-22 school year and prepare for a full transition to comprehensive middle schools in fall 2022.
- J. Staff have accepted and adopted the remaining components of the SEGC recommendation and submit the revised recommendation to the PPS School Board for its consideration. Staff acknowledges the real constraints and complex variables involved in this process, commends the SEGC for its analysis and for working towards a consensus recommendation, and understands that there are some remaining objectives to address in the second phase of the enrollment balancing work.
- K. The SEGC will reconvene with an expanded membership in February 2021 to address additional enrollment and program balancing needs in southeast schools, including the conversion of Harrison Park K-8 to a comprehensive middle school and K-12 school boundary adjustments across the southeast.

RESOLUTION

- 1. The Board of Directors adopts the following Kellogg Middle School Student assignment plan:
 - a. The Kellogg Middle school boundary will be made up of the existing Arleta, Lent, and Marysville attendance areas.
 - b. Students enrolled at the end of the 2020-21 school year in grades 5 (except as noted below), 6, and 7 at Arleta, Lent and Marysville K-8 schools will be assigned to Kellogg Middle School beginning next school year. These students will have the right to remain at Kellogg through 8th grade.
 - i. This includes students in grades 6 and 7 at the end of the 2020-21 school year who live in other neighborhoods but have approved transfers into Arleta, Lent, and Marysville schools.
 - ii. This includes students in grade 5 at the end of the 2020-21 school year who are in special programs and who live in other neighborhoods but have approved transfers into Arleta, Lent, and Marysville schools.
 - c. This does not include students in grade 5 at the end of the 2020-21 school year who live in other neighborhoods but have approved transfers into Arleta, Lent, and Marysville schools who are not in special programs. These students will return to their neighborhood schools for the middle grades. Students enrolled at the end of the 2020-21 school year in grades 5, 6, and 7 of the Bridger and Lent Spanish Immersion programs will be assigned to Kellogg Middle School beginning next school year.
- 2. The Board directs the Superintendent to designate neighborhood comprehensive middle school assignments for Creston middle grade students beginning in the 2021-22 school year. These students will have the right to remain at the designated neighborhood comprehensive middle school through 8th grade.
- 3. The Board directs the Superintendent to designate middle school assignments for Bridger middle grade students for the 2021-22 school year and to prepare for a transition of Bridger and Harrison Park middle grade students to a comprehensive middle school in the 2022-23 school year.
- 4. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing, and other operational adjustments to support the effective implementation of this resolution.
- 5. The Board acknowledges and greatly appreciates the input of the Southeast Guiding Coalition and other community members in this process.

Portland Public Schools Board of Education

Regular Meeting Minutes

January 12, 2021

Virtual

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Actions Taken

Motion to approve the Consent Agenda, including Resolutions 6233 and 6234. This motion, made by Director Andrew Scott and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 6, No: 0, Absent: 1

Motion to adopt Resolution 6225, Resolution to Approve the Student Suicide Prevention Policy. This motion, made by Director Julia Brim-Edwards and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to adopt Resolution 6226, Resolution to Change the Dr. Martin Luther King Jr. School Identity and Mascot. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to adopt Resolution 6227, Resolution Approving Phase Two of the Internal Performance Audit Plan. This motion, made by Director Julia Brim-Edwards and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

Resolutions 6228 and 6229 were tabled.

RESOLUTION No. 6223

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Organization for Educational Technology & Curriculum (OETC)	1/13/21 through 10/31/21 Option to renew for up to three additional years through 10/31/24	Cooperative Contract COA 89653	Purchase of identity access management software and related support. Cooperative Procurement Group: OETC	\$349,568	C. Hertz Fund 299 Dept. 5581 Grant S0351

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
North Clackamas School District	7/1/20 through 6/30/21	Intergovernmental Agreement IGA 89587	Columbia Regional Program and North Clackamas SD will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$338,800	K. Cuellar Fund 205 Dept. 5433 Grant G1900

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Total Amount	Responsible Administrator, Funding Source
Northwest Regional Education Service District	7/1/20 through 6/30/23	Intergovernmental Agreement IGA 89338 Amendment 2	Master service agreement with NWRESD. This amendment includes Follett Destiny Library hosting and support.	\$215,614 \$231,155	C. Hertz

RESOLUTION No. 6224

Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Oregon Department of Education	7/1/20 through 6/30/21	Intergovernmental Agreement/Revenue IGA/R 68445 Amendment 1	Provide funding for Long Term Care and Treatment Educational Programs served by PPS.	\$4,528,600 \$9,814,700	K. Cuellar Fund 205 Dept. 9999 Grant: Multiple

RESOLUTION No. 6225

Resolution to Approve the Student Suicide Prevention Policy 4.30.050

RECITALS

- A. In 2019, the Oregon legislature passed SB 52, also known as Adi's Act, requiring school districts to adopt a student suicide prevention policy. Adi's Act requires school districts to establish policies regarding student suicide prevention, intervention, and activities to reduce risk and promote healing after suicide.
- B. The Student Success Act also set forth new requirements for the development of statewide support for student suicide prevention through the development of a new statewide School Safety and Prevention System coordinated through the Oregon Department of Education's Office of Equity, Diversity, and Inclusion.
- C. In June 2020, the Board of Education Policy Committee considered the proposed policy. Before moving the policy to the full Board, the Committee asked staff to engage in stakeholder engagement for community and student input.
- D. On October 5, 2020, the Board of Education Policy Committee reviewed and approved the stakeholder and engagement plan developed by staff.
- E. On December 7, 2020, the Policy Committee reviewed the revisions to the policy and the engagement efforts and recommended that the policy be forwarded to the full Board for a vote.
- F. On December 15, 2020, the Board held a first reading of the proposed policy, and it was posted on the Board website for public comment. There has been no public comment on the proposed policy.

RESOLUTION

The Board of Education hereby approves the Student Suicide Prevention Policy 4.30.050-P.

RESOLUTION No. 6226

Resolution to change Dr. Martin Luther King Jr. School identity and mascot name

RECITALS

- A. School names, identities, and mascots reinforce the culture and climate essential to build a sense of belonging for every Portland Public Schools student to achieve their fullest potential.
- B. In September 2019, the Board of Education voted to pass Board Resolution 5961 correcting the school name to Dr. Martin Luther King Jr. School, affirming the student and community advocacy regarding the school name and identity.
- C. In December 2018, Portland Public Schools initiated a process with the school community to determine a mascot that reflected a positive climate of the school.
- D. The Dr. Martin Luther King Jr. School Mascot Identification committee, whose membership included students, families, staff, PTA members, community members, and alumni commenced in December 2018 and met until February 2020. The Committee asked for suggestions from student classrooms, and their peers and developed in-class activities, and school community events to reflect on the school's identity.
- E. The charge of the Committee work was to query the community and put forth a recommended name to the Superintendent for his review and final recommendation to the Board of Education. The Committee recommended The Dream as their first choice to the Superintendent.
- F. Reverend Dr. Martin Luther King Jr. was an activist and leader in the Civil Rights Movement. During the March on Washington for Jobs and Freedom in August 1963, he delivered a speech referred to as the 'I Have a Dream Speech'. Dr. Martin Luther King Jr. was later assassinated in 1968, and the school identified its name following this moment in history. The Dream Dr. King Jr. referred to in his speech called for liberation, freedom, hope, leadership, and transformation, which are ideals the school community actively wishes to center on to represent themselves.
- G. The Superintendent, having reviewed the process and work of the Committee, recommends "The Dream" as Dr. Martin Luther King Jr. School's new mascot name to the Board of Education.

RESOLVED

NOW, THEREFORE, The Dr. Martin Luther King Jr. mascot and school identity will be known as the "The Dream". A brand-identity process will begin in 2021 winter term to provide visual elements to the mascot.

The Portland Public Schools Board of Education approves the Superintendent and school community's final recommendation of "The Dream".

RESOLUTION No. 6227

Resolution to Approve the Phase Two of the Internal Performance Audit Plan

RECITALS

- A. Board policy requires the Board of Education review and approve an annual performance audit plan.
- B. The auditors from the Office of the Internal Performance Auditor consulted with the 2020-21 Audit Committee, Board members, staff, and others in assessing District risks and operations in the development of a proposed audit plan ("Audit Plan").
- C. The Audit Committee met on December 2, 2020, discussed the proposed audit topics, and recommended the Hardship Transfer Audit be forwarded to the full Board for approval and be included in the previously approved 2020-21 Audit Plan.

RESOLUTION

The Board of Education hereby approves proceeding with Phase Two of the proposed 2020-21 Audit Plan, which adds the Hardship Transfer Audit to the previously approved 2020-21 Audit Plan.

RESOLUTION No. 6228

Election of Board Chairperson

TABLED

RESOLUTION No. 6229

Election of Board Vice-Chairperson

TABLED

Portland Public Schools Board of Education

Special Meeting Minutes

January 05, 2021

Virtual

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Actions Taken

Motion to approve Resolution 6221 Appointment of Bond Accountability Committee Members. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to amend Resolution 6222 to reflect scenario three which reflects a 7% fund balance instead of 8%. This motion, made by Director Rita Moore and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Director Amy Kohnstamm: No, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: No, Student Representative Shue: abstained (unofficial)

Yes: 4, No: 3

Motion to approve Resolution 6222 to Adopt a 2021-22 Budget Goal for Ending Fund Balance Reserve, as amended. This motion, made by Director Amy Kohnstamm and seconded by Director Rita Moore, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 6, No: 1

RESOLUTION No. 6221

Recommendation of Bond Accountability Committee Members as part of the 2012, 2017 and 2020 Bond Programs

RECITAL

- A. As part of the 2012 Bond Program (Measure 26-144), Resolution 4651 created a citizen oversight committee (Bond Accountability Committee or BAC) to assist the PPS Board in monitoring the planning and progress of the 2012 Capital Bond Program.
- B. Board Resolution No. 5475 (June 20, 2017) called for the amendment of the BAC charter to include oversight of the 2017 Modernization and Health and Safety Bond as well as increase committee membership to 10 appointees.
- C. Three members of the committee complete their terms on 12/31/2020 and are not able to be considered for additional terms under the membership conditions laid out in the BAC charter. An additional position is currently vacant. This allows for the appointment of four new members.
- D. Staff recommends the appointment of four new members to the Bond Accountability Committee. With this appointment, the committee will have ten members.

