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Portland Public Schools recognizes the value in diversity and strives to balance the needs of all individuals and groups in our district. All students have a right to feel safe and included at school so that they can thrive academically and socially. No discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, financial standing, marital status, national origin, race, religion, sex, or sexual orientation is allowed in any educational programs, activities, or employment.

English

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

Chinese

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

Vietnamese

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

Spanish

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

Somali

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

Russian:

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

ROLES AND RESPONSIBILITIES:

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

PPS RACIAL EQUITY AND SOCIAL JUSTICE LENS:

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is the support of racial equity and social justice. Dedicated policy, people, and practice are necessary to create a culturally responsive organization that ensures the success of students who can navigate and compete in a culturally complex society and global economy.

We must ensure that all students are guaranteed a comprehensive, rigorous, equitable, and inclusive education. Universal access to quality education not only benefits students from all backgrounds, but strengthens our communities and promotes societal prosperity. It is through racial equity and social justice that PPS will become a premiere school district and significantly contribute to Portland becoming a place of economic, technological and cultural innovation.

In 2011, PPS adopted a Racial Educational Equity Policy that called out harmful disparities in our schools and identified the district's role in eliminating them. Since then, PPS embarked on a five-year plan that resulted in several achievements. However, there is collective acknowledgement that there is still much work remaining to ensure all student experience equitable outcomes. Under the leadership of Superintendent Guadalupe Guerrero, PPS has embarked on an inclusive planning process to identify the most urgent areas of opportunity to continue this important work and incorporate our efforts into our five-year road map for Racial Equity and Social Justice.

Our aim is to elevate PPS Racial Equity and Social Justice practices to a comprehensive, defined framework with clear system-wide equity and social justice actions and measurable results.

We believe in language access as a pillar of our equity commitment. We provide meaningful language access to linguistically and culturally diverse families by offering translated printed and digital materials, qualified interpreters and support effective communication between the district and its multilingual communities.

The primary focus of the Racial Equity and Social Justice lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone at PPS allows direct improvements in the other dimensions of diversity. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

BELIEFS:

We believe the district should adopt a student-centered, racial equity and social justice focused lens in all decisions.

We believe all students should have equitable access to enriched opportunities in school.

We believe we have a collective responsibility to ensure our schools provide a caring, supportive environment. School communities should support healthy, positive development of students and help them grow their unique gifts and talents.

We believe the district must work in close partnerships with families and communities. We believe that students, communities, parents, teachers, and community-based organizations have unique and important solutions to improving educational outcomes and systems. Our work will only be successful when we are able to truly partner with our community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe that we are uniquely positioned to effect change broadly across our community because of our role in educating and caring for close to 50,000 Portland children every day. We have courageous and bring a sense of urgency for this important work.

We believe in setting measurable and audacious goals. Embedded in each goal is the provision of a culturally relevant and responsive pedagogy, with clearly defined racial equity and social justice focused practices and curriculums.

We believe in accountability in all areas of school and student performance, including the areas of Racial Equity and Social Justice

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe in language access as a pillar of our equity commitment.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate all our students.

We believe there is an over-representation of children of color in special education and the under-representation in "talented and gifted," and we must work to rectify this.

RIGHTS AND RESPONSIBILITIES:

STUDENTS

As a student, you have a right to:

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

As a student you have a responsibility to:

- Attend school regularly, arrive on time, bring appropriate materials, and be prepared to participate in class and do homework.
- Do your best.
- Respect the rights, feelings, and property of other students, parents/guardians, school personnel, visitors, guests, and school neighbors.
- Behave respectfully on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom so as not to interfere with the educational process.
- Follow classroom, school, and District expectations.
- Report violations of rules.

PARENTS/GUARDIANS

Your parent/guardian has a right to:

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

Your parent/guardian has a responsibility to:

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

STUDENT SUPPORTS: MTSS, RESTORATIVE JUSTICE, STUDENT HEALTH & WELLNESS

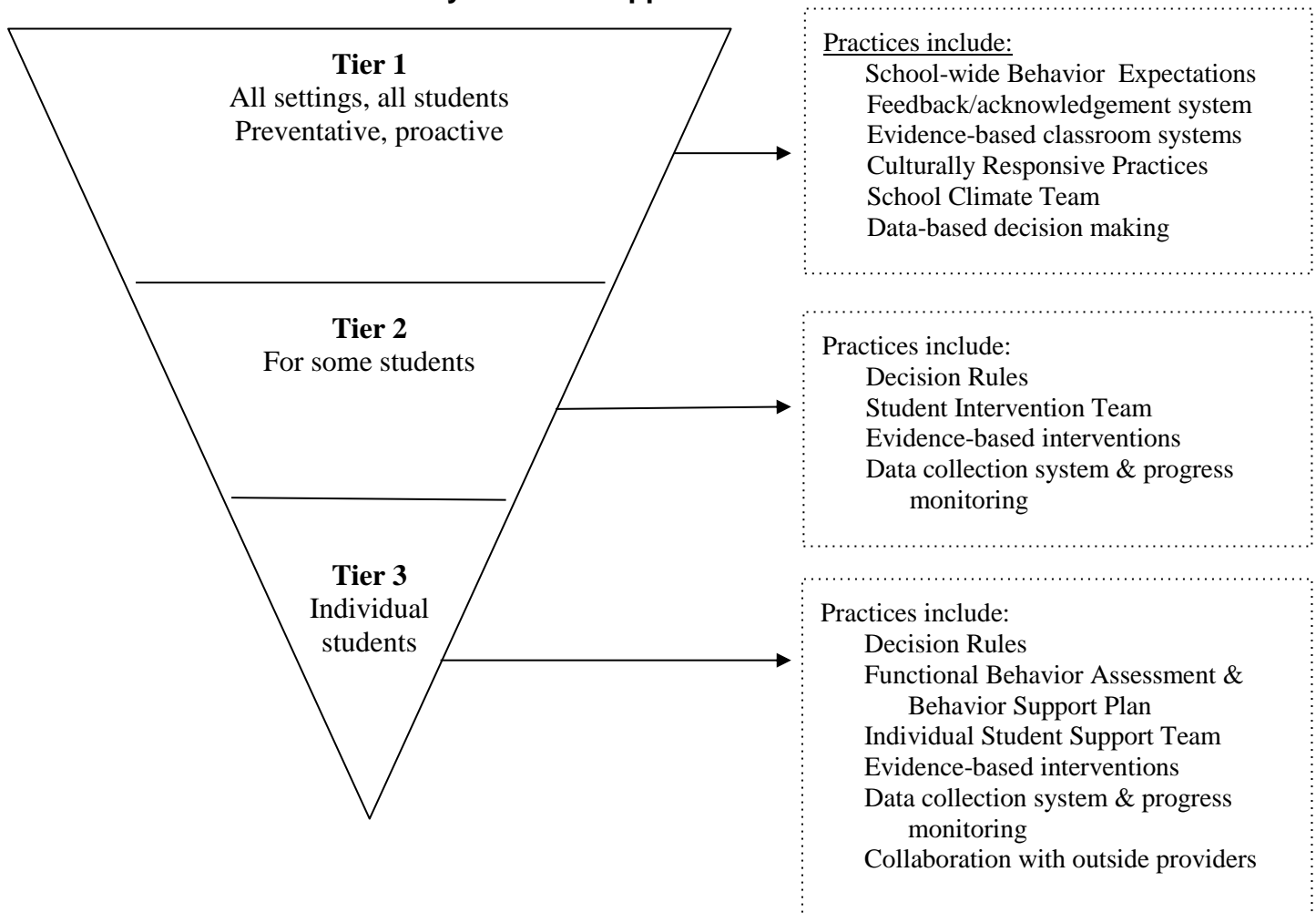
MULTI-TIERED SYSTEMS OF SUPPORT

Portland Public Schools has begun the process of becoming A *Multi-Tiered System of Supports (MTSS)* district. MTSS is a framework that focuses on the “whole child.” MTSS supports academic growth and achievement but also focuses on behavior, social-emotional needs, and attendance. MTSS uses equitable, evidence-based instruction, intervention, and assessment practices to ensure that every student receives the level of support needed based on their identified need. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

Components of an MTSS Framework

- Evidence-based Practices and Interventions (Tier 1, 2, 3)
- Shared Leadership
- Problem Solving and Decision Making Using Data
- Family, School, and Community Partnerships

Tiered Systems of Support for Student Success



Multi-Tiered Systems of Support: TIER 1

Tier 1 supports are school-wide structures, rules, routines, and physical arrangements that are aimed at creating a positive and reinforcing learning environment and encourage student engagement. Tier 1 also includes a core social skills curriculum to which all students have access across all school settings. The systems and practices put in place at Tier 1 help to ensure that all students have been taught behavioral expectations, that they have been supported as they learn and become fluent in these behaviors, and that staff respond to social skills errors with teaching strategies rather than punishment.

EXAMPLES OF TIER 1 PRACTICES		
Administrators	Teachers	Climate Team
<ul style="list-style-type: none"> • School climate handbook exists and is available on the website • Behavioral expectations posted across school • Student expectations taught within the first weeks of school • Discipline policy with behavioral definitions exists • Environmental walk-throughs have taken place 	<ul style="list-style-type: none"> • Classroom expectations clearly described • Reinforcement systems (eg. whole group, team, and/or individual) • Progressive response to behavior concerns • Functional classroom layout, including a break space • Social-emotional learning curriculum • Built in plans for regular community building (eg. Restorative Justice) 	<ul style="list-style-type: none"> • Tier 1 team includes: a coordinator, an administrator, and all essential roles are assigned • Team has scheduled monthly meetings • Standard meeting format exists • Opportunities created for regular parent and student feedback on Tier 1 systems • Culturally responsive practices imbedded into tiered systems

Multi-Tiered Systems of Support: TIER 2

Tier 2 supports do not replace Tier I instruction, but are provided in addition to what the student receives in Tier I. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures. Targeted support is provided multiple times per week by school personnel, including classroom teachers, counselors, and support staff. Tier 2 Interventions serve the 10-20% of students who exhibit behavior challenges while experiencing the supports within Tier 1 systems.

DESCRIPTION OF INTERVENTIONS

There are five main evidence-based Tier 2 interventions adopted by PPS: Check-in/Check-Out (CICO), Check and Connect (School based mentoring), Breaks are Better, Meaningful Work, and targeted social-emotional learning (small group). Tier 2 interventions should be matched to student needs (e.g. behavioral function), and be explicitly linked to tier 1 social-emotional learning skills (e.g. school values on a CICO sheet).

Check-In/Check-Out:

A Check-In/Check-Out (CICO) intervention involves assigning the student a mentor who provides unconditional positive regard and feedback on a daily basis. The student starts off the day with a check in where they receive a positive greeting, pre-correction and their daily report card. The teacher prompts desired behavior throughout the day and completes the daily report card. The student checks out with their mentor at the end of the day where they receive either their reward or strategies to meet their goals next time.

Check and Connect:

Check & Connect is an intervention used with students who show warning signs of disengagement with school and who are at risk of dropping out. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

Breaks Are Better:

Breaks are Better is an intervention designed for students who exhibit disruptive behavior in the classroom which interferes with their learning and possibly the learning of those around them. Students are given class passes and taught how to appropriately request a break with the class pass. Students can choose to hold on to the class passes in order to exchange them for an item, activity, or special privilege. Breaks can be taken within the classroom or supervised outside the classroom. Class pass works because students can exercise choice by requesting a break with class pass, build tolerance for academic work, and are able to earn access to desired reward/activity based on staying in the presence of the difficult, boring, or frustrating academic task.

Meaningful Work:

Meaningful Work is a school-based jobs program that provides opportunities for students to have an active involvement in the school community. Through matching students with jobs, students learn skills to help them to be successful in their role and increases their understanding of responsibility and sense of belonging.

Social-Emotional Skills Groups:

The power of this intervention lies in its ability to reteach and improve social-emotional skills taught at Tier 1. These skills include teaching students how to effectively understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social-emotional skills groups are generally taught by counselors or school psychologists and target clusters of students developing in the same area.

RESTORATIVE JUSTICE FRAMEWORK:

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities.

RESTORATIVE PRACTICES:

Restorative practices are used at Tier I for prevention and at Tiers II and III for intervention measures to help schools:

- Build relationships with and empower community members to take responsibility for the well-being of others
- Prevent or deal with conflict before it escalates
- Address underlying factors that lead youth to engage in inappropriate behavior
- Increase the pro-social skills of those who have harmed others
- Build resiliency both in students who have committed harm and in those who have been harmed
- Provide students with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

RESTORATIVE INQUIRY:

When used as an intervention measure, a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Effective and consistent use of restorative practices can reduce disciplinary referrals, lower dropout/pushout rates, elevate school climate measures, increase attendance, and promote greater academic achievement. For these reasons and more, PPS is committed to expanding restorative practices throughout the district and to helping educators, students, and families learn to implement it with fidelity.