RESOLUTION

The Board of Education approves the appointment of four new Bond Accountability Committee Members as follows:

Kenechi Onyeagusi	4 years (term ends 12/2024)
Cara Snow	4 years (term ends 12/2024)
Angela Jarvis Holland	3 years (term ends 12/2023)
Darren Golden	3 years (term ends 12/2023)

RESOLUTION NO. 6222

Resolution to Adopt a 2021-22 Budget Goal for Ending Fund Balance Reserve

RECITALS

- A. It is the mission of Portland Public Schools to ensure that every student by name is prepared for college, career, and participation as an active community member, regardless of race, income, or zip code.
- B. Government Finance Officers Association (GFOA) recommends a school district develop long-term revenue and expenditure forecasts as part of the budgeting process.
- C. The GFOA also recommends that the Board set a budget goal for the General Fund reserve to guide the staff in the proposed budget development process.
- D. On December 1, 2020, in a Board meeting and again on December 15, 2020, in a work session, the Board of Education reviewed and discussed the Five-Year Forecasted shortfall based on the State of Oregon Governor's proposed budget of \$9.1B for the State School Fund (SSF).
- E. The Governor's proposed budget also includes an appropriation for the Student Investment Account (SIA) of \$31M annually and an additional federal stimulus package that is projected to add \$33M in one-time support, that can be used to meet the future needs of accelerating learning as students return to school.
- F. The Five-Year Forecast Scenario Summary is shown in Attachment A. Staff recommends adopting a General Fund budget goal to maintain an 7% fund balance as demonstrated in Scenario 4.

RESOLUTION

The Portland Public Schools Board of Education adopts the budget goal to maintain a minimum 7% General Fund Balance reserve in the development of the 2021-22 budget as demonstrated in Scenario 3.

Portland Public Schools Board of Education

Regular Meeting Minutes

December 15, 2020

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Actions Taken

Motion to approve the Consent Agenda, including Resolutions 6214, 6215, 6217, and 6218. This motion, made by Director Amy Kohnstamm and seconded by Director Julia Brim-Edwards, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to amend Resolution 6219 to remove "and approves". This motion, made by Director Julia Brim-Edwards and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to approve Resolution 6219: Acceptance of the Comprehensive Annual Financial Report (CAFR), Reports to Management, and the Report on Requirements for Federal Awards, as amended. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to split the vote on submitting the Secretary of State's audit response and the evidence of implementation. This motion, made by Director Julia Brim-Edwards and seconded by Director Eilidh Lowery, Failed.

Director Scott Bailey: No, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: No, Director Eilidh Lowery: Yes, Director Rita Moore: No, Director Andrew Scott: No

Yes: 3, No: 4

Motion to submit the evidence that was gathered to the Secretary of State's office and endorse district management's response. This motion, made by Director Andrew Scott and seconded by Director Eilidh Lowery, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes

Yes: 7, No: 0

Motion to approve Resolution 6220 to adopt the 2021 Portland Public Schools Legislative Agenda with an amendment that would add a bullet calling-out the system shift around transformative curriculum and pedagogy. This motion, made by Director Andrew Scott and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: No Vote (unofficial)

Yes: 7, No: 0

Motion to adopt the Oregon School Board Association (OSBA) Legislative Agenda. This motion, made by Director Andrew Scott and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes (unofficial)

Yes: 7, No: 0

RESOLUTION No. 6214Expenditure Contracts that Exceed \$150,000 for Delegation of Authority**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
The Lion Electric Co., U.S., Inc.	12/16/20 through 12/31/21	Purchase Order PO 153531	Purchase of Type A Electric Bus. Request for Proposals 2020-2898	\$299,571	C. Hertz Fund 101 Dept. 5560
FFA Architecture and Interiors, Inc.	12/16/20 through 12/2/23 Option to renew for two additional one year terms through 12/2/25	Architecture ARCH 89541	Seismic design work for Lent School. Request for Proposals 2020-2856	\$624,833	C. Hertz Fund 445 Dept. 5597 Project K0205
Miller Nash Graham & Dunn LLP	12/16/20 through 6/30/21	Legal Services LS 89586	Legal services and support. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460
Ednetics, Inc.	12/16/20 through 3/24/23 Option to renew for up to three additional one-year terms through 3/24/26	Cooperative Contract COA 89588	Purchase of network equipment and warranty/maintenance services. Administering Contracting Agency: Organization for Educational Technology and Curriculum (OETC)	\$1,000,000	C. Hertz Fund 101 Dept. 5581
CDR Labor Law	12/16/20 through 6/30/21	Legal Services LS 89592	Provide outside legal service support on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460
Vickers Plass LLC	1/1/21 through 6/30/23	Legal Services LS 89593	Provide outside legal and risk management support on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5540
Sather, Byerly & Holloway, LLP	1/1/21 through 1/31/24	Legal Services LS 89594	Provide workers' compensation legal services. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5540
Northwest Information Systems, Inc.	12/16/20 through 3/31/24	Cooperative Contract COA 89555	Information Technology staff augmentation. Administering Contracting Agency: Washington County	\$5,000,000	C. Hertz Funding Source Varies

Studio Petretti Architecture, LLC	TBD	Architecture ARCH XXXXX*	Full design and engineering services for building improvements at Terwilliger for the relocation of Access Academy. Request for Proposals 2020-2900	\$350,000	C. Hertz Funding Source TBD
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NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Office of General Counsel Network	12/16/20 through 6/30/21	Legal Services LS 69692 Amendment 1	General Counsel services extended through the end of fiscal year. Direct Negotiation – Legal Services PPS-46-0525(13)	\$180,000 \$360,000	S. Soden Fund 101 Dept. 5460
Prospect Studio	12/16/20 through 6/30/21	Personal Services PS 70019 Amendment 1	To finalize and integrate the work in the Spring (Year One-High Level Work Plan) into the first of a series of Strategic Plans for 2021-24. Request for Proposals 2018-2487	\$80,000 \$175,000	G. Guerrero Fund 101 Dept. 5402

RESOLUTION No. 6215

The Following Minutes are offered for Adoption

- 12/01/2020 – Regular Meeting

RESOLUTION No. 6217

Authorizing the Early Termination of Sunstone Montessori Lease in order to reunite ACCESS Academy at Terwilliger Elementary School Located at 6318 SW Corbett Street

RECITALS

- A. During a special meeting of the Portland Public Schools Board of Education on May 30, 2018, Resolution #5658 was approved to co-locate the District's ACCESS Academy Alternative Program ACCESS Academy.
- B. PPS's lease with Sunstone Montessori at Terwilliger will expire on July 31, 2022.
- C. PPS presented the Terwilliger site to the ACCESS Academy community as an opportunity for permanent co-location of its two programs in the school year 2022-23, after the Sunstone Montessori lease expires, or earlier if possible, and it was well received by the ACCESS community.
- D. Early termination of the lease will provide time to prepare the Terwilliger facility for ACCESS occupancy on or before January 2022.
- E. PPS and Sunstone Montessori have negotiated an agreement, subject to Board approval, to terminate the lease effective June 30, 2021 in exchange for rent concession, payment of \$468,888, among other terms.

RESOLUTION

- 1. The Board hereby authorizes the early termination of the Sunstone Montessori lease effective June 30, 2021 and the rent concession/payment to Sunstone Montessori of \$468,888 in a form of agreement approved by the General Counsel.

RESOLUTION No. 6218

Settlement Agreement

The authority to pay \$80,000 is granted to the Superintendent to enter into an agreement to resolve claims brought on behalf of a former student in a form approved by the General Counsel's Office.

RESOLUTION No. 6219

Acceptance of the Comprehensive Annual Financial Report, Reports to Management, and the
Report on Requirements for Federal Awards

RECITALS

- A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.
- B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2020, and provides assurance that the District's accounting and reporting are in compliance with generally accepted accounting principles.
- C. The District has received awards in Excellence in Financial Reporting for 40 consecutive years from both the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) and plans to submit the current financial reports for similar award consideration.

RESOLUTION

The Board of Education accepts the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2020, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

RESOLUTION No. 6220

2021 Portland Public Schools Legislative Agenda

RECITALS

- A. In January, the Oregon Legislature will convene the 2021 Regular Legislative Session during which hundreds of bills affecting education will be introduced and debated.
- B. Additionally, the Legislature will approve a budget for the 2021-2023 biennium that will contain the State School Fund, the primary funding source for K-12 education in Oregon and for Portland Public Schools.
- C. The Portland Public Schools Board recognizes that legislative advocacy is essential for the District and for our ability to affect education public policy in Oregon.
- D. The Portland Public Schools Legislative Agenda is aligned with the five educational system shifts as outlined in the PPS strategic plan for the 2020-21 school year.
- E. Portland Public Schools' first and foremost priority for the 2021 Regular Legislative Session is for the legislature to provide robust funding for advancing student achievement in every school district in Oregon.
- F. The district is also calling on the legislature to pass measures that help get students back into the classroom as soon as it is safe to do so.
- G. Portland Public Schools will advocate to build on the progress the legislature made when they passed the Student Success Act by continuing to support centering racial equity in school funding decisions.
- H. Portland Public Schools will advocate for increased investments in programs that support the social and emotional well-being of our students and their families.
- I. The district will also strongly support measures that enhance the ability of PPS to advance student achievement, close the opportunity gap for historically underserved students and enhance racial equity in the district and statewide.
- J. The legislative agenda was developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

- 1. The Board adopts the 2021 Legislative Agenda as the formal position of the Board of Education for the 2021 Regular Legislative Session focusing on priority areas of student achievement and safety, education funding, expanded learning opportunities and workforce diversity and development.

RESOLUTION No. 6237

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Oregon Museum of Science & Industry (OMSI)	2/10/21 through 10/31/22	Master Contract MSTR 89712	Master contract for virtual and in-person programs for District-wide use on an as-needed basis. Direct Negotiation – Unique Expertise or Knowledge PPS-46-0525(4)	Not to exceed \$300,000	C. Hertz Funding Source Varies
Township-United Building Services, LLC	2/10/21 through 11/18/23	Flexible Services Contractor Pool FSCP 89494	Enhanced cleaning of District locations on an as-needed basis. Request for Proposals 2020-2790	Not to exceed \$3,000,000	C. Hertz Fund 445 Dept. Varies
My Brothers Keeper, Inc.	2/10/21 through 11/18/23	Flexible Services Contractor Pool FSCP 89635	Enhanced Cleaning of District locations on an as-needed basis. Request for Proposals 2020-2790	Not to exceed \$3,000,000	C. Hertz Fund 445 Dept. Varies

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments



PORTLAND PUBLIC SCHOOLS
OFFICE OF PURCHASING & CONTRACTING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3421

Date: February 3, 2021
To: School Board
From: Emily Courtnage, Director of Purchasing & Contracting
Subject: Personal Services Contracts on the 2/9/21 Business Agenda

Dear Board Members,

There is one personal service contract on the 2/9 Business Agenda:

Oregon Museum of Science & Industry (OMSI) (MSTR 89712) for up to \$300,000 through 10/31/22

- This is a “master agreement” managed by Purchasing & Contracting staff for the benefit of schools. It does not commit the District to any particular usage nor indicate a source of funds. It allows individual schools and departments to procure OMSI classes and services, as desired, under these umbrella terms and conditions. Each school and department determines its own funding source at time of service order. Total dollar amount is for tracking purposes only and based on prior usage during a similar period of time.
- Procured by direct negotiation under PPS 46-0525 (4) (allowing direct negotiation where the contractor possesses unique knowledge or expertise in a specialized service area)

Update on School Reopening Plans:

**Health and Safety Measures, Limited In-Person Instruction Update,
Proposed K-5 Hybrid Model of Instruction**

February 9, 2021



**TOGETHER
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PORTLAND PUBLIC SCHOOLS



Tonight's Highlights

Tonight, we will share with you:

- **Metrics** - current Multnomah County COVID-19 rates
- **Health and Safety Measures** -
 - ◆ Air quality in schools
 - ◆ Access to COVID-19 vaccine distribution
- **Limited In Person** - number to dates
- **Hybrid Model of Instruction** - Kindergarten to 5th grade
- **Student and Family Engagement** - Survey



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Guiding Principles

Center Racial Equity and Social Justice

Center and lift up the lived experiences of Black, Native American and Students of Color, whose families have been disproportionately impacted by COVID-19 and the pervasive inequities in our systems.

Ensure the Health and Wellness of our Students and Staff

In addition to adhering to COVID-19 public health guidelines, we understand that racialized trauma is exacerbated by the pandemic and other crises, and therefore will prioritize a RESJ and trauma-informed approach to achieve health and well being for our students, staff and communities.

Cultivate Connection and Relationship

We also know that in order to move through this pandemic, PPS will need to work with and engage with our broader community, centering the voices and experiences of our BIPOC communities in an authentic and meaningful dialogue so that needs and concerns are surfaced and strategies to mitigate barriers are developed to meet those needs and concerns.

Strengthen and Innovate the Instructional Core

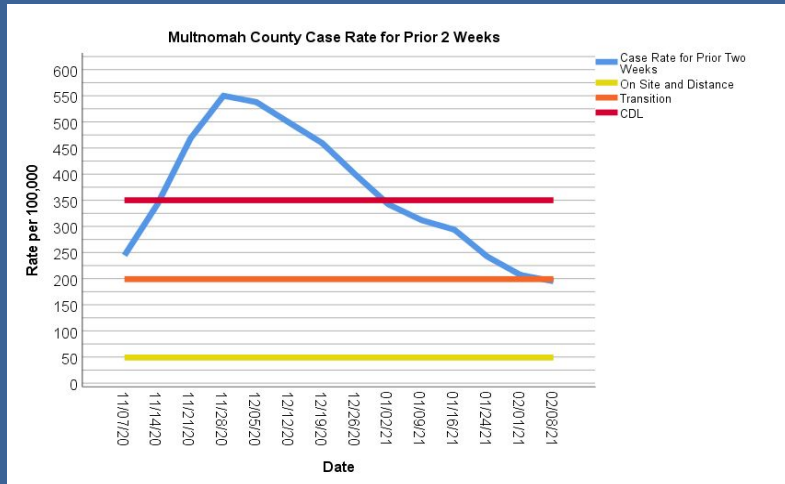
Through this pandemic, we've remained steadfast in our commitment to strengthen and innovate teaching and learning so that every one of our students achieves our Graduate Portrait, especially our Black and Native American students.



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Advisory Metrics for Returning to In-Person Instruction

METRICS & MODELS	ON-SITE	ON-SITE AND HYBRID	ELEMENTARY ON-SITE AND HYBRID TRANSITION	DISTANCE LEARNING
County Case Rate per 100,000 People Over 14 days	<50.0	50.0 to <200.0	200.0 to ≤350.0	>350.0



194.6

Cases per 100,000
Jan. 24 - Feb. 6, 2021
in Multnomah County
(Source)



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Health and Safety Measures

The Health and Safety of our students and staff continues to be top priority for PPS and the State of Oregon.

While the COVID-case thresholds were adjusted on January 19, the remaining safety requirements and protocols within ODE's *Ready Schools, Safe Learners* remain mandatory.

Therefore, PPS will follow the following health and safety protocols in our school buildings:

- Screening at the entrance of every school
- Face Masks (except for medical need/disability) for all students and adults
- Symptom spaces for symptomatic individuals
- Social distancing: 35-square feet per person

- Establishing stable cohorts or groupings of students in order to:
 - Minimize the number of cohorts with which a student interacts
 - Ensure that students do not interact with more than 100 people in a week, including deliberate scheduling, grouping and more restricted movement on campuses
- More rigorous cleaning protocols, including disinfecting high-touch areas and hand sanitizer availability
- **Improved air-quality measures**
- Reinforcement of recommended public health and good hygiene practices, including enhanced messaging, posters and signage



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Air Quality Measures

School building ventilation is one important component of PPS' COVID-19 health and safety strategy.



PROCESS

- Public Health Authority
- Certified Industrial Hygienist
- Standard Operating Procedure
- Districtwide Implementation
- Development of a FAQ

GUIDANCE

- Multnomah Co. Health Department
- Center for Disease Control
- Environmental Protection Agency
- Occupational Safety and Health Administration
- ASHRAE - American Society of Heating, Refrigerating and Air-Conditioning Engineers

STEPS TAKEN

- Increased the amount of fresh air
- Run ventilation systems continually throughout the day
- 3rd party ventilation system checks
- Portable HEPA filters



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COVID-19 Vaccine Distribution

3 of 4

waves of educators have had opportunity to receive first of two vaccine doses*

5,465

of PPS educators and community partner staff invited to receive COVID-19 vaccinations*

PPS is coordinating with local health providers, Multnomah County, and the State of Oregon to provide access to COVID-19 vaccinations to PreK-12 educators and school staff working for Multnomah, Washington and Clackamas County schools at the Oregon Convention Center (OCC).

Current estimates are that our health care systems partners will continue administering approximately 2,000 vaccinations each day at the OCC, based on vaccine availability, so it will take several weeks to administer the first dose of vaccines to all school and childcare staff.

Learn More: [Vaccination Update - Wave Information](#)



* As of February 09, 2021



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Limited In-Person Update

15

Number of schools now offering LIPI*

234

Total Students Attending LIPI*

53.8%

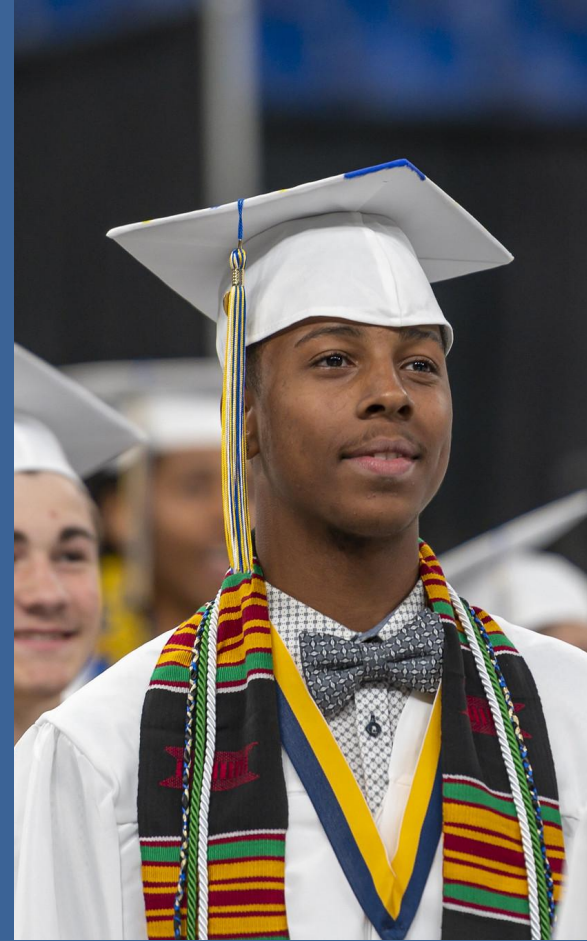
Students identify as Black or Latino*
(25.2% Districtwide)

LIPI is aimed at meeting the needs of specific groups of students based on needed educational, relational, social-emotional, curricular, instructional, and/or assessment support.

After reviewing student data (math/literacy at ES/MS level and credit recovery at HS), school administrators invited identified students and their families to participate in LIPI, following these parameters.

- LIPI cohorts will consist of no more than 20 students
- Participating students are limited two cohorts per week
- All students and educators must observe mask and physical-distancing requirements
- Each LIPI session will run for no more than two hours

* As of February 09, 2021



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Proposed PPS K-5 Hybrid Model of Instruction



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Providing PPS Students & Families Options

Option A:

Remain in Comprehensive Distance Learning

Students continue remote learning at home with a combination of live video conference and independent work.

Option B:

Participate in Hybrid Instructional Model

Students would be assigned an AM or a PM time slot to attend school 4 days a week for 2 hours and 15 minutes each day. When not in school, students will continue with distance learning activities.



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Proposed

Hybrid Model for K-5

Students will be assigned an AM or a PM time slot to attend school 4 days a week for 2 hours and 15 minutes each day. When not in school, students will continue with distance learning activities.



- 4 days of in-person instruction for 2 hours and 15 mins per day
- This approach provides more consistent schedule & routine for students and families
- Families can opt-in and/or opt-out throughout the semester
- Reduces necessary teacher changes due to opt-out as students can choose to participate in CDL
- Attempts to keep teachers/students together as much as possible



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WE WILL

Proposed Hybrid Model

(with simulcast)



In this model, some students will be in person while other students, who have chosen to remain at home watch the lesson, with the same teacher.

Proposed Hybrid Model

(all students participate in-person)



Students will attend an AM or PM cohort 4 days per week. In person instruction will focus on literacy, math, and SEL. When not in school, students will participate in distance learning activities, including specials/ elective classes.



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Proposed

Hybrid Model for PPS K-5 Students



Meet Ayanna.

For Illustrative Purposes Only. Expected to Shift.