STUDENT HEALTH AND WELLNESS SYSTEMS OF SUPPORT

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

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

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

PPS GENDER DIVERSITY SUPPORT GUIDE:

In order to create a shared understanding about the ways in which the school will support transgender, nonbinary and gender diverse students, the district has created this toolkit for school accommodations and considerations. The Administrative Directive for Transgender, Nonbinary and Gender Diverse Students (4.30.061-AD), PPS School Planning materials, Name and Gender Change Form, and the FAQ documents are meant to serve as resources to help ensure ALL students have the right to a safe, accepting, and healthy learning environment.

The guide can be found at: <https://www.pps.net/Page/14123>

SUICIDE AND SELF-HARM CONCERNS:

Trained school staff members (counselors, school nurses, school psychologists, etc.) can assess the situation, help students and parents contact support and treatment resources, and work together to develop plans to support safety. These plans are shared with selected school staff members and reviewed as needed. When the situation is more serious or other resources are needed the school contacts the Student Success and Health department for consultation and help in getting supports beyond the school (community mental health services, hospitals, etc.).

THREAT CAUSING FEAR OF HARM:

The Student Threat Assessment System (STAS) provides a way for trained school staff members to gather information, assess threatening situations, and make plans to support safety. **This process is not part of the school discipline procedures and policies.** The focus is not on punishing, diagnosing, or labelling students, but on maintaining a safe and fair environment for everyone in the community. In more complex or serious situations the school contacts the Student Threat Assessment Team (STAT) for consultation and support. The STAT includes selected professionals from the school district, Multnomah County Education Service District Nursing, Multnomah County Department of Human Services, the Portland Police Youth Services Division, and others. This group provides consultation and helps with access to resources to assess situations and make plans to support community safety.

PROBLEMATIC, INAPPROPRIATE OR NON-CONSENSUAL SEXUAL BEHAVIORS/INCIDENTS:

TITLE IX

Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of gender in all education programs and activities. Title IX keeps kids safe and in school by reducing barriers and protecting students from an environment that interferes with educational programs or activities or that creates an intimidating, offensive or hostile educational climate. PPS is dedicated to ensuring that all complaints of sexual harassment and sexual violence are investigated thoroughly. The health and safety of the school community is of paramount importance to us. Title IX also importantly covers prevention of, and response to, incidents of sexual harassment or violence. The District Title IX Director is responsible for ensuring prompt, fair and timely response to all allegations of gender-based harassment included under Title IX.

Examples of gender-based discrimination include:

Sexual harassment (demand or request for sexual favors in exchange for benefits or as a means of threat, coercion or intimidation and/or unwelcome conduct of a sexual nature that is physical, verbal or nonverbal)

Sexual assault (sexual contact that occurs without a consent, including when under the influence of drugs or alcohol, or when unconscious)

Sexual contact that is elicited through pressure, physical force, coercion or explicit or implied threats

Bullying or cyberbullying based on perceived gender-identity or sexual orientation

Transmission of sexual images

Discrimination based on **pregnancy or parenting status**

All forms of **dating violence and stalking**

Gender equity in athletics (equal access to participation, scholarships or other benefits (equipment, scheduling, travel, facilities, etc.).

DEFINITION OF CONSENT

Affirmative Consent is: Freely given, mutual, enthusiastic, continuous, and can be withdrawn at any time for any reason. Consent for one interaction does not assume consent for other interactions. Consent cannot be given when under the influence of drugs or alcohol or when threat, coercion or intimidation exists. When affirmative consent is incorporated into healthy sexual relationships, it mitigates the impact and consequences of sexual pressure. This expectation is consistent with the Oregon Department of Education's Health Education Standards.

Applicable policies: Board policy 1.80.020-P Non-Discrimination/Anti-Harassment and 4.30.070-P Teen Dating Violence.

SIRC & TITLE IX INVESTIGATIONS

The PPS Sexual Incident Response Committee (SIRC), under Title IX, provides procedures to support schools in maintaining student safety and comfort with a focus on problem sexual behavior. When needed, schools work with families to create safety plans to support limit-setting and protect students. The multi-agency/multi-discipline SIRC team provides skilled consultation and help in dealing with more difficult situations and coordinating resources beyond the schools. Additionally, dependent on severity, a Title IX investigation may be initiated. Investigations may include requests for interviews or written documentation of alleged incident, witness interviews and collections of relevant documents (social media, texts, photos, video, etc).

*Reports to school officials will never result in discipline, retaliation or adverse effects to the student's educational program as a result of bringing a complaint forward

Contact information and process for complaints are located at: www.pps.net/titleix

EXPECTATIONS:

ATTENDANCE

Students are expected to attend school and classes regularly and on time. Parents/guardians are legally responsible to have their children in school.

The parent/guardian may notify school staff of absences and/or tardiness by sending a note, email, fax, or by leaving a voicemail or message. The following absences are excused when the parent/guardian informs school staff of:

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

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

- the date,
- the name of the student,
- the reason for the absence, and
- the signature of the parent/guardian.

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

Students should make up all work missed and will receive credit for make-up work for excused absences.

State law requires schools to withdraw students who are absent ten (10) consecutive school days for any reason.

CLUBS: STUDENT PARTICIPATION

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

Transportation for students participating in a club that meets before or after school is the responsibility of the parent/guardian.

Students are encouraged to participate in school activities and services that promote a positive atmosphere within the school. They are also invited to discuss school issues with teachers and the principal and take part in making decisions and solving problems.

HARASSMENT, BULLYING, HAZING, SEXUAL HARASSMENT

All students have the right to feel safe and included at school so they can thrive academically and socially regardless of race, color, gender, religion, disability, national origin, marital status, sexual orientation, gender identity, or other perceived differences. Harassing, bullying, hazing, threatening, or

physically harming a student or staff member or a person's property is prohibited. Sexual harassment is any unwelcome sexual behavior, including words or actions, and is prohibited. Students should report any harassment to school staff

AFTER SCHOOL PROGRAMS

Many schools have after-school sports programs. Sports club activity is not endorsed or sponsored by Portland Public Schools. Participation in any activity of a sports club that occurs outside the school day or off school premises is the sole responsibility of the student, family, and club sponsor and is not the responsibility of Portland Public Schools.

The responsibility for the dress and attire of a student rests primarily with the student and his or her parents or guardians.

DRESS AND ATTIRE EXPECTATIONS

Allowable Dress & Attire

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

Non-Allowable Dress & Attire

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

BUSSES

School bus transportation is a privilege, which students keep by being safe, respectful, and responsible.