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8:00 AM - 10:15 AM
OR
8:45 AM - 11:00 AM



12:30 PM - 2:45 PM
OR
1:15 PM - 3:30 PM



Ayanna's parents opted into the proposed Hybrid Learning model.

AYANNA'S WEEKLY CALENDAR

- ★ In Person Instruction
 - Monday, Tuesday, Thursday, Friday:
 - 15 Min - Social Emotional Learning
 - 40 Min - Foundational Literacy
 - 40 Min - Math Development
 - Wednesday:
 - Small Group / Distance Learning / Specials
- ★ Distance Learning
 - Monday through Friday
 - Arts/Physical Education/Music
 - Social Studies/Science/Health - Asynchronous
 - Special Education services
- ★ Possible In Person extended learning for English Learners and Students with Disabilities
- ★ Daily To Go Breakfast (next day) and Lunch (same day) provided

For Illustrative Purposes Only. Expected to Shift.



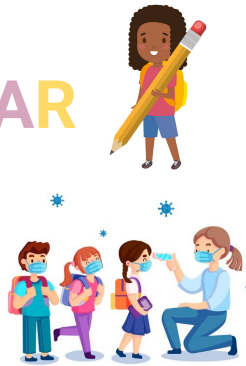
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AYANNA'S DAILY CALENDAR



Transportation To School
7:45A - 8:30A



Health and Safety
Screening and Entry
8:30A - 8:45A



Classroom Check-In
8:45A - 9:00A

Social Emotional Learning
9:00A - 9:20A



Math
9:20A - 10:00A



Foundational Skills - Literacy
10:00A - 10:45A



Grab and Go Meals
10:45A - 11:00A



Transportation From School
11:00A - 11:45A



Possible Extended Learning Examples

10:45A - 11:15A
English Language Learners, IEP Services;
Grab and Go Lunch

11:15A - 11:45A
Transportation From School

Proposed
IN-PERSON LEARNING EXPERIENCE

For Illustrative Purposes Only. Expected to Shift.



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PORTLAND PUBLIC SCHOOLS

AYANNA'S DAILY CALENDAR



Transportation From School
11:00A - 11:45A



Arrive Home
11:45A



Lunch
12:00P - 12:30P



PE + Arts + Music
12:30P - 1:00P



Individual Learning:
Science + Social Studies + Health
1:00P - 1:30P



Teacher-Student Follow-up
1:30P - 2:45P

Proposed
DISTANCE LEARNING EXPERIENCE

For Illustrative Purposes Only. Expected to Shift.



TOGETHER
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PORTLAND PUBLIC SCHOOLS

Proposed

K-5 Hybrid Model - Considerations

Our **operational** plans consider:

- Time gap between am/pm sessions to allow for transportation department to complete routes and provide bus service to students
- Opportunity for custodial staff to provide “high touch” sanitation to the building
- Slight schedule modifications to our student’s CDL experience

Our **instructional** plans consider:

- Provide continuity of teaching and learning, with targeted learning objectives and aligned curriculum
- Extended learning support will be provided to English language learners and emerging bilinguals
- Students on IEPs and in Special Focus classrooms, will attend longer sessions: 2.5 hours x 4 days / week
- Trauma informed support and relationship building is embedded into Social Emotional Learning (SEL) lessons
- Counselors / Social Workers will be available for in-person supports



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K-5 Student and Family Survey



- Each Kindergarten through 5th Grade family will receive a uniquely identifiable survey by Friday to:
 - Select a preferred option:
 - Participate in hybrid learning, April to June, or
 - Remain in online-only CDL through the end of the school year
 - Identify additional student learning and support needs for their student(s)
- Response requested by February 22 so that PPS can effectively plan and staff, accordingly
- Middle school and high school families should expect an update soon; planning in development



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Ensuring All Students & Families Voice Their Choice

- **Survey Every PPS Student & Family:** Encourage all K-5 families to make a decision in partnership with their student(s), and voice their preference for in-person instruction (hybrid) or distance learning to PPS
- **Relational Engagement:** Survey will originate from schools, building on the relational trust between school and families
- **Ensuring Every Voice is Heard:** Coordinate with K-5 school-based staff, central office support staff to ensure complete census of families
- **Ongoing Family and Student Engagement:** Engaging BIPOC students and families to voice their thoughts, feedback and preferences for improving the CDL experience and refining the in-person experience



TOGETHER
WE WILL

Thank you.



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

RESOLUTION No. 6240

Resolution to Approve the Amendments to the Professional Conduct Between Adults and Student Policy 5.10.064-P

RECITALS

- A. In October 2019, the PPS School Board adopted this policy following a lengthy period of stakeholder engagement.
- B. On November 16, 2020, staff brought forward a request to the Board of Education Policy Committee to adopt some changes to the policy to better align with current practice. The committee convened a sub-committee to discuss the recommendations.
- C. On January 4, 2021, the Policy Committee reviewed the revisions to the policy and the engagement efforts and recommended that the policy be forwarded to the full Board for a vote.
- D. On January 12, 2021, the Board held a first reading of the proposed policy, and it was posted on the Board website for public comment. There has been no public comment on the proposed policy.

RESOLUTION

The Board of Education hereby approves amendments to the Professional Conduct Between Adults and Student Policy 5.10.064-P.



**PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL MODERNIZATION**

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2222

Date: February 9, 2020
To: School Board
From: Dan Jung, Chief Operating Officer
Dana White, Director of Planning & Real Estate Management
Subject: 1st Reading of Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

BACKGROUND

In 1971 the Board adopted a policy for the Disposition of Surplus Real Property that outlines the procedure for the preservation and rare disposal of any real property that is not essential to the District's mission now or ever. The policy has been amended seven times since 1971, most recently in November of 2018.

The current policy requires real estate transactions be presented to the Board for approval, but does provide the Superintendent or his/her designee authority to sign real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts) and contains a clause that provides the District the right to terminate the contract with thirty days (30) days' notice without cause.

As proposed, the amended policy is substantially enhanced and outlines the Board's intent more clearly. It also provides criteria for justifying less than market terms under extraordinary economic circumstances. More specific changes are as follows:

- Acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, and Molalla tribes;
- Acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning, and planning that restricted or prevented Black, Indigenous, and communities of color from land ownership and led to their disproportionate displacement through "urban renewal" or gentrification;
- Aligns the policy more closely with the District's Racial Equity and Social Justice goals;
- Strongly affirms that only on rare occasions will the District sell a real property without replacing that property with an equivalent or better property;

- Provides additional guidance and clarity around the preservation and disposition of District real property and specific evaluation criteria to guide decisions that may deviate from current market terms;
- Allows staff to efficiently convey real property rights-of-way or easements that are imposed as a condition of approval of District development and maintenance projects; and
- Allows staff to negotiate contracts, without Board approval, at or below applicable delegation thresholds for District expenditure and revenue contracts if they provide a termination right with ninety (90) days' or less notice.

RELATED POLICIES/BEST PRACTICES

8.70.043-AD Process for Disposing of Surplus Real Property

8.70.044-P Capital Asset Renewal Funds and Plans

It is best practice for public educational institutions to retain its real estate assets for both foreseeable and unforeseeable changes in space demands and enrollment. Favorable tax structure and various lease opportunities can also provide a favorable income stream on idle assets.

ANALYSIS OF SITUATION

Operationally, the proposed changes to the Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property provide a clear direction that the sale of a District property is an unlikely event and will require a thorough analysis of the implications on fulfillment of the District's educational mission over the next 100 years. It also directs a strong preference that any long-term disposition of District property be in the form of a long-term lease rather than a sale, and that, in the rare event of a sale, the District should replace the sold property with an equivalent or better property.

The proposed policy changes also provide specific evaluation criteria that the Board must consider if deviating from current market lease terms. Any such deviations shall only be in extraordinary or unusual circumstances that is evidenced by a tenant's financial instability and a tenant's proven efforts to manage risks and explore options other than relief from the District. The significant benefit a tenant provides to the District or its students, the communities being served by the tenant, and the official connection of the tenant to the District or its students are additional criteria in considering below market terms under extraordinary circumstances.

FISCAL IMPACT

Adoption and implementation of this policy may result in lost revenues, but may also provide direct benefit both monetary and otherwise to the District. Development of the Administrative Directive will codify the process that staff should follow in the consideration of transactions involving District real estate. All real estate transactions valued at \$150,000 or greater or that have termination clauses greater than ninety (90) days will be submitted to the Board for approval, except in the instance where a transaction is imposed as a condition (i.e. a utility or right-of-way easement) of approval of District development and maintenance projects.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The policy was amended over several months and in public meetings under the direction of the Board Policy Committee that includes two student representatives. PPS Senior Director of Racial Equity & Social Justice provided useful input on different approaches to land policy from tribal representatives at other public entities.

The proposed policy was unanimously approved to move forward to the first reading at the February ninth Board Meeting.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The policy is effective immediately upon final adoption by the Board.

BOARD OPTIONS WITH ANALYSIS

1. Approve Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property.
2. Refer Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property back to the Policy Committee for revision.

CONNECTION TO BOARD GOALS

This proposed policy formally recognizes the District’s role as current caretakers of ancestral land and the District’s fiduciary responsibility to preserve and maintain its real property assets in a manner that will serve current students and future generations, including keeping land in the public domain. It also aligns the policy more closely with the District’s Racial Equity and Social J goals

STAFF RECOMMENDATION

Staff recommend the adoption of the amended.

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

_____ (Initials)



Preservation, Maintenance, and Disposition of District Real Property

A. Land Acknowledgment

The Portland Public Schools Board of Education acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, and Molalla tribes. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We also recognize the robust present-day federally recognized tribes of this area: the Grande Ronde, Siletz and Cowlitz, and the Native American community, representing more than 380 tribes that have made the City of Portland one of the top 25 cities with the largest American Indian/Alaska Native populations. We honor their history and acknowledge the sacrifices they made.

We also acknowledge that federal, state, and local governments supported the invasion and dispossession of Native People's lands and the institutionalized practices of the removal and displacement of Native people from their lands. Additionally, PPS acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning, and planning that restricted or prevented Black, Indigenous, and communities of color from land ownership and led to their disproportionate displacement through "urban renewal" or gentrification.

B. Duty to Maintain and Preserve Real Property

With the recognition of our role, we know that as current caretakers of this ancestral land, the District recognizes its fiduciary responsibility to preserve and maintain its real property assets in a manner that will serve current students and future generations, including keeping land in the public domain.

Only on rare occasions will the District sell a property without replacing that property with an equivalent or better property.

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

C. Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to



Preservation, Maintenance, and Disposition of District Real Property

carry out the following objectives:

- Reflect the District’s short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District also recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

D. Sale of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District that will not be required for the District’s educational purposes in the long term. In the unlikely event that District property does not support and is not expected to support the District’s mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property sale on fulfillment of the District’s educational mission over the long term.

Whenever possible, any long-term disposition of District property should take the form of a long-term lease rather than a sale. A “long-term lease” is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use.

Sale of a District property without replacing it with an equivalent or better property is usually disfavored and shall be considered only after assessing alternatives and determining that the District’s best long-term interests are served by a sale. Whenever possible, any District property sale should be to a public entity that intends to actively use the property for public purposes, provided that any transaction is structured to allow PPS to regain ownership of the real property if it is no longer going to be used for public purposes.

1. Recommendation and Sale Process

- a. Sale of District Property Recommendation: The Superintendent shall make recommendations to the Board on the sale of any District property, including an analysis of



Preservation, Maintenance, and Disposition of District Real Property

implications for the District's ability to fulfill its responsibilities in the short-, medium-, and long-term; and a market analysis.

b. Public Hearing: Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof prudent and necessary for sale. In the unlikely event the Board determines that it is prudent or necessary to sell a District property, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold.

c. Sale process: Once the Board declares that it is prudent or necessary to sell a District property, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

E. PPS Leases

1. Presumption of Market Terms:

When entering into leases involving real property, the District shall pursue maximum market value and other then-current market terms, unless the Board adopts a resolution that makes an express finding that the transaction involving District property for less than market terms confers significant benefit to the District and the communities it serves. Any express finding justifying less than market terms shall be under extraordinary circumstances, defined as extraordinary or other unusual circumstances beyond the control of the parties ("Extraordinary Circumstances"); consider the factors below or combination of factors; and be assessed through the PPS Racial Equity & Social Justice lens.

The other party must provide evidence of the impact of Extraordinary Circumstances on its financial status, prior prudent efforts to manage risks and impacts, and efforts made to explore options other than financial or other relief from the District.

a. Offering below-market terms confers significant benefit to the District or its students, and those benefits substantially outweigh the costs of below-market terms;



Preservation, Maintenance, and Disposition of District Real Property

- b. The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs, emerging bilingual students, or LBGQT students;
- c. Official connection of the other party to the District or its enrolled students or students expected to enroll in PPS (e.g., PPS charter school, an organization providing direct services to PPS students, or a prekindergarten or head start program); and

To the extent any below-market terms under a lease are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which market terms shall be restored for any remainder of the lease. The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.

F. Compliance with Grant Agreements.

Notwithstanding any other part of this policy, if District property in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in the grant or by state or federal regulations.

G. Delegation of Authority for Certain Transactions

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts); in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects; or in which the transaction can be terminated by the District within 90 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; Amd. _____.



Preservation, Maintenance, and Disposition of District Real Property

A. Land Acknowledgment

The Portland Public Schools Board of Education acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, and Molalla tribes. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We also recognize the robust present-day federally recognized tribes of this area: the Grande Ronde, Siletz and Cowlitz, and the Native American community, representing more than 380 tribes that have made the City of Portland one of the top 25 cities with the largest American Indian/Alaska Native populations. We honor their history and acknowledge the sacrifices they made.

We also acknowledge that federal, state, and local governments supported the invasion and dispossession of Native People's lands and the institutionalized practices of the removal and displacement of Native people from their lands. Additionally, PPS acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning, and planning that restricted or prevented Black, Indigenous, and communities of color from land ownership and led to their disproportionate displacement through "urban renewal" or gentrification.

B. Duty to Maintain and Preserve Real Property

~~has a~~With the recognition of our role, we know that as current caretakers of this ancestral land, the District recognizes its fiduciary responsibility to preserve and maintain the District's real property assets to in a manner that will serve current students and to ensure the District can serve its students for decades to come. For that reason, future generations, including keeping land in the public domain.

~~transactions involving the District's real property shall preserve as much as possible the District's ability to use assets for its own students and educational services now and in the future and, only on rare occasions,~~Only on rare occasions will the District sell a property without replacing that property with an equivalent or better property.

A. Duty to Maintain and Preserve Real Property



Preservation, Maintenance, and Disposition of District Real Property

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

C. Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

- Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District **also** recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

D. Sale of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District



Preservation, Maintenance, and Disposition of District Real Property

that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support and is not expected to support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property sale on ~~fulfillment~~fulfillment of the District's educational mission over the long term. ~~Selling a District property without replacing it with an equivalent or better property shall be a last resort.~~

~~The Board of Education directs the following:~~

~~Superintendent's Real Property~~ Whenever possible, any long-term disposition of District property should take the form of a long-term lease rather than a sale. A "long-term lease" is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use.

Sale of a District property without replacing it with an equivalent or better property is usually disfavored and shall be considered only after assessing alternatives and determining that the District's best long-term interests are served by a sale. Whenever possible, any District property sale should be to a public entity that intends to actively use the property for public purposes, provided that any transaction is structured to allow PPS to regain ownership of the real property if it is no longer going to be used for public purposes.

1. Recommendation and Sale Process

~~4.a. Sale of District Property Recommendation:~~ The Superintendent shall ~~develop and adopt an administrative directive establishing a process for developing~~make recommendations to the Board on the sale of any District property. ~~The process shall include at a minimum the following components:, including an analysis of~~

- ~~a. Notification of implications for the Board of Education.~~
- ~~b. A summary of the factors considered~~District's ability to fulfill its responsibilities in the ~~development of the recommendation,~~ including short-, medium-, and long-term; and a market ~~and~~ needs analysis.

~~2. Sale of District Property Recommendation~~ b. Public Hearing: Any



Preservation, Maintenance, and Disposition of District Real Property

process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof ~~appropriate~~prudent and necessary for sale. ~~If~~In the unlikely event the Board determines that it is prudent or necessary to sell a District property ~~is appropriate for sale~~, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold.

~~3.~~ c. Sale process: Once the Board declares that it is prudent or necessary to sell a District property ~~is declared appropriate for sale by the Board~~, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

E. PPS Leases

1. Presumption of Market ~~Rate: Unless~~ Terms:

When entering into leases involving real property, the District shall pursue maximum market value and other then-current market terms, unless the Board adopts a resolution that makes an express finding that the disposition of transaction involving District property for less than market rate terms confers significant benefit to the District and the communities it serves, the District shall pursue maximum market value. Any express finding justifying less than market terms shall be under extraordinary circumstances, defined as extraordinary or other unusual circumstances beyond the control of the parties ("Extraordinary Circumstances"); consider the factors below or combination of factors; and be assessed through the PPS Racial Equity & Social Justice lens.

The other party must provide evidence of the impact of Extraordinary Circumstances on its financial status, prior prudent efforts to manage risks and impacts, and efforts made to explore options other than financial or other relief from the District.

a. Offering below-market terms confers significant benefit to the District or its students, and those benefits substantially outweigh the costs of below-market terms;



Preservation, Maintenance, and Disposition of District Real Property

- b. The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs, emerging bilingual students, or LGBTQ students;
- c. Official connection of the other party to the District or its enrolled students or students expected to enroll in PPS (e.g., PPS charter school, an organization providing direct services to PPS students, or a prekindergarten or head start program); and

To the extent any sale, below-market terms under a lease, or disposition under are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which market terms shall be restored for any remainder of the lease. The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.

F. Compliance with Grant Agreements.

4. Notwithstanding any other part of this policy, if District property in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in the grant or by state or federal regulations.



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

G. Delegation of Authority for Certain Transactions

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts) ~~and~~; in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects; or in which the transaction can be terminated by the District within 3090 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the ~~board~~Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; Amd. _____.



Preservation, Maintenance, and Disposition of District Real Property

The Portland Public Schools Board of Education has a fiduciary responsibility to preserve and maintain the District's real property assets to serve current students and to ensure the District can serve its students for decades to come. For that reason, transactions involving the District's real property shall preserve as much as possible the District's ability to use assets for its own students and educational services now and in the future and, only on rare occasions, will the District sell a property without replacing that property with an equivalent or better property.

Duty to Maintain and Preserve Real Property

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

- Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

Sale of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District



Preservation, Maintenance, and Disposition of District Real Property

that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property sale on fulfillment of the District's educational mission over the long term. Selling a District property without replacing it with an equivalent or better property shall be a last resort.

The Board of Education directs the following:

1. Superintendent's Real Property Sale Recommendation: The Superintendent shall develop and adopt an administrative directive establishing a process for developing recommendations to the Board on the sale of any District property. The process shall include at a minimum the following components:
 - a. Notification of the Board of Education.
 - b. A summary of the factors considered in the development of the recommendation, including a market and needs analysis.
2. Sale of District Property Recommendation-Public Hearing: Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof appropriate for sale. If the Board determines that a District property is appropriate for sale, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold.
3. Sale process: Once the property is declared appropriate for sale by the Board, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.
4. Presumption of Market Rate: Unless the Board makes an express finding that the disposition of District property for less than market rate confers significant benefit to the District and the communities it serves, the District shall pursue maximum market value for any sale, lease, or disposition under this policy.



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts) and in which the transaction can be terminated by the District within 30 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18

RESOLUTION No. 6239

Resolution to Approve the Anti-Racist and Anti-Oppression Learning Communities Policy

RECITALS

- A. In September 2020, the Oregon Board of Education enacted the All Students Belong rule, the purpose of which was to better provide students a safe and inclusive school climate where all feel welcome. The rule required each school district to adopt a policy prohibiting the use of hate symbols.
- B. On November 16, 2020, staff brought forward a proposed draft to the Board Policy Committee. The committee convened a sub-committee composed of committee members, staff, and students to make additional changes to the document.
- C. On January 4, 2021, the Policy Committee reviewed the revisions to the policy and the engagement plan and recommended that the policy be forwarded to the full Board for a vote.
- D. On January 12, 2021, the Board held a first reading of the proposed policy, and it was posted on the Board website for public comment. There has been no public comment on the proposed policy.

RESOLUTION

The Board of Education hereby approves the Anti-Racist and Anti-Oppression Learning Communities Policy.



PORTLAND PUBLIC SCHOOLS OFFICE OF THE SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3769

Date: January 5, 2021
To: School Board
From: Dani Ledezma, Sr. Advisor, RESJ
Subject: Anti-Racist Learning Communities Policy

BACKGROUND

The proposed Anti-Racist Learning Communities policy provides additional guidance, clarity and prohibitions of hate speech and the use of hate symbols in educational settings. This policy is in response to the rule passed by the State Board of Education as well as in alignment with RESJ work at PPS.