If a student rides a school bus to and from school, he or she must follow the posted bus rules. Misbehavior on the bus and at bus stops will be dealt with by a school administrator. A student may lose the bus-riding privilege by repeated misbehavior or a serious violation of a bus rule.

The State of Oregon has rules for students riding school buses. These rules are posted in all school buses.

BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
<ul style="list-style-type: none"> ▪ No fighting, wrestling, or rough behavior. ▪ No firearms, weapons, or hazardous materials. ▪ Only recognized guide or assist animals allowed on the bus. ▪ Stay seated while bus is in motion. ▪ Cross in front or at driver designated location when exiting. ▪ Keep hands, arms, and head inside the bus at all times. 	<ul style="list-style-type: none"> ▪ Students are under the authority of the driver. ▪ The driver may assign seats as needed. ▪ Use only soft voices (no loud or vulgar language). ▪ Ask driver permission before opening or closing windows. ▪ Keep the bus clean and undamaged. ▪ No eating or drinking. ▪ Be courteous to the driver, peers, and passersby. 	<ul style="list-style-type: none"> ▪ Use the emergency door only in an emergency. ▪ Be at your stop at least five (5) minutes prior to bus arrival. ▪ Bus rules also apply to bus stops. ▪ Students need written permission for an alternate stop.

HEALTHY, SUBSTANCE FREE LEARNING ENVIRONMENTS

Students must not use, possess, or sell/transfer alcohol or drugs or anything that looks like a drug in the schools, on the school grounds, at school activities, or during school hours. Students whose behavior indicates they are under the influence of drugs or alcohol will receive disciplinary consequences.

Vape devices such as Juul are easily altered to be able to use marijuana distillates. Because of this, all vape devices are considered drug paraphernalia and will be treated as such.

The District supports a nonpunitive self-disclosure and self-referral stance for students who, for the purpose of obtaining help, disclose substance use behavior which is prohibited under District policies.

It is not considered self-disclosure when a student admits substance use and/or requests assistance during the course of an investigation of possible substance use misconduct by that individual.

If a student discloses prohibited substance use in the course of an investigation into a situation in which they are the victim or are in a role of support for the victim, they shall not be penalized for that use, and will be offered support and resources to encourage healthy choices.

The district supports differentiated resources and consequences, and in the case where a district employee observes that a student may have a substance use problem, the expectation is that school leadership will be notified and will make all reasonable attempts to ensure the student receives supports and resources.

NOTE ON CBD:

CBD and all substances derived from hemp and marijuana are currently considered schedule 1 substances and are illegal at the federal level. In addition, many CBD products contain at least trace amounts of psychoactive THC, which is illegal in Oregon for anyone under the age of 21 to possess or use. Therefore, the possession or use of any products which contain CBD will not be allowed on school property or at school events and will be subject to discipline under the PPS discipline and Substance Free Learning Environments policies and administrative directives. For doctor prescribed substances (including CBD), see Medicines and Prescriptions.

TOBACCO

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

FINES AND FEES

Fines will be charged for damaged or lost books or school equipment. School records and grades may be withheld until payment is received.

FOOD SAFETY

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

FREEDOM OF EXPRESSION AND ASSEMBLY

Within state and Federal law, District policy, and school guidelines, students have freedom of expression and assembly under the First Amendment.

DIGITAL DEVICE AND INTERNET USE:

Students may have access to both digital devices and software, and the internet while at school. Digital Citizenship and appropriate online use are important both inside and outside the school day. Students must follow the rules and policies addressed in the PPS Acceptable Use Policy. Misuse of devices or internet access may result in the limit or loss of access.

PPS expects all students to be positive digital citizens who:

Do not:

- Share private information about yourself or others.
- Cause harm to others or damage to their property.
- Damage computer equipment, data or files.
- Pursue hacking.
- Copy or download copyrighted materials.

- Look at, send, copy or create material that is rude, inappropriate or meant to hurt someone's feelings.
- Plagiarize or steal information, music, videos, or other copy-protected digital artifacts.
- Buy, sell or advertise merchandise unless it's part of a project.
- Install applications on computers unless approved by teacher or District staff.

Understand:

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

Do:

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

Students and parents wanting to further discuss and learn about the PPS Acceptable Use Policy, devices and online activities asked of students should speak with their child's school principal.

LOST, STOLEN, DAMAGED PROPERTY

The District does not pay for or replace student property that is lost, stolen, or damaged at school. All items, including electronics, bicycles, and skateboards, are brought to school at the owner's risk. Lockers are not safe places to store valuable items.

MEDICINES

If a student must take a medication while at school, the parent/guardian must first take it to the principal. The principal will explain the rules and, in most cases, arrange for an appropriate staff member to give the student the medicine. Any medication must be in the original labeled container. Students are allowed to take their own medication under certain limited conditions but must check with the principal first.

MEDICAL EMERGENCIES

Medical assistance, as necessary, will be ordered by the school at parent/guardian expense. The District does not pay for or replace student property that is lost, stolen, or damaged at school. All items, including electronics, bicycles, and skateboards, are brought to school at the owner's risk. Lockers are not safe places to store valuable items

PLAGIARISM, CHEATING

Students may not copy written work or projects done by other people or cheat on tests and other schoolwork.

WEAPONS

Federal and state laws require that students who bring firearms to school must be expelled for one calendar year.

STUDENT INFORMATION

The school keeps records on each student. These are records of student academic progress, student behavior, and other pertinent information relating to the student. These records are confidential.

Student records provide information for people such as school personnel and parents/guardians.

Parents/guardians have rights regarding student records, including the right to view these records, and request an amendment of the records. They may always take questions to the principal.

MILITARY RECRUITERS

The No Child Left Behind Act of 2001 requires school districts to provide the names, address, and phone numbers of juniors and seniors to military recruiters and colleges or universities upon request.

For more information regarding student information and your ability to “opt out” of releasing certain student records, talk to office staff at your school.

TESTING AND EVALUATION

District has a “child find” obligation to identify, locate, and evaluate all resident children who are in need of special education and related services, or accommodations in general education classes. Parents may request that the District evaluate their child to determine eligibility for special education services, Section 504 Plan, Talented and Gifted, and/or English Language Learner/English as a Second Language programs. The District will either agree to conduct the evaluation or refuse to conduct the evaluation and provide the parent with notice of its refusal.

THREATS: When a student threatens violence or harm, the administrator may consider and implement any of the following:

- a. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school property.
- b. Placing the student in a setting where the behaviors will receive immediate attention, including, but not limited to, the office of the school principal, vice principal, assistant principal, counselor or a school psychologist licensed by the Teacher Standards and Practices Commission or the office of any licensed mental health professional.
- c. The school Threat Assessment Team will follow the threat assessment protocol and conduct a threat assessment. The Threat Assessment Team may develop a safety plan, which the student will be required to follow or be possibly subject to further disciplinary action.

The administrator must promptly, but no later than 24 hours of the incident, notify the parent or legal guardian about student’s behavior and the school’s response.

DISCIPLINE

School personnel and parents/guardians share the responsibility for encouraging students' appropriate behavior. School personnel are expected to use a continuum of positive behavioral interventions,

strategies, and supports to teach, encourage and reinforce appropriate behaviors conducive to a learning environment.

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

NEXUS OF DISCIPLINE (Where and when discipline applies)

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

School personnel are not responsible for students' conduct or safety while en-route to or from school prior to nor after published school hours.

Students can be disciplined for any off-campus behavior that "spills over" into the school and causes a substantial disruption to the learning environment.

District behavior expectations apply to students whenever they are:

- present in any school or on property of the school district;
- at any school-sponsored activity, regardless of its location, including traveling to and from within a reasonable period of time;
- traveling to and from school as defined in this document in the "Before and After School" section;
- involved in conduct (regardless of whether or not they are off campus or at a non-school sponsored program) that has a direct connection to a school's safety and/or welfare; or
- participants in District athletic programs, when rules are in force during the entire season in which the student is participating—seven (7) days a week, 24 hours a day, at any location.

BEHAVIOR IN THE COMMUNITY

When walking to or from school or waiting for a bus, students are expected to respect the rights and property of other people. They should not throw paper or garbage on the ground. Students must not cause damage to any property.

SOCIAL MEDIA:

Typically, students cannot receive discipline for social media posts. There are a few exceptions:

- When posts were made on campus or at the site of a school event.
- When the posts are of a harassing, threatening, or bullying nature and cause substantial disruption to the learning environment.
- When the posts are made in order to plan disruptive or illegal behavior at school. Examples include harassing, threatening, or bullying posts, those planning to set up a fight, or

announcements about planning to bring prohibited substances to school for sale or to share with other students.

If a problem happens outside the classroom, students and parents/guardians may talk to the teacher, the counselor, or the principal. If a problem relates to the classroom, the student or parent/guardian is encouraged to talk to the teacher first. If these steps do not solve the problem, they may ask for a conference with the principal. If this conference does not solve the problem, the principal will recommend additional steps the parent/guardian may take to resolve the situation.

PROHIBITED ITEMS:

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

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

- Dangerous or deadly weapons including, but not limited to, firearms, knives, metal knuckles, straight razors, weapons of the nunchaku type, stun guns, mace, and other instruments capable of inflicting injury to persons or property;
- Explosives;
- Noxious, irritating or poisonous gases;
- Poisons;
- Intoxicants and drugs (except medicines prescribed for the student which shall be in the labeled container and non-prescription remedies);
- Paraphernalia used in the transporting, sale or use of illegal drugs, including but not limited to Juuls, vape pens, syringes, and flasks
- Stolen property;
- Materials or devices which endanger the physical safety of persons or property;
- Gang member identifying markings or paraphernalia;
- Materials, devices, identifying markings or paraphernalia which are patently racially, religiously or sexually offensive including those associated with clubs, sects or groups avowing or practicing discrimination against persons on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation;
- Other items or materials prohibited by Board policies, Administrative Regulations or school rules.

Prohibited items will be removed and held by school staff and shall only be released to the student's parent. Illegal items will be destroyed or held for Portland Police. Stolen items will be returned to the owner or to the police.

SEARCHES – LOCKER CHECKS AND STUDENT SEARCHES

The school may search a student if the school has a reasonable suspicion that a prohibited or dangerous item will be found. Backpacks, purses, lockers, and assigned storage areas may also be

searched. Lockers, desks, and other places where students keep things are the property of, and are under the control of the school and may be checked at any time for dangerous or prohibited items. Only items needed by a student for schoolwork and school activities can be stored in these places.

Restorative Practices: District staff shall endeavor to utilize restorative practices when applicable and agreed upon by all parties. Restorative practices include, but are not limited to:

- Restorative Conferencing: a meeting between all parties involved to discuss the impact of behavior, repair harm, solve conflict, and to create a plan of action for interventions and supports. Attendees may include school administrators, teachers, staff, students, parents/guardians, and appropriate community service providers
- Restorative Responsive Circles: a gathering to give space to students directly involved in a conflict and others directly affected to discuss the impact of the behavior and develop a plan to repair the harm.
- Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.

Prior to suspension or expulsion, school staff must consider:

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

In accordance with 4.30.020-AD, Student Discipline Procedures:

The use of expulsion is limited to:

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

For a student who is in **fifth grade or lower**, the use of out-of-school suspension or of expulsion is limited. A disciplinary action at Level 3 or higher for a student in the fifth grade or lower must be in compliance with Oregon State law ORS 339.250 and District policy.

SUMMARY OF BEHAVIOR VIOLATIONS AND CONSEQUENCES

PPS uses a range of consequences to respond to student behavior:

Action Levels: Restorative Practices are available at almost all levels :

Level 1: Conference with Parent/Guardian

Level 2: Exclusion from Extra Curricular activities, time out, detention, etc.

Level 3: Suspension; either In or Out of School, Reassignment, Referral

Level 4: Expulsion, Delayed Expulsion, Reassignment, Referral

Level 5: Mandatory Expulsion

Level 6: Mandatory One-Year Expulsion

Examples of conduct which violates expectation	Definition	Occurrence	Disciplinary Level min — max
ATTENDANCE & PUNCTUALITY			
Class Cutting/ Leaving Without Permission	Failure to attend assigned class without permission or excuse; leaving the building, classroom or assigned area without prior approval of the teacher and/or administrator.	Minor/First Serious/Rep	1 — 2 2 — 3
Loitering	Remaining around the school building without permission and staff supervision for purposes other than an educational assignment.	Minor/First Serious/Rep	1 — 2 2 — 3
Off Limits	Entering a location in a building or any school property which has been restricted from student use or entering a location which has been restricted from student use during certain times of the day.	Minor/First Serious/Rep	1 — 2 2 — 4
Tardiness	Failure to be in a place of instruction at the assigned time.	Minor/First Serious/Rep	1 — 1 2 — 3
Trespassing	Entering any school property or into school facilities without proper authority; during school hours; includes any school entry during a period of suspension or expulsion.	Minor/First Serious/Rep	1 — 3 3 — 4
Truancy	Failure to report to school without permission or excuse.	Minor/First Serious/Rep	1 — 2 2 — 3
PROTECTION OF PROPERTY			
Arson	Action which may cause a fire, but none results, such as throwing a lighted match in a trash container which fails to ignite or intentionally starting any fire or combustion on school property regardless of whether any damage occurs.	Minor/First Serious/Rep	3 — 4 5
Bomb Threat	Reporting to school, police or fire officials the presence of a bomb on or near school property	Minor/First Serious/Rep	3 — 4 4