In the fall of 2020, the State Board of Education passed the All Students Belong rule which prohibits the use of hate symbols in support of creating healthy and safe learning environments free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence. The rule specifically prohibits the use of the swastika, the Confederate flag and the noose in any school-sponsored activity except where used in teaching curricula that are aligned with the Oregon State Standards.

RELATED POLICIES/BEST PRACTICES

This proposed policy is modeled after the rule passed by the State Board of Education: [581-022-2312 All Students Belong](#). After passing the rule, the Oregon Department of Education issued [guidance](#) for all school districts including comprehensive resources for districts to aid in implementation. These resources complement the work PPS has done to [respond to hate speech](#). PPS' response has been informed by the following:

- Western State Center's [Confronting White Nationalism in Schools Tool Kit](#)
- Teaching Tolerance's [Responding to Hate and Bias at School](#)
- Anti-Defamation League's [Hate on Display Hate Symbols Database](#)
- Portlander's United Against Hate [Report Hate](#)

ANALYSIS OF SITUATION

This proposed policy and accompanying Administrative Directive will strengthen prohibitions of the use of hate speech in alignment with districts across the state and with guidance from the Oregon Department of Education. These prohibitions and resulting consequences can be

aligned with the district's restorative justice approach and Student Conduct and Discipline policy.

FISCAL IMPACT

Adoption and implementation of this policy will have minimum fiscal impact. Implementation and development of the Administrative Directive will codify existing protocols and provide additional support and resources for school sites and administrators.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Staff engaged with student representatives in the drafting of the policy proposal and will continue to engage with students and culturally specific providers to refine and develop the administrative directive moving forward.

The State Board of Education received broad support from communities directly impacted by hate symbols who testified during the rule's passage that they looked forward to school district's adoption of supporting policies and implementation.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Upon approval from the Board of Education, staff will convene a cross departmental team to develop the accompanying Administrative Directive with hopes of adoption in early spring 2021.

CONNECTION TO BOARD GOALS

This proposed policy recognizes that both a sense of belonging and a positive and affirming school environment is necessary for students to reach their academic and social potential. The proposed policy also recognizes the power of hate speech and symbols to inhibit health and safety. The proposed prohibitions of hate speech and symbols reinforces the district's attainment of the board goals by creating a positive and healthy learning culture conducive to student achievement with specific understanding of the impact on students of color and other impacted student populations.

STAFF RECOMMENDATION

Given the rule adopted by the State Board of Higher Education and the resulting guidance from the Oregon Department of Education, staff recommend the adoption of this policy and resulting administrative directive to support this work.

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

_____ (Initials)

ATTACHMENTS

- A. Draft Policy



Board Policy

4.XX.XXX-P

Anti-Racist & Anti-Oppression Learning Communities

1/5/2021 Draft

I. Purpose

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, affirming and free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

II. Definitions

1. “Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. “Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols contained in the [Hate on Display Hate Symbols Database](#), and whose display:

- a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or

b. Is reasonably likely to interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or

c. Is reasonably likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.

3. "Hate Speech" means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin.

III. Expectations and Consequences

We will not tolerate in our schools, programs, activities, or on our property any symbols of hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats. These include, but are not limited to, student and adult apparel, accessories, gestures, or other symbols such as those that depict symbols of hate. Exceptions will be made where symbols are used in teaching curriculum and other learning opportunities that are aligned to the Oregon State Standards and support the goals of this policy. The District will incorporate learning opportunities to support the goals of this policy.

The District has adopted restorative justice practices in the belief that they help resolve conflicts and enable healthy, supportive, and inclusive communities. As part of this practice, the District will endeavor to address incidents of bias and hate speech using this approach.. Additionally, if this policy is violated by students, the District will assess whether disciplinary action is required under the Student Conduct and Discipline Policy [hyperlink] Adults who engage in hate speech or bias incidents may be subject to discipline and/or be prohibited from coming upon District property.

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found [here](#).

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]

Legal Reference(s):

[ORS 659.850](#); [ORS 659.852](#); [OAR 581-002-0005](#); [OAR 581-022-2312](#); [OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: ___/21

RESOLUTION No. 6240

Resolution to Approve the Amendments to the Professional Conduct Between Adults and Student Policy 5.10.064-P

RECITALS

- A. In October 2019, the PPS School Board adopted this policy following a lengthy period of stakeholder engagement.
- B. On November 16, 2020, staff brought forward a request to the Board of Education Policy Committee to adopt some changes to the policy to better align with current practice. The committee convened a sub-committee to discuss the recommendations.
- C. On January 4, 2021, the Policy Committee reviewed the revisions to the policy and the engagement efforts and recommended that the policy be forwarded to the full Board for a vote.
- D. On January 12, 2021,, the Board held a first reading of the proposed policy, and it was posted on the Board website for public comment. There has been no public comment on the proposed policy.

RESOLUTION

The Board of Education hereby approves the Professional Conduct Between Adults and Student Policy 5.10.064-P.



PORTLAND PUBLIC SCHOOLS
OFFICE OF GENERAL COUNSEL

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

Date: January 5, 2021
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Professional Conduct Policy

BACKGROUND

The Professional Conduct policy was approved by the Board in October 2019. The policy required all contractors with the District to take Professional Conduct training. Upon approval, a committee was convened to develop training protocols for contractors. The committee, composed of staff from, among others, Human Resources, Purchasing & Contracting, Office of Technology and Information Systems, Title IX, and Security Services, determined that the policy was too broad in including contractors with little to no contact with students because there was very little risk to students and a significant administrative and logistical burden of administering and tracking the training for those contractors.

The policy also defined expectations about staff-to-student text communication. With the introduction of Comprehensive Distance Learning in response to the Coronavirus pandemic, the District incorporated new communication platforms to allow additional methods of access to communicate with students. One such platform allows District oversight of text communication between students and staff.

The policy revisions proposed allow for more targeted training of contractors and more expansive access to students and staff using District-approved platforms.

ANALYSIS OF SITUATION

This policy is centered on student safety and the modifications requested by staff will not compromise this goal.

FISCAL IMPACT

There is no fiscal impact.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

This Policy was brought before the Board Policy Committee at its January 2, 2021 meeting. The committee reviewed the recommended revisions and moved that it be put before the full board for a first reading.

A copy of the proposed changes to the policy was also provided to PAT in the fall of 2020, and at this time there has not been feedback received. Additionally, the Training Committee shared its recommendation for changes to the policy with Deputy Superintendent Clair Hertz for approval.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Once the Board approves the changes, the Training Committee will reconvene to finalize the training guidelines for contractors. This should be completed before the 2021-2022 school year. The communication platform is already in place.

BOARD OPTIONS WITH ANALYSIS

1. Approval of the changes will provide for more accurate training requirements for contractors and will allow for greater support of students during Comprehensive Distance Learning.
2. Maintaining the policy will create capacity and compliance issues for training requirements and will negatively impact student support and outreach efforts during Comprehensive Distance Learning.

CONNECTION TO BOARD GOALS

N/A

STAFF RECOMMENDATION

Staff recommends approval of these modifications.

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

_____ (Initials)

ATTACHMENTS

- A. Policy



Professional Conduct Between Adults and

PURPOSE

District staff show extraordinary dedication and care in their daily work with students. A hallmark of this commitment is the development of strong relationships between adults and students. We believe that:

- A. Children are always learning about healthy relationships, and their most significant learning about relationships comes from how adults behave.
- B. Consistent relationship boundaries help children feel safe. Boundaries help them trust adults and help them know what is healthy behavior.
- C. Children need adults to be adults. Adults' behaviors set the conditions for healthy relationships.
- D. Adults are responsible for creating safe spaces.

The purpose of this policy is to establish common understanding and expectations for all adults in our District on setting consistent and safe boundaries with students. Those boundaries maintain the healthy relationships and safe spaces that students need to thrive.

GENERAL STANDARDS & DEFINITIONS

- A. For purposes of this policy, **except as specifically noted**, "adults" include any and all District employees, coaches, substitutes, contracted service providers, and volunteers in their interactions with students in District schools and programs.
- B. "Student" means any person: (1) Who is: (a) In any grade from pre-kindergarten through grade 12; or (b) Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or (2) Who was previously known to the adult covered under this policy as a



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student and who left school or graduated from high school within 90 days of any alleged conduct violating this policy.

- C. For purposes of this policy, the term “legitimate educational purpose” includes matters or communications related to teaching, counseling, athletics, extracurricular activities, social-emotional support that serves the interest of the student, treatment of a student’s physical injury or other medical needs, school administration, or other purposes within the scope of the adult’s employment or other District-related duties.
- D. A “boundary violation” is behavior or interaction by an adult with a student that has no legitimate educational purpose and has the potential to cause harm to the student.
- E. All adults should maintain the highest professional and ethical standards when interacting with students. These standards are defined by the Oregon Teacher Standards and Practices Commission and by District policy.
- F. Volunteers play unique and important roles in students’ lives, and many also have relationships outside the school setting. **This policy applies to volunteers in the context of their volunteer commitment with the District.** The District expects volunteers to maintain appropriate conduct with students when they are engaged in District-authorized activities as outlined in this and other policies.

GUIDELINES FOR INTERACTIONS BETWEEN ADULTS AND STUDENTS

A. General Guidelines and Required Training

The interactions and relationships between adults and students should be based upon respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of our schools.

Adults may not intrude or appear to intrude on a student’s physical and



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emotional boundaries unless the purpose of the interaction is to serve a legitimate educational purpose.

Adults with direct, unsupervised contact with students are required to complete annual training provided by the District on sexual conduct prevention to provide guidance and establish appropriate professional boundaries for student-adult interactions.

We recognize that forming a relationship with students is an important aspect of teaching; however, adults should not engage in discussions with students when its purpose is to meet the adult's personal needs rather than the student's needs. If a student initiates a discussion about a significant personal or family problem, adults are encouraged to seek guidance from appropriate resources such as their principal or school counselors, as needed.

B. Conduct Outside a School Setting

Adults shall use good judgment in their relationships with students beyond their work responsibilities and/or outside the school setting. Informal and social involvements with individual students should be based on appropriate professional boundaries. Volunteers with community-based relationships with students are not subject to this provision in their relationships with those students in non-District settings. In addition to regular classroom instruction and extracurricular activities, staff members may also act in their professional capacity outside of the school day—for example, in providing before- and after-care, tutoring to improve students' academic skills, mentoring that provides students with positive role models, answering questions about school assignments, hosting school-sanctioned or school-sponsored activities and events. We recognize that adults will also encounter students out in our community in the normal course of their personal lives.