	without a reasonable belief that a bomb is present on school property.		
Burglary	Unauthorized entry into a School District building for the purpose of committing a crime when the building is closed to students and the public.	Minor/First Serious/Rep	3 — 4 5
Deliberate Misuse of Property	The intentional use without proper permission of property belonging to the school or an individual for a purpose other than that for which it was intended or in a manner likely to damage the property.	Minor/First Serious/Rep	1 — 2 2 — 3
False Fire Alarm	Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.	Minor/First Serious/Rep	3 — 4 4
Gambling	Playing any game of skill or chance for money or anything of value.	Minor/First Serious/Rep	1 — 2 2 — 4
Possession of Stolen Property	Having in one's possession or under one's control property which has been stolen when the person possessing it has reasonable cause to believe the property has been stolen, or possession without permission of property belonging to another.	Minor/First Serious/Rep	1 — 3 3 — 4
Theft, Minor	Theft: taking property belonging to the school or any individual or group without prior permission. Minor Theft: includes items with a retail value of less than (\$20), but excluding personal items such as wallets, purses or keys.	Minor/First Serious/Rep	1 — 3 3 — 4
Theft, Major	Includes items with a retail value of more than (\$20) or any keys, purses or wallets regardless of the value of its contents.	Minor/First Serious/Rep	2 — 4 3 — 4
Property Damage, Minor	Vandalism: intentionally causing damage to or defacing school or property of others. Minor Vandalism: includes situations in which minor damage can be repaired or replaced at no cost to the School District.	Minor/First Serious/Rep	1 — 2 2 — 3
Property Damage, Major	Includes situations that will cost the School District to repair or replace the damage, or damage that involves a substantial disruption of school activities, such as destruction of school records.	Minor/First Serious/Rep	2 — 4 3 — 4
PROTECTION OF PHYSICAL SAFETY AND MENTAL WELL-BEING			
Threat causing fear of harm	A declaration of intention to cause injury to the body, property, or rights of another person. A threat is intended to cause fear in the person threatened. Threats may take many forms,	PreK-5th grade Minor/First Serious/Rep	2 — 3 3 — 5
		If staff	3 — 5

	including verbal, written, electronic, or through a third person.	6th grade & up Minor/First Serious/Rep	2 — 4 5
		If Staff	5-day min. suspension
Physical attack/harm	Intentionally touching or striking another person against his or her will; or intentionally causing bodily harm to an individual.	PreK-5th grade Minor/First Serious/Rep	2 — 3 3 — 5
		If staff	3 — 5
		6th grade & up Minor/First Serious/Rep	3 — 5 4 — 5
		If Staff	5
Display of Patently Offensive Material	Displaying sexually, racially, or religiously patently offensive materials.	Minor/First Serious/Rep	1 — 3 3 — 4
Extortion	Forcing other persons to act against their will, such as the demand for money.	Minor/First Serious/Rep	2 — 4 3 — 4
Fighting	Fighting involves the exchange of mutual physical contact, such as pushing, shoving and hitting, with or without injury (i.e., mutual combat).	Minor/First Serious/Rep	1 — 4 2 — 4
Firecrackers or Explosives	Using or possessing any firecrackers, fireworks, bullets, ammunition, or explosive materials or device.	Minor/First Serious/Rep If Weapon	2 — 3 3 — 5 6
Harassment or Bullying, includes but is not limited to: Intimidation or abusive behavior toward a student based on disability, race, color, or national origin, sexual orientation or gender	“Harassment” means all forms of harassment, intimidation or bullying, acts of cyberbullying, sexual harassment, and sexual violence. Harassment, intimidation, or bullying of students is an act that substantially interferes with a student’s educational benefits, opportunities or performance or has the effect of physically harming a student or damaging a student’s property, knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property, or creating a hostile educational environment including interfering with the psychological well-being of a student and may be based on, but not limited to, the protected class status of a person. The District will look at the totality of the	Minor/First Serious/Rep	1 — 2 3 — 4

expression, or religion	<p>circumstances in which the behavior occurs to determine whether a hostile environment exists.</p> <p>Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.</p>		
Harassment or Bullying on the Basis of Sex	<p>Sexual harassment and sexual violence where a student is the victim includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational performance or that creates an intimidating, offensive or hostile educational environment, or any physical conduct of a sexual nature perpetrated against a student's will or when a student is unable to communicate consent. Such conduct includes but is not limited to sexual assault, sexual exploitation, sexual coercion, sexual abuse, and teen dating violence, and other sex-based harassment.</p>	<p>Minor/First Serious/Rep</p>	<p>1 — 2 3 — 4</p>
Hazing	<p>Any activity that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or membership in or affiliation with any student group, organization, or class.</p>	<p>Minor/First Serious/Rep</p>	<p>1 — 2 3 — 4</p>
Intimidation	<p>Forcing or discouraging an action by creating fear; extortion. (Also see Extortion)</p>	<p>Minor/First Serious/Rep</p>	<p>1 — 2 3 — 4</p>
Reckless Vehicle Use	<p>Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or so as to threaten health or safety or to disrupt the educational process.</p>	<p>Minor/First Serious/Rep</p>	<p>2 — 3 3 — 4</p>
Robbery	<p>Taking property from a person by force or threat of force.</p>	<p>Minor/First Serious/Rep</p>	<p>2 — 3 3 — 4</p>
Discipline for any weapon violation regardless of type, must be done in consultation with the District Student Conduct Coordinator			
Possession of a weapon	<p>Any weapon, device, instrument, material or substance which is designed for and readily capable of causing death or serious physical injury. Includes metal knuckles, nunchaku, explosive or</p>	<p>Any Occurrence</p>	<p>6</p>

	incendiary device, or firearms. <i>This does not include knives</i>		
Weapon, Use or Threatened Use	Use, Threatened Use, or Attempted Use of any weapon, <i>including knives</i> .	Any Occurrence	6
Weapon, Firearm	Possession of a gun; including but not limited to a firearm which is “designed to or may readily be converted to expel a projectile by the action of an explosive and any explosive, incendiary, or poison gas.” (Section 921 of Title 18 of the U.S. Code.) “Possession” is defined to include, but not limited to having a weapon located: (1) in a space assigned to a student such as a locker or desk, (2) on the student’s person or property (on the student’s body, in student’s clothing, in an automobile), (3) under the student’s control, or accessible or available; for example: hidden on school property. Confiscated guns are turned over to the police.	Any Occurrence	6
Weapon, Simulated	Possession of articles that resemble, but are not, knives, guns, or other weapons.	Any Occurrence	3 — 5
APPROPRIATE LEARNING ENVIRONMENT			
Disruptive Conduct	Behaving in a manner which disrupts or interferes with the educational process, including consensual sexual activity.	Minor/First Serious/Rep	1 — 2 2 — 4
Dress Code Violation	Dressing in a manner that disrupts or is likely to disrupt the educational climate or process, or a threat to the learning opportunity, health or safety of the student or any other person. Includes violation of school adopted dress code.	Minor/First Serious/Rep	1 — 2 2 — 3
Forgery	Providing a false signature or altering school documents.	Minor/First Serious/Rep	1 — 2 2 — 3
Gang Member Identifier	Displaying material that identifies student as a member or associate of a gang, including identified behaviors. (consult with SRO for current trends)	Minor/First Serious/Rep	1 — 3 3 — 4
Indecent Exposure	Exposure of private parts of the body in a lewd or indecent manner in a public place. Exposure of sexually explicit content to another person.	Minor/First Serious/Rep	1 — 2 3 — 4
Indecent Gesture	Making gestures which convey a grossly offensive, obscene or sexually suggestive message.	Minor/First Serious/Rep	1 — 2 3 — 4

Insubordination, Defiance, Willful Disobedience	Failure to comply with a proper and authorized direction or instruction of a staff member.	Minor/First Serious/Rep	1 — 2 3 — 4
Interference with School Personnel	Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence or harassment.	Minor/First Serious/Rep	2 — 4 3 — 4
Language, Abusive/ Profane	Writing or saying anything which ridicules or humiliates another person on account of age, color, creed, disability, marital status, national origin, race, religion, sex, gender identity, or sexual orientation.	Minor/First Serious/Rep	1 — 2 3 — 4
Physical Contact, Inappropriate	Pushing, Shoving, Play fighting or other inappropriate touching that does not result in harm.	Minor/First Serious/Rep	1 — 2 3 — 4
Plagiarism/ Cheating	Representing another person's work as one's own.	Minor/First Serious/Rep	1 — 2 3 — 4
Possession of Prohibited Items	Possession of items that are not permitted at school. Includes toy weapons that resemble a real weapon. Knives are considered prohibited items. (As with actual weapons, discipline for toy weapons must be done in consultation with the Student Conduct Coordinator)	Minor/First Serious/Rep	1 — 2 3 — 4
Technology, Use Violation	Using technology equipment other than in the manner directed by school staff; violations of internet security.	Minor/First Serious/Rep	1 — 2 3 — 4
Tobacco, Use and/or Possession	Using or possessing by any age student any form of tobacco or nicotine delivery device on or adjacent to school property and at all activities without regard to location.	Minor/First Serious/Rep	1 — 3 3

ALCOHOL/DRUG DISCIPLINARY MEASURES

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

PREVIOUS VIOLATION	CURRENT VIOLATION		DISCIPLINARY ACTION
If first violation was for...	Within the past 3 years, is this the 1st, 2nd, or 3rd finding? *	Was this violation for possession/use or transfer/sale?	Then the Disciplinary Action Level will be:
N/A	First	Possession/Use	Level A
N/A		Transfer/Sale	Level B
Second			
Possession/ Use	Second	Possession/Use	Level B
Transfer/Sale		Possession/Use	Level C
Possession/ Use		Transfer/Sale	Level B
Transfer/Sale		Transfer/Sale	Level C
Third			
Any Violations	Third	Possession/Use	Level C
Any Violations		Transfer/Sale	Level C

DISCIPLINARY ACTION LEVEL	DESCRIPTION
Level A*	Insight Class and student barred from school sponsored competition, games, and performances for 14 days. In addition, at the administrator's discretion, the student may be required to perform up to eight (8) hours of community service.
Level B*	Expulsion. May be delayed if the student is accepted into a school-approved alternative program or treatment service which addresses the student's alcohol and other drug issues, or agrees to attend the Student Success Center.
Level C*	Expulsion.

* In order for an incident to qualify as a "finding" there must be a hearing conducted by an administrator or Hearings Officer and a letter to parents/guardians stating the decision.

*In lieu of these Disciplinary Actions, an alternative plan may be developed.

Additional Notes:

Students who have substance related violations may be suspended if they are:

- Under the influence (must be taken home and return the next school day)

- Selling or distributing substances for consideration.

Some violations may result in a referral to the Portland Police Bureau.

Any use of physical force by PPS staff, or volunteer must be in accordance with the district's policy and practices concerning student restraint and seclusion. Physical restraint or seclusion may only be used if the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others, and less restrictive interventions would not be effective. Only personnel who have been trained through the district's approved methods may implement a physical restraint or seclusion except in an emergency circumstance when trained personnel are not immediately available due to the unforeseeable nature of the emergency circumstance. 4.50.060-AD

Seniors are disqualified from participation in commencement exercises and related activities if within 60 consecutive calendar days of the last senior school day they are found to be in violation of District alcohol or drug policy, or any violation resulting in three or more days of suspension, or more serious disciplinary action.

SUSPENSION PROCEDURES

Suspension means that a student cannot attend school or school activities in Portland Public Schools. Suspensions can last for up to ten school days.

Per District practice, building administrators are required to contact their Senior Director when considering 2 or more days of suspension per incident, or if the student already has 2 or more days of suspension. Building administrators must contact their Senior Director if they are considering an expulsion hearing.

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

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

Parents/guardians are notified when students are suspended. A parent/guardian conference is expected before a student is readmitted to school.

During any suspension, students are expected to complete homework and may request missed assignments.

A suspended student may not be on any Portland School property nor at any school-sponsored activities.

A meeting with the parent/guardian ordinarily must be held prior to a student returning to school after a period of suspension to seek resolution of the misconduct and review ways of improving student behavior. A parent/guardian may request a meeting with the principal or designee to develop a plan of action for the student to prevent further incidents.

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

Appeal: The family may submit a written appeal of the decision to the district senior staff responsible for supervising the school the student attends within five working days of the principal's decision. The district senior staff will review the record and provide a written response within three working days. The district senior staff's decision is final.