Even during non-school hours, when District employees and third-party contractors are acting in their professional capacity, they must maintain at all times ethical standards consistent with Teachers Standards and Practices



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Commission (TSPC) standards and District policies.

One-to-one tutoring and mentoring offered during school or non-school hours must take place at the school unless the principal or appropriate supervisor has received prior notification of an off-site location and written permission from the parent/guardian has been obtained. Unless otherwise approved by the principal or other District administrator, volunteers on District property must be under the supervision of a District staff member.

C. Appropriate Personal and Community Relationships

There may be circumstances where there is an appropriate personal relationship between staff and a student's family that exists independently of the staff member's position with the District (*e.g.*, when the families' children are friends). This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships.

The District understands that adults may be involved in other roles in the community through civic, religious, family, athletic, scouting, private tutoring, or other organizations and programs whose participants may include District students. This policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, staff members are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

D. Appropriate Use of Email, Websites & Social Media

The District allows and supports the use of technology to communicate transparently and for legitimate educational purposes. As with all forms of communication, adults are expected to maintain professional boundaries with students when communicating via electronic communications and social media.



Professional Conduct Between Adults and

Staff or students may use approved educational websites if such sites are used solely for legitimate educational purposes.

1. Email Communication

All email communications from employees to students must be through a PPS-provided email address as described in the District's Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.

2. Social Media

District employees who wish to use social media as a tool to assist them in their professional duties must maintain separate accounts for professional and personal social media use and may follow or accept requests to connect from students only through their professional social media presence established consistent with the requirements set forth in the Social Media Administrative Directive 8.60.045-AD. Staff should have no expectation of privacy when communicating to students, including on a social media platform (*e.g.* Facebook, Twitter). Staff should not promise students absolute confidentiality in their communications.

3. Group Text Messages

The use of group text messaging has become a convenient tool for coaches and other staff working with students to relay information. District employees and third-party contractors shall use this method of communication only with both District approval and parental knowledge. Text messages to individual students through District-approved platforms shall contain only information with a legitimate educational purpose.



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E. IN-PERSON INTERACTIONS

1. One-on-one meetings with students

There will be times when adults are alone with students to discuss legitimate educational issues, including discipline or academic performance, for example. When possible, adults should meet one-on-one with students in a public space, such as libraries, open classrooms, or in places observable by others, such as offices or classrooms with windows and unlocked, ajar doors. When supporting students with sensitive issues, as is common for staff such as counselors and social workers, it is appropriate to provide a private setting. To maintain transparency, it is also good practice to let others know when and where meetings with a student will occur.

2. Personal communication with students

Connecting with students and building rapport is an important component to the staff-student relationship, and adults should promote healthy relationships with all students.

There are many times when a staff member's request for personal information is for a legitimate educational purpose. For example, personal reflection, relationships, or experiences are often part of a journaling exercise, and this policy is not intended to interfere with or impede this type of educational activity. It is appropriate for adults to check in with students about their well-being and/or whether they need any support with their school work. This policy does not prohibit that kind of healthy support of students.

If a student discloses information about the student's significant personal or family problems, adults are expected to seek guidance from appropriate resources such as their principal or school counselor, as needed.



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Adults are also expected to bring their concerns to their supervisor's attention when they have reason to believe a student is or may be becoming overly attached to or interested in them or other staff.

3. Traveling with or transporting students

When transporting students to athletic events and other extracurricular activities, adults need to notify the District and the student's parent/guardian of the travel itinerary and may not transport students in a personal vehicle in a non-emergency situation without advance authorization by the District or as defined by the Coaches Handbook (<https://www.pilathletics.com/page/show/5161432-hs-coach-s-handbook>).

If an emergency situation arises that requires a staff member to transport a student without prior approval, the staff member shall alert a direct supervisor and the parent of the situation as soon as practicable.

When traveling out of town, staff must follow the procedure outlined in the Field Trips Administrative Directive (6.50.011-AD). Adults are prohibited from entering a student's hotel room without another adult present, except in an emergency.

4. Physical contact with students

Adults should not initiate any physical contact without a legitimate educational purpose including offering public greetings, positive acknowledgments, or responding to a crisis. There are times when adults have a legitimate educational purpose to initiate physical contact with a student, and noninvasive contact, such as "high fives" or fist bumps to acknowledge a job well done are fine. In other instances, adults may be required to assist an injured student or a



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student with special needs who requires physical assistance. Likewise, adults may need to touch a student's arms or hands to redirect them in an activity. Coaches, music teachers, and other instructors may have a need for physical contact as a method of instruction. Adults need to be aware of what kinds of physical contact with which a student is and is not comfortable and limit physical contact to only that which is necessary for a legitimate purpose. Any physical redirection of students must be pursuant to the District's Physical Restraint and Seclusion Administrative Directive 4.50.060-AD.

5. Respecting student privacy

Adults must honor a student's physical and emotional boundaries unless the interaction serves a legitimate educational purpose or is in response to an emergency.

Examples:

Physical Surroundings: Adults should not invade a student's privacy by entering a restroom, locker room, or other space where a student may not be fully clothed unless it falls within a staff member's regular job duties under an established written protocol, an emergency, or the staff needs to use the facility for a legitimate and intended purpose (*e.g.*, if it is not practical due to distance and time constraints to use a staff-only restroom).

Personal Space: Adults should respect a student's private space and be conscious of a student's cultural and personal boundaries when communicating (*e.g.*, adults should be conscious of standing too close to students when interacting with them).



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6. Exceptions

An emergency or a legitimate educational purpose may justify deviation from professional boundaries set out in this policy. Adults shall be prepared to articulate the reason for any exception from the requirements of this policy and must demonstrate that an appropriate relationship was maintained with the student at all times. Adults must ensure that any exception is narrowly tailored to the circumstances and must report it to their supervisor within 24 hours.

BOUNDARY VIOLATIONS

A boundary violation is behavior or interaction by an adult in a position of power with a student that has no legitimate educational purpose, and has the potential to cause harm to the student.

A. Examples of boundary violations/prohibited conduct

Examples of conduct that violates professional adult/student boundaries in or outside of school hours include, but are not limited to, the following:

1. Any type of conduct, that would be considered sexual harassment under the District's Non-Discrimination/Anti-Harassment Policy (1.80.020-P);
2. Having any sexual conduct, including verbal or physical conduct or contact through written or electronic communications, with a student that is a sexual advance or request for a sexual favor or is of a sexual nature and is directed toward the student or that has the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment;



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- a. Examples of this behavior include, but are not limited to, the following:
- 1) Engaging in a romantic or sexual relationship with a student;
 - 2) Dating, flirting with, or propositioning a student;
 - 3) Showing pornography to a student;
 - 4) Discussing, writing, texting, transmitting, and/or displaying material to students about sexual topics unrelated to curriculum or a legitimate educational purpose;
 - 5) Banter, allusions, jokes, or innuendos of a sexual nature with students;
 - 6) Patting buttocks or touching other intimate parts of a student;
 - 7) Permitting students to engage in behaviors with an adult that cross appropriate physical boundaries, *e.g.*, allowing students to give shoulder massages to the adult or allowing students to sit on an adult's lap;
 - 8) Singling out a particular student or students for favoritism, special privileges, or exchanging of gifts beyond the employee-student relationship;
 - 9) Disclosing intimate or sexual matters to a student, unless necessary to serve a legitimate educational purpose.
3. Bullying or other violations of the District's Anti-Harassment Policy 4.30.060-P.
 4. Favoring a student when its purpose is to meet the adult's personal needs rather than the student's needs;
 5. Inviting individual students to the adult's home without parental



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notice and approval unless otherwise noted in “Exceptions” section of the policy;

6. Being in the company of students who are consuming alcohol, drugs, or tobacco without intervening and reporting the conduct to appropriate personnel;
7. Sending or accompanying a student on personal errands or travel unrelated to any legitimate educational purpose;
8. Telling a student to keep something secret from other adults;
9. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner that may cross appropriate professional boundaries;
10. Giving a student a ride alone in a vehicle in a non-emergency situation; except as permitted under this policy and Field Trips 6.50.011-AD;
11. Engaging in prohibited social media and electronic communications between adults and students as defined by the District’s Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.
 - a) Examples of this behavior include, but are not limited to, the following:
 - 1) District employees acting in their District capacity are prohibited from inappropriate online socializing with students, including phone calls, texting, skyping, instant messaging, or use of any other telecommunications method, or from engaging in any conduct that violates the law, District policies, or other generally recognized professional standards.



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- 2) Adults shall not communicate with students, for any reason, through use of a medium, blog, or app (software or phone application) that is designed to eliminate all traces or records of the communication (*e.g.*, Snapchat).
- 3) District employees and third-party contractors may not communicate with current students through social media directly or through private messaging tools without both written District approval and parental notice.

DUTY TO REPORT POSSIBLE VIOLATIONS

- A. Adults shall discuss with their building administrator or supervisor whenever they suspect or are unsure whether their conduct, or the conduct of other adults, is inappropriate or constitutes a violation of this policy. If the adult is dissatisfied with the response of the building administrator or supervisor, or does not feel comfortable discussing the situation with those individuals, they may bring it to the attention of the Chief of Human Resources. If the alleged behavior deals with harassment, intimidation, or bullying, the process in Policy 4.30.060-P should be followed. The District will investigate all complaints.

Any District employee who has reasonable cause to believe that another adult has engaged in sexual conduct as defined by Prohibition Against Employee Child Abuse and Sexual Conduct with Students 5.10.063-AD or sexual abuse as defined by statute shall immediately report this behavior to their school compliance officer and to the District Title IX Director. Additionally, any District employee or other mandatory reporter of abuse/neglect who has reasonable cause to believe that a child has been abused must promptly fulfill the mandatory reporting requirements to law enforcement and the Department of Human Services and report the allegation to their principal or supervisor.

District employees whose conduct violates this policy or who fail to



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report violations of this policy, may face discipline and/or termination, consistent with the District's policies and applicable collective bargaining agreements.

Violations of this policy by volunteers or contracted service providers may result in a prohibition from working or serving on District properties or with District students in school programs, or may result in contract cancellation. The District shall notify law enforcement of any potentially unlawful conduct, as appropriate.

B. Student/Parent and Guardian Reporting

Students and/or parents/guardians are strongly encouraged to notify the principal or other appropriate administrator if they believe an adult may be engaging in conduct that violates this policy.