EXPULSION PROCEDURES

Expulsion means a student cannot attend school or school activities in any Portland Public School for up to a full calendar year. PK-5 students may not be expelled unless the circumstances meet the standards in State law.

Firearm and some weapon violations require expulsions for a full calendar year.

Prior to a student being expelled, a hearing is held with parents/guardians, the student, and a hearing officer. The hearing officer decides if a student will be expelled, and if so, for how long. Students may also receive a delayed expulsion. During the period of the delayed expulsion, the student may be required to complete certain expectations, such as to attend the Student Success Center, or follow the stipulations of an alternative plan aimed at addressing the causes of the behavior that lead to the hearing. If the student follows the plan, then the expulsion will not be imposed. If they do not follow the plan, then another hearing will be held and the student may be expelled.

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

An expelled student must not be on any Portland Public School property nor at any school-sponsored activities.

A student or parent/guardian may appeal any expulsion or delayed expulsion decision.

Appeal: A student and their family have the right to appeal a hearing result. Instructions on how to conduct an appeal are included in the hearing results letter.

DISCIPLINE OF STUDENTS WITH DISABILITIES

In cases where the disciplinary action includes a suspension or expulsion, the school administrator must notify parents/guardians/surrogates in the same manner as non-disabled students. The Special Education Department will notify the parents/guardians/surrogates of any special education meetings. Students with disabilities are subject to disciplinary procedures to promote positive changes in their behavior and to protect others.

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

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

DEFINITIONS:

- **Affirmative Consent:** freely given, mutual, enthusiastic, continuous, and can be withdrawn at any time for any reason. Consent for one interaction does not assume consent for other interactions. Consent cannot be given when under the influence of drugs or alcohol or when threat, coercion or intimidation exists. When affirmative consent is incorporated into healthy sexual relationships, it mitigates the impact and consequences of sexual pressure. This expectation is consistent with the Oregon Department of Education's Health Education Standards.
- **Delayed expulsion:** Offered at the discretion of the hearing officer. Delays the expulsion period pending the completion of agreed upon consequence/intervention. Expulsion does not go into effect if the agreed upon responses are satisfactorily completed.
- **Exclusionary Discipline:** Disciplinary action which removes a student from instruction.
- **Expulsion:** Denies the student the right to attend any district school or program, including all classes and school activities, or to come onto any district property for up to one calendar year.
- **Hearing:** A formal meeting to review information pertaining to suspected behavior and to make a decision regarding disciplinary action
- **Hearing officer:** A principal or other person designated by the Superintendent to conduct a disciplinary hearing
- **Individualized Education Program, also called the IEP,** is a document that is developed for each public school child who is found eligible for special education. It is reviewed annually, occasionally more often, by the IEP team, including the child's parent/guardian, school administrators and district staff.
- **Material and substantial disruption of the educational environment:** Behaviors that significantly interfere with instruction or staff member's ability to maintain a stable classroom or ensure student safety.
- **Manifestation Determination:** A Manifestation Determination is a test conducted by a student's IEP or 504 team to determine whether the behavior leading to possible disciplinary action was Directly caused by the student's eligible disability or was caused by the school's failure to fully implement the IEP or 504 plan.
- **Physical attack causing harm:** Non-accidental conduct causing serious physical harm to a student or school employee.
- **Preponderance of the evidence:** An evidentiary standard used by the hearings officer to weigh information received during a hearing. The standard of this scale is "more likely than not."
- **Section 504 Plan:** An accommodation plan for a public school child with disability developed to ensure the child receives accommodations for access and participation in the learning environment.
- **Serious Physical Harm:** Impairment of physical condition or substantial pain.
- **Sexual Incident Response Committee (SIRC) Process:** The district has a defined process to assess, plan for, and support students who exhibit problematic sexualized behaviors. Administrators shall contact the SIRC Coordinator whenever encountering a behavior of a problematic sexualized nature.
- **Student Threat Assessment Team (STAT) Process:** The district has a defined process to assess, plan for, and support students who exhibit threatening behaviors. Administrators shall contact the Threat Assessment Coordinator and follow established Threat Assessment Procedures whenever encountering threatening behaviors in students.

- **Substantial Disruption of the Learning Environment:** Substantially interfering with the work of the school or impinging upon the rights of other students. Significantly interrupting other students' ability to learn.
- **Suspension, in-school:** Temporarily denies a student the right to attend scheduled classes and instead requires them to attend a program or engage in other educational activities in the school for a period up to five (5) consecutive school days
- **Suspension, out-of-school:** Temporarily denies a student the right to attend school, including all classes and school activities and to come onto any district property, for a period up to ten (10) consecutive school days
- **Threat:** A declaration of intention to cause injury to the body, property, or rights of another person. A threat is intended to cause fear in the person threatened. Threats may take many forms, including verbal, written, electronic, or through a third person.
- **Trauma-Informed Approach:** designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

RELEVANT POLICIES:

The full texts of policies and administrative directives can be found on the district website: PPS.net

- Current policies and administrative directives as of August 1, 2019
 - 1.80.020-P Non-Discrimination/Anti-Harassment Policy
 - 2.10.010-P Racial Educational Equity Policy
 - 4.30.010-P Student Conduct and Discipline
 - 4.30.011-AD Student Conduct and Discipline Implementation Framework
 - 4.30.012-P Standards of Conduct - Student Dress and Grooming
 - 4.30.013-AD Student Dress Code
 - 4.30.020-AD Student Discipline Procedures
 - 4.30.021-AD Student Suspension and Expulsion Procedures
 - 4.20.022-AD Alcohol, Other Drugs, and Tobacco
 - 4.30.025-AD Discipline of Students with Disabilities
 - 4.30.040-P Search and Seizure
 - 4.30.060-P Anti-Harassment
 - 4.50.060-AD Student Restraint and Seclusion
 - 4.30.070-P Teen Dating Violence
 - Policies and administrative directives currently under review:
 - 4.30.010-P Student Conduct and Discipline
 - 4.30.XXX-P Healthy, Substance Free Learning Environments
 - 4.30.XXX-AD Student Conduct and Discipline
 - 4.30.XXX-AD Healthy, Substance Free Learning Environments

RELEVANT STATE AND FEDERAL LAWS:

Federal Laws

- Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.
- The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

Oregon State Laws:

- ORS 339.240 Rules of Student Conduct, Discipline, and Rights
- ORS 339.250 Duty of Student to Comply with Rules
- ORS 339.252 Child with Disability Continues to be Entitled to Free Appropriate Public Education if Removed for Disciplinary Reasons
- ORS 339.270 Assessment of Costs of School Property Damage Against Responsible Student or Parents or Guardian