CONFIDENTIALITY AND NON-RETALIATION

Staff members making a report of potential boundary violations or other prohibited conduct are specifically advised of the following:

1. They must directly notify a supervisor of the conduct;
2. They are required to maintain confidentiality; and
3. They are neither permitted to investigate nor responsible for investigating whether the conduct is inappropriate.

Confidentiality protects the student(s) as well as the adult who is the subject of the report. Failure to maintain confidentiality may impede the investigation and foster untrue and potentially harmful rumors. False reports are regarded as a serious offense and may result in disciplinary action or other appropriate sanctions.



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The District prohibits retaliation against anyone who makes a good-faith report under this policy. Any District employee who retaliates against any complainant, reporter, or other participant in an investigation may be subject to discipline, up to and including dismissal.

TRAINING

The Superintendent or his/her designee shall develop an annual training for all staff and ensure ongoing review of procedures to support this policy.

Adopted 10/15/2019; Amended 1/___/2020

DRAFT



**Professional Conduct
Between Adults and
Students**

PURPOSE

District staff show extraordinary dedication and care in their daily work with students. A hallmark of this commitment is the development of strong relationships between adults and students. We believe that:

- A. Children are always learning about healthy relationships, and their most significant learning about relationships comes from how adults behave.
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Students**

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3. Group Text Messages

The use of group text messaging has become a convenient tool for coaches and other staff working with students to relay information. District employees and third-party contractors shall use this method of communication only with both District approval and parental knowledge. Text messages to individual students **through District-approved platforms** shall contain only information with a legitimate educational purpose.



**Professional Conduct
Between Adults and
Students**

E. IN-PERSON INTERACTIONS

1. One-on-one meetings with students

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2. Personal communication with students

Connecting with students and building rapport is an important component to the staff-student relationship, and adults should promote healthy relationships with all students.

There are many times when a staff member's request for personal information is for a legitimate educational purpose. For example, personal reflection, relationships, or experiences are often part of a journaling exercise, and this policy is not intended to interfere with or impede this type of educational activity. It is appropriate for adults to check in with students about their well-being and/or whether they need any support with their school work. This policy does not prohibit that kind of healthy support of students.

If a student discloses information about the student's significant personal or family problems, adults are expected to seek guidance from appropriate resources such as their principal or school counselor, as needed.



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Adults are also expected to bring their concerns to their supervisor's attention when they have reason to believe a student is or may be becoming overly attached to or interested in them or other staff.

3. Traveling with or transporting students

When transporting students to athletic events and other extracurricular activities, adults need to notify the District and the student's parent/guardian of the travel itinerary and may not transport students in a personal vehicle in a non-emergency situation without advance authorization by the District or as defined by the Coaches Handbook (<https://www.pilathletics.com/page/show/5161432-hs-coach-s-handbook>).

If an emergency situation arises that requires a staff member to transport a student without prior approval, the staff member shall alert a direct supervisor and the parent of the situation as soon as practicable.

When traveling out of town, staff must follow the procedure outlined in the Field Trips Administrative Directive (6.50.011-AD). Adults are prohibited from entering a student's hotel room without another adult present, except in an emergency.

4. Physical contact with students

Adults should not initiate any physical contact without a legitimate educational purpose including offering public greetings, positive acknowledgments, or responding to a crisis. There are times when adults have a legitimate educational purpose to initiate physical contact with a student, and noninvasive contact, such as "high fives" or fist bumps to acknowledge a job well done are fine. In other instances, adults may be required to assist an injured student or a



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student with special needs who requires physical assistance. Likewise, adults may need to touch a student's arms or hands to redirect them in an activity. Coaches, music teachers, and other instructors may have a need for physical contact as a method of instruction. Adults need to be aware of what kinds of physical contact with which a student is and is not comfortable and limit physical contact to only that which is necessary for a legitimate purpose. Any physical redirection of students must be pursuant to the District's Physical Restraint and Seclusion Administrative Directive 4.50.060-AD.

5. Respecting student privacy

Adults must honor a student's physical and emotional boundaries unless the interaction serves a legitimate educational purpose or is in response to an emergency.

Examples:

Physical Surroundings: Adults should not invade a student's privacy by entering a restroom, locker room, or other space where a student may not be fully clothed unless it falls within a staff member's regular job duties under an established written protocol, an emergency, or the staff needs to use the facility for a legitimate and intended purpose (*e.g.*, if it is not practical due to distance and time constraints to use a staff-only restroom).

Personal Space: Adults should respect a student's private space and be conscious of a student's cultural and personal boundaries when communicating (*e.g.*, adults should be conscious of standing too close to students when interacting with them).



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6. Exceptions

An emergency or a legitimate educational purpose may justify deviation from professional boundaries set out in this policy. Adults shall be prepared to articulate the reason for any exception from the requirements of this policy and must demonstrate that an appropriate relationship was maintained with the student at all times. Adults must ensure that any exception is narrowly tailored to the circumstances and must report it to their supervisor within 24 hours.

BOUNDARY VIOLATIONS

A boundary violation is behavior or interaction by an adult in a position of power with a student that has no legitimate educational purpose, and has the potential to cause harm to the student.

A. Examples of boundary violations/prohibited conduct

Examples of conduct that violates professional adult/student boundaries in or outside of school hours include, but are not limited to, the following:

1. Any type of conduct, that would be considered sexual harassment under the District's Non-Discrimination/Anti-Harassment Policy (1.80.020-P);
2. Having any sexual conduct, including verbal or physical conduct or contact through written or electronic communications, with a student that is a sexual advance or request for a sexual favor or is of a sexual nature and is directed toward the student or that has the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile, or offensive educational environment;



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- a. Examples of this behavior include, but are not limited to, the following:
- 1) Engaging in a romantic or sexual relationship with a student;
 - 2) Dating, flirting with, or propositioning a student;
 - 3) Showing pornography to a student;
 - 4) Discussing, writing, texting, transmitting, and/or displaying material to students about sexual topics unrelated to curriculum or a legitimate educational purpose;
 - 5) Banter, allusions, jokes, or innuendos of a sexual nature with students;
 - 6) Patting buttocks or touching other intimate parts of a student;
 - 7) Permitting students to engage in behaviors with an adult that cross appropriate physical boundaries, *e.g.*, allowing students to give shoulder massages to the adult or allowing students to sit on an adult's lap;
 - 8) Singling out a particular student or students for favoritism, special privileges, or exchanging of gifts beyond the employee-student relationship;
 - 9) Disclosing intimate or sexual matters to a student, unless necessary to serve a legitimate educational purpose.
3. Bullying or other violations of the District's Anti-Harassment Policy 4.30.060-P.
 4. Favoring a student when its purpose is to meet the adult's personal needs rather than the student's needs;
 5. Inviting individual students to the adult's home without parental



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notice and approval unless otherwise noted in “Exceptions” section of the policy;

6. Being in the company of students who are consuming alcohol, drugs, or tobacco without intervening and reporting the conduct to appropriate personnel;
7. Sending or accompanying a student on personal errands or travel unrelated to any legitimate educational purpose;
8. Telling a student to keep something secret from other adults;
9. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner that may cross appropriate professional boundaries;
10. Giving a student a ride alone in a vehicle in a non-emergency situation; except as permitted under this policy and Field Trips 6.50.011-AD;
11. Engaging in prohibited social media and electronic communications between adults and students as defined by the District’s Acceptable Use Policy (8.60.40) and Social Media Administrative Directive 8.60.045-AD.
 - a) Examples of this behavior include, but are not limited to, the following:
 - 1) District employees acting in their District capacity are prohibited from inappropriate online socializing with students, including phone calls, texting, skyping, instant messaging, or use of any other telecommunications method, or from engaging in any conduct that violates the law, District policies, or other generally recognized professional standards.



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- 2) Adults shall not communicate with students, for any reason, through use of a medium, blog, or app (software or phone application) that is designed to eliminate all traces or records of the communication (*e.g.*, Snapchat).
- 3) District employees and third-party contractors may not communicate with current students through social media directly or through private messaging tools without both written District approval and parental notice.

DUTY TO REPORT POSSIBLE VIOLATIONS

- A. Adults shall discuss with their building administrator or supervisor whenever they suspect or are unsure whether their conduct, or the conduct of other adults, is inappropriate or constitutes a violation of this policy. If the adult is dissatisfied with the response of the building administrator or supervisor, or does not feel comfortable discussing the situation with those individuals, they may bring it to the attention of the Chief of Human Resources. If the alleged behavior deals with harassment, intimidation, or bullying, the process in Policy 4.30.060-P should be followed. The District will investigate all complaints.

Any District employee who has reasonable cause to believe that another adult has engaged in sexual conduct as defined by Prohibition Against Employee Child Abuse and Sexual Conduct with Students 5.10.063-AD or sexual abuse as defined by statute shall immediately report this behavior to their school compliance officer and to the District Title IX Director. Additionally, any District employee or other mandatory reporter of abuse/neglect who has reasonable cause to believe that a child has been abused must promptly fulfill the mandatory reporting requirements to law enforcement and the Department of Human Services and report the allegation to their principal or supervisor.

District employees whose conduct violates this policy or who fail to



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report violations of this policy, may face discipline and/or termination, consistent with the District's policies and applicable collective bargaining agreements.

Violations of this policy by volunteers or contracted service providers may result in a prohibition from working or serving on District properties or with District students in school programs, or may result in contract cancellation. The District shall notify law enforcement of any potentially unlawful conduct, as appropriate.

B. Student/Parent and Guardian Reporting

Students and/or parents/guardians are strongly encouraged to notify the principal or other appropriate administrator if they believe an adult may be engaging in conduct that violates this policy.

CONFIDENTIALITY AND NON-RETALIATION

Staff members making a report of potential boundary violations or other prohibited conduct are specifically advised of the following:

1. They must directly notify a supervisor of the conduct;
2. They are required to maintain confidentiality; and
3. They are neither permitted to investigate nor responsible for investigating whether the conduct is inappropriate.

Confidentiality protects the student(s) as well as the adult who is the subject of the report. Failure to maintain confidentiality may impede the investigation and foster untrue and potentially harmful rumors. False reports are regarded as a serious offense and may result in disciplinary action or other appropriate sanctions.



Board Policy

**5.10.064
-P**

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The District prohibits retaliation against anyone who makes a good-faith report under this policy. Any District employee who retaliates against any complainant, reporter, or other participant in an investigation may be subject to discipline, up to and including dismissal.

TRAINING

The Superintendent or his/her designee shall develop an annual training for all staff and ensure ongoing review of procedures to support this policy.

Adopted 10/15/2019; Amended 1/___/2020